

Sandmeyer – 6. Activity – Pedagogy Workshops: Organizer

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Overview of Workshops:

In the Department of Philosophy Statement of Promotion and Tenure Expectations, it indicates that "committed and effective teaching can also be evidenced by such matters as participation in professional philosophy teaching forums, invited or contributed talks about the teaching of philosophy, teaching-related publications, and grants to promote instructional innovation or pedagogical research." The documents contained here meet reflect my efforts to meet these expectations, particularly (i) participation in professional philosophy **teaching forums** and (ii) **grants** to promote instructional innovation or pedagogical research.

- Organizer, 2020 PGSA "Teaching Philosophy" Workshop
 - In February 2019, I participated in an American Association of Philosophy Teachers day-long workshop at the University of North Carolina – Chapel Hill. The experience was beneficial, though most participants were relatively inexperienced graduate students. However, I surmised the AAPT workshop would be perfect for our own philosophy graduate students. So, I **organized a workshop**, inviting one of the presenters, Melissa Jacquart – University of Cincinnati to UK. She ran a half-day teaching workshop for our philosophy graduate student association (PGSA).
- Organizer & Participant, 2019 Kentucky Philosophical Association (KPA) Pedagogy Workshop
 - I have been an active member of the KPA for more than a decade. During the 2018 annual meeting I suggested that the KPA host a pedagogy workshop on the theme of interdisciplinary education. I **organized and participated** in the workshop during the 2019 annual meeting. Three local philosophers, Peter Fosl (Transylvania University), Minh Nguyen (Eastern Kentucky University), and I, presented our work and we discussed with the KPA membership present at the meeting (i) methods, strategies, and techniques for effective teaching in interdisciplinary programs as philosophers, and (ii) the importance of interdisciplinarity within philosophy, itself.
- Grant Award Co-Recipient and Co-Organizer, 2018 sustain • able pedagogies workshop
 - In 2017, a colleague of mine who worked with me on the University of Kentucky Faculty Sustainability Council, Helen Turner (Design), and I applied for a Sustainability Challenge Grant. In our application, we proposed to organize faculty from across the University for a workshop on sustainability and sustainable pedagogy. We **won a \$47,000 grant** at the end of AY 2016-17 and set about planning and organizing **the pedagogy workshop** for AY 2017-18. Our first task was to include the UK Center for the Enhancement of Learning and Teaching in the planning process. With CELT on board, we put out a call for applicants. Ultimately, we selected 12 faculty from 7 different colleges across the University to participate in the workshop. The workshop took place in May 2018. The workshop participants implemented their group projects in AY 2018-19.

Sandmeyer, Bob

From: Jacquart, Melissa (jacquama) <jacquama@ucmail.uc.edu>
Sent: Saturday, January 25, 2020 9:16 AM
To: Sandmeyer, Bob
Cc: Bohannon, Kayla G.
Subject: Re: Workshop Visit Tomorrow
Attachments: Jacquart_UKentuckySlides-min.pdf; Philosophy Discussion.docx

Hi Kayla (cc' Bob)

It was great to meet you yesterday, and chat with you and the other grads a bit about teaching. As I promised during the workshop, I wanted to follow up with my slides and notes from discussion. Please feel free to forward these along to those who were in attendance.

Please feel free to follow up if I forgot to send along something else I promised!

All Best,
-Melissa

Melissa Jacquart, PhD
Postdoctoral Fellow
Philosophy Department &
Center for Public Engagement with Science
University of Cincinnati
McMicken Hall Room 201B
www.melissajacquart.com
Pronouns: she/her/hers

On Jan 23, 2020, at 2:50 PM, Sandmeyer, Bob <bob.sandmeyer@uky.edu> wrote:

Hi Melissa,

We're excited for your visit tomorrow. Alas and alack, I'm teaching from 10-11 and 12-2pm. So I will not be able to attend the Workshop myself. However, **Kayla Bohannon**, copied here - kayla.bohannon@uky.edu, will be available to you, e.g., to escort you to the working space and the like. Her phone number is: 912-253-2986. Since you're here, really, for the graduate students, I asked if Kayla – the President of the Philosophy Graduate Student Association here – if she would take point coordinating with you tomorrow, escorting you to and fro, etc. But as I mentioned, I'll be available from 11-11:50 also.

My own cellphone number is 859-684-0548. My office is 1429 Patterson Office Tower. Our department offices are all located on the **14th floor of Patterson Office Tower**. The department secretary, Katie Barret, is located in **room 1415**; her phone number is 859-257-1862 Here's a link to the [Campus Map detailing the location of Patterson Office Tower](#). Perhaps the easiest

option for parking is [Parking Structure #5](#), which is across the street from the Administration Bldg, the Student Center, and Patterson Office Tower. If you park in the parking structure, there is an walking bridge from the structure to campus. Patterson Office Tower is the tallest building in the immediate vicinity of the parking walking bridge. FYI, there is also street parking on S. Limestone - between Administration Way and the Avenue of Champions. (Click the Parking Structure link for a Google map of the area.) We can reimburse you for parking, of course.

Let me know your travel plans, esp. when you think you'll be arriving. As I mentioned in my brief reply the other day, we have an unused office that can provide you privacy. ([Kayla](#), this is Tim's old office. If it is locked and I'm not there, Katie can open it.) This office is available for you the entire day. For the workshop, we've reserved a room in our new Student Center. The room is **Gatton Student Center - GSC 331. Jan 24, 12-2pm. 13, perhaps 14, graduate students have RSVPed.** We will be providing a box lunch for all participants and sufficient amounts of coffee, both full test and decaf. I didn't know if you preferred vegetarian or not. So you'll have your choice of either. If you need a vegan option, let me know right away and I'll see what sort of arrangement I can make for that. FYI, in the hope of enticing more graduate students to the event, I ordered more boxed lunches than the RSVP list. I also suggested that they may attend part of the workshop, if they can't make the full two hours. I hope that is okay.

([Kayla](#), I'm leaving it to you to coordinate technology set ups in the room. But it's a smart room and there should be little to no problem. If there is, a tech specialist in the Student Center is available on call.)

Please let us know what your travel plans are, e.g., when you think you will arrive. If I'm not available when you arrive, Kayla will be there for you.

Bob

Bob Sandmeyer, Ph.D.

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Environmental & Sustainability Studies Faculty
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Teaching Workshop

for the University of Kentucky
Friday January 24th, 2020

with Dr. Melissa Jacquart
University of Cincinnati

Background image: Japanese pastel watercolor background from pngtree.com

Introductions

While you might all know each other...

I don't know you! Please introduce yourself.

- ▶ Name
- ▶ "Position" (3rd year grad student, teaching faculty, etc)
- ▶ Favorite thing to teach.

Background image: Abstract Mosaic in rainbow colors

"Doing" Philosophy

What do you do during class time in your philosophy class?

What are your students doing during class time in your philosophy class?

What are you having them do outside of class?

Background image: Abstract Mosaic in rainbow colors

What are your "Doings"

???

Background image: Abstract Mosaic in rainbow colors



NAME SOMETHING YOU WANT YOUR
PHILOSOPHY UNDERGRADUATES TO
DO IN YOUR COURSE...

PHILOSOPHY
EDITION

1

2

3

4

5

6

7

8



NAME SOMETHING YOU WANT YOUR
PHILOSOPHY UNDERGRADUATES TO
DO IN YOUR COURSE...

PHILOSOPHY
EDITION

Read Philosophy Texts

Analyze and evaluate the
arguments

Construct your own arguments

Discuss philosophical ideas

Know X (philosophical concept)

Write a Philosophy Paper

Apply the course material to
your own life

Develop Critical Thinking Skills

Requests for Today's Focus

- "Strategies for engaging students in a more meaningful way"
- "How to encourage students to be more active in class discussions"
- "How to talk about important value-laden issues - which are by their nature contentious and emotionally fraught - without being offensive"
- "Students meeting expectations"

Backwards/Integrated Course Design

- What are my goals? How will my students be different at the end of my class? What will they be able to do? (LO)
- How will I know they are achieving these goals? (assessment)
- What will I do to help them achieve these goals? (activities and content)

— Fink, 2003



Pedagogy

What will you design for students to *do*...
and *in which order*...
and in what *environment*...
so that they have the best chance to achieve the learning goals...
and end up different in the way you hope.

Whoever is doing the doing is doing the learning.

Our Plan

- Reflect on how we have students spend they spend their time.
- Examine conventional philosophy “doings”: in order to ...
 - Articulate why it might be important,
 - Identify the implicit rules and make them explicit, and
 - Design a sequence for how one could scaffold the learning and development of that skill/doing.

How do you teach someone
how to play a game?



Image: Cones of Dunshire, from NBC's Parks and Recreation

Background Image: Art class style Color Wheel in rainbow

Academic Philosophy: The Game

What Are The Rules?

