Why are we here today?

1) What are the expectations for the Group Project?
2) What are the key deliverables and deadlines?
3) How does a Group Project operate?
4) What to do and what not to do...
5) Who can we talk to if we have concerns about how the project is operating?
6) Questions and answers

Expectations

- MESM grads: environmental problem solvers
- The Group Project: a real environmental problem to solve
- Learn to:
  - Work in interdisciplinary team
  - Manage time, people and money
  - Practically apply knowledge & tools

Expectations

- High-quality work
- Unbiased analysis
- Focused recommendations

Why is the Group Project Important to you?

- Practical experience in
  - Dealing with challenging issues
  - Working in an interdisciplinary team
  - Working to deadlines with incomplete information
  - Dealing with clients
  - Internships
  - Great for your resume and job-seeking

What Makes a Good Group Project?

- Interesting problem
- Well-defined objectives
- Limited scope
- Good team interaction
- Useful and timely advice
- Attentive client who cares
- Internships — as an experience
What’s to be avoided?
- Vague objectives
- Scope too broad ... or too narrow
- Procrastination – get going right away!
- Uneven work distribution
- Failure to see big picture - focus on the interests of the students rather than the needs of the client
- Follow client too closely

Steps to Success
- Collect as much information as you can quickly and assimilate it
- Find out how other people have solved similar problems – you are not alone!!
- Be clear about your objectives and stay focused
- Write drafts in advance of deadlines
- Put someone “in charge”

Structure of the Group
- Democracy vs. efficient organization
  - Someone needs to be in charge
  - Rotating leader? Chairperson?
  - Rotate other roles as well...
- Faculty advisors (not leaders!!!)
  - Only here to advise
  - May take a hands-off approach
  - Use them…but you need to ask!

Who can you talk to?
- Group Project Coordinator
  - Jill Richardson
- Group Project Faculty Supervisor
  - Spring, 2003: Arturo Keller
  - AY 2003-4: TBD…
- Assistant Dean, Academic Programs
  - Laura Haston

Grading and Reviews
- Grades
  - IP (In Progress) grade at end of S, F and W Quarter
  - Letter grade given at end of project (S Quarter 2004)
  - Registrar replaces previous IP grades with letter grade
- Peer Reviews
  - Students generate written evaluations on fellow students
- Feedback to Faculty as advisors

Deliverables
- Spring Quarter 2003
  - Formal Project Proposal: Work Plan and Management Plan
  - Review with Advisory Committee at end of quarter
- Fall Quarter 2003
  - Mid-Project Review: Public Presentation of Progress
  - End of quarter written Progress Report
  - Review with Advisory Committee at end of quarter
- Winter Quarter 2004
  - Project Brief: 4 page summary of highlights with graphics
  - Final Report
- April 2004
  - Polished oral presentation
  - Poster
Learning mode
- What are the issues?
- What is known?
- Who has done something similar before?

Data acquisition
- What info is needed?
- Where can you get it?
- Free? Field work? Survey? Model?

Develop a work plan (approach)
- What are the key questions to address?
- What do you have to do to answer them?
- Is this enough? Too much?
- What tools do you need?

Design a Management plan
- Timeline: what are the key milestones?
- Organization: who is going to be responsible for what?
- Budget and finances: how much will you need? Where can you get more (if needed)?

Resources Available
- Field Work?
- Lab Work?
- Modeling?
- Surveys?
- Statistical Analysis?
- Additional funding?

Objectives (be concise – bullet points)
- Significance (why does anyone care?)
- Background information (how did the issue begin, what is known, what has been done, by whom, why it hasn't worked)

Approach – key section
- Describe in detail tasks and subtasks
- Timeline
- Organization
- Budget
- Anticipated sources of funding – and what if not

Deliverables
- References

External Review
- Purpose: to gain critical feedback
- By Friday 06/06/2003
- Form an advisory panel using Bren School, UCSB or other faculty, or external experts/stakeholders
- Act early – faculty on high demand and short supply!
**Summer Internships**

- Decide EARLY who is going to work on the project
- Not everyone needs to work on the project – assign tasks
- Ask Dave Parker for help coordinating internships
- Ask Kathy Murray for help with the finances associated with internships

**Fall Quarter**

- Most of the work on the project is done in Fall Quarter
  - Complete data acquisition
  - Data analysis, tool development
  - Preliminary results
  - Back to the drawing board?
- Mid-Quarter Review
  - Early November
  - Public oral presentation of work to date (15 minute)
    - Bren Students
    - Bren Faculty
    - Client
    - Outside experts
- End of quarter: written progress report

**Winter Quarter**

- Winter quarter activities
  - Finalize results
  - Conclusions? Recommendations?
  - Write the Big Kahuna!
  - Review, re-review and re-re-review by advisor and team members…!
- Deliverables
  - Final report
  - Poster
  - Group Project Brief
    - 4-page summary
    - Primary means of communicating results of project

**Spring Quarter 2004**

- Oral Presentation to "Power" Audience
  - Advisory Board Members
  - Potential Employers
  - Faculty and students
  - Relatives
- VERY Polished
  - 20 minute presentation plus questions
  - Accompanying poster session

**What you need to do NOW**

- Educate yourself about your project
  - Collect papers and reports
  - Read about your project
  - Think about your project
- Discuss among project team members
- Look at previous project reports (online)
- Select ASAP
  - Financial manager – see Kathy Murray
  - Information manager – see Roger Emond

**Summary**

- Excitement
- A lot of work…!
- A lot of responsibility
- Frustrations…?
- You can make it a VERY rewarding experience