Sandmeyer – 6. Activity – Faculty and Professional Mentoring

Overview of Mentoring Materials:

In addition to mentoring undergraduate students (see the section "Mentoring and Advising Individual Students" in this dossier), it an important part of my job to **mentor our graduate students** here in the Department of Philosophy. By mentoring, I mean something not entirely co-extensive with the work I do on graduate committees, in my graduate seminars, in extra-academic book groups, or on the profession. Rather, my job as graduate faculty in the Department of Philosophy, particularly as STS faculty (i.e., where my portfolio centers on teaching and service over research) is to help our graduate students become the best faculty they can. Indeed, our graduate students do a lot of teaching in this department, often a 2-2 load. Typically, my mentoring work focuses on those students who are assisting my classes or teaching subjects where I have expertise. When **the pandemic** hit, though, my first concern was the impact this would have on our teacher-students. So, **I initiated an informal mentoring program** to help these students transition to online education, learn the best pedagogy for the online environment and the hybrid classroom, important strategies, efficacious tools, and special techniques for effective use of Canvas, i.e., the UK LMS system – and just talk about what was going on. Though this was not formally structured (as the environment and the stresses induced by the pandemic did not allow for this), my efforts were, nevertheless, substantial. They had an enormous impact on our first- and second-year cohorts, particularly. The first set of documents included in this packet provide some indication how this mentoring program worked.

The Association for the Advancement of Sustainability in Higher Education (AASHE) oversees a well-regard mentoring program. Given my years working in the sustainability field, I applied to be a mentor. My application was approved, and during 2019-20 I undertook to **mentor a young sustainability professional work** in Oklahoma. We met once a month, at least, for a full academic year. First, we established a set of objectives for the year. These revolved primarily around his desire to begin graduate in sustainability studies but also in developing connections relevant to his work as sustainability officer at the University of Central Oklahoma. I facilitated a meeting between him and my colleague, Ernie Yanarella, to discuss both urban sustainability initiatives and graduate programs known for this. Additionally, we created a comprehensive list of schools relevant to his interests, which detailed the application requirements for each and deadlines. As the year concluded I reviewed some of his personal reflection documents necessary for the application process.

From:	Sandmeyer, Bob
Sent:	Tuesday, March 17, 2020 12:30 PM
To:	pgsa@lsv.uky.edu
Subject:	Need online pedagogical assistance? I can help

Hi Y'all,

This message is directed *especially* to any and all of you who are teaching stand-alone classes this spring. But the offer is *available to anybody* and is open all semester long.

Freaking out about course design? Can't figure something out on CANVAS? Need online pedagogical assistance, or have CANVAS questions you can't figure out? I can help. Please don't hesitate. My email is: bob.sandmeyer@uky.edu.

https://teachanywhere.uky.edu/
https://www.uky.edu/~rsand1/Canvas.html

Bob
Be like the squirrel, girl

Bob

Bob Sandmeyer, Ph.D.
   Assistant Professor of Philosophy
   Environmental & Sustainability Studies Faculty
   University of Kentucky
   1429 Patterson Office Tower
   Lexington, KY 40506-0027 USA
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   email: bob.sandmeyer@uky.edu

Office hours: M&W 9:30-9:50am & 11:00-11:50am, or by appointment.

Sandmeyer, Bob

From:	Drew <andrew @gmail.com>
Sent:	Monday, June 22, 2020 1:14 PM
To:	Sandmeyer, Bob
Subject:	Fwd: Quality Design Checklist - SUMMER COURSE REVIEW
Attachments:	QDC Letter to Reviewers A_S.docx; QDC Letter for Instructors.docx; Course Checklist Summer 2020.pdf

CAUTION: External Sender

Hi Bob,

I just went through the checklist for my PHI-120-210 online summer course, and I have a few concerns. I don't recall seeing this checklist before, so there are a few boxes I don't think I can check off:

Course Introduction

1. At the beginning of the session, I sent everyone an announcement email introducing myself and asking them to read the syllabus, but I didn't tell them "where to find various course components" (syllabus, course schedule, instructor contact information) because they were all contained within the syllabus itself.
2. Does "academic assistance" include the Disability Resource Center? Because I included all the standard boilerplate (inc. the DRC) but it doesn't appear to reference additional academic resources.
3. I didn't provide any instructions on how to use Canvas, because I thought the Home page weekly modules were self-explanatory.

Grading & Assessment

2. I didn't explicitly "state the plan for providing feedback" - I just graded their work according to my grading scale the (work)day after each assignment was due.

Course Delivery

4. I didn't provide any activities facilitating "student-to-student" interaction, except for a Q&A where they could ask me questions and respond to one another (which they occasionally have).

Accessibility

2. On the diagrams which I provided, I didn't have alt-text descriptions.

Did I miss something between semesters? I don't remember ever seeing these requirements or I would have addressed them. Sorry for any problems this may cause!

Drew

---------- Forwarded message ---------
From: **Meg Wallace** <megbwallace@gmail.com>
Date: Mon, Jun 22, 2020 at 12:39 PM
Subject: Quality Design Checklist - SUMMER COURSE REVIEW
To: Drew <   @g.uky.edu>,   Lauren <   @g.uky.edu>,   Kristian K.

< @uky.edu>, Daniel B < @uky.edu>, Kayla G < @uky.edu>, Christopher <christopher @uky.edu>, Jarrad < @uky.edu>

Hi all,

We've been asked to go through a "quality design checklist" for our online summer courses this summer (some details of this request are pasted below). My impression is that this checklist was put in place to make sure that all of the courses that were very quickly put online this summer are up to the usual standards of UK courses that have been officially approved for distance learning. All of our offerings this summer have already done this, since they have all been recently created and gone through the official approval process in curriculog. So this *should* be pretty straightforward in all of our sections. I'm hoping it's just a matter of having a faculty member quickly tick off the boxes in the checklist. (And, yes, I realize the first summer session is already over. Hopefully the delay won't matter, and it might be good practice if we have to do something like this again for the fall.)

120 section 210 (Drew) - Bob Sandmeyer
305 section 210 (Lauren) and 211 (Kristian) - Julia Bursten
334 section 210 (D Cole) and 211 (Kayla) - Lindsey Chambers
315 section 210 Chris and 211 (Jarrad) - Meg Wallace

Will each of you please run through the checklist (downloadable here, linked on the "QDC Letter for Instructors", and also attached as "Course Checklist Summer 2020"), and make sure that your own sections comply (or *did*, first summer session). Then please (i) email the faculty member assigned to your course, (ii) let them know whether your course satisfies the checklist, and (iIi) invite them to your canvas shell. Your assigned faculty member will then double check everything and fill out the microsoft form checklist.

I apologize if this is more oversight than normally required for TA-led courses, but the broader purpose of the increased oversight is intended for classes that are not usually taught online. I'm hoping that for our department this is just a formality and the whole process is pretty quick and painless. Let me know if you have any questions.

thanks,
Meg

With the spring semester in the rear-view window, I want to pause to thank you for your leadership in what is certainly one of the most challenging periods in the University's history. Now, as we quickly pivot to summer school, we are tasked with ensuring that we continue to develop successful courses with attention to effective delivery in both alternate and online formats. To that end, Teaching, Learning, and Academic Innovation (TLAI) is as committed as ever to supporting our UK teaching community.

