

iWG Meeting
September 9, 2022; 9-10 AM

Attendees: Morgan White, Jennifer Fraterrigo, Meredith Moore, Danika Ford, Jamie Singson, Lucy Nifong, Brian Bundren, Sandy Yoo, Derek Fultz, Qu Kim

Absent: Jim Brennan, Alex Gergova

Guests: Eric Green, Asli Topuzlu

1. Roundtable introductions
2. Reminder of our role on the iWG
 - a. Our role is to consider the recommendations submitted by the iCAP Teams and assess these together as a group.
 - b. The iWG *returns, declines, transmits (approves)* the recommendations.
 - i. Return – the recommendation is returned to the team for further details or clarification; the team is able to discuss the recommendation and resubmit if desired.
 - ii. Decline – the recommendation is declined if the iWG finds that it is not a feasible initiative at this time.
 - iii. Transmit (approve) – the iWG writes a formal recommendation as part of the approval of the assessment; each member includes a brief statement of support which is sent to the receiving unit of the recommendation.
 1. If the iWG approves the recommendation, Jen and Morgan, the iWG co-chairs, send (transmit) the recommendation to the receiving unit and typically give a deadline of one month to send a response.
 - c. The iWG decides whether the recommendation should move forward and discusses additional logistics such as who should implement the recommendation and the funding source.
 - d. [Flowchart of iCAP Process and Procedures](#)
 - e. When the iWG discusses a recommendation at the monthly meeting, we ask for representatives from the iCAP Team to participate in the discussion.
3. [Edu006 Sustainability in Study Abroad:](#)
 - a. Asli Topuzlu and Eric Green from the Education iCAP Team provided context on the recommendation.
 - b. Kate Abney, who works in the LAS Study Abroad Office, came to an Education Team meeting last year and commented that sustainability was not integrated in the courses to prepare students going abroad.
 - c. The team discussed how sustainability could be incorporated at the college-level; could be through learning modules in preparation, activities during the trip itself, or offsetting their travel

- d. Jamie provided a link that students could use to calculate the travel impact: <https://sustainabletravel.org/our-work/carbon-offsets/calculate-footprint/>
 - e. Kate is now a member of the Education iCAP Team this year
 - f. Sandy proposed that students apply sustainability concepts and learn about issues pertaining to their country (incorporate site-specific research)
 - i. Lucy expressed support
 - g. ACES Study Abroad is developing an offset program to encourage students to volunteer and participate in on-campus sustainability activities (Meredith can help connect Alicia Freter with ACES and Kate Abney with LAS)
 - h. Jen stated that there seem to be two components of this recommendation: carbon offsets associated with travel compared to sustainability concepts and issues associated with the country of travel
 - i. **Next step:** send back to iCAP Team to get some specificity about actions we would like to see happen; iWG recommendation:
 - i. The Education iCAP Team should clarify what the specific actions are needed for this recommendation, in relationship to the LAS 291/292 class. We understand Kate teaches this class and is moving forward at this time, so what specifically would you like to see happen elsewhere?
 - ii. We also would like to know more about which aspects of sustainability are you interested in having developed – is it carbon emissions associated with travel. Which groups of study abroad are you focused on (at this time)? For example are you talking about students who are living abroad for a semester/year (residential study abroad), or students who are taking a single course with a one-week or one-month excursion (faculty-led study abroad)?
 - iii. The focus could also be about sustainability issues and cultural perspectives in the area that is being visited. These are very different topics and require different approaches for integration.
 - iv. Additionally, there are similar efforts occurring in other colleges, such as ACES study abroad. iSEE can help connect you to the efforts underway at ACES, to learn from each other and potentially collaborate.
4. [Edu007 Big10 Green Career Fair:](#)
- a. Many institutions offer Green Career Fairs (providing a foundation for us to work from) and there is an All-Ivy Green Career Fair between this network of universities
 - b. UIUC Career Center expressed interest in a similar event among Big 10 schools
 - c. iSEE would be a resource though it would be led and implemented by the Career Center.
 - d. Jamie has connections within the Career Center and could follow up.
 - i. Career Center was considering a Green Career Fair before the pandemic but has likely not revisited it since. This recommendation could remind them to revisit the idea.
 - e. Examples of institutions with a Green Career Fair:

- i. University of Minnesota: <https://careerhelp.umn.edu/environmental-internship-career-fair>
 - ii. Indiana University: <https://oneillcareerhub.indiana.edu/events/2022/09/20/oneill-environment-and-sustainability-career-focus-fair-in-person/>
 - iii. Ohio State University: <https://senr.osu.edu/events/environmental-sustainability-career-fair-person>
 - iv. University of Michigan: <https://careercenter.umich.edu/events/89341-21667393>
 - f. This is a large undertaking; Sandy asked if the Career Center could implement a sustainability component within existing fairs to assess demand?
 - g. Eric said in a Career Fair at one point they attempted to section off companies with sustainability opportunities but it did not work as well as planned.
 - h. Collaborating with Big10 schools in a larger network could draw more companies by pooling our resources and connections.
 - i. The Career Center could reach out to other institutions to learn how they successfully launched a Green Fair (who was involved, what resources were needed?)
 - j. If the Career Center does not have the resources or capacity to move this forward, we could discuss other options, such as collaborating/partnering with a class. SSC has supported student employees to move projects like this forward in the past.
 - k. Next step: route for comments
5. Bike program/bike registration free
- a. Sandy provided her thoughts on the bike program: we want to promote being a bike-friendly community but perhaps the bike fee deters people and is less encouraging for people to bring bikes to campus (the fee should not be on the students to pay).
 - b. The \$10 bike fee goes directly to supporting the bike program; approximately \$80,000 is collected/year which leads to bike path improvements and bike racks, and the collection of abandoned bicycles at the end of the year
 - c. Jen proposed that when fees are reinvested in program, as a user, it helps if they know they directly benefit from the program (ex. hunting and fishing licenses)
 - d. Eric advocated for enforcement of Bike Plan: <https://bike.illinois.edu/resources/campus-bike-plan/>; could subsidize bike fee
 - e. Morgan said that, per Stacey DeLorenzo's input, we could start enforcement likely this spring
 - f. Jen proposed that perhaps we start with encouragement/incentives instead of enforcement/punishment; we could review the website and evaluate communication opportunities to improve language of our campus bike culture.
 - g. Upcoming bike events: Bike to Work Day on 9/14 and Light the Night on 9/15
6. iWG next steps
- a. Send Edu007 assessment comment back to Meredith

b. Next meeting – October 10 at 9 AM