

# University Learning Proposal

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## Proposal Overview

This document is a proposal for how the [Green Software Foundation](#) (GSF) can address the needs of higher education regarding Sustainability in regard to [Green Software](#). The intended outcome is that universities and higher learning institutions can provide what they need for their Sustainability education efforts and the GSF can provide a variety of assets ranging from mentoring to curriculum to meet their needs.

## Design Considerations

Design considerations are constraints and concepts that help to provide guiderails and directions to keep from “boiling the ocean” (e.g., trying to do everything which most likely keeps a project from ever taking off).

- We (GSF) will focus on higher learning institutions. Although primary learning institutions could be considered later, we will focus now on those higher learning institutions.
- We intend to be vendor agnostic in any of our activities or content.
- We will focus on learners and educators and later consider research activities.
- We will take seriously any personally identifiable information we may receive and be very specific about how it will be used and err on the side of not requesting this kind of information.
- Content will assume that learners and educators are already convinced of climate change and focus on Green Software and its practical application.
- All content will have a license that allows learners and educators to do what they want with the content but not redistribute/amend for financial purposes.
- Content and activities will try to reduce friction in adoption or sign up. For example, if we have an event, learners should not have to provide extensive identifying information about themselves.
- We will create a cafeteria-style or menu of things to choose from for learners and educators with a focus on being frictionless (see Offering section below).

During the planning process and beyond, design considerations may be changed or iterated on. They are not intended to be edicts, but to guide discussions and planning. They can also provide contextual direction so that things decided are not re-discussed unless needed.

## Needs Assessment

Concurrently with the creation, iteration, and review of this document, we (the GSF) will engage with higher learning institution members of the GSF and institutions that have wanted to engage with the GSF. It is critical that we don't have the approach of "build it and they will come". We will work with the PM team to broker introductions to contributors of this document or project team to the institutions we mentioned.

In those meetings, we will want to understand the following:

- What educational resources do they need? How do they want those resources to be delivered? How have they done this in the past?
- How do they approach practical activities? Are they hands-on in labs? Are they open source project contributions? Capstone projects?
- How are mentorship programs scoped by them? What would they expect from such a program?
- Would they find value in a network with like-minded peers and professionals facilitated by the GSF or would they like us to support their specific institutions?
- How are they educating learners on Sustainability today?

With these fundamental questions, we can dive further into their needs and thoughts from our approach. These questions should stimulate the conversation on their side as we should spend most of our time listening which means we also need to be sure we are either recording these sessions or designating someone to take highlight notes.

## Proposed Activities

There are a variety of activities that can support learners and educators. This is not an exhaustive list nor a commitment of the GSF. It is intended to stimulate conversation so that with the Needs Assessment, working group reviews, etc. we can conclude what we can support. Activities to be considered:

- Mentorship program.
- Curriculum.
- Career development workshops.
- Online courses.
- Guest lectures and workshops.
- Online forums (i.e. highly monitored Discussion forums).
- Hackathons.
- Open Source projects.
- Student chapters of our Meetups with provided content, experts, and swag.
- Yearly student event.
- Job/Intern board from our members (focused on Sustainability).

## Goals & Measurement

Although it is premature to come up with goals and measurements in the early phase of planning, we should consider the following high-level goals of the project.

- Satisfaction of activities and content from learners and educators.
- How many higher learning institutions are we engaging with.
- How much our content is being used.
- Deeper engagement with institutions such as our content being adopted into their curriculum.

## Oversight

Currently this document is being used to kick off thinking around this topic and to help us think through what we will do (and more importantly what we will not do). It will then be brought to the Community Working Group within the GSF for their review and feedback. Once that is done, we will adopt the appropriate project proposal template needed and then the Working Group can decide on a motion to move forward with the project. The project will also take on how projects work within the GSF. Of course, we will also want to take those folks who we discussed this within the Needs Assessment phase and make sure they can review and provide feedback.

## Timeline

Once we have a solid draft of this document, we should consider putting together a tentative timeline.

## Offering

As with software, if the content is not friendly, meets their needs, and frictionless, it will go unused. We will need to make the offer available in such a way that a learner or educator can go to the GSF website and quickly (less than 5 minutes) understand how they can engage and move to the next step in their journey. For example:

- They should easily be able to follow a path if they are an educator or a learner.
- Based on their profile, educator, or learner, they are shown how they can self-serve for their own interests (for example, an educator who just wants to look at our curriculum) or that they can engage with us to have an expert do a guest lecture.
- They can see all that we offer and understand what we are providing (and more importantly what we can't such as job/internship filling).

We will also need to prepare on how we get awareness of our offering, as mentioned below, we can't assume we will build it and they will come.