What Does Success Look Like?



Image: Cones of Dunshire, from NBC's Parks and Recreation

Instructional Scaffolding

Breaking up learning goals or
learning outcomes and into its parts.

And proving the needed instruction
on how to successfully undertake
the large task at hand.

And balancing the timing and
amount of guidance along the way.



Image: Construction Scaffolding

Steps along the way include...

- Breaking the development of the learning outcome or learning goal into its parts.
- Modeling what success looks like.
- Providing opportunities for controlled failure.
- Moving from low stakes to high stakes; concrete to abstract; structured to unstructured.
- Self-reflection and self-assessment on where they are.

Scaffolding



Image: Children's rainbow building blocks set up as steps

Reading Philosophy with Background
Knowledge and Metacognition

DAVID W. CONCEPCIÓN
Ball State University

Building a Better Term Paper:
Integrating Scaffolded Writing and Peer Review

KATE PADGETT WALSH
ANASTASIA PROKOS
SHARON R. BIRD
Iowa State University

Scaffolding for Fine Philosophical Skills

RUSSELL MARCUS
Hamilton College

Scaffolding

Foregrounding the Background

In small groups we are going to examine some “Doings” of philosophy:

- Participating in Discussion

Foregrounding the Background

In your group, for your topic, answer the following...

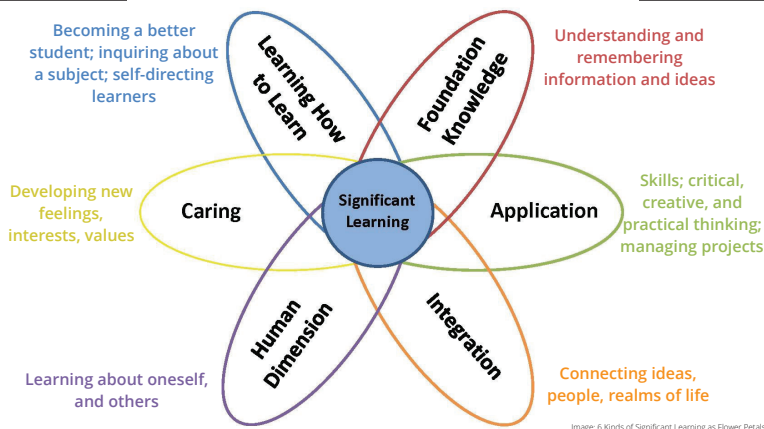
- 1) Why are you asking your students to do this this doing. Articulate...
 - a) Why this doing is important in the context of philosophy, and
 - b) Why might this be important beyond philosophy.
- 2) What are the implicit game rules? What does doing this well, or successfully look like?

When your group thinks they've finished discussing this, let me know.

Foregrounding the Background

In your group, for your topic, answer the following...

- 3) How could you scaffold student development? What are the stepping stones or stages of learning how to do this doing well?
- 4) What is your "doing" in each stage? How are the students practicing? Where is there space for controlled failure?



Sequencing Cultural Learning

(or really any topic that examine one's beliefs, culture, and/or norms)

—Page 1996; Bell and Griffin, 2007; Haque 2015

Sequencing Cultural Learning

Low to High Risk Disclosure.

Begin with low risk activities that help students get to know each other, create guidelines, and get talking before moving on to activities that require more risky disclosure of perspectives.

- This allows learners to feel safe before they critically examine deeply held assumptions.

Sequencing Cultural Learning

Concrete to Abstract.

Share concrete examples and definitions of culture differences so learners are better able to understand abstract concepts and conceptual frameworks.

- Start with examples of what cultural difference looks like in the classroom before moving on to the abstract frameworks

Sequencing Cultural Learning

Personal to institutional.

By discussing how culture operates on a personal level (by examining own experiences), learners are better prepared to explore how culture operates on larger curricular or institutional levels.


- Move from the personal → classroom level → curricular level

Sequencing Cultural Learning

Structured to unstructured.

Structured to unstructured activities or experiences provides valuable scaffolding for learners.

- individual reflections guided by specific questions → analyzing case studies in pairs/small groups → to whole class simulations.



Teaching in ways that do not exclude students, accidentally or intentionally, from opportunities to learn

—University of Washington, 2003

Teaching in ways that will facilitate the academic achievement of students from diverse racial, cultural, gender, and social-class groups

—Banks & Banks, 2010

Background Image: Transparent Leaf Collage in Rainbow colors



Inclusive Pedagogy

"Inclusion is not bringing people into what already exists; it is making a new space, a better space for everyone."

—Dei et al., 2000



Some Takeaways

- (1) Strategies for teaching challenges. Asking:
 - Am I telling them the Rules? Making the Implicit, Explicit?
 - Am I scaffolding the skills I want them to develop?
- (2) and some teaching tips and tricks.
- (3) Benefits of Dialogue with Others
 - Who to talk teaching with!
 - Reflection on teaching & Practice talking (v. important for Job Market teaching statements and interviews!)



Some Other Awesome Things...

- AAPT Studies in Pedagogy & Teaching Philosophy Journals
 - The Lenssen Prize
- AAPT Conference/Workshop
- AAPT Teaching & Learning Workshop
 - July 22-25, 2020 | Otterbein University | Westerville, OH (near Columbus)
- Philosophy Active Learning Activities ([link here](#))



Philosophy Discussion: The Game Rules & What “Success” looks like

- Conversation is substantive, draws on course material. Motivated by material and not grade (content not grade!)
- Smile on students face! Esp early morning. Something to carry them through the day
- They are thinking about it after, emailing after, looking for information and more discussion
- Everyone participation, no one dominating. (But does everyone need to participate?)
- Civil. Not calling names, no storming out, no screaming,
- Be prepared to play the game. Do the reading, do the preparation. Or problem set.
 - Knowing what they need to take out of the reading.
 - Focus on details and not the argument. Not zooming back out to big picture.
- Discussion should be structured. There are points you want to get out, and conclusion you go towards.
- When it anticipates the next reading. Fits in trajectory. Bringing up questions about to be addressed or discussed in the next readings. Seeing and drawing connections between the readings themselves.
- No “that is how I feel, or that is just my opinion”. What about why you feel that way? How they feel or opinions are based on some reason. Change it to “I think, ... because...”
- Feeling comfortable sharing. Building trust with each other
 - and finding ways to build trust and get to know each other. As actual people.
- Bad discussions are often bad spaces. Everyone in the room is responsible for everyone’s learning.
- Distribution of authority. Where are you? Sometimes being wrong is good or ok?
- Should go on “long enough”
- Instructor: crafting good questions.
- What is your role as the instructor? Instructor, vs facilitator vs teller of things.
- Expectations should be meetable. Do not make people feel stupid.
- Think about the different players: Rules for the individual, rules for the community, and rules you will follow as the instructor.

Scaffolding Discussion | Stepping Stones

- Give something to focus on when doing the readings. Like discussion questions. Structure of the paper. What part of the focus on the paper (a couple paragraphs). Flagging other arguments being referenced (context for paper, or other hypotheticals that are being engaged with). How that paper is being written or argued.
 - Definitely first few weeks. Base discussion in class on this. Not just content of paper discussion but how the paper is written.
- The power of think pair share.
- Questions and answers. Scaffolding who answers, who asks. Etc.
- Concrete to abstract in terms of concepts, discussion topics, using examples
- If things are going the way you want, bring something else in. or having other things at the ready.
- Scaffold community.
- Establish classroom rules *together*. First day of class. What you expect of them, what they can expect from you. And ask them the same thing: What can they expect from their peers? What do they expect from you?

