Final Report

I. Introduction

This internship falls under the “Education, Outreach, and Student Engagement” area of the IU Task Force for Sustainability. The main goal of this internship is to review and compile data on existing K-12 and community outreach programs related to sustainability at Indiana University, Bloomington (IUB). The project has been divided into three categories:

- IUB faculty, staff, and student sustainability programs in collaboration with K-12 teachers
- IUB faculty, staff, and student sustainability community outreach programs
- Bloomington organizations’ community outreach efforts

In particular, the primary focus is on the first two categories; the immediate concern is to assess how well IUB is doing in terms of education, engagement, and outreach in the community in which it is located.

The rest of the report will proceed as follows: Section II will discuss the methods used for conducting the study. Section III will provide the results. Section IV will survey comparable activities at eight peer institutions. Next, Section V will offer several successful models of community outreach from organizations. Last, Section V will conclude with recommendations for IUB and its future efforts in community outreach in the area of sustainability.

II. Methods

Database

In order to collect the data on existing IUB K-12 and community outreach programs, a preliminary database has been set up using Excel. The format of the database is straightforward; it contains names, contact information, program names, and detailed descriptions of the programs. Some examples:

K-12 Teachers

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>School</th>
<th>Email Address</th>
<th>Phone Number</th>
<th>Target Student Population</th>
<th>Focus</th>
<th>IUB Partner</th>
<th>Program</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bernends-Kinkead</td>
<td>Donna</td>
<td>University</td>
<td><a href="mailto:jkinkead@mccsc.edu">jkinkead@mccsc.edu</a> (preferred)</td>
<td>812-330-7753</td>
<td>Grade 5</td>
<td>Environmental/Social</td>
<td>Student Teachers</td>
<td>Scientific Modeling for Inquiring Teachers Network (SMIT’N)</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>
Each teacher’s last name is hyperlinked to a neighboring spreadsheet, where a detailed description of the teacher’s activities is provided. The descriptions are hyperlinked to take the user back to the original spreadsheet. Note: the K-12 spreadsheet is currently incomplete; it is difficult to reach some principals and teachers during the summer months.

IUB Community Outreach

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
<th>Contact Person</th>
<th>Focus</th>
<th>Target Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hilltop Garden and Nature Center</td>
<td>812-855-2799</td>
<td><a href="mailto:hilltop@indiana.edu">hilltop@indiana.edu</a></td>
<td>N/A</td>
<td>Environmental</td>
<td>Community; K-12</td>
</tr>
</tbody>
</table>

Again, the name of the department/organization/institute is hyperlinked to another spreadsheet, where a detailed description of what the department/organization/institute does is provided. The descriptions are also hyperlinked to take the user back to the corresponding original spreadsheet.

There are two additional spreadsheets. The first one contains information on IUB faculty members who engage in K-12 and/or community outreach activities related to sustainability. The second one provides information on local community organizations that work with IUB faculty, staff, and/or students in sustainability-related issues.

Surveys

Every principal and teacher in the Monroe County Community School Corporation (MCCSC), the Richland-Bean Blossom Community School Corporation (RBBSC), and local private schools have been contacted about this project. The ones who have responded and the ones who have been specifically referred to by members of the IUB community are subsequently sent surveys. Surveys have been distributed via email attachments to numerous local K-12 teachers and principals, as well as IUB departments/organizations/institutes. Note: the spreadsheets for the K-12 teachers is currently incomplete; it is difficult to reach principals and teachers during the summer months.

The survey briefly describes the Task Force’s mission, the goals of the Education, Outreach, and Engagement Working Group, and the definition of “sustainability.” It elicits responses on the basic information needed for the database (e.g. names, contact information), and it also asks the respondents to describe their efforts related to sustainability (see Appendix A). After the survey responses have returned, the database is updated.
III. Results

K-12

On the whole, many local K-12 teachers are already incorporating sustainability topics into their curricula. Most of them do so independently. That is, they are teaching topics like recycling, social justice, and solar energy without collaborating with members of the IUB community. Some include their student teachers and IUB work-study students in the presentation of sustainability topics.