As you know from our Associate Dean meetings, Provost Blackwell has asked that all remote and online summer courses be reviewed. We have been working to ensure that your faculty have the tools and support that they need to provide quality remote and online courses. Many of your faculty and graduate students participated in our virtual symposium last week, "A Week of Teaching." All the sessions from the symposium have been recorded and posted online. Please remind summer school instructors of those resources as well as our daily office hours conducted by Zoom.

2

For the purpose of reviewing the courses, we have developed a [Quality Design Checklist](#) and accompanying resources to assist faculty with all aspects of course design and delivery. Built into this review process is the assumption of flexibility. We have outlined a process based on conversations with a subset of Associate Deans. If you need to alter this process for your college, we trust your wisdom in doing so in a way that is still rigorous and fair.

- Step 1: The college determines the process for matching reviewers with each course section. (Keep in mind that we have a small cohort of volunteer faculty reviewers to call upon if need be.)
- Step 2: The college shares the reviewer letter with reviewers and the instructor letter with instructors. (Both are attached to this message.)
- Step 3: The reviewer contacts the instructor and requests to join the course section.
- Step 4: [The reviewers complete all assigned reviews using the Microsoft Form link for your college, linked here,](#) by the second week of the course, and we will share feedback with instructors.
- Step 5: After the reviewers have given feedback, the college shares with TLAI a summary narrative that can include significant findings or trends, recommendations, resources needed, and revisions that have been made in response to feedback.
- Once the summer term starts, we will follow up with you to confirm the full list of summer 2020 courses in your colleges.

While this task may initially seem daunting, it gives us an opportunity for discovery and innovation. I designed an online history course ten years ago, and, quite frankly, I knew very little about teaching online at the time. With any luck, I have gained a significant amount of pedagogical and technical knowledge since then. We all have room to learn and to reconsider our teaching strategies, course designs, and modes of delivery to make a truly enriching learning environment for our students.

In the event that you may not have sufficient faculty or staff available to conduct the reviews, we have a small group of faculty and staff volunteers—all of whom are experienced online teachers—who you may call on to serve as reviewers for courses. If you'd like to draw from this list, do let us know the prefix, number, and section for courses you'd need assistance reviewing, and we'll connect you with help.

Thank you for embarking on this pursuit as we endeavor to uphold the University's teaching mission and hold true to our values as educators.

With gratitude and respect,

Kathi

Kathi Kern, Ph.D.

Sandmeyer, Bob

From:	Sandmeyer, Bob
Sent:	Monday, July 27, 2020 5:09 PM
To:	Marquis, Andrew H.
Subject:	RE: -- PHI 120 Syllabus Draft
Attachments:	Syllabus Template_F2F_20200417 - .docx; PHI 120 Syllabus -- -- Fall 2020 DRAFT.pdf

Hey Andy,

Thanks for sending the syllabus. Please find attached two documents: (i) the syllabus with comments, and (ii) a UK Senate syllabus template for f2f classes. The latter is helpful because it contains some boilerplate language you may want to include in your syllabus, e.g., the language about accommodations. I've highlighted areas in the template you could consider including.

Syllabus looks good. I'd like to take this class; it is an enticing document.

Summary of my comments:
1. Look over Quantitative Foundations learning outcomes and reconsider your outcomes.
2. Consider revising your attendance policy to be more flexible.
3. Design an efficient, stable plan for the semester – with built in flexibility – and stick to it.
4. Consider rethinking your plan for the midterm. Keep it simple: one exam on one day.
5. Wait to hear about room assignments to make decisions regarding flex pattern.

PHI120 Learning Outcomes and UK Core Quantitative Foundations

PHI120 fulfills the UK Core Quantitative Foundations requirement. There are specific learning outcomes associated with this core course; these can be found at:
https://www.uky.edu/ukcore/sites/www.uky.edu.ukcore/files/Quantitative.pdf. As I can see it, it's not clear how the course you've designed fulfills the first of these requirements. I asked Meg Wallace about this, because I, myself, am unsure how we're dealing with this as a department. Let me quote her: " I think that as long as Andy can explain how his class satisfies it, that will be fine - at least, that is how I've been advising students. He should be able to point to how and where his class satisfies all the QF requirements. I'd be against him altering the content unless he's really far afield from the intent of 120." So, I don't think you need to change your syllabus. But do read the Quantitative Foundations outcomes template to familiarize yourself with the outcomes there. And I would recommend tweaking the learning outcomes in your syllabus to more clearly match those listed in the UK Core document; that is to say, do what Meg suggests.

My Comments in Syllabus

These are all minor and just suggestions. One thing to think about is attendance, though. I'd recommend making your attendance policy a bit more flexible. For instance, there very likely may be students in your class who will never physically attend class due to COVID concerns, either for themselves or for family members. How are you going to confirm "attendance"? Personally, I don't have a good answer to this question. My own policy will be to have no attendance policy (unstated). But this has its own serious drawbacks. I'd be happy to think through ideas you may have.

Your queries

<u>Prioritizing logic content over critical thinking</u>
First, I'm assuming we'll go totally online. Not sure, of course, but it's a good bet. So, plan accordingly. (I'm planning that we won't have in-person classes when we start; so my classes have both an online component that will never fade away.)

I think the best way to think about this isn't so much in terms of what to do in case of COVID changes, but rather what is the best way to handle informal vs. formal generally. As I can see it, you have about a week devoted to informal (concentrated in week Nov 9-13). (1) Don't change the schedule based on what might occur. Construct a schedule for the most logical presentation of the content. (2) As I understand your question, the implication would be that if a COVID change occurs, you would introduce material not included in this syllabus. I don't recommend that. Come up with a plan that you think is best, and stick to that as well as you can. The students will appreciate the stability.

While I'm on this subject, I think your schedule is ambitious. You do have that week of buffer, which is excellent. But perhaps you could integrate more buffer into the schedule. Or at least plan for revisions. In short, I'm saying, don't respond to any changes that might occur by adding or substituting content. Rather, be prepared – at a moment's notice – to move online and perhaps to slow things down as a consequence. You may need to slow things down simply because of the alternating schedule.

<u>Attendance – alternating schedule</u>
Hahahaha. Do I have a better idea?

Okay, on a more serious note, your syllabus implies an assumption, i.e., that 1/3 of class will be able to meet in your room at any one time. This seems reasonable. As a consequence, you will alternate attendance, group 1, 2, 3 respectively. You might consider alternating the composition of these groups from time to time. Just so that the people in group 3 do always meet on Fridays, for instance.

But I am at a loss for what to do myself. I think your plan is good. It's worth noting that we can't plan for this until we know our new room assignments, which were supposed to come out today. But, alas, nothing so far. Perhaps you'll get a new room that will allow 50% of your class to meet. That could change things significantly. So, let's wait till we hear the new assignments and revisit this question.

<u>Content before/during exam week</u>

Good, this sort of follows up what I was just saying, i.e., about integrating buffers into the schedule. Rather than thinking about "light content" I recommend repetition of skills. Use this time to solidify understanding and practice. Of all PHI courses, PHI120 is the most like a skills class, e.g., an instrument class. Practice, practice, practice make perfect. The more time you give students to practice the skills, the better they'll come to understand the theory. That's been my experience.

I'm not sure why your midterm is open for a whole week. If the exam is "take-home" so to speak, why not use MW to review/practice, and then open the exam for a day? That is, use class time Friday to administer the test. The way you've set it up, the week's work during exam seems lost – at least to me.

