**DRAFT - Planning Details for Presenters**

**Sustainability Retreat, 24 May to 26 May 2010**

**Provide to Participants before Retreat:**

* List of Attendees and their units
* Brief bio of the presenters:

B. Minsker, D. Warner, V. Beasley, C. Flint, M. Viswanathan, B. Lindsey, W. Stewart.

Names of the participants on the two panels

* Note to Participants – bring:
* Laptops, strongly encouraged
* Syllabus, materials, course description for their course of interest
* Book or reading about sustainability issues or an object that relates to sustainability (Note: please explain details re: show and tell on Wed. am)
* Walking shoes for the field trip
* General Program – you can give just the bold sections. (please leave out talking points & notes)

Note: Alert Participants that Monday night is not dinner, but hors d’oeuvres and cash bar

Note:

* Also - need designated Retreat laptop/computer to load materials for and from participants.

Provide folders to participants only with working papers (agenda, campus educational outcomes, list of participants and contact info). They can electronically reach addl resources/references and their responses to the small grp activity handout (described later)

**Monday evening, May 24, 2010**

**I-Hotel. 5:00 – 6:30 pm**

**Topics**

* Definition of sustainability
* Common myths or misconceptions or confusion
* Three circles - separately and also how intersect
* Show video about more-traditional action-based sustainability project – need to be an authentic, inspirational, & encouraging example (not just for entertainment)
* There are many ways in which to learn about sustainability and contribute to the cause. E.g., “venues/support mechanisms” e.g., activity where students prepare flyer
* show video about ways to support/promote sustainability

Agenda:

* Goal: provide introductory information re: sustainability, its dimensions & facets, get participants motivated and excited, meet small group members.
* Welcome – D. Warner
* Overview & introduction of sustainability topic and its dimensions
* Provide following materials:
* Resource List: such as sustainability office url, campus sustainability learning outcomes.
	+ List of participants, contact information, & their units
* Form the Tuesday small working groups: will take approx. 20 – 25 minutes
	+ N=22 people (5 grad, 2 APs, 16 teaching faculty) approx 20 minutes
	+ Randomize memberships for the four groups: (three @ 5, and one @ 6). Divide according to type (grad, AP, FAC) and discipline.
	+ Let them meet each other
		- An ice breaker type of activity: Identify the most interesting or unusual fact about the members of your group. The group with the most interesting or unusual fact wins a prize.
* Give preview for tomorrow & final reminders

**Tuesday, May 25th I hotel, 8:30 – 5:00**

**4 breakout room & one large mtg room**

**8:30 -9:00**  **Coffee**

**9:00 – 10:20 Large group**

**9**:00-9:20 D. Warner – welcome

 B. Minsker – objectives & overview

* + - Profile of participants
		- Share sample responses from the two questions they answered in the application:

a) why submit proposal & b)what they hope to gain

* + - ***Key point: Refresh about three dimensions of sustainability and that they are multi-faceted dimensions.***
		- ***Goals for the participants during this retreat***.

9:20 -9:40 D.Warner – update on campus sustainability activities

 B. Stewart – campus sustainability education outcomes

9:40- 10:10 Val Beasley - Sustainability I - environmental dimension

 20-25 min presentation, followed by brief Q&A

* Explain the environmental dimension of sustainability and facets of it: what it is, its value
	+ - What I do to teach the concept & what the student do – specifically at the course level
		- What is it that you want them to accomplish/feel/experience? (be concrete)
		- My rationale or reasons for doing it this way & also its connections to my course content Lessons learned or words of wisdom to share (2 to 3)
		- Charge for the small group activity

10:10 – 10:15 Small group instructions – V. Beasley

 5 min – break and move to small grp rooms

**10:20-11:15 Small Group activity**

* Share your ideas with each other at the end of each period.
* First period -- 15 minutes: Reflecting on the video clips: Identify drivers behind the scenario & how they create problems that undermine sustainability. Discuss whether the drivers interact with one another. The drivers of ecological demise are:
	+ Human dimensions: Population growth, resource consumption/individual, isolation from the real world, ecological illiteracy, distraction, & dysfunctional incentives, laws, policies, & management.
	+ Habitat degradation & loss
	+ Invasive plants & animals
	+ Infectious agents
	+ Large scale monoculture production
	+ Overharvest of aquatic & terrestrial species
	+ Environmental contaminants
	+ Altered hydrology
	+ Climate change
	+ Warfare
* Second period – 15 minutes: Develop a list of specific practical actions that could be undertaken to counteract & prevent the problems.
* Third period -- 15 minutes: Identify specific lifestyle changes and career activities that you feel students should be prepared to undertake in the next 4 years, 15 years, and 50 years.

