**Education Objectives**

1. By FY22, integrate a Sustainability unit into each individual college’s 100-level freshman orientation course.
Who would implement this? Would it be iSEE or each College.

Anna and Ann are interested in developing this objective into a recommendation.

* 1. Pilot this through Engineering and LAS in FY21
	2. Train upper-class students to lead orientation seminars
	3. *Alternatively, design a mandatory sustainability workshop training session for all incoming freshmen, to be held in the spring semester.*
	4. Each course would have a Sustainability section/lesson/module exposing them to both the 10 broader iCAP themes, as well as practical applications of how we as members of Campus and society can apply sustainable practices into our daily lives and education.
	5. Colleges and departments could tailor content for their discipline
	6. **Students suggested**, “the creation and implementation of a Sustainability Workshop (with a catchy acronym, similar to FYCare and ACEIT, perhaps EARTH [Environmental Action Right This Hour]) required for new students.”
		1. This would be a better option than incorporating Sustainability sections and units to 100-level orientation courses because the instructors for such a workshop would be more passionate about campus sustainability whereas interns/students leading these orientation courses are not always the most engaging or interested.
	7. Additionally, the Committee for Environmental Sustainability (part of the Illinois Student Government) has been investigating the prospect of including a Sustainability Gen Ed credit for all U of I students. Bugra spoke to the Provost about this last semester.
	8. Could we feasibly pursue more than one of these options simultaneously, to ensure the success of at least one and to reach more students?
1. Offer a new graduate certificate in sustainability

Gillen suggested skipping this one for now.

* 1. coordinated through iSEE
	2. Offer multiple separate tracks, for example, Infrastructure & Planning; Business Applications; Human Dimensions; and Policy, with one core course to unify the cohort.
	3. There are many graduate students at the University who are not working on topics that relate to problems in sustainability or their solutions, but who nevertheless care about these issues and want to bring an awareness of them into their field and workplace.
1. Offer an Environmental Leadership Program (undergraduate) – including workshops, visiting speakers, experiential learning, field learning in Washington, D.C. and pre-professional opportunities. Week-long intensive(s) format. Potential partnership with campus YMCA.
	1. Gillen is already working on this and well-advanced. Gillen can work on developing this objective into a recommendation and will send to Meredith.
2. Establish a new undergraduate research initiative in sustainability. Potential partnership with the Office of Undergraduate Research. Provide a structure to ensure quality control.

Julie, Sharlene, Carolyn will work on developing this objective into a recommendation. The Ignite Scholars Program could be used as a model for this.

1. Pilot a sustainability component to existing Career Fairs. Participating companies may opt to have an “Eco-Friendly” tag on their booth as a designation. Create and distribute a survey of student Career Fair attendees to solicit feedback. In the future, this may spin off to an independent Sustainability Career Fair.
	1. Students suggested, “a weekend once (or more?) per year where reliable sustainable companies and professionals are invited to present seminars on sustainability in their industries… Design for America’s ‘Social Hack’ could be used as an example.”

Dave and the new Union “Green Team” is thinking about this. He will work on developing this into a recommendation.

1. Develop a sustainability internship program with local businesses, non-profits, local government, and cultural institutions in Central Illinois. Interns will be involved in community resilience efforts with direct link to sustainability development goals, gaining project-based, pre-professional experience.
	1. Really good idea! (If these objectives are ranked on priority, this one should be ranked higher up).

Stacy will work on developing this into a recommendation. Dave and the “Green Team” may have interested participants as well. We will work on assigning another SWATeam member to develop this.

1. Initiate a Sustainable Scholars program or incorporate a sustainability pathway into existing James Scholar and Ignite Scholar programs beginning freshman year. Coordinate with directors of these programs.

Ann and Gillen will work on developing this into a recommendation. Mallory suggested that the Ignite Scholar programs may be connected to the College of ACES. This is a research initiative.

1. Develop comprehensive webpage for information on all sustainability education offerings, including all majors, minors, certificates, and other programs. Necessary resource for undergraduates seeking to navigate wide range and variety of cross-campus offerings. Include sustainability assessment in course catalog.
	1. Anna can help with this. In the future, an iSEE intern can be tasked with this as well.
	2. **Students suggested**, “direct website/media campaign to centralize all environmental majors, minors, and certificates available on campus (e.g. NRES, ACES, LAS, ESE, iSEE minor, IB minor in ecology, environmental writing certificate, etc.).”
	3. I also believe that this is a crucial aspect to the ISG push to create a Sustainability Gen Ed. Environmental/Sustainability related courses (and information about them) need to be easily accessible to students from all over campus. There also may need to college/department-specific lists of acceptable sustainability classes…