Last comment/question

You don't need to respond to this directly, but think about it. Reading your syllabus, I don't really understand how participation will be graded exactly – especially given the different modalities you'll be forced to employ during the semester. Also, I don't understand what a "formative" assessment is. I'd recommend jettisoning that language for something more intuitive. How are these different than quizzes, for instance? I mean, I see that quizzes are in some way based on formative assessments, but how I don't understand. (Are these "practice exercises" which only count for completeness, while the quizzes are on the same subject but count for accuracy?)

Hope this helps and isn't too wordy. I'm available to you. Whatever you need.

Best,
Bob

From: Andrew H. <Andy＿＿＿＿＿＿＿@uky.edu>
Sent: Sunday, July 26, 2020 8:30 PM
To: Sandmeyer, Bob <bob.sandmeyer@uky.edu>
Subject: ＿＿＿＿-- PHI 120 Syllabus Draft

Bob,

Happy Sunday. Please, find attached a PDF of my PHI 120 syllabus draft. I'm not thrilled with the content schedule; I'm going to look for ways to thin it out just a bit somehow, maybe slot things in a little differently.

A few decisions I'd especially value feedback on:

- Prioritizing the logic content over the critical thinking content. I also wonder about, if we're pushed online mid-semester, trading in some critical thinking content (e.g., informal fallacies, stuff on rhetoric or propaganda) for some of the logic stuff that comes in the latter half of the semester.
- The straightforward alternating attendance schedule: break the class into three groups, and assign one group to come on Mondays, another on Wednesdays, and the third on Fridays. I originally planned to do a rotating schedule, primarily so that one group of students is not stuck coming on Fridays, when, if last semester is any indication, attendance suffers somewhat. That plan has its weaknesses, though (e.g., it's more complicated, students go longer between in-person days, etc.). Might you have any thoughts as to how to best handle an alternating attendance schedule?
- Teaching some light content during the week they will take their midterm exam. I had originally considered administering the midterm exam in-person and taking a break from introducing new content but, as of now, have decided against that. I just want all the instructional time I can get. So, I'd like to keep going with some modest content that week and keep the formative assessment/quiz routine going, too. Is that unreasonable, do you think? The midterm exam will be a fair and straightforward assessment drawing only from

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content that has already been assessed formatively, so any student who remotely does their due diligence should succeed just fine on it.

Of course, anything that strikes you as worth giving feedback on is something I want to hear about, but those are the things on my mind at the moment. Thank you for assisting me!

Best,
Andy

General Pedagogy A↓

Bob Sandmeyer (He/Him/His)

All Sections

Jul 27, 2020 at 11:03am

5

Use this discussion for questions about teaching in any format. Add resources. Take notes. Be proactive.

Search entries or author | Unread | 👁 | ⬆ | ⬇ | ✔ **Subscribed**

↩ **Reply**

Bob Sandmeyer (*He/Him/His*) **(https://uk.instructure.com/courses/1994006/users/5260664)**

⋮

Jul 27, 2020

Here are my notes from the CELT meeting today (7/27): Hybrid? Flexible? Synchronous? Not? Choosing the Best Mode of Course Delivery

Here is the link to the canvas course: **https://uk.instructure.com/courses/1989073 (https://uk.instructure.com/courses/1989073)**

Here is the link to Virtual Office Hours: **https://uky.zoom.us/j/97391113714** ↗ **(https://uky.zoom.us/j/97391113714)**

CELT Staff: **https://www.uky.edu/celt/who-we-are/staff** ↗ **(https://www.uky.edu/celt/who-we-are/staff)**

Course Modalities

- **Fully online**
  - Synchronous
  - Asynchronous
  - Notes
    - Course Introductions

- Instructor recaps
- Use templates
    - **https://teachanywhere.uky.edu/quality-design-checklist** ⬈ **(https://teachanywhere.uky.edu/quality-design-checklist)**
- **Simulcast Lectures**
    - Notes
        - groups rotating in and out
        - synchronous delivery model
        - Echo360
            - **https://www.uky.edu/its/customer-support-student-it-enablement/list-echo360-rooms** ⬈ **(https://www.uky.edu/its/customer-support-student-it-enablement/list-echo360-rooms)**
        - enable it in Canvas
        - Set up with IT to schedule echo360 sessions
        - OWL Camera
            - 5-6 foot audio range
            - Repeat student questions
        - Simulcast with Laptop
    - **Flipped Classroom**
        - designed for active learning (e.g., discussion-oriented classes)
            - before (out of class)
                - students prepare to participate in class activities
                - pre-class – asynchronous
                    - readings
                    - lectures
                    - podcasts
            - during (in-class)
                - students practice applying key concepts with feedback
                    - there will be students who will never be able to attend in-class
                - Could create a buddy system with a colleague to manage chat / q&A, if you don't have a TA
            - after (out of class)
                - students check their understanding and extend their learning
            - Questions
                - what matters most for students to know and be able to do by the end of the course
                - what products will help
            - **Hybrid class design**
                - close relative of modified flip

- difference:
  - when groups are meeting in class (divided up for physical distancing), they're really focused on application/discussion around the content outside
  - groups outside still doing work: discussion boards, quizzes, etc.
    - staggered due dates

↩ **Reply**   👍 (1 like)

Bob Sandmeyer (*He/Him/His*) **(https://uk.instructure.com/courses/1994006/users/5260664)**
Jul 27, 2020

⋮

Here are my notes from session: Holding Virtual Class Discussions, 7/27

Week of Teaching Resources:

- **https://teachanywhere.uky.edu/getting-help** ↗ **(https://teachanywhere.uky.edu/getting-help)**
- Virtual Office Hours M-F, 9am-5pm
- Canvas: Multi-Modal Course Development

All sessions are recorded and available in teachanywhere.uky.edu/week-teaching

Agenda

1. Reflection (ice breaker)
2. Being transparent
3. Setting expectations

4. Let's get pedagogical
5. Questions

Zoom and Teams

- questions best addressed in virtual office hours

Reflection (ice breaker)

- used menti.com to submit answer to question: ïn a sentence or less, share what made a virtual discussion experience unique or impactful.

Being transparent

- recognize the experience
    - Zoom is a new experience, to students and to you
    - discussions about this "new experience" can alleviate student anxiety
- explain the roll of discussion
- reiterate learning goals
    - might have to do this before *each* discussion

Setting expectations

- might be different from f2f environment
    - practice!
    - identifying what participation looks like in a virtual environment
        - verbal
            - how to ask questions
        - non-verbal
            - quickly chat out an answer (and calling out students to explain)
            - non-verbal options
                - Thumbs up
                - yes/no
                - Hand clapping
                - Raise hands
            - more of an opportunity for a non-verbal response
                - take time for students to play around with features in feature week of class

- use of webcams and video: should it be required?
  - a word of caution:
    - cannot assume access to a webcam
    - may be an invasion of privacy that you had not considered
  - Can encourage, but requiring it may be problematic
  - if webcam off
    - emphasize non-verbal interaction
  - Consider student voice
  - Tips for video conference
    - be on time
    - check technology in advance
    - wear appropriate clothing
    - have good light
    - look in camera
    - go to quiet place