Note: Last 10 minutes (11:05- 11:15). Participants complete the HO/ACT Reflection form for environmental. They will do one at the conclusion of each small group activity and turn it in. They should do this electronically on their own laptop and e-mail to sustainability@illinois.edu. Download the doc from <http://sustainability.illinois.edu/prairieprojectagenda.html>.

**11:15 – 1:00 Large Group: Lunch and Student Panel Discussion**

11:15-11:45 Break and lunch

11:45-12:45 Student Panel Regarding Sustainability Experience

 Ginger Hartwell, Brian Schertz, Eric Green, Laura Fierce, Megan Smith (?)

* Each student intro themselves, year, major & where got sustainability experience
* Seed questions (focus on first three), plus questions from the audience:
	+ What do you believe is the level of interest and the existing level of knowledge among the average student in sustainability issues?
	+ What experience or approach was most valuable for you in learning about sustainability? What made it so valuable?
	+ Can you give an example of how you might bring sustainability into a course that does not currently consider it?
	+ How has learning about sustainability made a difference in your life, both now and in the future?
	+ What advice do you have for instructors who want to teach students about sustainability?
	+ Is there anything else you’d like to tell this group?

**12:45 – 1:00 Break**

**1:00 – 2:45 Field Trip - Prairie Tour w/Jamie Ellis at Barnhart Prairie.**

 **Val will accompany and provide addl information.**

 **Note: This could be the place-based exercise if rain is an issue.**

Critical aspects of place-based reflection to reinforce: (based on conversation with B. Stewart)

 - identify the meaning of this space or place of interest

 - this space/place provides a rich mix of individualized values and meaning

 - there are historical, cultural, social, and personal aspects that are relevant to the individual

1:00-1:15 Get on bus and travel time

1:15- 2:15 Tour

2:15-2:30 Drive back to I-Hotel

2:30-2:45 Break

**2:45 – 4:15 Large and Small Group Sessions**

2:45-3:15 Large Grp: Sustainability Dimension II: by Courtney Flint. Humanities and Social Science. Societal Dimension and its facets

 20-25 min presentation, followed by brief Q&A

* Explain the societal dimension of sustainability and facets of it: what it is, its value
	+ - What I do to teach the concept & what the student do – specifically at the course level
		- What is it that you want them to accomplish/feel/experience? (be concrete)
		- My rationale or reasons for doing it this way & also its connections to my course content Lessons learned or words of wisdom to share (2 to 3)
		- Charge for the small group activity

3:15 – 4:10 Small Group work

* Community Mapping (15 minutes)
	+ Take 5 minutes for participants to draw their community. Compare resulting maps. Discussion points:
		- * What are consistent elements included in the maps/images? How do they differ?
			* How might perspectives of community differ across social groups within a community?
			* How might sustainability initiatives be enabled or constrained by the diversity of images and conceptualizations of community?
			* What ideas do you have about how to get students to appreciate diverse perspectives on an issue within and beyond the classroom?
* Social Implications of Sustainability Initiatives – Brainstorming activity (20 minutes)
	+ Recall the campus sustainability initiatives discussed earlier in the day. As a group, discuss and outline the broader societal implications of these plans.
		- Think about local, distant, and future implications
		- Who are the stakeholders associated with these initiatives?
		- What tools or methods might be useful for engaging these diverse perspectives in sustainable planning and implementation?
	+ From the perspective of your field of study or instruction, what opportunities and challenges do to you envision associated with training and exposing students to broader social implications of sustainability initiatives?
* HO/ACT Reflection form for social (10 minutes)
* Report back to group – One “Ah Ha!” moment that occurred in your group. (10 minutes)

**4:10-4:15 Conclusion and next day activities. Reminder of show and tell.**

**4:30-5:00 Tour of Solar Decathlon House (Megan Smith)**

**Wednesday, May 26th Business Instructional Facility**

**4 breakout room & one large mtg room**

**8:30-9:00 Coffee, Show & Tell**

**9:00 – 9:10 D. Warner welcome & day review**

**9:10- 10:10 Large and Small Group Session: Resource**

9:10- 9:40Sustainability III: by MadhuViswanathan. Addressing Sustainability from an Economics Perspective and its facets

