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# **Greening Your Curriculum Facilitator Training**

IGEN Greening Your Curriculum Work Group

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## **Best Practice Package**

## IGEN BEST PRACTICE PACKAGES

### WHAT IS A BEST PRACTICE PACKAGE?

Illinois Green Economy Network (IGEN) Best Practice Packages are “how-to” guides for the successful development and implementation of sustainability initiatives on community college campuses. These packages combine the experiences of Illinois community colleges (and Sustainability Professionals) to share lessons learned and to provide the resources, examples, and arguments necessary to make a strong case to the college’s administration, create a plan of action, and implement best practices.

Through the creation and distribution of Best Practice Packages to all Illinois community colleges, IGEN provides a variety of tools to reduce the amount of resources and time needed for colleges to put successful sustainability initiatives into practice on their campuses. These guides will include an overview of the importance and benefits of specific sustainability initiatives, expected outcomes, challenges and barriers, suggested timelines, critical actions, financing, resources, examples and case studies, and marketing materials (such as Power Point presentations, flyers, and brochures).

### BEST PRACTICE PACKAGE DEVELOPMENT

Best Practices Packages topics can be determined by:

- a. IGEN strategic goals,
- b. Recommendations provided in IGEN working groups white papers,
- c. Needs specifically identified by IGEN network colleges, and
- d. Successful sustainability initiatives previously piloted at IGEN colleges that can be replicated.

Data, resources, and case studies for each best practice package will be collected from Illinois community colleges that currently implement the best practice. When applicable, materials from other sources will also be included.

Best Practice Package materials may be collected:

1. Through the collaborative effort of IGEN Work Groups;
2. By a Sustainability Professional; or
3. By the IGEN Administrative Team.

### FINAL PRODUCT AND REVIEW

IGEN Best Practice Packages will be available as resources on the IGEN website. If applicable, an Advisory Group, composed of experts within the field, may be created to develop or review the Best Practice Package. Before Best Practice Packages are posted on the IGEN website, they will be reviewed by the IGEN Administrative Team and Presidents’ Steering Committee Co-Chairs.

### GOAL OF BEST PRACTICE PACKAGE

This Best Practice Package will provide guidance in the initiation process, identification of key stakeholders, implementation, and evaluation of successful GYC Train the Facilitator programs. The goal of this Best Practice Package is to support the growth and continuation of the IGEN’s Greening Your Curriculum (GYC) program through GYC Facilitator Trainings. GYC Facilitator Trainings will equip GYC Facilitators to champion sustainability integration into curriculum across Illinois community colleges.

## ACKNOWLEDGMENTS

This Best Practice Package was created by the IGEN Greening Your Curriculum Work Group. This process has taken some time and members have come and gone, but it is important to recognize all efforts. This list shows entire Work Group participation throughout this process:

BLACK HAWK COLLEGE

COLLEGE OF LAKE COUNTY

DANVILLE AREA COMMUNITY COLLEGE

ELGIN COMMUNITY COLLEGE

HARPER COLLEGE

ILLINOIS VALLEY COMMUNITY COLLEGE

ILLINOIS CENTRAL COLLEGE

JOHN A. LOGAN COLLEGE

JOHN WOOD COLLEGE

KANKAKEE COMMUNITY COLLEGE

KASKASKIA COLLEGE

LINCOLN LAND COMMUNITY COLLEGE

MORAIN VALLEY COMMUNITY COLLEGE

MORTON COLLEGE

RICHLAND COMMUNITY COLLEGE

ROCK VALLEY COLLEGE

SHAWNEE COMMUNITY COLLEGE

SOUTHWESTERN ILLINOIS COLLEGE

TRITON COLLEGE

WAUBONSEE COMMUNITY COLLEGE

The co-facilitators of the work group were Dara Reiff, College of Lake County (9/2011-8/2012) and currently, Stephenie Presseller, Moraine Valley Community College (9/2011-present). Contact information is below and the reader may feel free to contact Stephenie or IGEN directly regarding any questions or comments about the materials within this Best Practice Package.

The co-facilitators would like to extend their deepest appreciation for the members of the GYC work group. They are amazingly effective, fun and engaging, knowledgeable and have a wealth of experience. Without them, this Best Practice Package would not have been possible.

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## 1. OVERVIEW & BACKGROUND OF IGEN GYC PROGRAM

The IGEN Greening Your Curriculum (GYC) program is designed as a faculty development opportunity available to Illinois community colleges to support and encourage faculty, in any discipline, to integrate core sustainability principles into existing curriculum. GYC was developed as a collaborative effort of IGEN colleges to create a custom experience for our faculty, which leverages and aligns green curriculum efforts across our institutions. While similar sustainability integration programs exist within the higher education sector, IGEN has focused its GYC program to meet the unique needs of Illinois community college faculty.

In conjunction with the GYC program, which provides resources to faculty at Illinois community colleges in greening their individual curriculum, IGEN has successfully offered two annual “Greening Your Curriculum Train the Trainer” programs to date. These trainings brought faculty from across IGEN institutions together to learn how to expand their reach by facilitating GYC programs on their campuses, thus reaching an increasing number of faculty throughout the state. Each series of trainings was followed by deep analysis of strengths, weaknesses and areas for improvement to the GYC training program. The first training, offered in summer 2010, provided an opportunity for IGEN colleges to develop the GYC program foundation. Subsequently, an IGEN work group was then created to plan trainings for the summer 2011 events, with the goal of creating a stronger focus on the Train the Trainer component.

In fall 2011, the IGEN GYC work group worked to further define the training needs and resources necessary to train the appropriate personnel to create a successful and far-reaching GYC program on IGEN campuses across the state. To begin, the work group clearly defined the individuals involved in a campus GYC program, as well as their roles and responsibilities, to develop clear terms, which identify them at any institution. This study of terms and definitions are listed in Table 1.

The processes through which GYC programs are developed vary widely between institutions. In all cases, stakeholders work together to create and expand GYC programs successfully. This Best Practice Package will examine the key steps, and highlight the common best practices across our institutions. Appendix 6.5 of this Best Practice Package includes flowcharts, which illustrate the processes GYC working group member colleges utilized to initiate and implement GYC at their institutions. Figure 1 below provides a general roadmap for an institution’s stakeholders. Schools may find themselves at various points in this process, and be able to elicit support from within.

FIGURE 1

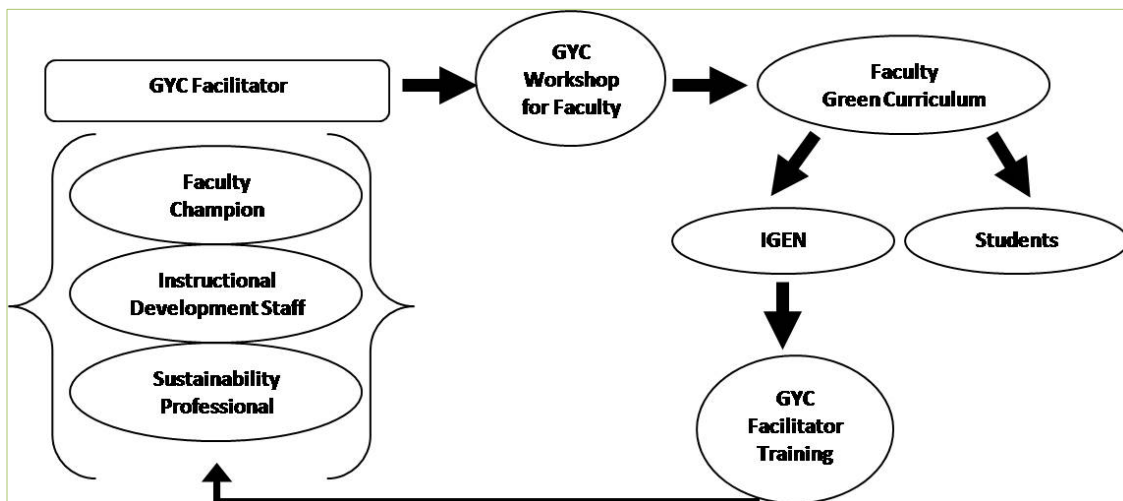


TABLE 1

| TERM  | PREVIOUSLY REFERRED TO AS                | FUNCTIONS & QUALIFICATIONS   | EXPECTATIONS & OUTCOMES  |
|---|--|--|--|
| <b>Faculty:</b>   | <i>Faculty</i>                           | <ul style="list-style-type: none"> <li>▪ Teaches college students in a classroom</li> <li>▪ Infuses sustainability into their curriculum of any discipline</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Submits materials and modified curriculum to IGEN after completing GYC</li> <li>➤ Shares experience with other faculty</li> </ul>   |
| <b>Greening Your Curriculum Workshop for Faculty (&amp; Staff):</b> | <i>Greening Your Curriculum Workshop</i> | <ul style="list-style-type: none"> <li>▪ Teaches faculty how to infuse sustainability concepts into curriculum across disciplines, as well as how to model green practices in the classroom</li> <li>▪ Taught at individual colleges</li> <li>▪ Provides IGEN GYC modules and resources to college faculty</li> </ul>              | <p><b>Short-Term Outcomes:</b></p> <ul style="list-style-type: none"> <li>➤ Faculty participants implement sustainability concepts into their curriculum</li> <li>➤ Shares workshop materials, results, and modified curriculum examples with IGEN</li> <li>➤ Faculty model sustainable practices in their classrooms</li> </ul> <p><b>Medium &amp; Long-Term Outcomes:</b></p> <ul style="list-style-type: none"> <li>➤ Students become more aware of sustainability concepts and practices during the new or updated course(s)</li> <li>➤ Sustainability programs across campus become more coherent with increased faculty and student participation</li> </ul> |
| <b>GYC Facilitator:</b>   | <i>Trainer</i>                           | <ul style="list-style-type: none"> <li>▪ Individual leading the GYC workshop on their campus</li> <li>▪ May be a faculty, Sustainability Professional, or other Instructional Development staff</li> <li>▪ Has experience greening curriculum</li> <li>▪ Helps faculty access, and has knowledge of, IGEN GYC resources</li> </ul> | <ul style="list-style-type: none"> <li>▪ Facilitates implementation of GYC workshop on their campus</li> <li>▪ Assists faculty on their campus in greening their curriculum</li> <li>▪ Shares experience and materials with IGEN</li> </ul>  |
| <b>GYC Train the Facilitator:</b>                                   | <i>Train the Trainer</i>                 | <ul style="list-style-type: none"> <li>▪ Teaches GYC Facilitators how to create a GYC Workshop for Faculty on their campuses</li> <li>▪ Does not teach how to green curriculum, rather how to teach others to do so</li> <li>▪ Empowers faculty to champion GYC on their campuses</li> </ul>                                       | <ul style="list-style-type: none"> <li>▪ Reaches and supports at least one facilitator at every IGEN campus</li> <li>▪ Clearly states, “who should attend,” and targets GYC Facilitators at each campus</li> <li>▪ Assists faculty across IGEN in implementing GYC on their campuses</li> </ul>  |
| <b>IGEN Trainer</b>   | <i>n/a</i>                               | <ul style="list-style-type: none"> <li>▪ Leads the Train the Facilitator program</li> <li>▪ Equips GYC Facilitators with resources necessary to lead GYC Workshops for Faculty on their campuses</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Follows-up with IGEN to submit materials from Train the Facilitator workshops</li> <li>▪ Serves as mentor to GYC Facilitators</li> </ul>  |