What expectations do you want

- online chat

Let's get pedagogical

- strategies to assess engagement
- Practice
  - Low stakes conversations to prep students for more important discussions
- Growing rich discussion
  - strategically-worded questions focus on learning objectives
    - pre-drafting
    - avoiding rote answer or yes/no answer
    - create questions that encourage student-to-student engagement
      - discussion stems
        - g., I agree with x, but can we look at y
      - sharing questions in advance so students can prepare adequately
        - be prepared to pivot
      - scaffold discussions using lesson plan components that build student confidence
        - small group assignment where student read a juicy passage together that reminds them of reading
        - quick write
          - don't fear silence in the zoom meeting

- make room for all students to participate in different ways
  - okay to call on students
    - with right pre-work it can be a useful tool
    - do it early on and do it regularly
      - give students questions in advance for prep
    - avoid punitive approach
    - begins with low stakes questions
    - need to have an escape hatch or a "pass" feature
      - if they have a long-term plan for students who have great anxiety about participating live
    - providing back channels for student participate
  - How can I support students in various attendance formats
    - repeat questions/comments for benefit of the online audience
      - prep questions
    - put virtual attendees in breakout rooms
    - utlize text based chat platforms to allow both groups to collaborate
      - Microsoft teams
      - google hangouts
    - have a TA volunteers to moderate
  - Final thoughts

Questions

- How do we assess discussion for participation?
  - one popular way: incorporating reflection on discussion/participation
    - what they did well, what didn't work
  - have a conversation with students regarding what should be assessed
    - why do you think we're doing this
    - what do you think is fair to be assessed
      - caution against using number of entries a criteria
    - make student bring and ask their own questions
  - Integrating discussion with synchronous communications
    - Jill Abney, see "Making the Most of Canvas Discussion Boards for Engagement and Inclusion"
    - have discussion board to prep; use the live event for active discussion
  - how can we help students feel comfortable?
    - humanize yourself
    - create a rhythm that students can expect during the meetings

- opening session with an informal check-in
  - use break out sessions with large classes
- embracing our own vulnerability; acknowledging student vulnerability
- Rubrics: are there sample rubrics
  - best to discussion during virtual office hours
  - **https://docs.google.com/document/d/1FwxFX3s_XO2CTqeWMsWICWLsP-nyV5v2wyJBZb1Aekc/edit** ↗ **(https://docs.google.com/document/d/1FwxFX3s_XO2CTqeWMsWICWLsP-nyV5v2wyJBZb1Aekc/edit)**
- TAs – new teachers: how can one get comfortable doing this
  - opportunities / setting up space to practice using the technology
  - supervising faculty humanize themselves
    - okay to fail: share stories
    - reflection and improvement
- Large classes – hard to connect when cameras are off
  - policy of flexibility: okay to allow students not to use webcam
    - must have a means to for student engagement: polls, chat, etc.
  - being transparent about pedagogical reasons why cameras are encouraged
- Flexibility & grading:
  - recording the discussion is helpful for students who could not attend

↩ **Reply** 👍 (1 like)

Bob Sandmeyer (*He/Him/His*) **(https://uk.instructure.com/courses/1994006/users/5260664)** ⋮

Jul 29, 2020

The link to recordings of all sessions is here: **https://teachanywhere.uky.edu/week-teaching** ↗ **(https://teachanywhere.uky.edu/week-teaching)**

NOTES: **Making the Most of Canvas Discussion Boards for Engagement and Inclusion**

(only ½ hour)

1. How discussion boards support student engagement and inclusiveness.
2. Strategies for planning and designing disc. boards
3. Make space for your questions.

Inclusive and Engaging Possibilities

- creates additional space for student participation
- allows more thought time
- reduces intimidation
- serves as a lasting, class-constructed resources

Strategies for planning

- blend with other instructional components
- use different post modalities for different learning goals (audio, video, images, etc.)
- encourage conversation between students
  - prompt design, groups, multiple deadlines
- allow students to practice with low-stakes posts
  - use groups to generate conversation

Tip:

two deadlines per discussion board

- individual submission
- response to peers' work
  - secondary post must include clear and leading discussion stem

Questions

where do you define the parameters of the discussion board?

- on syllabus, brief, only positive statements (Be kind!)

I have had success getting students to contribute to discussion boards individually. But I've had difficulty getting them to read their peers work on the boards. What strategies and tactics do you recommend to get students to use (deep dive in) the discussion board resource?

↩ **Reply**   👍

https://teachanywhere.uky.edu/week-teaching ↗ **(https://teachanywhere.uky.edu/week-teaching)**

"Critical compassion:" a methodology by which we examine the criteria shaping our pedagogy

(Zoom Keeping Tips)

Building community into our class

- a learning community, students
    - perceive learning to be higher
    - more engaged
    - meet more learning outcomes

Building community in an online classroom

- communication
    - starting welcome video
- atmosphere
    - expectations
    - modelling behavior
- predictability
- involvement

How trauma and anxiety affect learning?

- most college students have not fully developed social-emotional controls
    - 66% of college students come into college having experienced trauma (pre-Covid)
- trauma and anxiety impair executive functions
    - we can set up our classes to assist students' executive functions
        - executive functions
            - action
            - focus
            - activation

- emotions
- memory
- effort
- we can expect problems with – trauma informed strategies
  - time-management
    - estimate reading times
    - chunk large assignments into smaller components
  - organization
    - provide a weekly checklist
    - provide a visual course map (laid out weekly)
  - focus/attention
    - use active learning breaks every 10 minutes
    - break up lectures and lecture videos into 10 minute segments
  - memory retention
    - practice memory recall with weekly low-stakes / no stakes quizzes
    - use visuals like graphic organizers and diagrams
  - asking for help
    - provide a low-key way to do Q&A-like in an anonymous setting (Google doc)
    - hold optional office hours at local coffee shop / online
- How can build critical compassion into our classes
  - the pedagogy of people
    - Freire, *Pedagogy of the Oppressed*
    - where compassion can serve the learning experience
      - Kathy Davidson
        https://www.hastac.org/blogs/cathy-davidson/2020/05/11/single-most-essential-requirement-designing-fall-online-course ↗ **(https://www.hastac.org/blogs/cathy-davidson/2020/05/11/single-most-essential-requirement-designing-fall-online-course)**
    - one of the most important things you can do is "acknowledge"

Looking ahead

- which are of executive function to you think students will struggle with
- what are some ideas for strategies

can you discuss how to provide avenues for anonymous but public contributions/messages, especially for problems the students may have

- you can have a share setting in Google to where people don't have to log in (anonymously)
- Mentimeter

TLAI (CELT & UK Online) hosts virtual office hours from 9-5 Monday through Friday at **https://uky.zoom.us/j/97391113714** ⬈ **(https://uky.zoom.us/j/97391113714)**

We LOVE to solve problems of practice!!!!

↩ **Reply**   👍

Bob Sandmeyer (*He/Him/His***)** **(https://uk.instructure.com/courses/1994006/users/5260664)**   ⋮ _

Aug 18, 2020

Hey y'all, I just want to apprise you of something I found out regarding **Letters of Accommodations** versus **Flexibility Forms**. **Flexibility Forms** are relatively new. I received one from a student that lays out attendance parameters for this particular student. Flexibility Forms do no obviate the need for an official **Letter of Accommodation** from the DRC, though. As they told me, "you do need both the letter and the flexibility form, as **the letter validates the accommodations for the flexibility form** (flexibility with due dates, attendance, or both)."