KPA Program
Transylvania University, Lexington, KY
March 23, 2019

All Rooms TBA

- ❖ 8 am – 2:15 pm – **Registration** - Location: Carpenter Academic Center

- 8:15 am – 9:45 am – **Pedagogy Workshop**, “Philosophy in an Interdisciplinary Key”
- Location: Carpenter Academic Center
Leader: Dr. Bob Sandmeyer, University of Kentucky
Discussants: Peter Fosl, Transylvania University &
Minh Nguyen, Eastern Kentucky University

- ❖ 9:45 -- 10:00 – Break

- 10:00 am – 11:15 am – **Panel 1 – Room TBA**
 - Speaker 1 – Sabrina Little, Morehead State University
“Aretaic Exemplars: Methods and Sequences”
Comments: Colin Smith, University of Kentucky

 - Speaker 2 – Peter Moore, University of Kentucky
“Just Like Learning to Read”: *Grammata* in the City-Soul Analogy in
Plato's Republic”
Comments: Colin Smith, University of Kentucky

- Panel 2 – Room TBA**
- Speaker 1 – Phil Kallberg, Holy Apostles College and Seminary
“An Ontological Argument Against Agnosticism”
Comments: Ricky Ray, Northeast State Community College

- Speaker 2 – Beau Branson, Brescia University
“Must God Have A Son?”
Comments: Ricky Ray, Northeast State Community College

- ❖ 11:15 am – 11:30 am – Break

- 11:30 am – 1:00 pm – **Panel 3 – Room TBA**
 - Speaker 1 – Peter Fosl, Transylvania University
“Hume on Skepticism, Reflection, and Double Existence”
Comments: Phil Kallberg, Holy Apostles College and Seminary

 - Speaker 2 – Max Gatyas, University of Cincinnati
“Imagination and Perspective Shifting”
Comments: Beau Branson, Brescia University

 - Speaker 3 – Justin Remhof, Old Dominion University
“Appeals to Intuition in Nietzsche’s Philosophical Methodology”
Comments: Justin Spinks, Morehead State University

❖ 1:00 pm – 2:00 pm – **Business Lunch**

➤ 2:15 pm – 3:45 pm – **Keynote, Cowgill 102**

“Microaggressions in Medicine,”

Dr. Lauren Freeman, University of Louisville

❖ 3:45 pm – 4:00 pm – Break

➤ 4:00 pm – 5:00 pm – **Undergraduate Showcase – Room TBA**

Aynabeth Anderson, Rhodes College



“Killing, Consent, and Kinky Sex: An Ethical Defense of
Autassassinophilia”

End of Conference

Friday, March 22
8:15am-9:45am


Transylvania University

**PEDAGOGY WORKSHOP
PHILOSOPHY IN AN
INTERDISCIPLINARY KEY**

[illegible]

Friday, March 22

8:15am-9:45am




Transylvania University

Discussants

Peter Fosl	Minh Nguyen	Bob Sandmeyer
Transylvania University	Eastern Kentucky University	University of Kentucky
Philosophy, Politics, Economics Program	Asian Studies & Honors	Sustainability


Friday, March 22
8:15am-9:45am




Transylvania University

Role of Panelists' Presentation

- Describe interdisciplinary work which forefronts philosophy's place in an interdisciplinary context
- Discuss importance of philosophy in interdisciplinary work at universities/colleges or in community, especially considering the current economic constraints to higher education in KY
- Discuss challenges, pedagogical or institutional, to such work and/activities



Friday, March 22
8:15am-9:45am



Transylvania University

Aim of KPA Workshop

to discuss the role of philosophy and activities of philosophers in an interdisciplinary context highlighting challenges and barriers encountered

Presentations: 30-45 minutes

Discussion: 45-60 minutes

Friday, March 22
8:15am-9:45am



Transylvania University



Dr. Peter Fosl
PROFESSOR OF PHILOSOPHY, PROGRAM DIRECTOR OF PPE

Department: [Philosophy](#) | [Philosophy, Politics, and Economics](#)
Office: CAC 202B
Phone: (859) 233-8129
Email: pfosl@transy.edu

Philosophy, Politics & Economics Major



"PPE has proven itself to be one of the premier majors preparing students for careers in law, public service, non-profit work and graduate study"

Peter Fosl,
professor of philosophy

Friday, March 22
8:15am-9:45am



Transylvania University



Department: Honors Program
Office: University Building 138
Mailing Address: University Building 137
Email: Minh.Nguyen@eku.edu
Phone: 859-622-8667

Dr. Minh Nguyen

Professor of Philosophy and Asian Studies; Associate Director of the Honors Program; Coordinator of National and International Scholarships and Fellowships






Friday, March 22
8:15am-9:45am

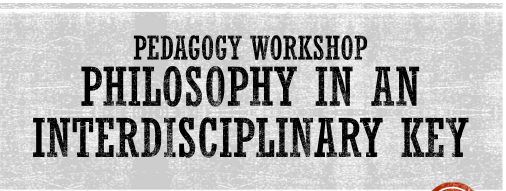

Transylvania University


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(859) 257-7749

Friday, March 22
8:15am-9:45am

Transylvania University





Friday, March 22
8:15am-9:45am


Transylvania University





Friday, March 22
8:15am-9:45am



Transylvania University

 Sustainability



Friday, March 22
8:15am-9:45am



Transylvania University

 Sustainability



College of Arts & Sciences
Philosophy



College of Arts & Sciences
Environmental &
Sustainability Studies



Friday, March 22
8:15am-9:45am



Transylvania University

 Sustainability



 Office of Sustainability

Syllabus: ENS 101

SUSTAINABILITY STRATEGIC PLAN

"The Sustainability Strategic Plan will provide our efforts to meet fully integrated sustainability goals for academic, research and health care enterprise. The report will guide the integration of sustainability into all levels of campus life, from the classroom to the research lab, from the student body to the faculty, and from the campus to the community." — President U. Caputo

bob.sandmeyer@uky.edu

Shane Tedder
Office of Sustainability
shane.tedder@uky.edu



Friday, March 22
8:15am-9:45am



Transylvania University

 Sustainability



College of Arts & Sciences
Environmental &
Sustainability Studies



NATURAL RESOURCES & ENVIRONMENTAL
SCIENCE
An Interdisciplinary Undergraduate Degree Program

SAG
SUSTAINABLE
AGRICULTURE



5

Friday, March 22
8:15am-9:45am



Transylvania University

 Sustainability

FSC
faculty sustainability council

PSAC
president's sustainability advisory council

6

Friday, March 22
8:15am-9:45am



Transylvania University

 Sustainability

 Office of
Sustainability



Sustainability Grants



Student Sustainability Council



Sustainability Challenge Grants

7

Friday, March 22
8:15am-9:45am

 Transylvania University

UK Sustainability



**sustain • able
pedagogies**
methods and practices for teaching sustainability and teaching sustainably


Aim:
to uncover and bring together a
cadre of faculty
committed to teaching
sustainability and teaching
sustainably.

Acting as **agents of change**,
workshop participants will be
frontline innovators
transforming educational
practices across Colleges
Sustainability Challenge Grants

CELT
center for the enhancement of learning & teaching



Friday, March 22
8:15am-9:45am

 Transylvania University

Interior Design
Historic Preservation

DESIGN


Philosophy
World
Writing, Rhetoric, Digital media

ARTS & SCIENCES


Extension
Entomology
Econ
Community & Leadership Development

AGRICULTURE

**DENTISTRY
HONORS
SOCIAL WORK
COMMUNICATIONS**




"Superman's Way" - Clichés, Conventions, Icons, and Icons




Friday, March 22
8:15am-9:45am

Transylvania University

**PEDAGOGY WORKSHOP
PHILOSOPHY IN AN
INTERDISCIPLINARY KEY**







1 Sustainability

- Placing philosophy in conversation with other disciplines
 - Interdisciplinary
 - Within the College of Arts and Sciences
 - Transdisciplinary
 - Within the University as a whole
 - E.g. sustain • able pedagogies workshop
- Economic constraints
 - Philosophy is not a money-making degree
 - Effect of breaking outside our disciplinary silo
 - Increased visibility & relevance of the discipline
 - Recruitment within
 - Major
 - College
- Challenges
 - Personal
 - Tenure considerations
 - Institutional
 - University budget depresses transdisciplinary work
 - Research
 - External funding accounted at UK in ways that discourages interdisciplinary research

2 & 3 Philosophy & ENS

- Home department – Philosophy
 - Also: Environmental & Sustainability Studies Faculty
- ENS – an interdisciplinary major within College of Arts and Sciences
 - Helped fashion the major
 - Approved by UK Senate: 2013
 - PHI 336 Environmental Ethics
 - 1 of 6 core requirements

- Specifically relevant courses:
 - Created
 - PHI 205 Food Ethics
 - PHI 336
 - PHI 531 Aldo Leopold's Land Ethic
 - Designing
 - PHI 532 DL Advanced Environmental Ethics
- Challenge
 - Tenure Review in Philosophy
 - Tenure still fundamentally a disciplinary process
 - DOE & Contract
 - Insulated within Philosophy
 - Benefits to this

4 Team taught the ENS Capstone course 2018

- Collaboration with Director of the Office of Sustainability
 - Philosopher – curriculum
 - Sustainability Officer – Project Designer
- Capstone Project
 - UK Sustainability Strategic Plan
 - Students engage all aspects of university infrastructure

5 Three Sustainability Programs at UK: ENS, SAG, NRES

- Arts and Sciences
 - ENS – BA degree
 - PHI 336 Environmental Ethics
 - a major requirement
- College of Agriculture, Food, and the Environment
 - SAG – a BS degree
 - Steering Committee
 - Since 2011
 - PHI 205 Food Ethics
 - A major requirement
 - Social Responsibility Cluster
 - NRES
 - Required: PHI 336 Environmental Ethics

- Replaced FOR 240 Forestry and Natural Resource Ethics
 - (a major requirement for Forestry)

