

Talking points for discussion leaders:

Please identify a note-taker and a photographer in each session to create a record of discussions. Please ensure that notes, photographs, ppt slides your session creates are forwarded to geodesigncolla@gmail.com.

- A. How should we refine current constraints such as 8+2 systems, assumption and innovations? What processes should we follow to achieve changes?
 - a. How useful were the Global Assumptions and Innovations? How should we go about updating them? Should the format change? How? By whom?
 - b. How well did the systems relate to the SDGs?
 - c. Identify five systems that would be sufficient to conduct the largest size projects, ten (as now) for the middle-sized projects and twenty (the second-tier SDG systems) for smaller size projects.
 - d. How might we develop metrics that lead to being able to complete the SDG matrices?

- B. How did the Sustainable Development Goals assessments work in enabling scenario-to-scenario and project-to-project comparison?
 - a. Some SDGs directly relate to land use, some indirectly and some very little. Which SDGs are the most appropriate and which should be disregarded or adjusted?
 - b. Is the streamlined approach of impact analyses of the SDGs appropriate? Is there a better assessment method? Were the matrices/templates useful as a means to assess the SDGs?
 - c. Does the Likert scale approach and the graphic code for SDGs work? Should we identify appropriate and globally-relevant numeric performance measures? How can these can be achieved and integrated....and understood?

- C. How might the processes and findings of IGC be incorporated into university curricula, as components of, or substitutes for current classes, and shared with external communities?
 - a. What do you observe are the important learning outcomes for students?
 - b. How might IGC projects be configured to engage a broader spectrum of students, both by degree level and discipline?
 - c. Identify specific ways in which this work can be shared with citizens and decision-makers.
 - d. Identify ways to share within university communities, with potential partner disciplines.

- D. How should IGC proceed? Globally? Regionally? What are the principal elements of a work plan for IGC to continue? Who will take responsibility? Who will support IGC?
 - a. Should IGC proceed in the same project format or move in the global direction described at this meeting?
 - b. How can we achieve more team-to-team sharing/coordination/learning?
 - c. Diagram how a global project could work as a component or replacement for current IGC projects?
 - d. Create an ideal Organizational chart for IGC, identifying responsibilities, to move IGC forward.