Edited by **Bob Sandmeyer (https://uk.instructure.com/courses/1994006/users/5260664)** on Aug 18, 2020 at 1:53pm

↩ **Reply**   👍

UK Admin

If you cannot access the Faculty Tab in myuk, which is necessary to retrieve class rosters, then follow these instructions: How to Complete Statement of Responsibility.

General Academic Support

- CANVAS
- CELT
- Disability Resource Center
- Faculty Media Depot
- HIVE
- learnanywhere
  - Technology Help, e.g., need an iPad loan
- The Study - Peer Tutoring Program
- teachanywhere
  - Get Help
- TLAI
- Robert E. Hemenway Writing Center

Coronavirus at UK

- UK COVID-19 Testing Results
- Quick Tips for Continuity of Learning (when students quarantine or their attendance is interrupted)
- Coronavirus: Latest Campus Messages
- UK'S Playbook for Reinventend Operations - Fall 2020
- Department FAQ

Student Support

- Counseling Center
- Violence Intervention and Prevention Center

UK Syllabus Guidelines

- UK Senate - Course Syllabi
  - Required Components
    - UK Course Bulletin: PHI
  - Useful but not required components
    - "UK approved mask" definition
  - Fall 2020 Academic Policies in Response to COVID-19
- Ombud
  - Syllabus Advice
- Coronoavirus
  - F2F Template
  - Distance Learning Template

UK CORE

The UK Core (website)

- Assessment

Syllabi: Required Elements

Academic Integrity

Students shall not plagiarize, cheat, or falsify or misuse academic records. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud; see especially "Rights and Responsibilities" and "Academic Integrity." A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty.

See Academic Offenses Rules for Undergraduate and Graduate Students for official University policy regarding academic offenses. In short, as per the Ombud's definition, academic integrity requires creating and expressing one's own ideas in all course work including draft and final submissions; acknowledging all sources of information properly; completing assignments independently or acknowledging collaboration (when collaborations are allowed); accurately reporting one's own research results; and honesty during examinations. Further, academic integrity prohibits actions that discriminate and harass on aspects such as race, color, ethnic origin, national origin, creed, religion, political belief, sex, and sexual orientation.

By participating in this class, you accept the injunction not to cheat in any way. You also agree to comport yourself with integrity and honor throughout the semester. You further agree to have all or some of your assignments uploaded and checked by anti-plagiarism or other anti-cheating tools. Further, each student affirms that they will act with honor and integrity to fellow students, the professor, and the course grader.

Diversity, Equity, & Inclusion as Core Values

As faculty within the University of Kentucky, we in the Department of Philosophy are committed to our core values of diversity and inclusion, mutual respect and human dignity, and a sense of community (Governing Regulations XIV). We acknowledge and respect the seen and unseen diverse identities and experiences of all members of the university community (https://www.uky.edu/regs/gr14). These identities include but are not limited to those based on race, ethnicity, gender identity and expressions, ideas and perspectives, religious and cultural beliefs, sexual orientation, national origin, age, ability, and socioeconomic status. We are committed to equity and justice and providing a learning and engaging community in which every member is engaged, heard, and valued.

We strive to rectify and change behavior that is inconsistent with our principles and commitment to diversity, equity, and inclusion. If students encounter such behavior in a course, they are encouraged to speak with the instructor of record and/or the Office of Institutional Equity and Equal Opportunity. Students may also contact a faculty member within the department, program director, the director of undergraduate or graduate studies, the department chair, any college administrator, or the dean. All of these individuals are mandatory reporters under University policies.

COVID-19 Policies Regarding In-Person Instruction

- For the official policy from the University about spring 2022 operational plans, see the [Spring 2022 Guide](#)
- All individuals, irrespective of vaccine status, are required to wear [UK-approved face coverings](#) in the classroom and academic buildings (e.g., faculty offices, laboratories, libraries, performance/design studios, and common study areas where students might congregate). If UK-approved face coverings are not worn over the nose and mouth, students will be asked to leave the classroom.
  - Masks and hand sanitizer can be found in the class building, if needed
- Whenever feasible, students should socially distance, leaving a six (6) foot radius from other people.
  - Students should leave enough space when entering and exiting a room. Students should not crowd doorways at the beginning or end of class.
- If a student or students refuse these policies, in-person class may be canceled by the instructor until the situation is resolved to the satisfaction of the instructor and the Administration.

Attendance & Make-Up Work (Sandmeyer's policy)

Do not attend class if you are feeling unwell, or if someone with whom you've been in contact is feeling unwell. Contact me before class or that same day, at the latest, if you miss class because of (suspected) illness.

The University is officially back in-person this semester. Consequently, in-person attendance during class is required in this class. This means, you must attend in-person every day, unless the class has moved to an online modality. In the case of a changed modality, attendance confirmation will be altered accordingly but attendance everyday for the entire class period is still required. The instructor will take attendance at the beginning of each class to confirm class attendance. Students bear the responsibility for confirming their attendance at the beginning of class and of keeping track of their own attendance over the course of the term.

If a student misses two weeks of class (i.e., six class meetings) *unexcused*, then that student will receive a zero for the class and fail for the semester. A plea of ignorance either of this rule or of one's own attendance status is no excuse.

Per university policy SR 5.2.5.2.3.1, if a student has excused absences for the dates and times associated with more than one-fifth of the required interactions for a course (i.e., nine days), the student shall have the right to receive a "W." In these cases of extreme absence, the instructor will ask the student to withdraw from this course.

Excused Absences: *Senate Rules 5.2.5.2.1* defines the following as acceptable reasons for excused absences: (a) significant illness, (b) death of a family member, (c) trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, (d) major religious holidays, (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit "reasonable cause for nonattendance" by the instructor of record. Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing (by email) of anticipated absences due to their observance of such holidays. If a student is required to be absent due to military duties, the Director of the Veterans Resource Center will verify the orders with the appropriate military authority, and on behalf of the military student, notify each Instructor of Record via Department Letterhead as to the known extent of the absence. In all cases, students should notify the professor of absences prior to class, whenever possible, and may be asked to verify their absences in order for them to be considered excused.

Excused absences for in-person participation include quarantine and other recommended/required absences by a medical, public-health, or government officials.

Make-Up Work: Students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence *within one week following the period of the excused absence* (except where prior notification is required); and for making up the missed work. According to *SR 5.2.5.2.2*, if a student adds a class after the first day of classes and misses graded work, the instructor will provide the student with an opportunity to

make up any graded work without penalty. No late submissions will be allowed for students after after one week of return to classes for excused absences, unless approved in writing by the instructor.

Late Work: Acceptance of late assignments due to excused absences are governed by the rules above. For late assignments due to unexcused absence(s), explanation of the reason for the late submission must be made in writing (by email) within one week of the original deadline of the assignment. The instructor will make a determination to accept or reject late submissions on a case-by-case basis. No late submissions due to unexcused absence(s) will be permitted after one week from the original deadline of the assignment.

Accommodations

In accordance with federal law, if you have a documented disability that requires academic accommodations, please inform your instructor as soon as possible during scheduled office hours. In order to receive accommodations in a course, you must provide your instructor with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754, via email (drc@uky.edu) or visit the DRC website (uky.edu/DisabilityResourceCenter). DRC accommodations are not retroactive and should therefore be established with the DRC as early in the semester as is feasible.

Email the professor a copy of your letter of accommodation as close to the beginning of the semester as possible.