6 Sustainability at the Institutional Level

- President's Sustainability Advisory Council
 - Deals with infrastructure concerns
 - Recognized an omission
- Faculty Sustainability Council
 - Provost initiated committee
 - My role:
 - not special because of philosophy
 - My participation
 - Led to most rewarding interdisciplinary work done at UK

7 Sustainability Funding at UK

- Philosophy has no money
- Won a \$47,000+ Sustainability Challenge Grant
 - Sustainability Challenge Grant Program: collaborative effort of
 - PSAC
 - The Tracy Farmer Institute for Sustainability and the Environment
 - The Office of Sustainability
 - Designed to engage multidisciplinary teams from the University community in the creation and implementation of ideas that will promote sustainability

8 sustain • able pedagogies workshop

- A jointly organized pedagogy workshop
 - Helen Turner, College of Design
 - Me
- Sought to overcome a great challenge
 - Creating a network of faculty
 - Sustainability scholars
 - Insulated by their disciplinary silo
- Exciting collaboration with C.E.L.T.
 - Ongoing professional efforts

9 Philosopher as AGENT OF CHANGE

Honoring

Bob Sandmeyer

2018 SUSTAINABILITY CHALLENGE
GRANT AWARD

Teaching Sustainability + Teaching Sustainably

Project Team:

Helen Turner + Bob Sandmeyer



Presented by the 2018 Sustainability Challenge Grant Review Committee

[Handwritten signatures of the review committee members]

The 2018 Sustainability Challenge Grant was funded by the Executive Vice President for Finance & Administration, the Provost, the Vice President for Research, and the Student Sustainability Council.



sustain • able
pedagogies
methods and practices for teaching sustainability and teaching sustainably

University of Kentucky faculty with an interest in sustainability are invited and encouraged to apply for admission to the **sustain • able pedagogies workshop**, supported by the UK Sustainability Challenge Grant. With a goal of interdisciplinary and transdisciplinary collaboration, the workshop will go beyond merely teaching about sustainability by focusing on the ways which faculty can implement sustainable methods of teaching into their curricula. A maximum of **twelve grants of \$2000** each will be awarded to selected applicants of varying backgrounds and experiences who can enrich or benefit from the exchange of ideas and practices about sustainability.

Purpose + Objectives

A group focused on faculty and sustainability at the University of Kentucky has observed little awareness amongst faculty regarding sustainability curricula at UK, the cadre of faculty teaching such curricula, or how these faculty are teaching such curricula. Knowing that all these exist, the **sustain • able pedagogies workshop** will aim to uncover these constituents to establish a network of faculty committed to the teaching of sustainability and/or the implementation of innovative sustainable teaching pedagogies. Acting as agents of change, workshop participants will be frontline innovators transforming educational practices across Colleges. Hence, the objectives of the workshop include the following:

- assemble a core group of twelve participating faculty from across the University who have specific interests in sustainability or innovative sustainable pedagogies;
- strengthen the research and teaching of sustainability at UK through this core network of faculty committed to transforming educational practices across all Colleges;
- model ways which faculty can implement sustainable methods of teaching into their curricula;
- assess courses to be taught by each participating faculty within which to develop sustainability / sustainable outcomes tied to educational methodologies identified in the workshop;
- identify cohorts within the faculty network for sharing ideas and support as workshop ideas are implemented into courses and in preparation for a conclusory event;
- establish and share lessons learned to a broader audience at a university-wide event.

Eligibility

Lecturers and Assistant, Associate, or Full Professors at the University of Kentucky.

Important Dates + Time Commitment

** This time frame is intended to allow faculty adequate time to include techniques for teaching sustainability and sustainable teaching in a course taught during the fall of 2018 **

February 12, 2018	submission deadline (must be submitted no later than 11:59 pm)
May 8, 2018	Workshop: 10:00-12:00 & 1:00-4:00 (lunch provided)
May 9, 2018	Workshop: independent asynchronous work
May 10, 2018	Workshop: 10:00-12:00 & 1:00-4:00 (lunch provided)
May 11, 2018	Workshop: 10:00-12:00 & 1:00-3:00 (lunch provided)
August, 2018	Participant Cohort 1 (group-determined date, time, and location)
September, 2018	Participant Cohort 2 (group-determined date, time, and location)
October, 2018	Participant Cohort 3 (group-determined date, time, and location)
November, 2018	Participant Cohort 4 (group-determined date, time, and location)
December, 2018	Participant Cohort 5 (group-determined date, time, and location)
January, 2019	Conclusory Event (date, time, and location TBD)

Required Contact Hours

Workshop	Cohort Meetings	Conclusory Event	TOTAL
14	5	2	21

Submission

No later than 11:59 on February 12, 2018, email a PDF document with responses to the prompts below to Helen Turner (helen.turner@uky.edu). The subject of the email and the submission document should be named using the following format:

last name_first initial_workshop application_2018

(example: turner_h_workshop application_2018)

In the body of the email, please type the following statement indicating your agreement to participate fully if selected:

If selected as a participant in the 2018 sustainable pedagogies workshop, I [*insert first and last name*] agree to engage fully during all events and contact hours as delineated in the Call for Proposals.

Prompts to Include in the Submission Document:

- Name
- Rank / Position / Title
- Department
- College
- Email
- Fall 2018 course or courses you plan to workshop (include course prefix, course name, course format, semester(s) and frequency offered - if applicable, enrollment)
- Response 1: What does it mean to teach sustainability and/or teach sustainably? (500 words max.)
- Response 2: What do you envision as a potential sustainability / sustainable outcome tied to the educational methodology of your course/s? (500 words max.)
- Response 3: Describe how participating in the Workshop will benefit you, your course/s, your Department / College, etc.? (500 words max.)

Review Procedure, Criteria and Selection

- Submissions will be reviewed and discussed by a panel, comprised of representation from different areas of expertise
- Submissions will be reviewed according to:
 - Strength of responses
 - Estimated potential impact
 - Ability to implement lessons learned in the 2018 – 2019 academic year
 - Repeatability
- Applicants will be notified of the panel's decision during the first full week of March.

Post-Award Requirements

**** If a participant misses more than the allotted hours and/or the Conclusory Event, they automatically forfeit funding ****

- ALL AWARDEES will participate in each day of the Workshop (May, 8, 10, & 11)
 - Participants may miss no more than 2 hours of the total workshop time
- ALL AWARDEES will participate in the 5 Cohort meetings
 - Participants may miss no more than 1 hour of Cohort meetings
- ALL AWARDEES will submit a sustainability outcome proposal tied to the educational methodology of a course
- ALL AWARDEES will determine and generate an artifact that illustrates guidelines and principles associated with the experience and sustainable teaching that will be presented at the Conclusory Event.
- ALL AWARDEES will participate in the Conclusory Event (January, 2019)
- Funding is intended to provide financial support to faculty as they enhance knowledge and practices associated with teaching sustainability and teaching sustainably.
- Funds are expected to be utilized in achieving objectives of the workshop
- ALL AWARDEES will submit a final report indicating participation hours and incurred expenses.

Contacts

Helen Turner

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School of Interiors, College of Design

Bob Sandmeyer

bob.sandmeyer@uky.edu

Philosophy, College of Arts & Sciences

sustain-able pedagogies - contact list

Staff
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Cohorts (AGENTS OF CHANGE)		
Community & Justice (local to global)	Food Systems	Pedagogy & Citizenship
Allison Gibson allison.gibson@uky.edu cell: 614-598-4805 Assistant Professor Social Work College of Social Work Emily Bergeron emily.bergeron@uky.edu cell: 607-220-3466 Assistant Professor Department of Historic Preservation College of Design Fatima Espinoza-Vasquez Fatima.Espinoza@uky.edu cell: 315-450-7024 Assistant Professor School of Information Science College of Communication & Information Barb Young Barbara.Young@uky.edu cell: 317-919-3268 Senior Lecturer School of Interiors College of Design	Lauren Cagle lauren.cagle@uky.edu cell: 334-318-4614 Assistant Professor Writing, Rhetoric, & Digital Media College of Arts and Sciences Dave Gonthier gonthier.david@uky.edu cell: 616-990-4407 Assistant Professor Department of Entomology College of Agriculture, Food, & the Environment Tim Woods tim.woods@uky.edu cell: 859-557-1845 Extension Professor Agricultural Economics College of Agriculture, Food, & the Environment	Julia Bursten jrbursten@uky.edu cell: 614-571-4216 Assistant Professor Philosophy College of Arts and Sciences Lou Hirsch robert.hirsch@uky.edu cell: 985-662-4952 Lecturer Plant Pathology College of Agriculture, Food, & the Environment Ali Rossi alissa.rossi@uky.edu cell: 859-619-5274 Senior Lecturer Community & Leadership Development College of Agriculture, Food, & the Environment Lina Sharab lina.sharab@uky.edu cell: 646-645-4662 Assistant Professor Oral Health Practice College of Dentistry Ryan Voogt ryan.voogt@uky.edu cell: 859-509-6514 Lecturer College of Honors

Workshop Schedule – May 8th through May 11th

Pre-workshop

Two Tasks:

1. Select 5 images that represent you and your connection to sustainability (in teaching, research, life, etc.), which could be serious, humorous, or both, and upload them to the folder titled "[pre-workshop images](#)" in the "files" section of our Canvas shell. Please use the following naming format to help organize the folder:
last name_image# (example: turner_image3)
 2. Formulate a narrative structure connecting the five images together around what inspires you about teaching, especially teaching sustainability. This doesn't have to be written out, but we want you to have thought about this in advance.
- One of the main objectives of this workshop is to create a network of faculty who will act as agents of change on campus. You'll use these images and the story you tell about them will introduce yourself to the other participants and to explain to the group your interest in sustainability. Think about this narrative as expressing the core idea you'd like to discuss and think about over the course of the workshop in community with the other workshop participants.