## 2. BENEFITS OF THE IGEN GREENING YOUR CURRICULUM FACILITATOR TRAINING PROGRAM

Through the GYC Train the Facilitator (TTF) program, IGEN has the ability to rapidly affect a large amount of general education, career, and transfer credit curriculum throughout the State of Illinois. IGEN will engage specific faculty champions or sustainability professionals from community colleges across the State [those that already have experienced greening their own curricula] in professional development trainings to foster their leadership potential by empowering and enabling them to lead GYC workshops for faculty at their own colleges. These GYC Facilitators will be trained and provided with resources to reach out to, and teach, their fellow faculty members, as well as resources to evaluate their programs and collect supporting evidence of their success. The benefit to Illinois community colleges is a collective clearinghouse of information and materials hosted on the IGEN website and made available to faculty across the state to further advance sustainability literacy of both faculty and students. Increased sustainability literacy will lead to a more engaged campus community, one that will further support other sustainability-related initiatives of the college.

## 3. INITIATION PROCESS, APPROACH & KEY STEPS

### Key Steps to initiate GYC programs at each college:

- 3.1 Identify GYC Facilitator(s) at the college
  - \*GYC Facilitators attend an IGEN GYC TTF workshop
- 3.2 Market the GYC Workshop and recruit key stakeholders
- 3.3 Initiate implementation of GYC Workshop(s) on the campus
- 3.4 Develop the concept and framework for the college's GYC workshop for faculty

Although each college will have its own variety of faculty, staff, and others involved in the process, there are at least three different "Pathways" which have proven to be effective in initiating GYC programs at individual colleges:

1. Faculty initiated – a faculty member or group sees the value of incorporating sustainability concepts into their curricula and wants to establish a GYC program to encourage their peers to do so as well. (See example flow charts: Harper College, Triton College, Moraine Valley Community College)
2. Administration driven – a member of the college administration (President, Vice President, Dean, etc.) recognizes the importance of creating "sustainability literate" students and sees this as an important learning outcome of the overall educational experience at the college. (See example flow charts: Kankakee Community College, John A. Logan Community College)
3. Sustainability office initiated – the sustainability professional or someone charged with sustainability initiatives at the college takes on responsibility to enhance the sustainability content of curricula offered at the school. (See example flow charts: Lincoln Land Community College, Southwestern Illinois College, Waubonsee Community College)

While the goal of each of these approaches is the same - greening the curriculum to increase sustainability literacy of students and faculty – the Pathway to accomplish the goal may be quite different depending on where the initiative originates. Appendix 6.5 in this paper includes college GYC flow charts from various community colleges indicating the Pathway to establish their GYC program. They are grouped according to the aforementioned defined Pathways. As a college seeks to determine what approach may be best for their college, review of these appendices may be useful.

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**\*\*IGEN Train The Facilitator Note\*\***

The IGEN TTF Workshop should guide participants to think about their institution, its bureaucracies, its leadership style, goals and values. The IGEN Trainer should guide a discussion about individual institutions along with the varying Pathways to help each participant understand their first steps upon returning to their college to begin their own GYC program implementation. There should be time to discuss challenges and barriers as well, and participants should attempt to support one another in thinking through those potential road blocks.

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### 3.1 IDENTIFY THE GYC FACILITATOR

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The role of GYC Facilitator can take many forms, and will not be the same on every campus. Individuals who commonly take on this role include the sustainability professional, a faculty champion who already has experience greening their curriculum, or staff from the Instructional Development office, or a team with any combination of these individuals. There are advantages to all of these models, and there are specific qualifications that successful GYC Facilitators, no matter their title, have in common. Appendix 6.2 includes a Model Job Description for a GYC Facilitator. Table 2 indicates how many IGEN colleges use each approach.

\*\* Once the Facilitator is identified, the next step should be to enroll them in the IGEN GYC Facilitator Training.

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TABLE 2

| <b>Illinois Community College</b> | <b>Sustainability Professional</b> | <b>Faculty Champion</b> | <b>Both</b> |
|-----------------------------------|------------------------------------|-------------------------|-------------|
| Black Hawk College                | X                                  |                         |             |
| College of Lake County            | X                                  |                         |             |
| Elgin Community College           |                                    | X                       |             |
| Harper College                    |                                    | X                       |             |
| Heartland Community College       |                                    |                         | X           |
| John A. Logan College             | X                                  |                         |             |
| Kankakee Community College        |                                    |                         | X           |
| Kennedy King College              |                                    | X                       |             |
| Lake Land Community College       | X                                  |                         |             |
| Lewis and Clark College           |                                    |                         | X           |
| Lincoln Land Community College    |                                    |                         | X           |
| Moraine Valley Community College  |                                    | X                       |             |
| Oakton Community College          |                                    | X                       |             |
| Southwestern Illinois College     |                                    |                         | X           |
| Waubonsee Community College       | X                                  |                         |             |
| Wilbur Wright College             |                                    |                         | X           |
| Triton College                    |                                    | X                       |             |
| <b>Total</b>                      | <b>5</b>                           | <b>6</b>                | <b>6</b>    |



At some colleges GYC Facilitators are compensated. Compensation for a GYC Facilitator depends on the primary role of the GYC Facilitator within their institution and the college's internal processes and procedures. Funding, from IGEN or other internal and external sources, union contracts, board policies, or grant requirements may also be considered when defining a compensation structure. Here are some examples of methods other colleges have used:

1. The role of GYC Facilitator may be included as part of the employee's position description, thus no additional compensation is necessary
2. Faculty and/or staff might receive a stipend or hourly compensation for their work as a GYC Facilitator
3. Faculty may receive reassigned or released time from their normal course load to serve as a GYC Facilitator
4. Staff may receive compensation time for their work as a GYC Facilitator
5. The institution may hire an external individual to serve as a GYC Facilitator through contractual services

If a college has a Sustainability Professional, that person will most likely be involved in the GYC program even if not as the GYC Facilitator. If they are not the facilitator, the Sustainability Professional will work with that individual to assist and provide resources for facilitating the GYC workshop. The Sustainability Professional may also serve as the liaison with IGEN (and access point to IGEN's GYC resources) and a conduit to successful GYC programs at other colleges.

### **3.2 INTRODUCING & MARKETING GYC ON CAMPUS**

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It is important to market the benefits of GYC across campus. This can be conducted in a number of ways and it is always important to take advantage of the various forms of communication that currently exist at your college. Where possible, partner with campus Public Relations or Marketing departments to create and promote GYC to faculty. Some examples include:

1. Host a breakout session, half, or full-day workshop during Staff and Faculty Development Day
2. Reach out to new faculty through new employee orientation programs
3. Gather suggestions and existing examples of infusing sustainability into curriculum from the college community, to increase ownership of the project
4. Garner support from every academic department, including both Career and Technical Education, and Transfer programs
5. Create project committees with a clear mission, vision, and goals (both short and long term)
6. Ask for support from department heads and executive leadership to spread information directly from their offices
7. Develop and/or enhance existing marketing avenues such as websites, columns in employee newsletters, closed circuit TV, radio stations, social media, etc.
8. Make presentations at all faculty meetings, special faculty events, union events, etc.
9. Make personal calls and invitations to individuals who may be inclined to participate in a GYC program
10. Partner with other IGEN colleges to share success stories through faculty guest speakers at faculty meetings and events
11. Share and promote IGEN resources, website and newsletters to illustrate potential impact of GYC
12. Recognize and promote GYC alumni and use them as ambassadors of the program to other faculty

### 3.3 GETTING BUY-IN FROM FACULTY

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Through conducting faculty curriculum development workshops and creating new courses, certificates, and programs, the GYC work group has found that faculty members become committed to curriculum reform for a variety of overlapping reasons. Some benefits of including sustainability in curriculum include:

1. proving to make graduates more knowledgeable or employable
2. mirroring best practices at other leading institutions
3. improving the transferability of courses to other institutions
4. proving to make students more ethical, moral, or socially responsible
5. making courses more relevant, interesting, or important to students
6. reinvigorating or rejuvenating both the faculty and students involved
7. creating communities of scholars among faculty and students

It will be important to keep these typical assumptions in mind as the GYC Facilitator continues to build the foundation for implementing a GYC program at their college. Building the foundation for a deeply-rooted GYC program begins with gaining buy-in from faculty.

*According to Geoffrey W. Chase and Paul Rowland: "Faculty benefit most from being presented with a broad range of approaches, ideas, and resources; Education for sustainability is linked to content and pedagogy – how we teach is as important as what we teach; Faculty themselves know best how to revise the courses they teach; One way to help faculty move toward sustainability is to provide opportunities for them to step outside the boundaries of their disciplines and departments, talk to each other, share ideas and insights, and see themselves as essential participants in a larger project" <sup>1</sup>*

As described in a November 2011 webinar<sup>2</sup>, greening the curriculum is a fundamental aspect of campus sustainability which can have cascading, positive effects on campus and in the wider community. Achieving this goal requires faculty buy-in first, and then faculty commitment to incorporate sustainability into the curriculum. Expanding buy-in requires ongoing effort through means large and small, informal and formal, from word of mouth to electronic media. Because each college is a unique entity, each will likely find a unique set of approaches. However, it is critical for the GYC Facilitator to work within their system to garner buy-in from other faculty as the college attempts to green existing curriculum as well as create new, sustainability-related courses and materials.

#### Use the Wheel, Don't Invent a New One

Many colleges have experienced other initiatives which encourage curriculum change across disciplines. Therefore, it may be useful for the GYC Facilitator to use those previous program guidelines as a model for their own success. For example, the GYC Facilitator might imitate the models related to writing-across-the-curriculum, international education, learning communities, multi-cultural/diversity requirements, etc.

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<sup>1</sup> Chase, Geoffrey W., and Rowland, Paul. "The Ponderosa Project: Infusing Sustainability in the Curriculum." *Sustainability on Campus: Stories and Strategies for Change*. Ed. Peggy F. Barlett. Cambridge, MA: MIT, 2004. 91-195. Print.