Prep Week

Per *Senate Rules 5.2.5.6*, the last week of instruction of a regular semester is termed "Prep Week." No exams or quizzes will be administered this week, as these are not permitted by University policy. However, class participation and attendance grades are permitted during Prep Week.

University Resources Available

I also highly recommend looking at the UK Senate page detailing Resources Available to Students. Given the stresses of the ongoing COVID-19 pandemic, I would like to bring your attention to one these resources, specifically.

- **The UK Counseling Center (UKCC)** provides a range of confidential psychological services to students enrolled in 6 credit hours or more, psychoeducational outreach programming (including QPR suicide prevention), and consultation to members of the UK community (students, faculty, staff, administrators, parents, concerned others). Please visit the UKCC's website (uky.edu/counselingcenter) for more detailed information or call (859) 257-8701.

Class Recordings

See the University of Kentucky Senate page on Classroom Recordings. The University of Kentucky Code of Student Conduct defines Invasion of Privacy as using electronic or other devices to make a photographic, audio, or video record of any person without their prior knowledge or consent when such a recording is likely to cause injury or distress. Video and audio recordings by students are not permitted during the class unless the student has received prior permission from the instructor. Any sharing, distribution, and or uploading of these recordings outside of the parameters of the class is prohibited. Students with specific recording accommodations approved by the Disability Resource Center (DRC) should present their official documentation to the instructor.

Course Copyright

All original instructor-provided content for this course, which may include handouts, assignments, and lectures, is the intellectual property of the instructor. Students enrolled in the course this academic term may use the original instructor-provided content for their learning and completion of course requirements this term, but such content must not be reproduced or sold. Students enrolled in the course this academic term are hereby granted permission to use original instructor-provided content for reasonable educational and professional purposes extending beyond this course and term, such as studying for a comprehensive or qualifying examination in a degree program, preparing for a professional or certification examination, or to assist in fulfilling responsibilities at a job or internship; other uses of original instructor-provided content require written permission from the instructor(s) in advance.

Final Remark

This syllabus is a contract between the professor and student. Participation in the class indicates the student understands and accepts the terms of this syllabus, i.e., the expectations and requirements laid out herein.

From:	Daita Serghi, PhD <education@aashe.org>
Sent:	Thursday, October 11, 2018 12:54 PM
To:	Sandmeyer, Bob; Ehemphill
Subject:	Congratulations! AASHE's Mentorship Program Notification

Dear Eric and Bob,

Thank you for applying to participate in AASHE's Mentorship Program. I'm pleased to announce that, based on the information you submitted, we have matched you with each other!

To help you get to know each other, here are your titles and affiliations along with the brief bio or statement that you provided during the application process:

Mentee Information
Full name: Eric Hemphill
Title: Manager- Sustainability and Alternative Transportation
Affiliation: University of Central Oklahoma
2-sentence bio/statement: Eric works to increase sustainable behaviors and programs at UCO. He is primarily interested in environmental psychology, and teaching about sustainable food systems. He has a bachelor's degree in English and Creative Writing, and a Master's in Higher Education

Mentor Information
Full name: Bob Sandmeyer
Title: Assistant Professor of Philosophy
Affiliation: University of Kentucky
2-sentence bio/statement: Sandmeyer is an Assistant Professor of Philosophy at the University of Kentucky. Though his research specialization began with the history of the phenomenological movement, and especially the work of Edmund Husserl, he has developed a driving research and teaching focus on the problem of life and the history and philosophy of ecology. An active member of the UK Environmental & Sustainability Studies program, he teaches on Leopold's land ethic, Wendell Berry's concept of a local economy and its significance to his students, and the coherency and limits of the concept of sustainability.

Please note that we matched mentees with mentors to the best of our ability based on the information provided about each applicant's experience and interests. In some cases, we were not able to provide a perfect match (i.e., one that seemed to meet all of desires expressed by both the mentee and mentor). In these cases, we made matches that we believe still offer strong potential for a productive and mutually beneficial relationship.

Next steps

- To kick off the mentorship process, mentees are expected to follow up with their mentor to schedule an initial meeting sometime in the next 3 weeks. This could be by phone, video chat or, if feasible, in person. The goal of the initial meeting is for the mentee and mentor to start getting to know one another and to develop a set of shared goals for the relationship. Ideally, these goals will include one or more tangible products or outcomes, but this is ultimately up to the mentee and mentor. To help us ensure that everything is on track, we ask that mentees share a brief description of these goals and any expected outcomes to AASHE by November 2 via this simple form.
- Mentees are expected to connect with their mentor approximately once a month through June 2019. It may be helpful to establish a schedule for these calls in your initial meeting so you can get them on a shared calendar.

1

We will be sending out reminders, guidance and other support over the course of the year, but please don't hesitate to get in touch if you have questions, concerns or suggestions in the meantime. This is our second year supporting this program so we very much welcome comments from participants.

Wishing you a great Fall,

Daita

P.S. We will soon be posting basic information about the mentee/mentor pairs on the AASHE website. Please let us know if your title or affiliation changes so we can update the webpage accordingly.

aashe®

The Association for the Advancement
of Sustainability in Higher Education

Mentor and Mentee Pairings

In This Section ⌄

Meet the 2018-2019 Mentorship Program Pairings!