There are some IUB professors who are working with K-12 teachers. For instance, Professor Valarie Akerson (Education) directs a program called Scientific Modeling for Inquiring Teachers Network (SMIT’N). SMIT’N is a development program designed in collaboration with the MCCSC and IU biology department; it focuses on using scientific modeling to improve K-6 teachers’ ability to understand and teach science. In general, there seems to be a lack of network among professors who are currently doing K-12 outreach. That is, a professor who works with teachers on sustainability issues tends not to know others who are doing similar projects.

Several university-funded centers and institutes also engage in some form of K-12 outreach. For example, the Pervasive Technology Labs (PTL) runs a program that introduces technology and potential technology careers to young Hoosiers (mostly grades 7 to 12) and educates them on some technology-related projects going on within the state. In addition, the program encourages them to explore technology careers and to consider studying and seeking future employment in Indiana. In addition, the College of Arts and Sciences (COAS) has a Science Outreach Office, which offers various science education and outreach activities for K-12 students and teachers. Other centers and institutes that do significant K-12 outreach in the area of sustainability include: Bradford Woods Outdoor Education Center, Hilltop Garden and Nature Center, and IU Research and Teaching Preserve.

Many teachers express a desire to work more closely with the IUB community. For instance, one teacher writes, “I think I speak for the rest of my team teachers when I say that we’d welcome IU input and assistance in creating an educational environment that encourages sustainability” (R. Joel Keefer).

Community

In general, IUB has a relatively strong record of engaging the local community in various sustainability issues. Many of the relevant programs targeted toward K-12 students are also available for the general public. The IU Research and Teaching Preserve is a good example: it works with students as well as local churches and scouts. Departmental open house events, such as the ones hosted by the physics and chemistry departments, aim to teach and inspire students and the general public alike. The Hilltop Garden and Nature Center, too, engages in extensive community outreach; it not only hosts summer youth
garden programs, it also runs therapeutic horticulture programs for elder adults and people with disability, as well as a community garden program. While IUB student organizations tend to focus on students on campus, some also engage in community outreach. For example, Students Producing Organics Under the Sun (SPROUTS) promotes a holistic, sustainable environment on the IU campus and within the Bloomington community. SPROUTS hosts volunteer garden workdays on Saturdays, and has an “open gate” policy for its garden (anyone interested in learning to garden is encouraged to come). Also, SPROUTS donates the bulk of its produce to local food relief agencies.

In addition, in collaboration with Community Outreach and Partnerships in Service-Learning (COPSL), many professors incorporate service-learning projects into their courses. In brief, service-learning is a form of experiential or active learning that involves partnerships between the students and the community. For these professors, COPSL provides assistance connecting community engagement with course-based learning. Service-learning courses foster community partnerships and contribute to all aspects of the university’s missions, including its commitment to using its resources for the public good.

Many of the service-learning courses contain sustainability themes. A notable example of this is Professor Heather Reynolds’ (Biology) course called “The City as Ecosystem.” One of her class’s service-learning projects worked with the Hilltop Garden and Nature Center. The project called “Food for Thought,” (FFT) involved the students in various topics, such as sustainable agriculture, composting, and the ecology of food. The main goal for the students was to ultimately develop 30-minute lesson plans suitable for grade levels K-6 on food literacy topics, such as the ones stated above. Then, these lesson plans must be easily implementable by the Hilltop staff or volunteers. FFT, in fact, has grown into a more interdisciplinary project: the Human Biology-Environmental Literacy and Sustainability Initiative (HUBI-ELSI) Food for Thought Project. This project seeks to develop and test a model of multi-course and multi-partner service-learning as a means of increasing student interdisciplinary learning, intellectual and personal development, and civic engagement. During the fall semester of 2006, four disciplines (Biology, Risk Management, Health, Physical Education and Recreation, and Fine Arts) collaborated on food-related projects with three community partners (Hilltop Garden and Nature Center, Mother Hubbard’s Cupboard, and SPROUTS). In addition, data generated from the semester’s partnerships are being analyzed to determine the effectiveness of this approach for improving environmental literacy and civic engagement in university students.