<sup>2</sup> "Integrating Sustainability into the Curriculum". *Greenforce Initiative, a partnership of Jobs for the Future and National Wildlife Federation*. November 17, 2011. Webinar.

## Incentives of All Shapes

Incentives can take many shapes and forms. Some benefits of a GYC program may be realized by an institution or academic department as a whole, while others might be incentives targeted to particular faculty participants. For example:

Benefits for the Institution or Department:

1. Course or program enrollment growth
2. Opportunities for collegial dialogue and building a community of peers
3. Measurable improvements in relevant student learning outcomes
4. Increased student enrollment as students seek schools making sustainability considerations

Potential Incentives for the Faculty Member:

1. Highlighted faculty development opportunities
2. Potential income or stipend earnings for curriculum development
3. Formal recognition from college, community, and/or statewide sources for academic excellence
4. Professional growth units (PDU, PGU, etc.) which lead to tenure/increased salary/etc.
5. Receive valuable resources - (e.g., books, mini-grants, professional development, opportunities to present at conferences, etc.)

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### **\*\*IGEN Train The Facilitator Note\*\***

**\*\*Remember to consider all stakeholders on campus. Engage with the Centers for Excellence, Faculty Development committees, Continuing Education departments, etc. to seek out support. Often times they have resources in finances, technology and training expertise. They can also help legitimize GYC programs through formal recognition, certificates and PGU options. \*\***

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## Other Suggestions to Further Faculty Buy-In

Find existing college faculty who are already teaching sustainability at the college. Engage them in the workshop development process. Maintain communication with faculty who have greened curriculum and offer them further training and opportunities. Over time, develop a list of faculty who would be willing to speak at departmental and curriculum meetings, other colleges, etc.

Many institutions have had success conducting an online survey of faculty to gauge interest and experience, as well as identify faculty champions.

- Borrow successful surveys from other colleges; use responses to develop GYC workshop content and keep survey-takers informed about GYC and other sustainability initiatives
- Include plenty of reminders and positive reinforcement for completing the survey including follow-up with individual phone calls
- Connect with individual department heads, deans, or Academic Vice Presidents to make them aware of the survey and GYC program
- Encourage faculty identified as having greened their curriculum to informally share their success and resulting benefits within their departments and across the institution

### Capture New Faculty Hires

- Introduce new faculty to campus sustainability programs to make them aware of the institution's efforts
- Introduce them to key personnel working on sustainability across the institution
- Have special gatherings for new faculty hires to talk about sustainability issues and opportunities

### Recruit faculty to take ownership of green curriculum in their discipline

- Invite faculty who have greened their curriculum to become leaders for curriculum sustainability within their departments
- Encourage faculty to share modified curriculum examples and materials within their discipline

### Offer graduate-credit GYC courses

- Appeal to faculty seeking higher-level degrees or needing coursework for professional advancement
- Graduate courses are underwritten by 4-year institutions but taught at the community college by community college faculty

## **3.4 QUALITY CONCEPT CREATION: DEVELOPING A FRAMEWORK**

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Issues of sustainability are complex. Portraying them to faculty at the college will require a framework unique to individual college's community and educational environment. Presenting a key motivation, an interdisciplinary framework, and resources for sustaining the GYC program can assist this process.

### Motivation:

Focus on the interdisciplinary nature of sustainability. This provides a framework for integration of sustainability concepts into any faculty course.

*“Are you concerned about the environment? No one voice can speak to all the complex issues of sustainability. You can engage your learners by presenting an interdisciplinary framework and your role in it.”*

### Interdisciplinary Framework:

There are many examples of how key elements of sustainability relate to various college disciplines. Here are some examples of sustainability themes that can be linked to community college programs:

- Biodiversity and Ecosystems – disciplines include Biology, Chemistry, Public Health, Earth Sciences, English, Humanities, Philosophy, History, Anthropology, Horticulture
- Climate and Energy – disciplines include Earth Sciences, Economics, Accounting, Business, Finance, Renewable Energy Technology, Physics, Engineering, History, Technical Career Training programs, Industrial Design, Architecture, Construction Management, Heating and Air Conditioning, Automotive Technology
- Food and Society – disciplines include Nutrition, Public Health, Agriculture, Culinary Arts, Chemistry, Horticulture, Economics, Humanities
- Sustainable Living and Culture – disciplines include Psychology, Sociology, History, Art, Music, English, Humanities, Philosophy, Anthropology, Art History, Ethics
- Sustainability Economics – disciplines include Economics, Marketing, Business, Accounting, Finance, Geography, Ethics
- Environmental Justice and Politics – disciplines include Political Science, Sociology, Anthropology, Geography, Economics, History, English, Humanities, Ethics

*Appendix 7.1* presents a list of existing resources and organizations which collect and share example modified curricula in all of these areas. As always, use the IGEN GYC Website for current and Illinois examples.

#### Sustaining Efforts:

It is equally important to maintain momentum and build upon GYC efforts as the program grows on campus.

- Create a community of faculty on campus such as planning regular faculty meetings to revisit the topic
  - Consider integrating sustainability into the college's culture by revising the general education statement and/or college strategic plan
  - Include workforce training departments in the discussion
  - Review transfer programs for majors and minors related to sustainability
  - Consider creating a sustainability graduation requirement

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#### **\*\*IGEN Train The Facilitator Note\*\***

**\*\*The IGEN TTF Workshop should guide participants in a discussion about garnering buy-in at their institution. The TTF will help each participant understand their first steps upon returning to their college to begin their own GYC Program implementation. This discussion should take into account each individual campus and its unique culture for engaging faculty in new endeavors. \*\***

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## **4. DESIGN & IMPLEMENTATION OF GYC WORKSHOPS FOR FACULTY**

Particularly when venturing into new territory, faculty will want to establish a comfort level with the material as new information is incorporated into the classroom setting. In some instances, a reluctance to try new approaches takes place at the initiation of the program. Over time, a better understanding of student and faculty efforts to comprehend unfamiliar material typically develops.

It is important to remember that implementation of a new program takes time and the process is often fluid and flexible. Widespread curriculum change is a step-by-step process that will not happen overnight. It has proven to be successful to introduce one particular topic, explore traditional views of the subject, add a current global perspective, and subsequently extrapolate future trends while looking for practical applications.

This approach has worked for traditional instruction by making additions or shifts while keeping within the discipline. As the comfort level increases, multi- or cross- discipline areas of study can surface. For the facilitator the goal of the GYC workshop should be to help faculty focus on techniques for long-term integration of sustainability and green economy concepts into their curriculum.

In math, problems involving carbon footprint, greenhouse gas emissions, energy savings payback, or relationships between population and food supply can easily be blended with biology, chemistry, business, and urban planning issues. Similarly, literature, psychology, philosophy, local foods and health-related concerns can be presented using the GYC perspective. Hence, traditional disciplines can continue to be taught but adjusted to utilize current sustainability terminology and concepts.

Ultimately, faculty are extremely familiar with their field, and the GYC Facilitator serves as a mentor and a catalyst for streamlining the process of change and providing resources and encouragement to do so.

As noted previously in this Best Practice Package, GYC Facilitators will need to work with a variety of institutional stakeholders including administration, instructional or professional development offices and

academic departments to initiate and market the GYC program. The same will apply in choosing the delivery method for the GYC Faculty workshop that will work best for their college.

After review of other sustainability-based curriculum programs throughout the nation, as well as surveying IGEN colleges that have implemented GYC programs on their campuses, three basic categories of GYC course or workshop delivery strategies have been identified:

1. Face to Face –traditional classroom instruction model for seminars, workshops, etc.

Advantages:

- Facilitators can spend time sharing information and their anecdotal experiences.
- Facilitators have the opportunity to display their enthusiasm and passion for sustainability which will hopefully have an impact on the faculty.

Challenges:

- Time constraints for busy GYC Facilitators and GYC Faculty
- Managing logistical details

2. Online Instruction\* – instruction via a web-based portal

Advantages:

- Faculty are able to take the GYC course or workshop when their schedule allows
- Easy access to web-based resources
- The facilitator may choose automated grading and electronic communication between participants

Challenges:

- Time and resources for the facilitator to build the course in the online platform
- Keeping faculty engaged over the period of the course
- Making the course user-friendly

3. Hybrid instruction\*\* – a blend of classroom-based instruction with other instruction, usually online

Advantages:

- Facilitators combine the interaction of the classroom experience with technology that enables faculty to complete assignments or review material online when they have the time available and at their own pace

Challenges:

- Time and resources for the facilitator to build the course on the online platform
- Managing in-person logistical details
- Making the online components user-friendly

\*Note about online course development – whether the online platform is part of a hybrid course, or used for a full online workshop, web-based course development must meet specific college standards and guidelines. Make sure to coordinate with the appropriate personnel to ensure success.

\*\*Note about Hybrid Instruction – this is a fairly popular method among IGEN colleges. Many IGEN colleges have found the following additional benefits of the hybrid model:

- Provides faculty access to a wide variety of resources and materials
- Allows peer-to-peer collaboration and group work
- Offers tools for grading and communication outside of classroom time

While course delivery and content will vary by institution, Collaborative Learning strategies have proven to be successful among IGEN colleges for facilitating GYC discussions. Appendix 6.1 includes a reference for Collaborative Learning and list of popular methods for instruction.

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**\*\*IGEN Train The Facilitator Note\*\***

**The GYC TTF should make use of the resources included in the appendices of this Best Practice Package and on the IGEN website to cite examples of IGEN college GYC programs that follow each of the implementation strategies with success. The GYC Facilitator should guide a discussion about individual institutions and their resources available for GYC implementation to help the participant visualize and plan their strategy moving forward.**

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## 5. EVALUATION IS KEY TO SUCCESS

Included in the Appendix 6.3 there are evaluation strategies and templates for each of the IGEN GYC Programs profiled. The IGEN Facilitator Trainer and the Facilitator will be responsible for reviewing and implementing these strategies when appropriate and as indicated in the templates.

The basic information and outline is defined, however, it is understood that there will be differences in program delivery, format, content, and so on. Therefore, the templates are meant to be adapted to individual programs as necessary.

This brief discussion within the BPP is provided to ensure all GYC Participants are aware of the critical need to measure and evaluate the GYC program. This BPP is the product of a collaborative effort; in order to ensure continuous improvement and strengthening of the program, feedback is welcomed throughout program implementation.