Tuesday, May 8th – TEACHING SUSTAINABILITY (INSPIRATION)

Outcomes from the Day:

- Participants will bond across disciplines and begin to develop lasting cohort relationships on campus.
- Participants will gain insights from other disciplines and expand/enhance their understanding of sustainability and teaching sustainability.
- Participants will collaborate on an inclusive documentation/proposal of what is fundamental for the teaching of sustainability at UK.
- Participants will employ the entire campus as a living laboratory.

	Location	Activity
9:30am	Jacob Science Building 203	Breakfast available
10:00am		Welcome (Pecha Kucha) Canvas Structure Explanation of PechaKucha Exercise
10:30am		Ice-Breaker Exercise: Group PechaKucha Exercise
11:30am		" What do you hope to gain? " discussion Group PechaKucha Presentations (Cohort List)
12:00pm		Catered lunch Discussion with Shane Tedder, UK Office of Sustainability Theme: UK initiatives / definition of sustainability
1:00pm	Various locations across campus	Sustainability Scavenger Hunt
2:30pm	Gatton 223J	Reflection & Discussion - Checking Assumptions
3:30pm		· Introduce 2nd PechaKucha Exercise: "what is fundamental for the teaching of sustainability?" · Prep for asynchronous day
4:00pm	Optional transition to Kentucky Native Café at Michler's	

Wednesday, May 9th – Asynchronous Work

Outcomes from the Day:

- participants will **establish methods** for teaching sustainability connected to teaching sustainably
- participants will **examine strategies** for integrating sustainable methods and practices into their own courses
- participants will **draft a syllabus statement** centered on teaching sustainability and teaching sustainably

- participants will begin thinking about and/or creating their individual [PechaKucha](#)

Asynchronous Workday Tasks *(No workshop on campus today)*

Thursday, May 10th – TEACHING SUSTAINABLY (PRACTICE)

Outcomes from the Day:

- Participants will begin thinking not only about how they teach sustainability in terms of content, but practice.
- Participants will collaboratively come up with a variety of options to integrate green teaching methods in their classes.
- Participants will gain tools for "classroom" implementation – both hi-fi and low-fi.
- Participants will discuss the importance of diversity and inclusion to social sustainability.

	Location	Activity
9:30am	Whitehall Classroom Building 205	Breakfast available
10:00am		Check-in /report
10:30am		Content Delivery: Teaching Sustainability Survey and Report (Cohort List)
11:15am		Sustainability Menu
12:00pm	Anderson Building 255	Catered Lunch Discussion with Lee Meyer & Carolyn Gahn Theme: Sustainable Food Systems in and around UK
1:00pm	Faculty Media Depot + 213F King	Hi-Fi / Low-Fi (Stolley) and slide deck with our ideas
2:30pm		Diversity & Inclusion
3:00pm		Student Perspective: Elevating work on campus wellness campaigns
3:30pm	tbd	Tree Walk
4:00pm	Optional transition to Kentucky Native Café at Michler's	

Friday, May 10th – INTEGRATION & BALANCE (AGENTS OF CHANGE)

Outcomes from the Day:

- Participants will select cohorts and develop guiding outcomes statements for the semester.
- Participants will present a collaborative PechaKucha presentation on cohort plans.
- Participants will establish a system to coordinate cohort meetings over the fall term.
- Participants will network with other faculty at UK devoted to sustainable teaching & learning.

	Location	Activity
9:30am	103 Funkhouser	Breakfast available
10:00am		Check-in / review / select cohort groups for work over the course of fall term. (Cohort List)
10:30am		Brainstorm cohort interdisciplinary deliverable(s). Develop outcomes statement to guide cohort over the course of the semester. (Create group Pecha Kucha.)
12:00pm	Champions Kitchen	Lunch (opportunity to engage UK dining at new Student Center)
1:00pm	Off-campus: Local Taco Private Room	Cohort PechaKucha Presentations
2:00pm		Mixer (event ends at 3pm, we have the room until 4pm)

Summary of the project

The idea for this workshop came about from Turner and Sandmeyer's work together in the Faculty Sustainability Council, which was formed to promote sustainability in curriculum and research. Bifurcated into a north and south campus, our workshop sought to build bridges among diverse disciplinary boundaries, oftentimes topographically separated by substantial distances. We gathered a diverse group of faculty from 12 distinct disciplines that represented 7 different colleges. Each participant committed themselves to engage in a holistic and collective discourse as "Agents of Change" seeking to transform educational practices across all Colleges at the University. The workshop, which took place from May 8 – May 11, 2018, encouraged these diverse faculty to confront and integrate often particular disciplinary approaches to sustainability. Instead of a static and overscheduled workshop that ignores personal well-being, we attempted to structure this workshop in a sustainable manner to yield high impact collaboration balanced with reflection and application while modelling strategies for implementation and using the campus as a living laboratory. As organizers, we consciously assumed the role of "guide on the side", rather than "sage on the stage" – acknowledging the special expertise of our participants as unique contributors and experts in their own right. This allowed our participants to take an active role as creators of content by giving them license to drive conversation. To this end we facilitated the creation of cohorts within the larger group. Every day, we organized workshop participants into different cohorts to build community. As mentioned, the workshop participants, themselves, organized into three distinct cohorts, which have met over the last year to develop and implement sustainability outcomes. These were recently shared at a conclusory event, also open to a broader sustainability stakeholders, in the Food Connection.

Objectives

The main objective of the workshop was to create a network of diverse faculty for the promotion of sustainability in research and curriculum at the University of Kentucky while using the campus as a living laboratory. The intended deliverable of the workshop was for each faculty to focus on a single course, however, the built-in flexibility and the position of the organizers to provide participants with agency allowed an impactful shift, wherein participants self-organized into cohorts according to personal interests to develop sustainability related pursuits. The outcomes, detailed below, indicate achievement of the main objective, in that, beyond the conclusory event, cohorts and participants have begun to mobilize relationships and ideas established during the workshop and resulting efforts.

Methods

We did not have preconceived ideas about what the workshop would be and/or what the results would be – we went into the experience knowing that we were close to "experts" in our own disciplinary silos, but recognized that others across campus could be considered the same and would have as much to bring to the table as we did. So, rather than structuring the workshop in a didactic way, we took an active and constructivist approach, wherein we assumed the role of guides on the side while allowing, and encouraging, the participants to have an active voice in the workshop as well as its outcomes. As such, we did not have formal discussions

about the definition or practice of sustainability, but rather tried to provide experiences and forums for broadening everyone's perception and engagement with the topic across campus and across disciplinary boundaries. Two primary strategies that helped us achieve this was intentional selection of twelve (12) participants that represented seven (7) colleges at the University of Kentucky, inviting stakeholders to have lunch and talk with the participants during the workshop, in addition to using the campus as a living laboratory (see more in "Outcomes" below). We also utilized the UK Center for the Enhancement of Learning and Teaching to ensure our days were organized around actionable items and achievable outcomes (a copy of the working schedule created during the planning phase of the workshop is attached for reference).