 25 min presentation with Q&A (including interdisciplinary, scaling topics)

* Explain the economic dimension of sustainability and facets of it: what it is, its value
	+ - What I do to teach the concept & what the student do – specifically at the course level
		- What is it that you want them to accomplish/feel/experience? (be concrete)
		- My rationale or reasons for doing it this way & also its connections to my course content Lessons learned or words of wisdom to share (2 to 3)
		- Charge for the small group activity

**9:40- 10:45 Small Group Work**

* + Economic Implications of Sustainability Initiatives – Brainstorming activity (20 minutes)
		- Recall the campus sustainability initiatives discussed yesterday. As a group, discuss and outline the broader economic implications of these plans. Think about local, distant, and future implications
		- From the perspective of your field of study or instruction, what opportunities and challenges do to you envision associated with training and exposing students to the economic implications of sustainability initiatives?
	+ HO/ACT Reflection form for economics (10 minutes)
	+ Brainstorm ideas for integrating all three sustainability elements (environmental, social, economic) into your teaching (25 minutes).  Some directions for discussion may be:
		- New course – consider designing an interdisciplinary course that draws on environmental, social and economic aspects of sustainability, including:
			* Overall topics
			* Sample assignments
			* Sample learning outcomes
			* Include a drawing with text if possible
		- New directions or strategies for current courses, such as:
			* New assignments, particularly case studies or service learning activities
			* New modules
			* Hidden curriculum – e.g., Chinese language students read about the campus sustainability initiative and create a brochure about it in Chinese
			* Guest lecturing/team teaching, perhaps with members of your group
	+ Report back to group – One “Ah Ha!” moment that occurred in your group. (10 minutes)

**10:45 -11:00 Break**

**11:00 – 11:30 John Ory: Assessment of Sustainability Learning Outcomes**

* + - Further development of course learning outcomes that were developed from the campus learning outcomes
		- How identify sources for data
		- 25 min presentation, 5 min Q&A
		- Charge for small group session after lunch to identify assessment tools

**11:30 – 1:15 Large grp: Lunch, Presentation, and Practitioners Panel**

11:30 – 12:00 Lunch

12:00- 1:00 Practitioners Panel: “Solving Real-World Sustainability Problems”

 (S. Barot, C. Carroll, K. Robbins, M. Royce, & B. Stewart).

* Seed questions (focus on first three), plus questions from audience:
	+ - How do you apply sustainability within your work?
		- What was the most challenging experience you have had in solving a sustainability problem? What do you wish you had known before that experience that might have made it easier?
		- What advice do you have for instructors who want to teach students about sustainability?
		- What opportunities do you see for bringing real-world sustainability problems into Illinois students’ experience? What challenges might an instructor encounter in trying to enable that opportunity?
		- Where did you learn about sustainability?
		- Is there anything else you’d like to tell this group?

 Instructions for place-based exercise (B. Minsker)

**1:00 – 2:30 Place-based exercise & debriefing exercise**

1:00 – 1:45 15 min to and from site, 25-30 min at site (in small grps – randomly selected)

 Provide worksheet with pix of site if on campus.

 Questions:

* + - What does this place mean to you?
		- How are the 3 elements of sustainability (social, economic, environmental) represented in this place and how do they interact?
		- What would be one way to implement this place in your course?

 Debrief in multi-field groups

1:45 – 2:30 Return to BIF:

Activity: move to single-field groups with multiple sites to share. (jigsaw strategy)

**2:30 – 2:45 Break**

2:45 – 3:15 B. Lindsey “Creating Social Change Agents**”**

25 min plus Q&A

**3:15 – 4:00 Small Group Work in homogeneous field groups**

* Share your course ideas with each other. Do you have any ideas for encouraging your students to become social change agents?
* What will be your course learning outcomes for these ideas?
* How will you assess your students’ achievement of these outcomes?
	+ Activities or mechanisms by which students can demonstrate above knowledge and skills
	+ Tools in which to assess student learning goals

**4:00 – 4:30 Reporting out activity by the small groups**

 **Open discussion & reflection**

What did you learn?

 What additional resources/information do you need?

 How can we help you to be successful?

**4:30 – 5:00 Drinks & conversation. Farewell and thanks for excellent work. Will see you at the end of the summer.**