## 6. SUMMARY & RECOMMENDATIONS

Through the creation and distribution of Best Practice Packages to all Illinois community colleges, IGEN seeks to provide a variety of well-organized and peer-enhanced tools that will reduce the amount of redundant, hard-to-find or otherwise time-consuming searches for resources. This will help IGEN colleges put successful sustainability initiatives into practice on their campuses.

The goal of this Best Practice Package is to support the growth and continuation of the IGEN Greening Your Curriculum program through GYC Facilitator Trainings and resultant GYC Faculty Workshops. GYC Facilitator Trainings will equip GYC Facilitators to champion sustainability integration into curriculum across Illinois community colleges. This Best Practice Package provides guidance in the initiation process, identification of key stakeholders, implementation, and evaluation of successful GYC Train the Facilitator programs as well as the consequential GYC Faculty Workshops.

The benefit to participating colleges lies in the exponential growth of “greened” curriculum and the newly found, or further established, sustainability literacy of both faculty and students on campus. Sustainability literacy will lead to a more engaged campus community, one that will further support, and possibly enhance or lead, other sustainability-related initiatives of the college.

Throughout this document, the GYC work group has identified several different methods used to develop a GYC Faculty Workshop at a college. While it may seem overwhelming, it is truly a process of one step at a time and building on strengths and resources specific to the campus climate. The GYC work group has also identified several external resources for sustainability curriculum development, workshop facilitation and supporting

materials. These are highlighted in the appendices in the form of web addresses and can also be found on the IGEN website, [www.igence.org](http://www.igence.org).

Furthermore, the following list summarizes the recommendations made by the GYC work group for both the IGEN GYC Train the Facilitator Workshop, and GYC Facilitator.

Further Recommendations and Considerations:

*IGEN GYC Train the Facilitator Workshop*

- Think strategically about marketing and messaging the workshop to get the right audiences. As aforementioned, this workshop is designed for faculty who already have experience greening their curriculum and are looking to assist others in the process. This is not a workshop for faculty seeking resources on how to green their curriculum for the first time; the GYC Faculty workshop is geared toward this audience.
- Remember to respect the interests and expertise of the future GYC Facilitators. The TTF should allow for cross-pollination of this knowledge between IGEN colleges.
- Participant engagement in the TTF workshop is key to success. Workshop activities should model the construction of activities for future GYC Faculty workshops on campuses.
- Allow time to explore the resources available on the IGEN website and otherwise noted. Create activities to familiarize GYC Facilitators with these resources. Provide a summary and tangible means to easily access those resources identified in the workshop in the future.
- Remember: a sense of place is important. If possible, get participants outside!

*GYC Facilitator*

- Invite representatives from other colleges to come as a guest to share success stories and strategies. They can be a guest in the planning process, provide an introduction to GYC for stakeholders, or to serve as a guest speaker during the workshop.
- Do your research. This relates both to the content of the course, and to the campus culture. Always remember there are resources available for you, so there is no need to recreate the wheel. Use the IGEN resources on the website ([www.igence.org](http://www.igence.org)) as well as IGEN peers.
- Remember the pre-workshop survey option. Use it to reach faculty champions and to gauge the delivery preferences of faculty participants.
- After the GYC Program, continue the open dialogue between past faculty participants to keep them engaged and to help facilitate future interest from new participants.
- Remember to celebrate those that have participated and what they've achieved.
- Utilize evaluation as a tool to enhance the program. Use the results of workshop evaluations, and those shared on the IGEN website, to further modify and grow programs. Remember to conduct follow-up evaluations to provide feedback on teaching outcomes.
- Plan for program succession by considering who might take over programs in the future.

In closing, the IGEN GYC BPP Work Group hopes this BPP provides a user-friendly guide that is easy to understand and furthers the ability of faculty members to infuse sustainability concepts into their curriculum. Upon review, and especially after implementing GYC efforts, the GYC team welcomes constructive feedback. Please provide comments to: [admin@igence.org](mailto:admin@igence.org).



## 7. APPENDICES

### 7.1 ADDITIONAL RESOURCES

Many resources already exist to assist faculty in greening their curriculum. The GYC Facilitator can pick and choose the tools that are the best fit for their institution, avoiding redundancy of efforts.

- Illinois Green Economy Network GYC Website: For two-year transfer and general education courses.  
<http://www.igence.org/gyc>
  - IGEN GYC Five Modules: Defining Sustainability; Defining the Environmental Challenge; The Green Economy; Social Equity and Environmental Justice; Thinking Globally and Acting Locally
  - Databases of Resources, Sample Program Design, Marketing Materials and Modified Curriculum from IGEN colleges that have implemented GYC on their campuses
- The Association for the Advancement of Sustainability in Higher Education: Member resources and faculty workshops for upper division courses. <http://www.aashe.org>
- Environic International Foundation: Resources to demonstrate a sustainability interdisciplinary framework.  
[http://www.environicfoundation.org/programs/sustainable\\_societies/index.php](http://www.environicfoundation.org/programs/sustainable_societies/index.php)
- The Sustainability Education and Economic Development (SEED) Center developed by the American Association of Community Colleges: Curriculum examples for two-year Career and Technical Education and workforce professional development courses. <http://www.theseedcenter.org/default.aspx>
- Angelo, Thomas. Collaborative Learning Techniques: A Handbook for College Faculty. Reference book for collaborative learning techniques. Additional collaborative learning examples include:

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#### Example Methods for Facilitating Topic Discussions

**Small groups – good for gathering feedback about progress and understanding of deliverables**

**Focus Groups – pick a topic and explore, in depth, the possibilities for change**

**Brainstorming – anything goes for new ideas and application, to be reviewed and revised later**

**Whip discussion – systematic rapid fire similar to brainstorming, centered around a specific target**

**Use of technology – resource storage and accessibility to users with different skills and learning styles**

**Flexibility – always have a plan “B” (or “C”)**

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#### Example Collaborative Learning Pedagogies

**Role Playing – assigning characters or roles to students who interact**

**Jigsaw – groups read multiple articles and then rearrange into new groups so students become teachers**

**Debate or Managed Discourse – competing opinions and positions are expressed in managed format**

**Socratic Questioning – focus on fundamental concepts, principles, theories, issues or problems**

**Video or Audio Clips – Stimulate discussion based on visual or auditory information**

**Active Learning and Service Learning – Hands-on activity with subsequent reflection**

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## **7.2 MODEL JOB DESCRIPTION FOR GREENING YOUR CURRICULUM FACILITATOR**

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### **Job Description for Greening Your Curriculum Facilitator**

\_\_\_\_\_ **Community College**

**Title:** Greening Your Curriculum (GYC) Facilitator

**Department:** Sustainability Center

**Occupational Summary:** The GYC Facilitator will develop, coordinate, and administer the GYC program within the area of sustainability at \_\_\_\_\_ Community College.

#### **Responsibilities:**

- Develop, plan, coordinate and implement GYC activities including, but not limited to workshops, Illinois Green Economy Network (IGEN) trainings, GYC courses, and evaluation. Both the manner in which these GYC activities are organized and the nature of their content should be geared towards achieving buy-in and habit transformation from students and faculty.
- Foster and coordinate new ideas and concepts for GYC and identify materials and resources to supplement, expand, or replace existing curriculum.
- Monitor and evaluate program effectiveness, document GYC trends, and recommend modifications to improve program effectiveness.
- Research and maintain working knowledge of best practices at peer institutions with regards to GYC.
- Coordinate efforts with IGEN.

#### **Education and training:**

- Work requires strong analytical, planning, organizational, computer skills, report writing and ability to develop communication materials.
- Public speaking skills and experience in facilitating meetings and interactions with diverse groups are important and necessary attributes in fulfilling the responsibilities of the position.
- Desired: A solid and in depth knowledge base on sustainability matters related to climate change, energy, water, green building, transportation, waste management, natural areas and land use is essential.
- Participate in IGEN GYC TTF trainings

### **7.3 PROCESS & PROCEDURES FOR DOCUMENTATION & EVALUATION TOOLS**

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The following list outlines several tools to help measure, monitor, and continuously improve the GYC Program. Attachments, given the same names, follow.

- A. GYC Faculty Workshop: Evaluation Inventory Guidelines: to be used by the Faculty/Facilitator leading workshops on their campuses
  
- B. GYC Train the Facilitator Faculty Participant Evaluation: to be used by the Trainer and completed by the facilitator participants.
  
- C. GYC Train the Facilitator Implementation Evaluation: to be used by the Trainer and completed by the Trainer to evaluate the training s/he just led.
  
- D. Faculty Training and Project Evaluation: to be used by the Facilitator as they lead trainings on their campuses and to be completed by the faculty attending their workshop(s).
  
- E. Faculty Training and Project Evaluation: Pre/Post Evaluation of Sustainability Understanding: to be used by the Facilitator to gauge the knowledge pre/post their campus workshops.

## A. GYC Faculty Workshop: Evaluation Inventory Guidelines

Faculty Facilitators are expected to complete this inventory and submit to IGEN after the implementation of a GYC training at an individual college. This inventory and the GYC Workshop Template will help guide the evaluation of the college's program. All of the materials as indicated in the inventory should be included with the final submission to IGEN. All materials will be received electronically. \*This inventory will be used by the IGEN GYC Work Group to assess the entire program, make improvements and continue the efforts of infusing sustainability across disciplines in Illinois Community Colleges.

|  |   |   |
|--|---|---|
| <p><b>GYC Faculty Workshop</b><br/><i>GYC training at the community college level with faculty</i></p> | <p>Workshop e-packet<br/>(completed by facilitator; can be submitted in 3 separate timeframes or all at once)</p>   |   |
|  | <p>Pre-workshop development summary</p>   | <p>Was the facilitator able to follow the key steps (outlined in BPP &amp; GYC Training):<br/>*with explanations of answers (reflection)</p> <ul style="list-style-type: none"> <li>• Introduce and market GYC on their campus</li> <li>• Recruit faculty buy-in</li> <li>• Develop an interdisciplinary framework</li> <li>• Delivery method including timing and technology</li> <li>• List of cited resources</li> <li>• Syllabus and/or agenda (include, timeline, delivery method, anticipated outcomes)</li> </ul>  |
|  | <p>Post-workshop deliverables</p>   | <p>Number and discipline of participants</p> <p>Description of whether or not the GYC Faculty Workshop delivery was successful, i.e., Feedback of Facilitator experience</p> <p>Include:</p> <ul style="list-style-type: none"> <li>• Challenges</li> <li>• Success stories</li> <li>• Suggested improvements/revisions</li> <li>• Leveraged resources (on campus, in the community, etc)</li> </ul> <p>Sustainability Understanding: Pre/Post summary of results (see template)</p> <p>Post-workshop evaluation forms and summary of results (see template)</p>  |
|  | <p>Post- Faculty implementation deliverables<br/><i>(this is the IGEN GYC Facilitator Training final deliverable and as per the specific implementation timeline)</i></p> | <ul style="list-style-type: none"> <li>• From each faculty participant collect: <ul style="list-style-type: none"> <li>○ Curriculum modifications: At least 1 example that shows how the faculty has infused sustainability into the curriculum: <ul style="list-style-type: none"> <li>▪ Revised Syllabus, Classroom activity, assignment, etc.</li> <li>▪ Submissions will be posted and shared on the IGEN website</li> </ul> </li> <li>○ Summary document including: <ul style="list-style-type: none"> <li>▪ Description of how resources from the workshop were used in their curriculum; use of IGEN Modules; engagement of fellow classmates; other green practices implemented in classroom activities;</li> <li>▪ Anecdotal or structured (e.g., a rubric) reflection of student learning and experience</li> <li>▪ Submissions will be used by the GYC Work Group to further the development of this program as well as a resource to seek future support for the program</li> </ul> </li> </ul> </li> </ul> |

\*as per funding/continuance of IGEN GYC Work Group

## B. GYC Train the Facilitator Faculty Participant Evaluation

This document serves as a template: the GYC Trainer can amend as necessary. Please administer to the training participants after the last session of the training. The results will be summarized and shared back to IGEN. Thank you for your efforts!