**Outreach Questions for iWG**

1. What is the linkage between Public Engagement and Campus Sustainability? What should it be?
2. This is a terminology question. Could we develop a shared lexicon for “educate” “engage” “incentivize” “behavior change” “outreach” etc?
3. Should this chapter be called “Culture Shift”?
4. What would be the role for this SWATeam? *Morgan noted, “The iWG would like to see collaborations with the other SWATeams, and we have encouraged those in the past. We still need to select a lead group for any collaborative efforts though. Personally, I believe this SWATeam should take the lead if a project is about overall knowledge, such as one that covers all the themes, and topical SWATeams should take the lead if it is about their particular topic, like how to recycle.”*
5. Can we mandate a sustainability workshop for all students? *The SWATeam said, “Alternatively, design a mandatory sustainability workshop training session for all incoming freshmen, to be help in the spring semester.” Fina said, “Host a freshman sustainability 2 hour class similar to the mandatory fycare and ace it class.” Alexa said, “When I applied to be a member of the Education SWATeam, my main objective was to create a mandatory freshman workshop on how to live sustainably in the dorm. Because we have other programs regarding sexual harassment and substance use, I believe that this would be a very viable option.” Morgan asked, “Is recycling as important as substance abuse and sexual harassment? Those courses are mandated by law, and we do not have a sustainability law in place. It would not be easy to add a mandatory program, so I suggest we focus on an overall training program and messaging campaign about campus sustainability, and good behaviors.”*
	1. This isn’t a matter of whether or not sustainability issues are as important as any other issues the campus already works to address. It is, rather, capitalizing on an effective system of spreading knowledge and awareness. I think that if we are pursuing an effective training program, messaging campaign, or what have you, a new student required workshop about sustainable practices should certainly be included!

**Outreach Objectives**

1. Enhance the overall culture of sustainability on campus, and increase the number of certified green offices and certified green labs by 20% each year from FY20 to FY24.
	1. Increase staff and faculty education & awareness through Illinois branded videos, pamphlets, posters – include monthly reports on iCAP Progress.
	2. Market sustainability progress, projects, and contributions to the iCAP from individual departments and campus units.
	3. Develop consistent social media messaging: every major campus sustainability initiative or campus event would include a link or measurable tie to our iCAP goals
	4. Expand existence of sustainability related groups throughout campus and enhance partnerships
		1. The existence of sustainability groups on campus is already impressive. The community could always expand, of course, but I believe that what is needed more is better support from faculty and administrators, especially at iSEE. Help clubs organize events, provide funding (if that is allowed) to sustainable events hosted by student groups, and definitely help boost recruitment efforts by clubs and organizations!
		2. Help us network between clubs too! Support the longevity of the Student Sustainability Leadership Council!
2. Develop a Sustainable Events Program by FY23, with 100% of the Illini Union Board events qualifying in FY24.
	1. Partner with Department of Recreation, Sports & Tourism (RST) to develop and incorporate sustainable practices into a module of their Event Planning course
	2. Use RST program undergraduate and graduate students as event consultants
3. Support programs to develop love of nature and sustainability among children, with an annual Youth Sustainability Summit led by local teenagers with guidance and mentoring from campus and community sustainability leaders.
	1. The City of Urbana Sustainability Advisory Commission is leading an effort to host an annual Youth Sustainability Summit (rebranding expected this year).
	2. Host more outreach education and extension programs related to sustainability. There should be more outside the classrooms events such as composting 101 or events on reusing bottles for plants. Support these programs to help collect the information that they happened and to incentivize participation.
		1. There have been efforts by clubs such as Illini Mentoring, Eat 4 Health, and the Sustainability LLC to visit local schools and teach sections of sustainability and recycling, and such. I’m not sure if these efforts are still active, but the desire is there and it could certainly use some extra support!!
4. Incorporate sustainability-related problem solving needs and solutions in the GivePulse system for public engagement, and track local collaborations for sustainable solutions. Increase local collaborations by ten percent per year from a baseline in FY22 to the total in FY24.
	1. Create co-curricular sustainability partnerships integrating creative problem solving and designer thinking
	2. Engage faculty with community based participatory research and with knowledge of local community resources
	3. *Example: Understanding and overcoming barriers to community food-waste composting in Urbana. We need community workshops, organizing, additional sufficient human capital, and entrepreneurship to build momentum for adoption of a food-waste composting program. It not only needs to include community member input, but also training and education around how to start a business, apply for permits, ag-tech resources, business assistance, EPA rules/regs etc. We have to break the “we don’t have this existing resource in our community so it cannot be done” cycle discussion that keeps on occurring in town.*

**Student Suggestions for Education/Outreach,** not mentioned above

* Build/Dedicate a bulletin board in the Illini Union to promote environmentally related events and information. Put it where there is a lot of student traffic and encourage environmental RSOs to utilize it too.
* Study on food waste in dining halls!
* Monthly updates to iCAP Portal on progress of iCAP
	+ could this, potentially, take the shape of updates from the Chancellor? or perhaps the writer of the letter should change every month, focusing on different fields of sustainability efforts around campus…
* Peer mentoring upperclassmen to underclassmen for the purpose of connecting students to sustainability resources.