Peer Partnerships

New this year are Peer Partnerships! These partnerships were formed to address the needs and wishes of our members to expand their work and network, where a traditional mentor/mentee pairing wasn't possible.
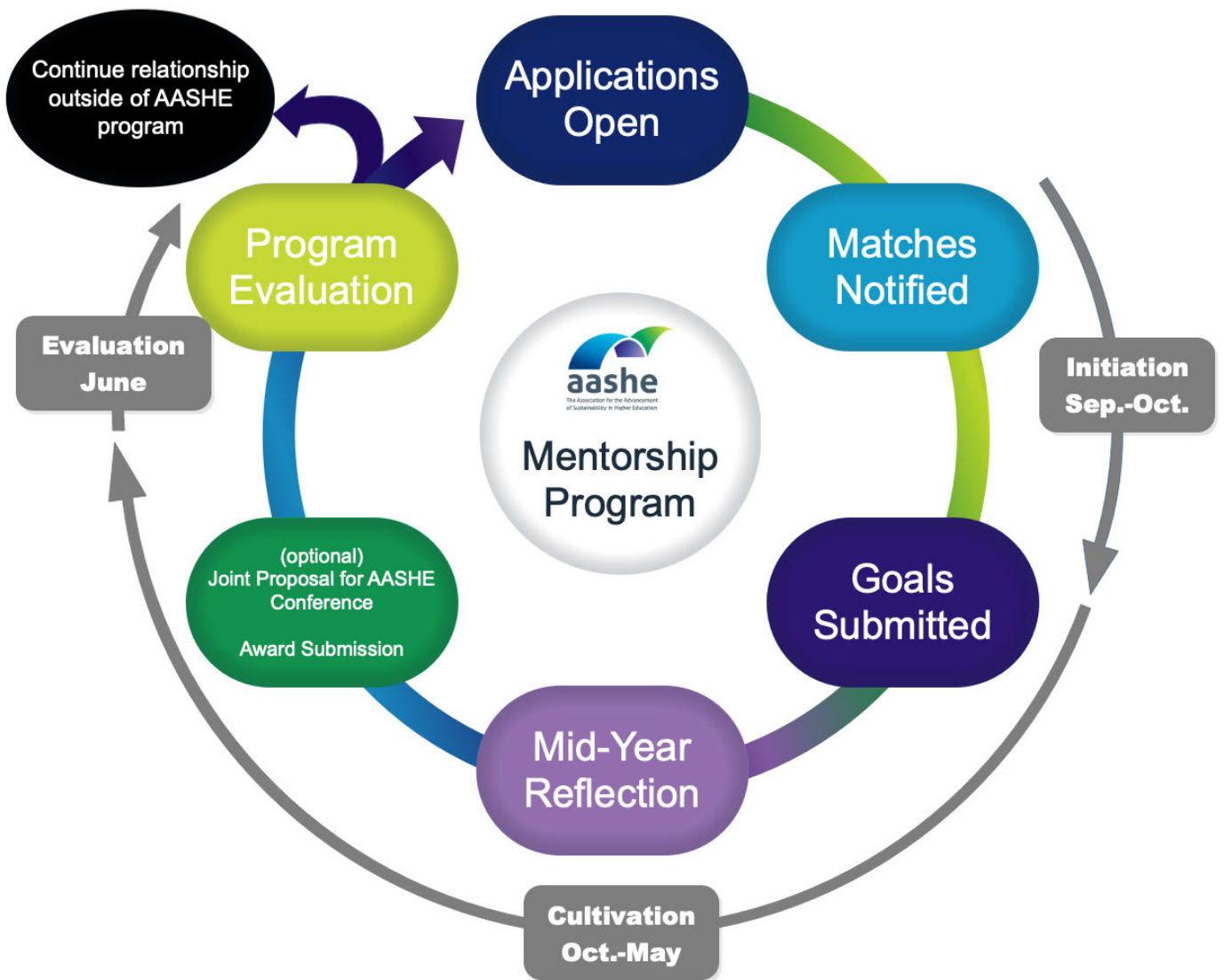
Peer	Paired with...	Peer
Caitlin Hodges, Associate Program Manager, University of Notre Dame		Trey McDonald, Climate & Energy Manager, University of San Diego
Alex Howard, Engagement Coordinator, University of Calgary		Jackie Slocombe, Graduate Assistant, Auraria Sustainable Campus Program
Ayodeji Oluwalana, Recycling and Special Events Coordinator, Iowa State University		Milena Walwer, Graduate Assistant in Hanley Sustainability Institute, University of Dayton
Leah Ceperley, Sustainability Planning and Evaluation Manager, University of Dayton		Mindy Granley, Sustainability Director, University of Minnesota Duluth
Michelle Cong, Sustainability Coordinator, Fanshawe College		Mary Whitney, Director, University Sustainability, Chatham University
Kate D'Angelo, Class Dean, Office of Academic Services, Babson College		W. M. Eric Lee, Associate Professor of Accounting, University of Northern Iowa
John Deuel, Recycling Manager, Oregon State University- Materials Management		Ryan McCaughey, Manager of Landscape and Solid Waste, Penn State University
Stacia Dreyer, Asst. Research Professor, Arizona State University		Roya Azizi, Faculty, CSUDH
Katy Everett, Assistant Professor of Environmental Science, Eureka College		Richard Niesenbaum, Professor and Director of Sustainability Studies, Muhlenberg College
Brian Filiatraut, Director of Sustainability, Poly Prep Country Day School		Chris Kline, Sustainability Director, Culver Academies
<mark>Eric Hemphill,</mark> Manager- Sustainability and Alternative Transportation, University of Central Oklahoma		<mark>Bob Sandmeyer,</mark> Assistant Professor of Philosophy, University of Kentucky
Jamie Everett, Sustainability Operations Coordinator, Texas A&M University		Corey Hawkey, Assistant Director, University Sustainability Practices, Arizona State University
Ryan Ihrke, Director of Sustainability, Green Mountain College		Tom Abram, Assistant Director for Campus Sustainability, San Diego State University
Saman Khan, Western Michigan University		Geoffrey Habron, Professor of Sustainability Science, Furman University
Angie Kim, Sustainability Coordinator, SUNY- Purchase College		Michael Lizotte, University Sustainability Officer, UNC Charlotte
Connor Kippe, Business & Projects Mngr, University of Michigan Campus Farm & Sustainable Food Progr		Tyson Monagle, Marketing Manager & Regional Sustainability Steward, Aramark at UC Irvine

Alison Sanchirico, Sustainability Coordinator, University of San Diego	Meg Lowe, Sustainability Coordinator, Syracuse University
Marinos Voukis, Manager and PhD Canditate, Cyprus School of Molecular Medicine	Kori Armstrong, Graduate Student, University of Southern Mississippi

Mentorship Partnerships

Mentees	Paired with...	Mentors
Kaitlin Aaby, Sustainability Fellow, St. Mary's College of Maryland		Suzanne Savanick Hansen, Sustainability Manager, Macalester College
Anna Balas, Student Intern, Sustainable Duke		Kristin Parineh, Sustainability and Utility Manager, Stanford University
Paul Barton, Sustainability Coordinator, Shoreline Community College		Kristen Lee, Sustainability Programs Manager, University of California Santa Cruz
Emily Bilcik, We Mean Green Fund Project Coordinator, University of North Texas		John Viau, Sustainability Coordinator, Northwest Missouri State Uiversity
kelly boulton, sustainability coordinator, allegheny college		Victoria Ho, Sustainability Coordinator, OCAD University
Margaret Bounds, Assistant Director of Sustainability, Connecticut College		Tom Twist, Sustainability Manager, Bates College
amy butler, Director of Sustainability, Michigan State University		Colleen McCormick, Director of Sustainability, University of California, Merced
Susan Caplow, Assistant Professor of Environmental Studies, University of Montevallo		Peter Schulze, Professor and Center for Environmental Studies Director, Austin College
Jennifer Kleindienst, Sustainability Director, Wesleyan University		Keisha Payson, Assistant Director of Sustainability, Bowdoin College
Jackie Klimek, Sustainability Coordinator, Concordia College – Moorhead, MN		Natalie Hayes, Assistant Director of Sustainability, Bentley University
Brenna Leary, Sustainability and Engaged Scholarship Fellow, Swarthmore College		Lisa Bjerke, Program Manager for Change Mangement, GreenerU
Derek Martin, Sustainability Coordinator, Susquehanna University		kelly boulton, sustainability coordinator, allegheny college
Katie Martin, Graduate Research Assistant, Georgia Institute of Technology		Adam Zwickle, Assistant Professor, Michigan State University
Lysandra Medal, PhD Student, University of Washington		Arash Zarmehr, University of Central Florida
Fortino Morales III, Director, Office of Sustainability, UC Riverside		Kelly Wellman, Sustainability Director, Texas A&M University
Cesar Nanni, Sustainability Coordinator, Universidad de Monterrey		Nicole Montgomery, Coordinator, Reporting, Monitoring & Systems Review, University of British Columbia
Lauren Ng, Student, Soka University of America		Moira Hafer, Building Sustainability Performance Manager, Stanford University
Amber Nicholson, Sustainability Director, Bellevue College		Eric O'Brien, Director of Sustainability, University of Northern Iowa
Lisa Nicolaison, Program Coordinator, Princeton University Office of Sustainability		Jamie Everett, Sustainability Operations Coordinator, Texas A&M University
Leslie Raucher, Sustainability Coordinator, Barnard College		Liz Tomaszewski, Assoc Dir of Sustainability, Worcester Polytechnic Institute
Monica Rowand, Sustainability Coordinator, University of Louisiana		Cindy Shea, Sustainability Director, UNC Chapel Hill

Program Timeline

Continue relationship outside of AASHE program

Applications Open

Program Evaluation

Matches Notified

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Mentorship Program

Evaluation June

Initiation Sep.-Oct.