Thank you for participating in the GYC Train the Facilitator training at [enter location]. Your feedback will be used to improve the program. Please rate your response, **where 1 is poor/ineffective and 5 is excellent/very effective**, and add your comments to the questions below.

### 1. The structure of the GYC training

A. Recruitment materials [enter marketing/communication tool here] explaining the goals, purpose, expectations, etc. for this training were:

|   |   |   |   |   |           |
|---|---|---|---|---|-----------|
| 1 | 2 | 3 | 4 | 5 | Comments: |
|   |   |   |   |   |           |
|   |   |   |   |   |           |

B. Timing, including semester, days of week, length of program, etc. was:

|   |   |   |   |   |           |
|---|---|---|---|---|-----------|
| 1 | 2 | 3 | 4 | 5 | Comments: |
|   |   |   |   |   |           |
|   |   |   |   |   |           |

Additionally, the amount of total time [enter time] dedicated to training was:

|   |   |   |   |   |           |
|---|---|---|---|---|-----------|
| 1 | 2 | 3 | 4 | 5 | Comments: |
|   |   |   |   |   |           |
|   |   |   |   |   |           |

C. Physical learning environment for the training was:

|   |   |   |   |   |           |
|---|---|---|---|---|-----------|
| 1 | 2 | 3 | 4 | 5 | Comments: |
|   |   |   |   |   |           |
|   |   |   |   |   |           |

**2. Rate each resource showcased in the training** (using the same scale of 1 to 5 with 1 being not useful/ineffective and 5 being very useful/excellent.)

\_\_\_\_\_ [IGEN Website]

\_\_\_\_\_ [List resource]

\_\_\_\_\_ [GYC BPP]

\_\_\_\_\_ [List resource]

\_\_\_\_\_ [IGEN Course Modules]

\_\_\_\_\_ [List resource] Other \_\_\_\_

Provide feedback on comfort level for using these resources going forward:

## B. GYC Train the Facilitator Faculty Participant Evaluation

This document serves as a template: the GYC Trainer can amend as necessary. Please administer to the training participants after the last session of the training. The results will be summarized and shared back to IGEN. Thank you for your efforts!

### 3. Rate the effectiveness of the Trainer; consider knowledge, skill, and communication style.

|   |   |   |   |   |           |
|---|---|---|---|---|-----------|
| 1 | 2 | 3 | 4 | 5 | Comments: |
|   |   |   |   |   |           |
|   |   |   |   |   |           |

### 4. IGEN’s expectations of me related to time, tasks and overall work outcomes required for this project are/were:

|                      |   |   |   |                            |
|----------------------|---|---|---|----------------------------|
| Not appropriate<br>1 | 2 | 3 | 4 | Completely attainable<br>5 |
|                      |   |   |   |                            |

### 5. Please indicate how confident you feel about introducing GYC, recruiting Faculty Buy-in, & offering a GYC training at your college (1, not at all confident and 5, very confident) and why:

|   |   |   |   |   |      |
|---|---|---|---|---|------|
| 1 | 2 | 3 | 4 | 5 | Why: |
|   |   |   |   |   |      |
|   |   |   |   |   |      |

### 6. If you are confident moving forward, please share your plan and a projected timeline.

|  |  |
|--|--|
| Consider your Plan- who will you recruit, expected # of participants, marketing strategies, etc. |  |
| Identify key stakeholders  |  |
| Anticipated implementation goals (when can/will you start?)                                      |  |

### 7. Please explain why you do or do not agree with the following statement:

Overall, I feel this training was valuable as it has provided me with resources, tools, a community of peers, etc. to help me create a GYC Workshop for faculty at my institution.

### 8. Please share additional thoughts about the GYC Train the Facilitator training: what worked or didn’t, what can be improved, are there other resources to share, etc.?

### C. GYC Train the Facilitator Implementation Evaluation

This document serves as a template: the GYC Trainer can amend as necessary. Please complete after the session as a reflection of your experience leading the training. The results will be summarized and shared back to IGEN. Thank you for your efforts!

Please rate your response, **where 1 is poor/ineffective and 5 is excellent/very effective**, and add your comments to the questions below.

**1. Timing for this particular training was good and I am interested in doing this again:**

|     |  |      |
|-----|--|------|
| Yes |  | Why? |
| No  |  |      |
|     |  |      |

**2. Based on your experience and participant reactions, consider the structure of the GYC Train the Facilitator training**

A. Recruitment materials [enter marketing/communication tool here] explaining the goals, purpose, expectations, etc. for this training attracted the right audience:

|   |   |   |   |   |           |
|---|---|---|---|---|-----------|
| 1 | 2 | 3 | 4 | 5 | Comments: |
|   |   |   |   |   |           |
|   |   |   |   |   |           |

B. The amount of total time [enter time] dedicated to training was:

|   |   |   |   |   |           |
|---|---|---|---|---|-----------|
| 1 | 2 | 3 | 4 | 5 | Comments: |
|   |   |   |   |   |           |
|   |   |   |   |   |           |

C. Physical learning environment for the training was:

|   |   |   |   |   |           |
|---|---|---|---|---|-----------|
| 1 | 2 | 3 | 4 | 5 | Comments: |
|   |   |   |   |   |           |
|   |   |   |   |   |           |

**2. Rate each resource showcased in the training (using the same scale of 1 to 5 with 1 being not useful/ineffective and 5 being very useful/excellent.)**

|                             |                             |
|-----------------------------|-----------------------------|
| _____ [IGEN Website]        | _____ [List resource]       |
| _____ [GYC BPP]             | _____ [List resource]       |
| _____ [IGEN Course Modules] | _____ [List resource] Other |

Provide feedback and suggestions for additional resources, amendments needed or other thoughts about resources.

### C. GYC Train the Facilitator Implementation Evaluation

This document serves as a template: the GYC Trainer can amend as necessary. Please complete after the session as a reflection of your experience leading the training. The results will be summarized and shared back to IGEN. Thank you for your efforts!

**3. Rate how comfortable you were leading this training and explain why?**

|   |   |   |   |   |      |
|---|---|---|---|---|------|
| 1 | 2 | 3 | 4 | 5 | Why: |
|   |   |   |   |   |      |
|   |   |   |   |   |      |

**4. IGEN’s expectations of me related to time, tasks and overall work outcomes required for this project are/were:**

|                      |   |   |   |                            |
|----------------------|---|---|---|----------------------------|
| Not appropriate<br>1 | 2 | 3 | 4 | Completely attainable<br>5 |
|                      |   |   |   |                            |

**5. Please explain why you do or do not agree with the following statement:**

Overall, I feel this training was valuable and was able to provide faculty from IGEN colleges the resources, tools, a community of peers, etc. to enable them to create a GYC Workshop for other faculty at their institutions.

**6. Please share additional thoughts about the GYC Train the Facilitator training: what worked or didn’t, what can be improved, are there other resources to share, etc.?**



**D. Faculty Training and Project Evaluation**

This document serves as a template: the GYC Facilitator can amend and implement as they see fit. For example, you might consider handing this out prior to the workshop with other materials. Or you can ask them to complete this as a digital document. However it is used, the results will be summarized and shared back to IGEN. Thank you for your efforts!

Thank you for participating in the GYC program @ [College]. Your feedback will be used to improve the program. Please rate your response, **where 1 is poor/ineffective and 5 is excellent/very effective**, and add your comments to the questions below.

**1. The structure of the GYC training**

A. Initial explanation [enter marketing/communication tool here] of the goals, purpose, expectations, etc. was:

|   |   |   |   |   |           |
|---|---|---|---|---|-----------|
| 1 | 2 | 3 | 4 | 5 | Comments: |
|   |   |   |   |   |           |

B. Timing, including semester, days of week, length of program, etc. was:

|   |   |   |   |   |           |
|---|---|---|---|---|-----------|
| 1 | 2 | 3 | 4 | 5 | Comments: |
|   |   |   |   |   |           |

Additionally, the amount of total time [enter time] dedicated to subject matter [did you break up modules; list subject matter per module] was:

|   |   |   |   |   |           |
|---|---|---|---|---|-----------|
| 1 | 2 | 3 | 4 | 5 | Comments: |
|   |   |   |   |   |           |

C. Using [xxx- Blackboard, face to face, etc.] for communication and sharing of ideas was:

|   |   |   |   |   |           |
|---|---|---|---|---|-----------|
| 1 | 2 | 3 | 4 | 5 | Comments: |
|   |   |   |   |   |           |

**2. Rate each resource used in the training (using the same scale of 1 to 5 with 1 being ineffective and 5 being excellent.)**

\_\_\_\_\_ [List resource]

\_\_\_\_\_ [List resource]

\_\_\_\_\_ [List resource]

\_\_\_\_\_ [List resource]

\_\_\_\_\_ [List resource]

\_\_\_\_\_ [List resource] Other \_\_

Comments:

**3. [College’s] expectations of me related to time, tasks and overall work outcomes required for this project were:**

|   |   |   |   |   |           |
|---|---|---|---|---|-----------|
| 1 | 2 | 3 | 4 | 5 | Comments: |
|   |   |   |   |   |           |

### D. Faculty Training and Project Evaluation

This document serves as a template: the GYC Facilitator can amend and implement as they see fit. For example, you might consider handing this out prior to the workshop with other materials. Or you can ask them to complete this as a digital document. However it is used, the results will be summarized and shared back to IGEN. Thank you for your efforts!