Like the K-12 programs, IUB’s community outreach efforts are not coordinated centrally. The individual schools (such as HPER) and departments (such as chemistry and physics) tend to operate independently (with some exceptions, like the HUBI-ELSI project). That is, like professors who engage in outreach efforts, those who operate individual programs tend not to know about similar programs. Consequently, it appears that a network of some sort among these efforts would be beneficial.
In contrast to local community organizations, IUB’s outreach efforts are not as extensive. Specifically, many of the community organizations seem to do a better job of taking the initiative to connect with the local government and IUB. The Center for Sustainable Living (CSL) illustrates this connection. Broadly, the CSL makes available information, services, projects and networking opportunities for those interested in exploring ecology sustainable ways of thinking, living, and interacting in their community. A specific example is the Bloomington Organic Gardeners (BOG), which has emerged from a series (Grow Organic Educators Series) that the CSL presents in conjunction with Bloomington Parks and Recreation department (local government), Hilltop Garden and Nature Center (IUB), and Bloomingfoods Market (business). While local organizations engage in substantial community outreach (and some do so in conjunction with IUB), there is a shared sentiment that perhaps more collaboration with IUB could take place in the future.

IV. Peer Institutions

A survey of what peer institutions have done in terms of K-12 and community outreach related to sustainability suggests many institutions that have undergone some form of assessment, at best, include this component marginally as an indicator; most do not address this at all. However, several leading institutions in sustainability that do address this aspect in some way are discussed in the following sections. The first five institutions are similar to IUB in that they are all large, prominent state universities, with close ties to the communities in which they are located: three are in the Big Ten Conference (University of Michigan, Michigan State University, and University of Minnesota), one is in the Pac-10 Conference (University of California, Berkeley), and the other is in the Atlantic Coast Conference (University of North Carolina at Chapel Hill). In addition, activities at Arizona State University, Harvard University, and Williams College will be briefly discussed.

University of Michigan at Ann Arbor (U-M AA)

The University of Michigan at Ann Arbor (U-M AA) is considered one of the university leaders in sustainability. In 2002, its Center for Sustainable Systems (CSS) released a report, and there were two indicators related to community development: 1) student contributions, and; 2) faculty and staff contributions. With regards to the former indicator, the report presents data on student-led community development organizations and information, such as key activities, membership, hours of service, and fund raised. The latter indicator is assessed by two factors: 1) expenditures associated with faculty and/or staff-sponsored community assistance projects (captured in the “Public Service” expenditures line item in the U-M AA’s Financial Reports), and; 2) faculty and staff participation in and donations to the United Way payroll deduction campaign. A more recent Environmental Task Force Advisory Report to the university’s president (2004) does not include either K-12 or community outreach as one of its indicators.

Michigan State University (MSU)
In April of 2007, the Office of Campus Sustainability at Michigan State University (MSU) released its Campus Sustainability Report. Broadly, the report divides the indicators of success into three categories: social, environmental, and economic. Within the social category, service learning and student organizations are two relevant indicators. The report simply states that service learning activity has increased in the past two years, and that student involvement in organizations on campus is high. The only other indicator of outreach is in the environmental category: MSU has a team of faculty, staff, and students who work on storm water management issues, and implementing various outreach programs (such as a storm drain marking program and river cleanup events) is one of the team’s main activities.

University of Minnesota at Twin Cities (UMN)

The University of Minnesota (UMN) has the Institute for Social, Economic and Ecological Sustainability (ISEES). The ISEES brings together different people from the natural and social sciences to address sustainability research, education, and outreach. Its main goals are to:

1. Generate a new transdisciplinary synthesis of concepts and methods for research on sustainability issues.
2. Understand forces influencing sustainability at local, regional, and global scales.
3. Develop and evaluate techniques for assessing conditions for sustainability.
4. Generate policy options for moving communities toward sustainable conditions.
5. Facilitate information exchange between scholars, practitioners, and citizens.

In addition, the ISEES is currently hosting the UMN Ecosystem Science and Sustainability Initiative. Working with faculty members from across the university, it has accomplished the following: 1) launched a new Sustainability Studies Minor; 2) begun conducting research on Minnesota’s environmental future to the year 2050, and most relevantly; 3) began running outreach programs for teachers, journalists, and the general public.