(optional) Joint Proposal for AASHE Conference

Award Submission

Goals Submitted

Mid-Year Reflection

Cultivation Oct.-May

From:	Eric Hemphill <ehemphill@uco.edu>
Sent:	Wednesday, January 9, 2019 11:17 AM
To:	Sandmeyer, Bob; Yanarella, Ernest
Subject:	Re: Sustainability Mentor: Eric Hemphill

Good morning Bob and Ernie.

Thanks for the introduction, Bob. I apologize for the delay in responding, as I was taking a (much needed, I think) email break over the holiday.

Ernie—Thank you very much for your willingness to discuss your work at the Center for Sustainable Cities and elsewhere. I would love to speak via phone (or email if that's easier for you) about urban sustainability, advanced degree opportunities and where you see sustainability heading, particularly within urban areas. I am especially interested in urban universities as both cornerstones and instigators of sustainable thought and action within metropolitan areas.

I look forward to hearing from you.

My thanks, again, to you both. I hope the new year is off to a great start for each of you.

-Eric-

Eric Hemphill, M. Ed. | Sustainability and Alternative Transportation
University of Central Oklahoma | Nigh University Center 212
100 N. University Drive, Box 322 Edmond, OK 73034
ehemphill@uco.edu | 405.974.3526 |
www.uco.edu/green

From: "Sandmeyer, Bob" <bob.sandmeyer@uky.edu>
Date: Tuesday, December 18, 2018 at 2:43 PM
To: "Yanarella, Ernest" <ejyana@uky.edu>
Cc: Eric Hemphill <ehemphill@uco.edu>
Subject: Sustainability Mentor: Eric Hemphill

Hi Ernie,

I'm following up our conversation the other day about the person with whom I working through the AASHE mentorship program, Eric Hemphill (ehemphill@uco.edu). Eric is the Manager of Sustainability at the University of Central Oklahoma in Edmond, OK. He is the one I spoke to you about who is interested in Urban Sustainability. He is interested to hear about your work and also recommendations you might have about studying sustainability in an advanced degree.

You graciously asked that I give you his contact information so that you could speak to him directly about your work and about the field. I'm including him on this email. So this is my informal introduction to him and him to you.

http://www.aashe.org/get-involved/mentorship-program/

Mentees benefit by:
- Getting access to independent and objective perspectives
- Successfully implementing a project
- Developing new skills and expertise
- Gaining confidence in dealing with challenges and issues
- Receiving support during times of change and transition

Mentee: Eric Hemphill

Eric Hemphill, Manager- Sustainability and Alternative Transportation, University of Central Oklahoma

Email from Eric 10/15

I'm excited to get to know you. I took a few philosophy courses in my undergrad, and am still kicking myself that I didn't follow through and complete the minor requisites. I was introduced to Wendell Berry a few years ago. I use this essay in the Intro to Sustainability Studies course I teach. I've never heard anyone more articulately compare the environmental movement to other concurrent movements (civic rights, anti-war, etc.), and use it to explain how we are all simultaneously part of the problem and solution in terms of environmentalism.

As for me**, I am the Manager of Sustainability at the University of Central Oklahoma in Edmond, OK**. I have been at UCO for 6 years, and am originally from Kansas. I am **very interested in social movements for sustainability, and the efficacy of individual habit change vs large governmental and infrastructure changes.**

Anyway, I'd love to get together via phone soon. This week is Fall Break around here, so it may be difficult, but next week should be more free. Let me know what times you may have available.

Thanks again! I look forward to hearing from you.

-Eric-

Email from me 10/29

What goals, provisionally stated, would you like to discuss and set forth?
- You mentioned Berry and your interest in social movements and individual choice. I have an abiding interest in Food System study. I'll be teaching Food Ethics in the spring in which this will be a big subject.

A little by the way of introduction. I'm an Assistant Professor of Philosophy here at the University of Kentucky. I've been here a long time, but I only started the tenure-track clock recently. I am also Program Faculty in our B.A. Environmental and Sustainability Studies program (College of Arts and Sciences). I've been a member of our Faculty Senate. And I'm currently a member of the Faculty Sustainability Council, an interdisciplinary committee who is tasked to build up sustainability pedagogy and research at UK.

My cell phone number is 859-684-0548. My Skype username is just bob.sandmeyer.

Email from Eric 11/1

Food Systems was definitely my first foray into sustainability as a discipline. I'd love to talk **food ethics**. We just finished out food unit in my intro class and it's always my favorite. In terms of goals, I don't have much set in stone as of now, but perhaps when we talk on the phone it will become a little more clear. **I am currently in a kind of waiting period for the next step, whatever that may be, and am casually looking at PhD programs.** Maybe we can start there?

Phone Conversation: 11/14

Goals
1. Research Ph.D. programs
   a. Undergraduate degree: Literature & Creative Writings
   b. Ph.D. area
      i. Education programs – sustainability focus
         1. CSU
      ii. History or Geography
   c. Ultimate Goal
      i. Academic teaching position
   d. Suggested outcomes
      i. Develop of list of schools to apply to for 2021-22
      ii. Produce documents necessary for the applications
2. Grow the network of those working in sustainability
   a. Outside home institution primarily
      i. Feels isolated
   b. Learn different paths
      i. Path one took to working in sustainability
      ii. Path on can pursue professionally
3. Bounce teaching ideas and teaching tips
   a. Teaches HIST 2413 Introduction to Sustainability Studies
      i. Part of the minor requirement
   b. Interest in food ethics, Berry

University of Central OK (Edmond, OK)
- One of two institutions in the state with a sustainability program (or coordinator)
  o Univ central OK
  o Oklahoma State Univ

12/12 – Wednesday

Academic Programs
- Areas
  o Education
  o Sustainability proper

PhD Stuff

UBC
Educ. Leadership and Policy
Resources, Environment, and Sustainability
Educational Studies
Pros: outside U.S. perspective. Significant financial help. Vancouver seems cool
Cons: moving.
Deadline: Dec. 1 for Educ. Jan. 15 for Sust.
GRE: NO
Letters of Rec: 3

ASU
Sustainability
Pros: great program, support system in AZ
Cons: moving. Marketability?
Deadline: Dec. 15
GRE: YES
Letters of Rec: 3

UCSB

Education
Pros: California, Evan
Cons: $$$
Deadline: Dec. 1
GRE: YES
Letters of Rec:

CSU
[Higher Ed Leadership](Higher-Ed-Leadership)
Pros: Colo, online option
Cons: online
Deadline: March 1
GRE: NO
Letters of Rec:

KU
[Social and Cultural Studies in Education](Social-and-Cultural-Studies-in-Education)
Pros: Super adaptable, cognate area, can start in spring
Cons: move to KS,
Deadline: July 1 for fall, Nov 1 for Spring
GRE: YES
Letters of Rec: 3

Portland State
[Ph.D. in Urban Studies](Ph.D.-in-Urban-Studies)
Pros: interdisciplinary, focused on cities and sustainability
Cons: moving, cost, scholarships?