**4. Assistance from GYC Facilitator (check all that are appropriate and provide comments):**

\_\_\_\_\_ I needed very little assistance                      \_\_\_\_\_ The assistance I received was unsatisfactory  
 \_\_\_\_\_ I asked for assistance but did not receive it                      \_\_\_\_\_ Assistance was timely and appropriate

Comments:

**5. The classroom time devoted to the sustainability project was appropriate [amend as necessary]**

|   |   |   |   |   |           |
|---|---|---|---|---|-----------|
| 1 | 2 | 3 | 4 | 5 | Comments: |
|   |   |   |   |   |           |
|   |   |   |   |   |           |

**6. How likely are you to continue to infuse sustainability topics [insert subject matter if evaluating a module course] into your course?**

|                        |   |   |   |                               |
|------------------------|---|---|---|-------------------------------|
| Will Not Continue<br>1 | 2 | 3 | 4 | Definitely Will Continue<br>5 |
|                        |   |   |   |                               |

**7. If you do not plan to continue infusing (teaching) sustainability in your course, please share a few reasons why.**

**8. If you do plan to continue infusing sustainability into your course, please share a few reasons why.**

**9. Please explain why you do or do not agree with the following statement:**

Overall, I feel this training was valuable as it has provided me with resources, tools, a community of peers, etc. to help further student knowledge of sustainability and general success.

**10. Has this course changed you in any way, and how will that impact your classroom?**

**11. Please share additional thoughts about the GYC training and project: what worked or didn't, what can be improved, are there other resources to share, etc.?**

## **E. Faculty Training and Project Evaluation**

### **Greening Your Curriculum Faculty Training and Project Evaluation**

#### Pre/Post Evaluation of Sustainability Understanding

This document serves as a template: the GYC Facilitator can amend and implement as they see fit. For example, you might consider handing this out prior to the workshop with other materials. Or you can ask them to complete this as a digital document. However it is used, the results will be summarized and shared back to IGEN. Thank you for your efforts!

#### PRE -

1. What is your definition of sustainability?
2. How do you currently, if at all, implement sustainability initiatives, discussions, etc. in your classroom?
3. If not, considering your discipline what topics of sustainability do you think you might cover?

#### POST

1. What is your definition of sustainability?
2. Please explain how sustainability is relevant to your academic discipline and how you might address this in the classroom:

After your experience with this workshop, has your vision for including sustainability in your discipline developed any further? Is there a more interdisciplinary approach?

## 7.4 COLLEGE GYC FLOW CHARTS

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As mentioned in the main document, there are several ways to initiate a GYC program at a college. Here are examples of existing GYC programs at Illinois community colleges. Some are faculty initiated while others are administrative and still others from are driven from the sustainability office.

