**Education iCAP Team February Meeting Agenda**

Monday, February 6th

4:00 PM – 5:00 PM

Zoom link: <https://illinois.zoom.us/j/85055286727?pwd=WUVac3BWZ3NBU3pvdHN1NHhjazNjZz09>

*Attendees:* Eric Green, Asli Topuzlu, Luis Rodriguez, Bella Polizzotto, Sydney Wei, Grace Smith, Anna-Marie Marshall

*Absentees:* Gretchen Forman*,* Kate Abney, Anna Mehl

Agenda

1. Welcome! – 5 minutes (Asli)
2. City of Urbana is looking for opportunities of having sustainability interns – 20 minutes (everyone)
   1. Team will support the educational outreach and formalizing the process
   2. We will particularly talk about finding interns for [Sustainability Economic Analysis Recommendation](https://uofi.box.com/s/b6f12m8lvkfo712xto0ahilwbli5nbok) of Resilience iCAP Team
      1. Stacy Gloss (Resilience iCAP Team chair) will be our guest
3. Updates on Business College finance and/or accounting instructor contacts to talk about sustainability – 5 minutes (Eric)
4. Further discussion on possible recommendation ideas – 30 minutes (everyone)
   1. Sustainability implementation to 100-level courses

Meeting Notes

* Eric hasn’t been able to follow up with the Business College faculty, he will be doing so this week and try to set them up for our monthly meetings OR have individual meetings with them
  + Richard Excell – teaches an ESG certification course in finance
    - CFA ESG certification exam course
  + Mike Lullo
  + Sandra Corredor - teaches BUS 401 Global Business Perspective course
* Sustainability Economic Analysis Recommendation (Resilience iCAP Team rec)
  + The cities’ (Urbana, Champaign, and Savoy) municipalities or others are trying to embark green projects
    - Communities are interested in learning more about green technologies and what are the life-time costs/energy savings, why our communities should be adopting more green practices
  + Resilience team has representatives from Urbana, Champaign, and Savoy and have partnerships with these surrounding communities
    - Communities are looking for economic analysis on different choices that communities can make when it comes to buying and installing green projects
      * They would like to see case studies, different examples that different communities have already implemented in their projects and their outcomes **(where students come in)**
  + Students in various classes (iSEE specifically identified Eric’s ENVS 492 class) might be helpful in doing research like this – developing report or case studies for communities who are looking for information about green projects
    - Some areas of research include renewable energy and green infrastructure
  + With this recommendation, Resilience Team is looking for assistance in classrooms that can work on meaningful projects to communities and have partnership with communities to conduct analysis on their green projects
    - What Resilience Team is looking for: funding, are there any student or class projects that can complete this analysis (Stacy can put instructors in touch with city officials that they can partner)
  + **Community has doubts on having interns for this! – this is desired to be more of a project based**
    - Cities decide on the timeliness of the projects
    - Need to align communities’ needs with students’ availability
* Team comments on this recommendation
  + First step – identifying instructors to teach the undergrad courses/research
    - Eric’s ENVS 301 – does look at cost-benefit analysis which can be a sample project for the students
      * But cost-benefit analysis is only 3-week part of the class, not the whole class – the analysis being asked at the recommendation is far more deep
    - **Eric’s ENVS 492 class is a great option for this**
  + Identifying staff/faculty that can be involved into this project
  + What other classes can be suitable for this rec?
    - NRES Department – interested students can take an independent study
    - Can also set up for **online degree programs** too (unless the project requires a site visit)
      * There are online degrees in NRES, Crop Sciences, ESE degree completion programs, and more
      * Specifically in online masters of NRES, there is a capstone project required
        + Online students working to find project and if they have a faculty/instructor onboard, they can identify a project in line with this sustainability economic analysis rec
      * Toughest part: faculty resources – need to have somebody willing to sign off on this and supervise the work of the student
      * **Anna Marshall will reach out to NRES department and find out more about capstone courses and how that work is occurring these days**
        + **She will look into the online masters/graduate programs that require research experience/projects for students**
      * **Stacy also knows the Director of the Sustainable Design program in FAA**
    - Capstone courses are looking for/in demand of projects and groups to collaborate with
      * **Identifying programs that are seeking projects/experiential learning things** 
        + Professional Science Masters (PSM) programs on campus are built in a way that students need internship – this can be a project for the interested students
  + Starting small – the scope of the initial projects will include the urbanized areas of Urbana, Champaign, and Savoy
  + Stay will go back to the Resilience team and talk about this recommendation – based on that discussion, the team can discuss on how to collaborate more into this recommendation
    - Online programs are good, but need to identify the needs so we can identify which departments/programs are good fits for this

100-level course idea

* Grace – 100-level courses are not taken seriously; students might not care about sustainability component of these courses – just mandatory attendance
  + These classes are mostly focusing on onboarding students
  + Maybe adding campus sustainability resources as a component of the classes to show students that UofI is interested in this?
* Incorporating sustainability to different department courses with different fields poses many challenges
* Incorporating sustainability to a college-level course might not be a good idea due to being such a high level that it might not match the interest of sustainability
  + Important to focus on department level rather than college level courses
* As Education Team, we care about students engaging sustainability material in a meaningful way – assimilating sustainability into their lifestyle
  + Not just teaching the material but finding way to deeply engage students with sustainability