On the first day, we intentionally designed the cohort groups around relatively close topographical distance. Members of each group produced an introductory PechaKucha in the morning, which was great fun. In the afternoon, each group walked a portion of campus to survey sustainability initiatives. This Scavenger Hunt – as we called it – had three goals. First it highlighted three distinct sustainability programs across campus: ENS, NRES, and Sustainable Ag. Second, it oriented our faculty participants to sustainability initiatives across campus. Third, it used the university as a living laboratory for sustainability studies. After the first day, we took a day off for reflection, and for us – the organizers – to regroup and rethink. During this second "asynchronous" day, our participants worked on a short reflective assignment during their free time. Returning on the third day, we directly addressed the idea of sustainable pedagogy. As a whole group we practiced pair to pair learning to develop a list of implementation strategies not only to teach about the topic of sustainability but also to practice what we teach. The focus of the day's activities highlighted education of the whole student by a living breathing, often stressing, faculty. Hi fi/lo fi techniques, accessibility concerns, and the balancing of work and life dominated the day's discussion. Embodying these ideas, we concluded the day with a campus tree walk led by Brianna Damron (<https://ufi.ca.uky.edu/walks>). Friday was the most significant day, due in large part to the flexibility we built into the workshop design. Our participants took over and created their own cohort groups: (1) Pedagogy & Citizenship, (2) Food Systems, and (3) Community & Justice, on the basis of shared research and pedagogical interests, with final deliverables that were shared at a public conclusory event.

Outcomes

Student/community engagement

The exact number of undergrads/grads impacted is near impossible to quantify. The hope is that each of the participants will take lessons learned from the workshop and utilize them in their teaching and/or research. For instance, one of the specific outcomes of the workshop was the creation of a "Sustainability Statement" for syllabi, which was shared amongst the group. Hence, if each of the twelve (12) participants included this statement in the syllabus of even one of their Fall semester classes, which was given to a minimal class size of fifteen (15), then the workshop potentially impacted 180 students. Then, following this logic, the number would double in the Spring semester, bringing the total number of impacted students to 360, which would continue to increase as the statement continues to be shared in consecutive semesters and years.

Potentially more impactful for the student population, another product of the workshop was a collaboration between Ali Meyer-Rossi, Ryan Voogt, and Helen Turner. This group received Sustainability Challenge Grant funding in 2019 to develop a module on sustainability for the UK 101/201 courses, which will be able to be implemented in the Fall of 2019.

The workshop did not engage partners beyond the campus, however, members of the campus community the workshop did engage include: CELT, members of ENS, NRES, and Sustainable Ag, Shane Tedder, Carolyn Gahn, Lee Meyer, and Brianna Dameron.

Use of campus as living laboratory

Using the campus as a living laboratory was a primary goal of the workshop. We recognized that the campus is not only geographically bifurcated, but this often results in separation of people as well. Hence, one of the first experiences that the group engaged in was a “Sustainability Scavenger Hunt”, wherein participants were organized into cohorts, aligned with their geographical location on campus, then asked to visit that region to find specific sustainability related offices, efforts, implementations, and people. While there are a great number of new and LEED certified buildings, many of which include smart technology, the reality is that few educators actually get to teach in these classrooms, so we intentionally used classrooms in a number of buildings and spaces across campus, new and old, to reveal and explore the sustainable potentials of being an educator in them (workshop itinerary, including locations, attached for reference). Similar to this, we upheld the belief that sustainability is not just about what and how we teach our students, but what and how we as faculty engage in sustainability ourselves, including health and wellness. To this end, we used the campus as a living laboratory to also promote sustainable initiatives, like the Campus Tree Walks, which we as a group participated in at the conclusion of one day.

New collaborations

The collaborations were an initial goal and the biggest success of the workshop. At the conclusion of the workshop, participants determined and self-selected cohort groups, each with a unique focus. Their charge was to initiate and complete sustainability related projects, which were recently shared at the conclusory event in Aril, 2019 (documents produced by each group for the conclusory event are attached for additional detail). Beyond this, Turner and Sandmeyer have developed a strong and collaborative relationship which we hope to continue and foster, potentially applying for Sustainability Challenge Grant funding again in the future to offer another workshop, but certainly exploring the idea and related avenues as well.

Published or planned scholarly products

Turner and Sandmeyer presented the workshop at the 2018 AASHE Conference & Expo in Philadelphia, PA (proposal attached). We are also currently working on a written publication.

Reflection

Include insights on your individual projects, things you might have changed, next steps and feedback on your experience with the Sustainability Challenge Grant Program

While the overall direction of the workshop shifted during the process, this was on account of intentional flexibility, and something that we feel made the experience more beneficial for all involved. Looking back, a few things we could and would change include the integration of more student voice. Having seen comments from an unsuccessful application for another round of SCG funding we recognize the criticism that we did not begin the workshop with a definition of “sustainability” to get everyone on the same page, however, this was done intentionally and, while we may not change that aspect, we would certainly be more explicit in a call for applicants and throughout the workshop about the structure, focus, and intent. Although we were unable

to offer the workshop in a consecutive year, we ultimately consider our efforts a success based on the outcomes of the cohorts, the feedback received at an international presentation, and some comments received from individual participants (see below). If given the opportunity to give the workshop again in the future, we would certainly make revisions and edits, relying on our experiences and input from sustainability stakeholders on campus, CELT, students, and previous participants. If the workshop was a continual offering, our ultimate goal would be to make it sustainable by setting up a scenario where Turner and Sandmeyer would eventually transition out of the process and participants could become organizers, giving consecutive workshops differing personalities.

Quotes from Individual Participants when asked to reflect on their overall experience

“Thanks so much for all your efforts pulling us together and facilitating all the idea sharing. This is one of the great benefits of working on a college campus – but it needed someone like you all to make it happen. Those outcomes were great. But for me the value of participating was the network of new folks, programs, and learning spaces. Such a pity another cohort couldn’t be funded – at least this round.”

“It was such a unique experience that I have absolutely enjoyed!”

“I did not have clearly defined expectations for the workshop because I wasn’t quite sure from its description what it would be. I was excited about the opportunity to learn more and interact with other faculty around the topic of sustainability. Although part of me wanted something that directly engaged with ideas of sustainability – how to define, etc, some theoretical readings/discussion, in retrospect, the most concrete outcome—connections with faculty and further integration of sustainability into my world here at UK—is more worthwhile.

So as for connections with faculty and integration of sustainability, I made some contacts with several faculty that are already bringing about activity. As you know, the UK 101 module on sustainability with Ali Rossi and Helen Turner is the major outcome. I keep trying to convince them that we need to develop a sort of Sustainability 101 class from this module that can be taught in many different departments by many different instructors. I hope that, too, will happen.

I have also taken the energy from the workshop into the Honors College. We have a committee dedicated to sustainability, and two key faculty – Kenton Sena, Forestry and Daniel Kirchner, Philosophy—are equally committed to integrating the teaching of sustainability in Honors. We intend on folding in more sustainability into HON 101 and on developing new courses.

In short, the Sustain-able Pedagogies workshop was formative in motivating me to connect with faculty and integrate sustainability into my work (and life). It opened up doors to help students network with other faculty, and it also broke down departmental barriers with certain key faculty that make for more future possibilities. It’s rare beyond obligatory committee appointments to have cross-departmental interaction, and this is actually an exciting way to do it. I’m thankful for the opportunity, and although most of the workshop’s fruit seems slow-growing, I’m not for that reason disappointed.”

Budget Analysis

Attached

Visuals



During the Workshop | Whitehall Classroom Building



Turner and Sandmeyer at the 2018 AASHE Conference & Expo



Conclusory Event | Food Connection

Sustainability Challenge Grant

2018 Application Form

Application instructions:

www.uky.edu/sustainability/sustainability-challenge-grants

Deadline for **submission is October 15, 2017; 11:59 PM**. Please save this form to your computer using a unique filename. If you have any questions or difficulties with the form, please contact Shane Tedder at shane.tedder@uky.edu. All submissions will be confirmed via email.

Project Title

Teaching Sustainability + Teaching Sustainably

Category

Indicate the major category(ies) that your project will address (Operations, Engagement, Academics, Research).

Engagement, Academics

Continuation? (up to 250 words)

If this submission is linked to a project previously funded by a Sustainability Challenge Grant, please summarize previous outcomes and describe the key differences between the previous work and that proposed here. If this proposal does not directly build from a previously funded project, leave blank.

N/A

Resubmission? (up to 250 words)

If this proposal is a resubmission/adaptation of a proposal previously submitted, but not funded, please discuss how the resubmission addresses the feedback provided in the previous funding cycle. If this is not a resubmission/adaptation, leave blank.

N/A

Project Summary (up to 250 words)

Please clearly define your project, its relevance to sustainability, methods to be employed, groups involved, and measureable outcomes.

Sustainability, in this context, implies that the activities of the University of Kentucky are ecologically sound, socially just, and economically viable, and that they will continue to be so for future generations. A sustainability focus encourages the integration of these principles in curricula, research, and outreach. This principled approach to operational practices and intellectual pursuits prepares students and empowers the campus community to support sustainable development in the Commonwealth and beyond.