### **Pathway: Faculty Initiated**

Harper College

Triton College

Moraine Valley Community College

### **Pathway: Administration Driven**

Kankakee Community College

John A. Logan Community College

### **Pathway: Sustainability Office Initiated**

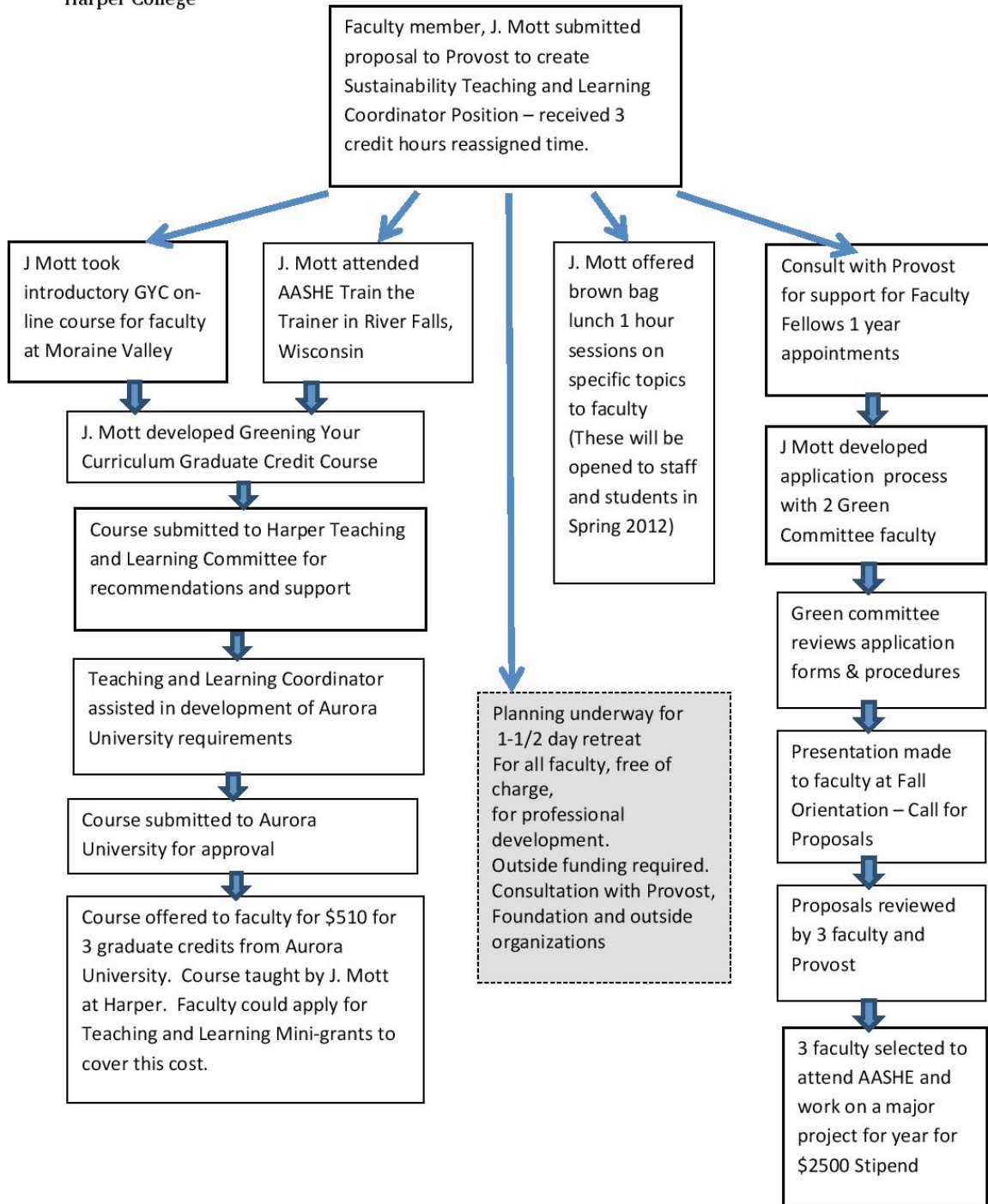
Waubonsee Community College

Lincoln Land Community College

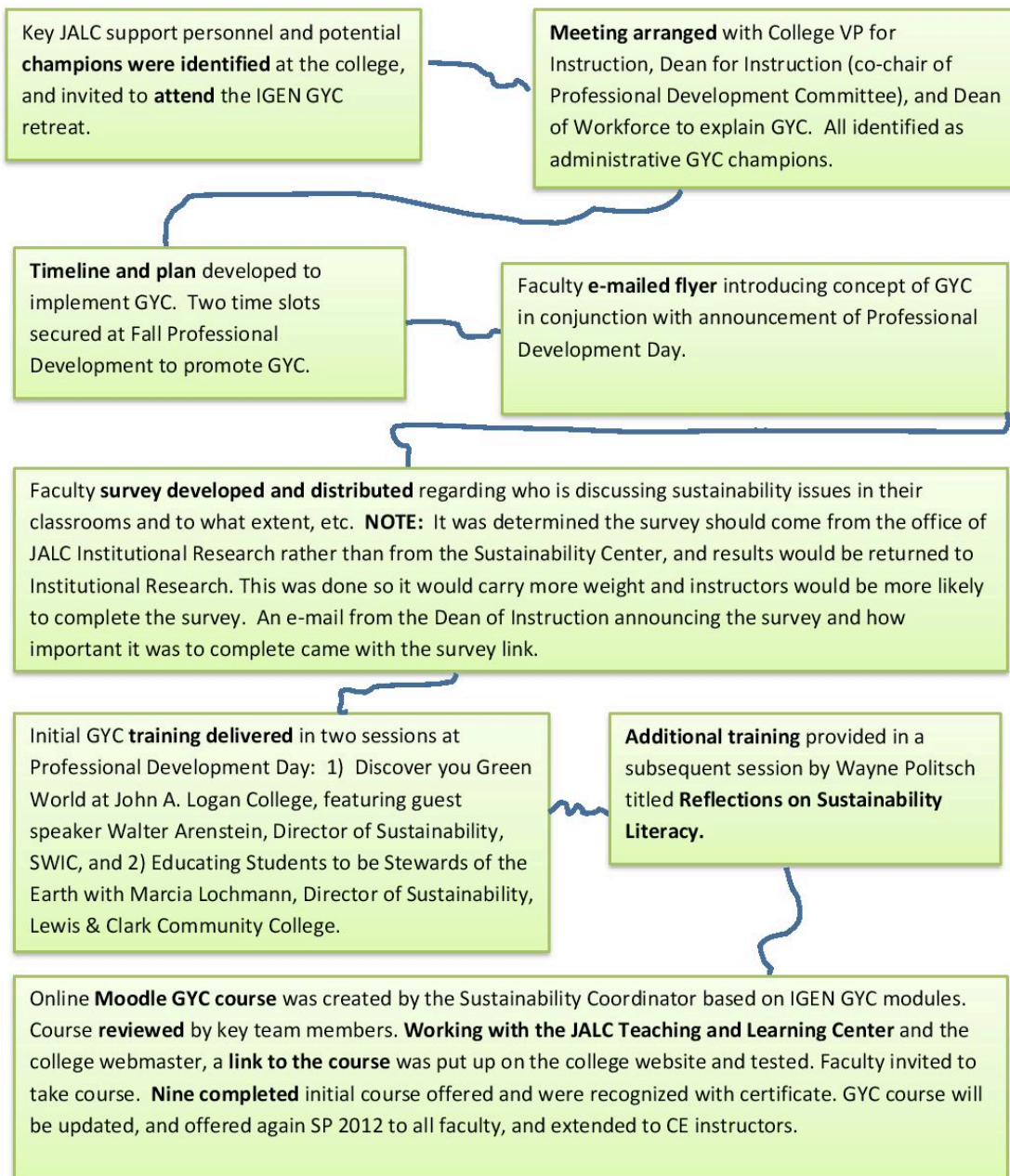
Southwestern Illinois College

**Pathway: Faculty Initiated**

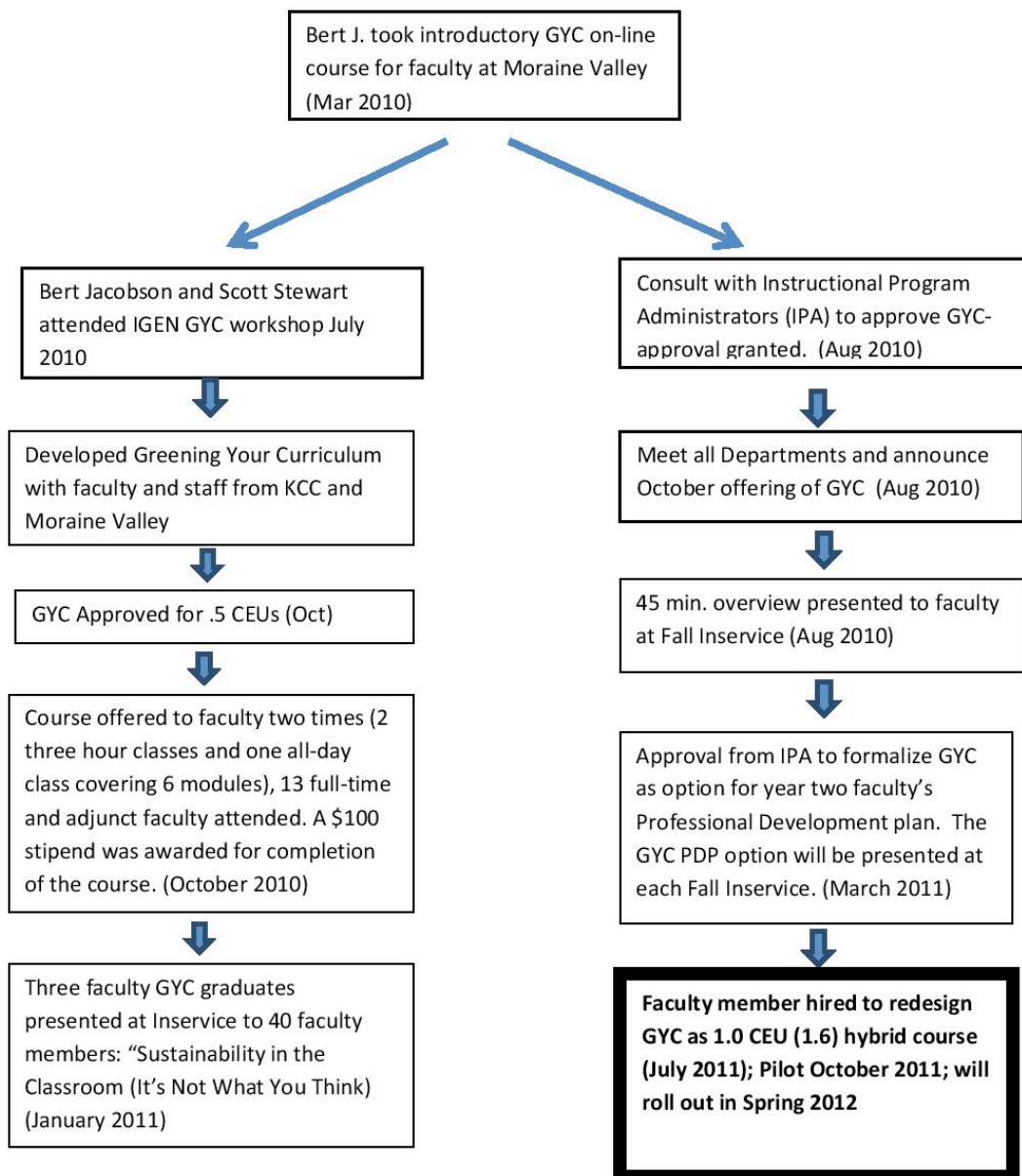
Harper College



## GYC Flowchart at John A. Logan College

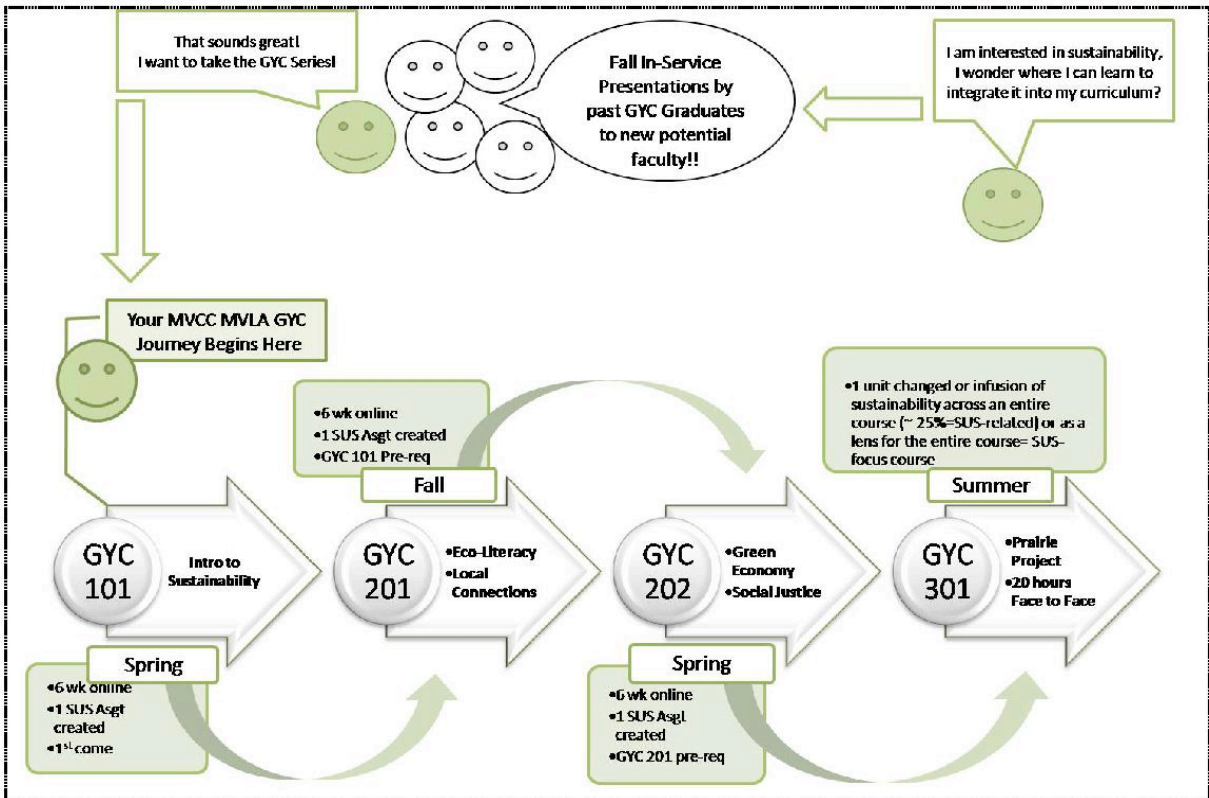
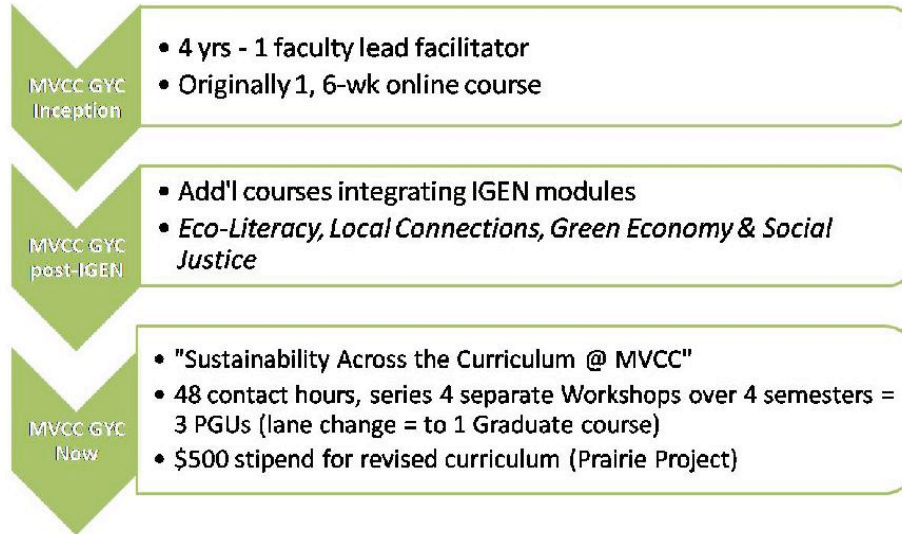


**Pathway: Administration Driven**  
Kankakee Community College



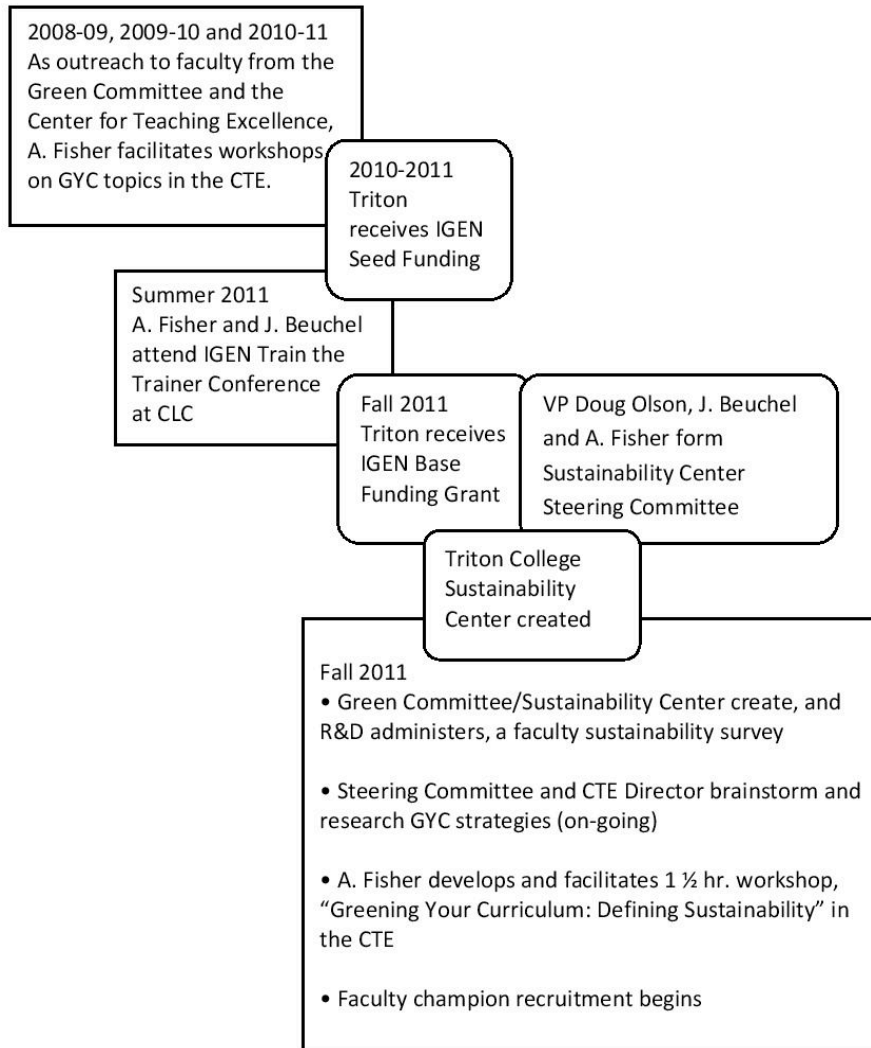
Moraine Valley Community College  
 Moraine Valley Learning Academy (MVLA) & Center for Sustainability

