Leah and Parima- Carbon Offset Program

1. What is the project scope? Include background information if necessary to understand the task.
	1. The project is to create a carbon offset manual/guide to inform people who are studying abroad about carbon offset. We want to provide information about what it is, why it is important, and how students can offset their carbon emission not just from their study abroad trip but as well as when they get back.
2. What did you accomplish?
	1. We created a manual that can be distributed to students during their study abroad orientation to inform them about their carbon footprint and how to compensate for it. We came up with ideas for students to offset their carbon from their study abroad trip at UIUC. We also created a spreadsheet with information about the impact that each study abroad trip creates.
3. Who did you collaborate with? (Organization titles rather than people’s names.
	1. We got in contact with iSEE and Meredith to get the key points and goals of this project onto the manual. After this we hope to get in contact with the Sustainable Student Farm to see if we can create a direct program for students studying abroad to volunteer their hours instead of individually doing it. We also want to then get in contact with iPENG and GFX to distribute this manual to students studying abroad.
4. What was the result of your project work and how will it be used in the future?
	1. The final product is a manual that provides information about carbon offsetting. This can be used in the future by distributing it to students who are or are considering studying abroad as well as everyone on campus to make them more aware of their carbon footprint.

What is your biggest takeaway from being a part of the GFX Scholars program?

Parima: My biggest takeaway from this program is learning about being more sustainable and also improving life skills, such as making connections or taking action. Before this class I didn’t know much about being sustainable. I knew the basic information that is general knowledge but never thought too much about it. I cared for being sustainable by using reusable products and trying not to waste but never put in too much effort. After this class I am more conscious of all the things that I do that affect the environment around me. Another thing this program did for me was learning about how to go out to achieve what I want. Doing these projects made me have to step up and get in connection with people that I never thought I would do. Before, if I had an idea I would think it would be great if it would be implemented in a greater area but never thought I would be able to have an effect.

Leah: After this year in the GFX program my biggest takeaway is a broader idea of sustainability, and what ways I can apply that to my life. The trip to Costa Rica taught me a lot about the different ways you can reuse household items instead of trashing them. This got me thinking about other ways I can reduce my waste in my daily life. The projects this semester were all very different and expanded my ideas of how we can help the earth. Before this class, I thought that being sustainable meant recycling and using reusable items. I’ve learned that it means electric vehicles, carbon offset, composting, and many others. This class has sparked an interest in sustainability on campus that I hope to continue through a SWAT team or the Sustainability Fellowship program. I wouldn’t know about either of those programs without this class. Finally, I feel encouraged that our campus is doing so much regarding sustainability on campus. Our projects are small scales of these efforts but I’m so happy this class showed me the exciting potential future for sustainability at U of I.

Deliverables:

[Manual](https://docs.google.com/document/d/1Pjm59mBLypqKe7Op-q81eVQvFaJmx_bPsD2QiHKfqGU/edit?usp=sharing): This is the final product that can be distributed on campus. It includes information to explain what carbon offsetting is and why it is important. It gives students examples of what they can do and information on how many trees to plant for their trip.

[iPENG miles](https://docs.google.com/spreadsheets/d/1s74mV6C_MPjnZzhUWZghksQCJY62vfDqTfQFZM3ib9M/edit?usp=sharing): This is an organized spreadsheet of the study abroad programs iPENG to see an estimate of how many miles would be traveled. This can be useful for students to see how many trees they have to plant. This link is also included in the manual for students to access.

[Presentation](https://docs.google.com/presentation/d/1KO8lyOFyR7gOdYQeucQ6lD2InrYnxvhAuOG_8eHOdLM/edit?usp=sharing): Final summaries of the project powerpoint for class 5/6.

1. Explain what you created as a final result/deliverable. (10 points)

* iPENG miles and Manual

2. What lessons did you learn as a consultant? (10 points)

* Working as a team, online communication, prioritizing what the customer wants

3. What did you learn about the importance and implementation of sustainability in engineering projects? (10 points)

* Each choice makes an impact so should be thought about in a work setting
* Traveling should be offset because displays the company cares
* Engineering is a huge area of the world and leaves a large impact on society- we want it to be a positive one.

4. How has your view of sustainability changed with your project experience? (10 points)

* More conscious of the impact of our everyday choices
* Realizing sustainability efforts on campus
* Easy choices that you can switch to in everyday life

5. *Answer individually:* What will this experience do for you moving forward/where do you see yourself going? (10 points)

* Leah: Offsetting carbon from trips, SEE Fellows program or SWAT team
* Parima: Donating to programs after trips, get rid of wasteful habits, and participate in sustainability efforts on campus