The Ecosystem Science and Sustainability Initiative works both with the university and the community at-large. For instance, it has a number of “Sustainability Partners,” such as the Center for Sustainable Building Research, the Bell Museum, and the Minnesota Institute for Sustainable Agriculture. Also, the initiative has several working groups, and has one specifically called “K-12 Teacher Outreach Working Group.” Through this group, the initiative supports two teacher outreach programs to provide curriculum and training in sustainability to schools throughout Minnesota. “Schoolyards, Science, and Sustainability” (SSS) seeks to increase student and teacher expertise in ecological research, natural history, and sustainability. In particular, the program is developing a cohesive curriculum of learning activities in ecology and sustainability that can be implemented on school grounds through schoolyard nature areas. The SSS also offers teachers opportunities to participate in an intensive two-week workshop to learn about
cutting-edge ecological research that can inform and improve their classroom activities and teaching. The second program is a teacher outreach training project connected with a UMN-Twin Cities Public Television co-production, called “Minnesota: A History of the Land.” This is a four-part series that developed a curriculum demonstrating how ecosystems and socio-economic systems have been deeply interconnected throughout the state of Minnesota’s history. Furthermore, three one-day workshops have been held (and will continued to be held); they were oversubscribed by interested teachers, and received overall positive feedbacks.

University of California, Berkeley (UCB)

The University of California, Berkeley (UCB) has a Chancellor’s Advisory Committee on Sustainability (CACS). The committee released a sustainability assessment report in 2005. “Academics and culture” is a major category of indicators. Under this category, three indicators are examined: 1) sustainability-related courses; 2) sustainability-related organizations, and; 3) town and gown relations. The last one is the most relevant for this report.

The CACS report states that UCB has maintained a Community Relations office for almost twenty years, and that it promotes mutual understanding and supportive relationship between the university and surrounding communities. In 2003, UCB and the City of Berkeley (COB) partnered to form the Campus Community Partnership Initiative; this has created a myriad opportunities for senior staff from both institutions to foster improved communication and partnerships.

In addition, the Chancellor formally recognizes community programs that contribute to UCB’s public service mission, and the recipients generally work in areas related to sustainability (e.g. environmental stewardship, public health, and technology in education and literacy). Furthermore, a non-profit partnership, called the Berkeley Alliance, has been formed between UCB, COB, and the Berkeley Unified School District; it seeks to address issues of mutual concern. For instance, through the efforts of this alliance, several groups (including the COB/UCB/Lawrence Berkeley National Lab Sustainability Meeting Group) have come together to discuss sustainability issues. Last, the Berkeley Sustainable Business Working Group is a joint project of the COB’s Mayor’s Office and the Office of Energy and Sustainable Development; this working group partners with UCB and many local businesses working toward making the city a leader in environmental innovation and a sustainable community.

University of North Carolina at Chapel Hill (UNC)

The University of North Carolina at Chapel Hill (UNC) has a Sustainability Office and its mission is “to promote a strong environmental ethic and to cultivate sustainable policies, practices, and curriculum throughout the university.” The office provides exhaustive information and materials for faculty, staff, and students who are interested in working on sustainability-related issues. More relevantly, it has a list of environmental groups and
initiatives at UNC that focus on these issues. For instance, the Carolina Environmental Student Alliance (CESA) is featured as an organization that engages in environmental service, trail building, invasive species removal, and outreach in local schools. Also, the office provides a list of pertinent programs. Among them, the Council on a Sustainable Community is particularly interesting. The council is comprised of university staff and administrators and the Chapel Hill-Carrboro Chamber of Commerce. It has developed a concept for a sustainable community, and has proposed the following eight mutually supporting components as the basis for environmental, social, and economic sustainability:

1. Compact urban form with increased density and mixed use that fosters walkability, reduced dependence on fossil fuels, accommodates future growth, and provides affordable housing.
2. Local businesses voluntarily adopt sustainable business practices and strive for a “triple bottom line” of environmental, social, and economic outcomes.
3. A sufficient supply of meaningful jobs so that local residents can work close to where they live, thereby maintaining the social diversity necessary for a strong and vibrant community.
4. Multiple forms of transportation to increase connectivity and reduce the impacts on air quality, watersheds and public health that result from dependence on the automobile.
5. A diverse entrepreneurial structure that supports local firms and facilitates them working together to fulfill economic needs.
6. Life-long learning opportunities for everyone.
7. A Growth Boundary that conserves farmland, protects water supplies, open space and wildlife habitat, and prevents sprawl.
8. Thriving downtowns that are centers of commerce, and mixed-use neighborhood centers with goods and services in walking distance of most residences.

Arizona State University (ASU)

In 2007, Arizona State University (ASU) launched the School of Sustainability. This school, working together with the Global Institute of Sustainability, seeks to engage students in new academic and research programs that embody collaborative learning, transdisciplinary approaches, and problem-oriented training. In addition, the school collaborates closely with other units on campus, such as public affairs, law, economics, and planning. At this time, it does not appear to have begun any K-12 and/or community outreach initiatives.

Harvard University

Harvard University has set forth a set of Sustainability Principles, which are intended to guide the university’s practices toward sustainability through the management of building design, construction, renovation, procurement, landscape, energy, water, waste, emissions, transportation, human health and productivity. The implementation for the
principles is based on four related tracks: 1) capital planning and construction; 2) annual financial and budget planning; 3) supporting the schools and departments, and; 4) broad-based continued review. Specifically, the third track calls for the university to continue to invest in support systems for sustainability, including a means of facilitating broad community engagement. Current efforts, however, seem to focus more on the university community itself.

**Williams College**

Williams College has a “Sustainable Williams” initiative, and it is divided into categories, such as managing resources (e.g. energy, food, buildings, etc), carbon dioxide emissions, academics, and involvement. In particular, this initiative provides interested parties with various community links. For example, the Center for Ecological Technology (CET) is listed as a non-profit organization that engages in work that demonstrates and promotes practical, affordable solutions to the environmental challenges related to human daily activities. However, like Harvard, Williams’ efforts in outreach and engagement seem to be more focused internally.

**V. Organizations and Foundations: How They Do Outreach**

**Society for Neuroscience (SfN)**

The SfN is committed to partnering with educators to engage students in learning about the brain and nervous system. By integrating current, accurate neuroscience content into science teaching, SfN will assist in building capacity for K-12 teachers and enhancing science education. The “Advocacy and Education” section has information for public, press, and educators. For the purposes of this report, the section for the educators is the most relevant. It provides many free resources for use in the classroom, such as a newsletter series prepared for a lay audience, educational CD-ROM, and a book primer on the brain and nervous system. The SfN also has a Brain Awareness Week (BAW) campaign, which is a series of celebratory events held around the world to increase public awareness about the brain. In addition, the SfN provides a listing of its members who have volunteered to be contacted by teachers to assist in neuroscience education activities.

**Ecological Society of America (ESA)**

The ESA has an extensive “educator resources.” It offers a variety of programs to improve ecology education at all levels. Among them: 1) an education program aimed at undergraduate students, with the mission to diversify and advance the profession of ecology through opportunities that stimulate and nurture the interest of underrepresented students; 2) a peer-reviewed publication of ecological educational materials, and; 3) a portal to locate, contribute, and disseminate ecology educational resources. In addition, the ESA has a Sustainability Science Initiative, supported by its Science Office; the mission is to develop a series of activities to examine and articulate the intellectual
foundations for a new sustainability science. More specifically, there are two roundtables that involve communities. First, the Sustainable Rangelands Roundtable is a collaborative partnership of rangeland scientists and managers, ecologists, sociologists, economists, policy and legal experts, environmental advocates, and industry and user group representatives. The mission of this roundtable is to promote social, ecological, and economic sustainability of rangelands through the development and widespread use of the criteria and indicators for rangeland assessments, and by providing a forum for dialogue on sustainability of rangelands. Second, the Sustainable Water Resources Roundtable brings together representatives of federal agencies, state governments, interstate councils, nongovernmental organizations, and corporations to further the understanding and decision-making needed to sustain the quality and availability of the nation's water resources, and the communities, businesses and ecosystems that depend on them.