Greening Your Curriculum (GYC) & Prairie Project  
 ~ Sustainability Across the Curriculum Faculty Professional Development Series ~



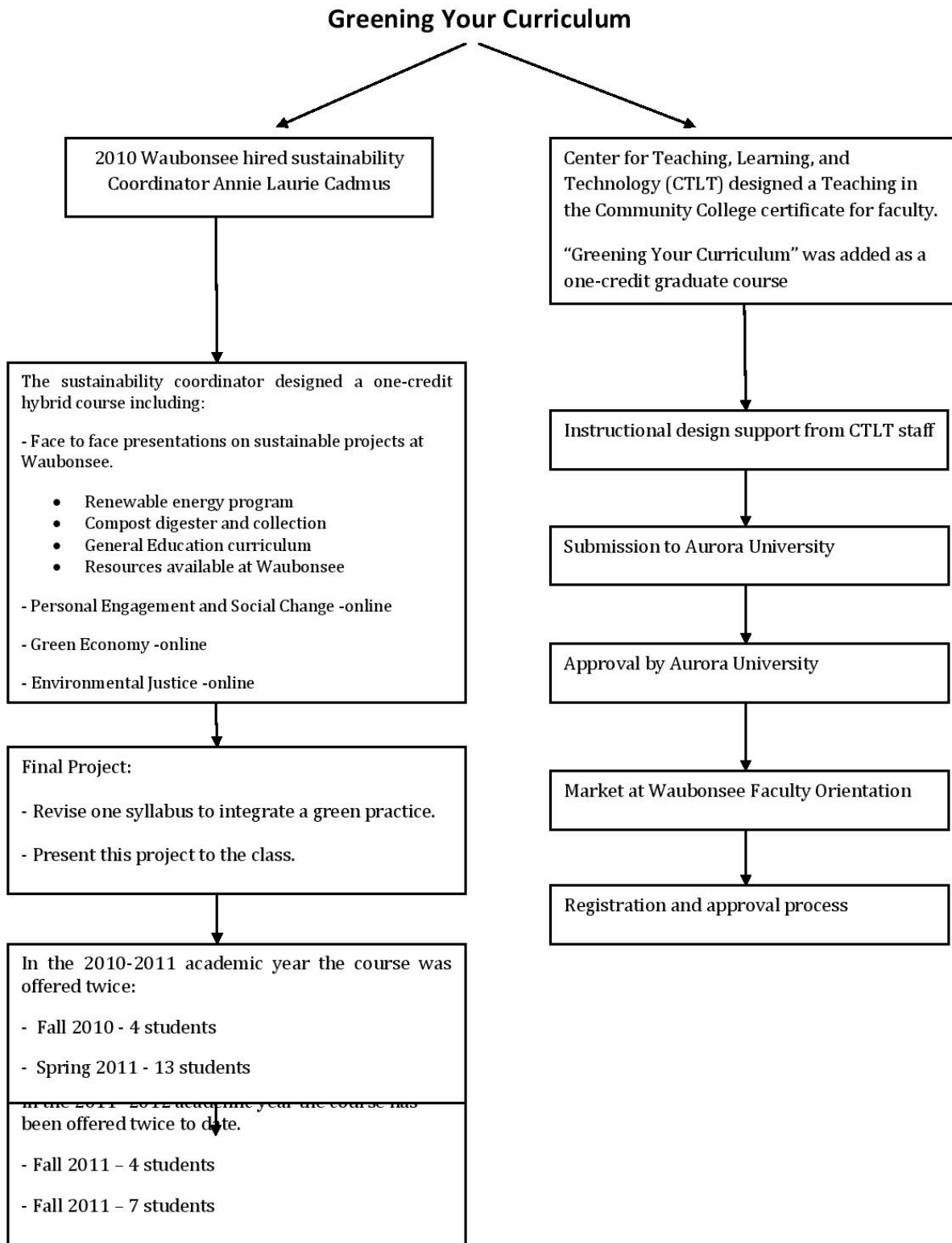


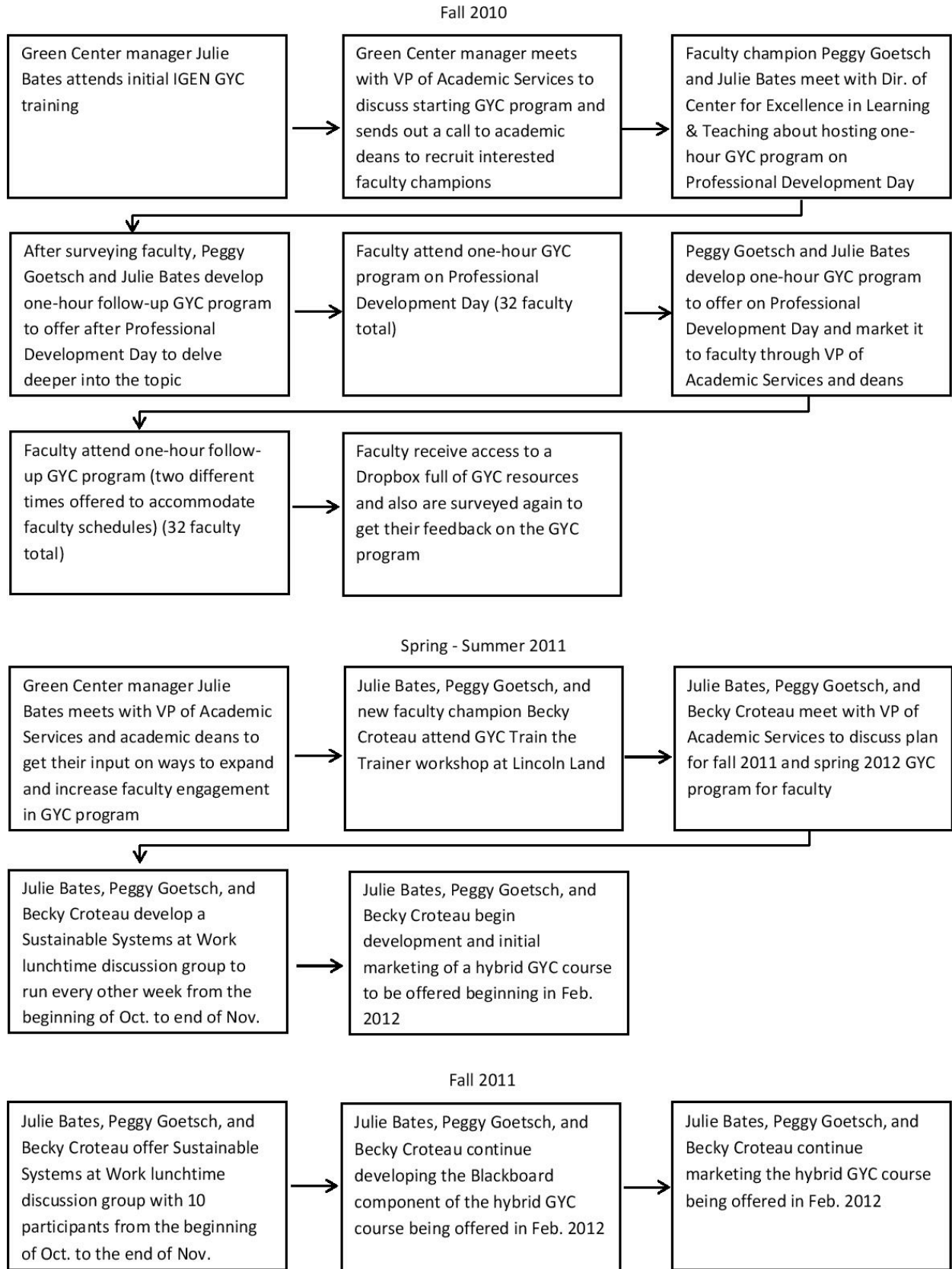
## Triton College GYC Initiatives as of November 2011



## Pathway: Sustainability Office Initiated

Waubonsee Community College





## Greening Your Curriculum at Southwestern Illinois College 2011/12

### Summer Semester 2011

#### GYC FACILITATOR TRAINING

July 2011

**SWIC:** Sustainability staff selects date, reserves facilities & sends out invitations

**IGEN:** provides key trainers & agenda

**Type of Training:** face-to-face meeting

**Length:** 6 hrs.      **Participants:** 16

### Fall Semester 2011

#### OPENING WEEK SESSION for all FACULTY

Opening Week of Fall Semester 2011

**SWIC:** Sustainability staff handles logistics. GYC Facilitators plan and lead session.

**Type of Training:** face-to-face meeting

**Length:** 1 hour – morning & evening session **Participants:** 22

**Disciplines involved:** wide variety – art, history, English, science

### Fall Semester 2011

#### GREEN YOUR CURRICULUM TRAINING: Hybrid Course

Fall Semester: September – December 2011

**GYC Facilitators:** 2, developed training and selected resources

**Online sessions:** 4 with 3 readings & video. Discussion posted on Blackboard; Develop 1 lesson plan.

**Meetings:** 1 – Discuss and revise lessons plans in December

**Readings:** from *Choices for Sustainable Living* (Northwest Institute)

Videos: *The Story of Stuff*

### Spring Semester 2012

#### Implement Lesson Plan & Evaluation

Spring Semester 2012

**SWIC:** Faculty implement lesson plan (teach the lesson)

**IGEN:** Provides evaluation tool

**Total Training:** 15 hours (stipend provided) **Participants:** 4