In November 2016, Provost Tracy created the Faculty Sustainability Council (FSC) and gave it a three-fold charge: (1) review sustainability related academic policies and culture at our benchmarks, (2) identify our areas of strength and weakness relative to the academic aspects of sustainability, and (3) propose short, medium and long run goals. The proposal for this project stems from these three charges. While the University of Kentucky has made great strides to increase campus sustainability in its operations, the advances on the curricular front are murkier. The FSC has discovered there is little awareness amongst UK faculty about sustainability curricula at UK, who is teaching such curricula, or how this is taught. A need exists for the creation of a network of faculty which can harness the native wealth of talent and information throughout the University and which can facilitate the exchange of ideas and practices about sustainability. Aiming to untap this potential, this project will create a sustainability pedagogies workshop of participating faculty from across the University and at a variety of scales across campus. This workshop will be both interdisciplinary and transdisciplinary. However, beyond merely teaching about sustainability, the workshop will attempt to push the needle by focusing on the ways which faculty can implement sustainable methods of teaching into their curricula. Hence the aim is to maximize understanding of sustainability by modelling it at the classroom level through a network of faculty to act as agents of change by transforming educational practices across the colleges.

Goals and Outcomes (up to 250 words)

Currently reporting just over 15 of the possible 40 points for “curriculum” in the American Academy of Sustainability in Higher Education (AASHE) Sustainability Tracking, Assessment & Rating System (STARS) report, the University of Kentucky has room for improvement. By encouraging and educating faculty on methods for achieving sustainable pedagogy aligned with all three pillars, this project will not only help capture data for the next STARS reporting cycle, but will join the dialogue of other universities that currently offer “green teaching” certifications. Following a process of research and engagement associated with the team’s specializations, design and philosophy, the project will simultaneously capitalize on the successes and knowledge of UK’s Center for Enhancement of Learning and Teaching (CELT) to develop and host a workshop focused on the implementation of sustainable teaching methods. An important outcome of the workshop will be creation of a faculty network for sharing ideas and support. In the hopes that the workshop will prove successful and, in effect, become an ongoing initiative of the university, a major consideration will also revolve around the systematic tracking and quantifying of resulting data and successive implementation strategies. Furthermore, this endeavor has the potential to extend the longevity and reach of other Sustainability Challenge Grant projects, to envision ways in which these could become an integral part of teaching and experiencing sustainability on campus.

Relevance and Concept (up to 500 words)

Please describe how your project aligns with and supports one or more of these strategic initiatives:

1. UK Strategic Plan - www.uky.edu/sotu/2015-2020-strategic-plan
2. UK Sustainability Strategic Plan - www.uky.edu/sustainability/sustainability-strategic-plan
3. UK Emissions Reduction Commitment - www.uky.edu/sustainability/greenhouse-gas-emissions-reduction-commitment

From requirement of physical textbooks to paper for printed assignments or fossil fuels needed for an increasing population of commuters, higher education is a substantial consumer of resources. According to Conservatree, one tree can generate around 8.33 sheets of standard copy paper. Based on this data, a faculty member who provides a class of 50 students with a printed, five-page syllabi, consumes 3% of one tree. Compounded by the amount of paper used by in the classroom, the Office of Sustainability at Boston College indicates that, on average, one college student will create around 320 pounds of paper waste each year. The educators Pettibone and Bartles (2012) analyzed their own practices to reveal a carbon savings of 3,000 pounds when comparing printed or copied pages compared to the manufacturing of one laptop.

Not only are traditional approaches to education often antithetical to best environmental practices, they also negatively affect best economic and social practices. Kingkade reported for the Huffington Post (2014) that “College textbook prices have increased faster than tuition, health care costs and housing prices, all of which have risen faster than inflation.” The National Center for Education Statistics (NCES) indicated that in the year 2014, roughly 38 percent of the undergraduates attending degree-granting postsecondary institutions were considered part-time. A study by Friedman for U.S. News (2016) found that, in the same year across 247 universities, an average of 19% of freshman lived off campus or commuted. What is more, the Institute for Higher Education Policy (2014) continues to illuminate a diverse student demographic. Around half of students are the first in their family to go to college, are low- to moderate-income, or are age 24 and above. Other factors contributing to an increasingly diverse student population include students from communities of color, those taking care of dependents, working full-time while enrolled, non-native English speakers, immigrants, or active duty or military veterans. Hence, traditional approaches to education fundamentally affect concerns relating to environmental, social, and economic sustainability.

This is not to diminish the value of in-person lectures or negate the need for physical materials. Rather, aligning with the “Undergraduate Student Success” as well as “Research and Scholarship” objectives and strategies of the UK Strategic Plan, a sustainability-minded approach encourages and supports the training of educators to rethink pedagogical practices. Ann E. Savageau (2013), claims that a university-wide shift is necessary for success in reducing consumption, waste, and greenhouse gas emissions. While this inevitably includes staff and students, is it possible to begin with the faculty? In an interview by Pramod Parajuli and Rosemary Logan for The Journal of Sustainability Education (2011), Jamie Cloud describes contributions from the field of neuroscience to Education for Sustainability (EfS) as follows: “Thinking drives behavior, and behavior causes results. If you don’t like the results, the most upstream place to intervene is the thinking.” By reflecting on, developing, and implementing more sustainable practices in the classroom, educators have the potential to catalyze a shift in the way others across the university think and behave.

Approach and Methodology (up to 500 words)

Please indicate if there are any existing (local) baseline data, and if not how you would collect these or otherwise evaluate the performance or outcome of your project.

The project approach will consist of a three-phase framework: research and planning, implementation, followed by evaluation. Lead by the project team, research and planning will occur throughout the Spring semester 2018 to determine what faculty are currently teaching courses with sustainability as a focus or a topic, and if anyone is doing so in a sustainable manner. Supported by and in conjunction with CELT, the project team will also conceptualize a workshop for faculty with a focus on networking, multi- and cross-disciplinary collaborations, best practices, as well as strategies for integrating sustainable practices. Accounting for other factors, the team will identify and collaborate with specialists on campus to ensure a successful workshop, like working with CELT employee and stakeholder Deb Castiglione to implement universal design standards for diverse media usage. To further establish favorable practices and outcomes, the team will conceptualize and test sustainable methods in courses they are teaching in the Spring semester of 2018.

Connections with the Faculty Sustainability Council, other organizations, and diverse disciplines on campus will provide an avenue for tapping into a network of parties potentially interested in workshop participation. To ensure diversity across campus, the team will attend the Associate Dean's meeting in January 2018 to promote and solicit departmental nominations. Interested parties will be vetted through an application process that requires identification of a course they intend to teach in Fall 2018. Once the first cohort of participants has been identified, the implementation phase will consist of hosting the workshop at the beginning of summer to review, rethink, and develop this course. More importantly, the workshop will model the methods it is attempting to impart on the participants. This time frame is intended to allow educators adequate time to include lessons learned in a course the Fall of 2018. Upon conclusion of the workshop, each participant will submit a sustainability outcome proposal tied to the educational methodology of this class.

To capture the experiences of workshop participants, the project team will host a conclusory event for sharing with the broader public and campus community. The hope is that this event will not only provide tips and tricks to faculty who may not have participated in the workshop, but also generate interest for subsequent workshop offerings. Following this event, the final requirement of workshop participants will be to determine and generate an artifact that illustrates guidelines and principles associated with the experience and sustainable teaching.

Throughout all phases of the project, progress will be systematically evaluated through observation, discussion and feedback from team members, stakeholders, and participants to track and evaluate successes and failures as precedent for future workshop offerings. Following completion of the project, more quantitative and qualitative research will be generated in the form of surveys involving all aforementioned parties as well as students involved in the courses workshopped.

Triple Bottom Line Impacts (up to 500 words)

Please describe in quantifiable terms how you will measure the performance or impact of your project with regard to advancing economic vitality, ecological integrity, and social equity.

This workshop will provide a valuable tool for illustrating to the administration and/or other organizations the value and impact of sustainability curriculum and sustainable practices. The research and planning phase of the project will align with efforts of the Faculty Sustainability Council to quantify faculty or courses currently incorporating sustainability as a topic and/or doing so in a sustainable manner. Through the application procedure, the team would also be able to determine the sheer number of faculty on campus interested in teaching sustainability and/or teaching sustainably, providing relevance for future efforts and workshop offerings.

Implemented innovations will initially impact faculty, of course. The workshop, itself, will survey these impacts as well as the attitudes of faculty to best sustainability practices. The project team will also determine a set of metrics that will result in more quantitative data associated with course implementations developed during the workshop. The workshop will allow for a snowball effect in which sustainability efforts at the University of Kentucky will come to be integrated throughout the colleges in very concrete and practical ways. Furthermore, this workshop will have a direct and positive impact on the University of Kentucky STARS report, burnishing the sustainability credentials on a national level.