Society of Environmental Toxicology and Chemistry (SETAC)

The SETAC has a whole section dedicated to “Outreach Programs.” They include: 1) environmental chemistry in SETAC; 2) UNEP / SETAC sustainable development senior fellows program, education and training program in sustainable development; 3) SETAC senior science fellows program; 4) access grants for environmental scientists and engineers in developing countries; 5) undergraduate environmental education programs; 6) SETAC journals in developing countries; 7) student travel awards program, and; 8) North America minority and mentor support program.

American Cancer Society (ACS)

The ACS has a “In My Community” section. Individuals can find out what ACS is doing in his/her community by entering his/her address. The website then offers information on: 1) the local ACS office; 2) how to get involved locally; 3) community highlights; 4) upcoming events, and; 5) local resources.

Federation of American Societies for Experimental Biology (FASEB)

The FASEB has an Office of Public Affairs (OPA), dedicated to a range of issues, such as advocacy, research, communication, and most relevantly for our case here, outreach to the public and educators. For the educators, the OPA provides rich teaching and advocacy materials on stem cells and SCNT, as well as K-12 tools in teaching evolution. For the public, the OPA provides information on animals in research and education, and benefits of biomedical research.

American Bar Association (ABA)

The ABA has a public service arm called the Fund for Justice and Education (FJE). The FJE funds nearly 200 projects and services that provide attorneys, ABA members and other committed individuals with the opportunity to raise the bar within the profession.
In particular, there are six major FJE programs: 1) children and family rights; 2) equal access to justice; 3) strengthening the legal profession; 4) improving the judicial system; 5) building social awareness, and; 6) advancing international justice. Under each of the six programs, many of the projects deal directly with community engagement and outreach. For example, the building social awareness program has an AIDS Coordination Project, in which the AIDS Coordinating Committee work with newly diagnosed individuals, address health needs of minorities, and hold town hall meetings on removing barriers to HIV prevention.

The John D. and Catherine T. MacArthur Foundation

This foundation has a “Program on Human and Community Development.” It has selected a set of issues on which to focus its grantmaking strategies. These include strengthening communities and enhancing the competitiveness of regions, improving teaching and learning, increasing access to stable and affordable housing, improving juvenile justice, advancing policies that promote mental health, and translating research into effective policy and practice.

W.K. Kellogg Foundation

This foundation’s domestic programming centers on health, education, and agriculture. These primary interests continue, although others have been added or continue to emerge. The goals set by each program area (there are four: health, food systems and rural development, youth and education, and philanthropy and volunteerism) help guide the foundation’s Board and staff as they make decisions about grantmaking. In general, it has a strong focus on community outreach and engagement. For instance, it has an initiative called ENLACE (ENgaging LAtino Communities for Education) under the youth and education program; this multiyear initiative’s goal is to strengthen the educational pipeline and increase opportunities for Latinos to enter and complete college. By 2007, the foundation is expected to invest more than $35 million in ENLACE alone.

Charles Stewart Mott Foundation

This foundation’s core embodies community outreach: “As a foundation, we believe that learning how people can live together most effectively is one of the fundamental needs of humanity. In so doing, people create a sense of ‘community,’ or belonging, whether at the local neighborhood level or as a global society.” It has several categories of programs in various areas, including civil society, the environment, and poverty. Under each of these programs, there are different initiatives, and many of them have a strong community outreach and engagement component. For instance, one of the poverty program’s main foci is on improving community education. That is, the foundation is particularly interested in funding community-driven school reform strategies that enable community members to identify the reasons their students are not achieving; propose solutions; and advocate for meaningful change in local schools and school districts.
VI. Recommendations

Given the above discussion on IUB’s efforts, peer institutions’ efforts, and how successful models of K-12 and community outreach programs from organizations and foundations, an office of sustainability should be established. Among its multiple responsibilities, one of them must be to coordinate K-12 and community outreach programs. In order to do so, lessons can be gleaned from what peer institutions (UNC and UMN, in particular) and organizations/foundations have done. This office should then be charged with the following tasks relevant to K-12 and community outreach:

K-12

1. Provide sustainability-related teaching materials to K-12 teachers (organizations do this well); publicize the availability of the teaching materials to the teachers.
2. Compile a listing of IUB members who work, or would like to work, with teachers on sustainability-related issues; distribute the list to principals and teachers (following what organizations, like the SfN, do: provide a listing of members who would like to assist teachers in relevant education activities).
3. An instructive website for the above recommendations is the “CU 4 K12” (http://www.colorado.edu/cu4k12/). This is the University of Colorado at Boulder (CU)’s comprehensive listing of educator resources at CU. This is a service provided by the university’s Office of Community Relations. The database is searchable by curriculum (e.g. music, math, science) and grade level. Alternatively, the teacher could search by keywords. The results then contain information, such as program description, contacts, and department, for the programs in which the teacher is interested.

Community

1. Similarly, compile and make available a listing of IUB members who work, or would like to work on sustainability-related issues; local organizations are interested in connecting with the university.
2. Host town-hall meetings on-campus to address the need for collaboration between the university and the local community.
3. Formally recognize university programs that have extensive community outreach components; this may increase awareness among the university population and community organizations.
4. Coordinate outreach efforts with IUB Community Connections (IUBCC). IUBCC is dedicated to building beneficial relationships with local government, private and non-profit organizations and facilitating partnerships based on the university’s educational mission. Currently, it does not offer much, since it only provides “partnership links,” or web addresses, to a few entities (COPSL, MCCSC, RBBCSC, Ivy Tech, Bloomington Hospital and Healthcare System, City of Bloomington, and Monroe County Government).
Appendix A

**Sustainability Outreach Study- IUB Outreach Survey**
Indiana University Bloomington Sustainability Task Force
Education, Outreach, and Engagement Working Group

Activities of the Sustainability Task Force include developing a set of sustainability indicators for the university, assessing the current sustainability status of the Bloomington campus, identifying key areas of concern, and establishing a framework for a long-term sustainability plan. The task force also plans to develop a speaker series on sustainability issues, create connections to national and international sustainability organizations, promote student involvement in sustainability programs, and develop a website devoted to campus sustainability. More specifically, one of the tasks for this working group is to review existing K-12 and community outreach programs. This survey helps us collect information on these efforts. For more information, see www.iub.edu/~sustain.

Name:

School/Level:

Subject:

Contact information (please indicate which method is preferred):

    Phone:

    Email:

________________________________________________________________________

A broad definition of “sustainability”: the ability to meet our needs without compromising the ability of the future generations to meet theirs. Some topics include: recycling, energy, land use, social equity, and economic development.

________________________________________________________________________

What sustainability topics did/do you incorporate into your curriculum?

________________________________________________________________________

Did/do you work with any faculty, staff, or students from Indiana University, Bloomington?
If so, with whom did/do you work? (Name, program/department)

What was/is the duration of the project (start and end dates)?

Additional comments?
Activities of the Sustainability Task Force include developing a set of sustainability indicators for the university, assessing the current sustainability status of the Bloomington campus, identifying key areas of concern, and establishing a framework for a long-term sustainability plan. The task force also plans to develop a speaker series on sustainability issues, create connections to national and international sustainability organizations, promote student involvement in sustainability programs, and develop a website devoted to campus sustainability. More specifically, one of the tasks for this working group is to review existing K-12 and community outreach programs. This survey helps us collect information on these efforts. For more information, see www.iub.edu/~sustain.

Program:

Contact person:

Contact information (please indicate which method is preferred):

   Phone:

   Email:

A broad definition of “sustainability”: the ability to meet our needs without compromising the ability of the future generations to meet theirs. Some topics include: recycling, energy, land use, social equity, and economic development.

With whom do you work or have you worked on sustainability issues?

Please provide the name(s) and contact information for responses to previous question.

What is/are the target population(s) of your program(s)?
What was/is the duration of the program(s) (start and end dates)?

Additional comments?