Ultimately, however, this workshop is about the students. All such educational innovations will affect the heterogeneous, twenty-first students in a class through the potential to reduce financial burdens, while striving for social equity and increasing eco-literacy. Thus, the proposed sustainability curriculum will require the inclusion of a survey of student attitudes and impacts by the imposed sustainability measures, both at the beginning and the end of the semester. We hope and aim to educate our students about sustainability by practicing sustainable methodologies and by developing educators as well as students who are sustainability savvy. The practices and behaviors educators can model to students will give them concrete outcomes-oriented knowledge of best sustainability practices as they move from academia to their professional work, but also their daily lives.

Team Member Information

Please enter the names of each of your team members and include their department, contact information, and relevant expertise. Please also indicate if they are faculty, staff, or student. Team Leaders must be UK faculty or staff member. Students are not eligible for a team leader position. UK faculty, staff and students may serve as Co-leaders. Please use the following format for each team member:

Team Role (Lead, Co-Lead, Member):

Name:

Email:

Unit/Department:

Faculty/Staff/Student:

Area of Expertise/Major:

- Lead: Helen Turner
 - Email: helen.turner@uky.edu
 - Unit/Department: School of Interiors / College of Design
 - Faculty/Staff/Student: Faculty
 - Area of Expertise/Major: Sustainability, Materiality, Digital Pedagogy
-
- Co-Lead: Bob Sandmeyer
 - Email: bob.sandmeyer@uky.edu
 - Unit/Department: Philosophy / College of Arts & Sciences
 - Faculty/Staff/Student: Faculty
 - Area of Expertise/Major: Environmental Philosophy, Sustainability Theory

Stakeholders

Please list the stakeholders impacted by your project who have provided written support and include contact information for each stakeholder. Stakeholder support letters should be included as separate documents.

CELT - Kathi Kern, Director, kern@uky.edu, (859) 257-8014

Timeline

The project length is one calendar year. Award notifications will be sent by December 1, 2017 and funds will be available in January 2018. Include start date, quarterly and final report in your timeline.

Activity Date	Project Activity	Responsible Parties	Expected Outcomes
December 2017	<ul style="list-style-type: none"> - Early notification and marketing of targeted participants - Develop strategies and techniques - Regular observation and surveys of these courses 	Turner, Sandmeyer, and CELT	<p>Encouraging diversity through identifying participants who would be successful</p> <p>Create ideas for workshop in courses</p>
January 2018	<ul style="list-style-type: none"> - Attend Associate Dean's meeting - Put out official call for participant proposals 	Turner and Sandmeyer	Solicit interest and proposals for workshop, then determine members of first cohort

	<ul style="list-style-type: none"> - Review proposals, make selections - Implement strategies and techniques (throughout Spring semester 2018) 		
February 2018	- Notify accepted participants	Turner and Sandmeyer	Verify participation
March - April 2018	Research and Plan for Workshop	Turner, Sandmeyer, CELT	
May 2018	Host workshop during finals week	Turner, Sandmeyer, CELT	
July 2018 + August 2018	"How's it going?" gatherings	Turner, Sandmeyer, CELT	For participants to share successes, failures, techniques, etc.
August - December 2018	<ul style="list-style-type: none"> - Workshop participants implement strategies and methods into courses - Regular observation and surveys of these courses - "How's it going?" gatherings 	Workshop participants, Turner, Sandmeyer, CELT	Test and evaluate
January 2019	Conclusory event	Workshop participants, Turner, Sandmeyer, CELT	Workshop participants share experience with broader campus community and produce an artifact illustrating lessons learned

Communication Plan

Please provide a detailed description of how your team will stimulate continuous public engagement throughout the project and communicate your results. May be included as a separate attachment using the file type and naming convention specified at the end of the application form.

The project will begin with an informational campaign to educate about and solicit interest in the workshop and its intended outcomes. Throughout the entirety of the project, the team will utilize various means of communication, like social media and print, to post updates, helpful hints, and strategies, etc. as a way to connect faculty participants, but also reach a broader audience to share lessons about sustainable pedagogy. The team will also regularly communicate with one another and with workshop participants informally and during the "How's it going?" gatherings. The conclusory event will formally share the experiences of the workshop participants in addition to creating an artifact to record the entirety of the project from their perspective. Alongside this, the team will collect and document process, successes, and failures of the project as a "handbook" and precedent for future workshops.

Funding

Is your project team willing to accept partial funding for your project? Doing so will require submitting a revised scope and budget. Please enter yes or no below and include comments if desired.

Yes, but doing so would potentially require a reduction in either workshop participants, which would compromise a critical mass and opportunities for diverse collaboration, or CELT staff, which reduces the amount of support for workshop participants.

Is your project everaging additional resources? If so, please describe below.

References:

Conservatree. Trees Into Paper. Retrieved from <http://conservatree.org/learn/EnviroIssues/TreeStats>

Friedman, J. (Ed.). (2016). 10 Universities Where the Most Freshman Commute to Campus. U.S. News. Retrieved from <https://www.usnews.com/education/best-colleges/the-short-list-college/articles/2016-07-12/10-universities-where-the-most-freshmen-commute-to-campus>

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Miller, A., K. Valle, and J. Engle. 2014. "Access to Attainment: An Access Agenda for 21st Century College Students." Institute for Higher Education Policy. Retrieved from <http://www.ihep.org/research/publications/access-attainment-access-agenda-21st-century-college-students>.

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Savageau, A. (2013). "Let's get personal: making sustainability tangible to students." *International Journal of Sustainability in Higher Education*. 14(1): 15-24.

Budget and Justification

Please provide a detailed budget, including written justification, for your project as a separate document. Include documentation from business officer or department head to accept and manage funds according to proposed budget.

Stakeholder Support

Combine and submit documentation from relevant stakeholders and community members as a single separate pdf.

Submission Instructions

Submit your application package via email and include these three components as pdf documents:

- 1) Application Form
- 2) Budget, Budget Justification, and documentation of departmental commitment to manage funds
- 3) Documentation of stakeholder support

Please email to shane.tedder@uky.edu and put **2018 Challenge Grant Application** in the subject line of the email.

REVISED

Project Title:

Teaching Sustainability + Teaching Sustainably

Budget and Justification:

Line Items	Request
Summer salary for Helen Turner	\$3,948.43
Summer salary for Robert Sandmeyer	\$3,948.43
CELT staff (salary and benefits for 4 members at varying rates for 75 hours each)	\$11,088.14
Materials and supplies for campaign	\$100
Stipend for Workshop Participants (\$2,000 for 12 faculty members)	\$24,000
Supplies and costs for Workshop	\$3,500
Supplies and costs for intermittent sessions (3 at \$100 each)	\$300
Conclusory Event	\$200
TOTAL REQUEST	\$47,085

Monetary requests for the project include salary for Helen Turner and Robert Sandmeyer as co-supervisors of the project as well as salary plus benefits for 4 CELT employees to aid in instructional design, meetings with participants, facilitation of the workshop and conclusory event, as well as survey and analysis of course implementation. \$100 is requested for a promotional campaign prior to solicitation of proposals. The team proposes a stipend of \$2,000 for a maximum of 12 participants, wherein they receive half of the money prior to the workshop and the remainder upon successful completion of the workshop and submission of a deliverable. The team will also develop stipulations and recommendations for how stipends should be spent. For a 3-day workshop that includes materials, supplies, breakfast, lunch, a snack, and beverages is estimated at \$3,500 based on CELT experience. \$300 for the intermittent sessions and \$200 for the conclusory event includes funds for food as well as materials and supplies.



University of Kentucky
Center for the Enhancement
of Learning and Teaching
518 King Science Library
179 Funkhouser Drive
Lexington, KY 40506-0039

Oct 6th, 2017

RE: Teaching Sustainability + Teaching Sustainably

Dear Professor Turner:

As an identified stakeholder in your application, I write to commit my support and that of the Center for the Enhancement of Teaching and Learning (CELТ) to the “Teaching Sustainability + Teaching Sustainably” initiative. From our initial planning meetings, I am persuaded of the importance of the proposal and the potential impact of this project. Not only do we, in keeping with our mission as a land grant university, need to educate our students about sustainability, we also need to think critically about our own practices as teachers. I think it is fair to say that many faculty simply have not been challenged to contemplate the environmental impact of teaching. The project you propose—a year-long engagement with faculty—will allow us to unearth the best practices, share ideas and strategies, redesign courses to maximize sustainability, and educate the broader academic public about how to teach sustainably.

Specifically, we at CELТ anticipate taking a lead role in the design and execution of your summer institute for faculty. We bring a great deal of prior experience to that initiative and will help you to shape an immersive experience for your faculty that will serve as an important catalyst to the larger project. Please consider this letter a commitment of our support and an endorsement of the value of your work.

Sincerely,

Kathi Kern, Ph.D.
Director, CELТ (Center for the Enhancement of Learning & Teaching)
Associate Professor of History
University of Kentucky

see blue.