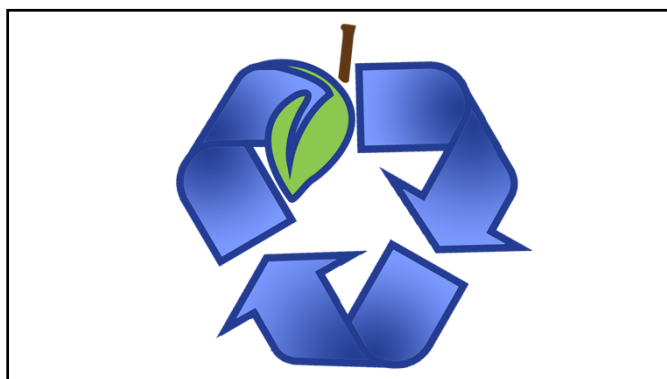




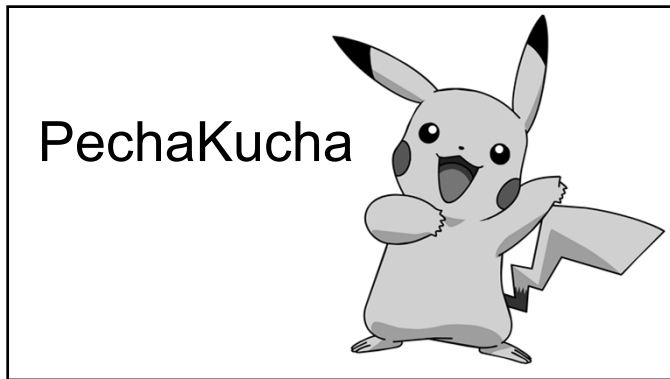
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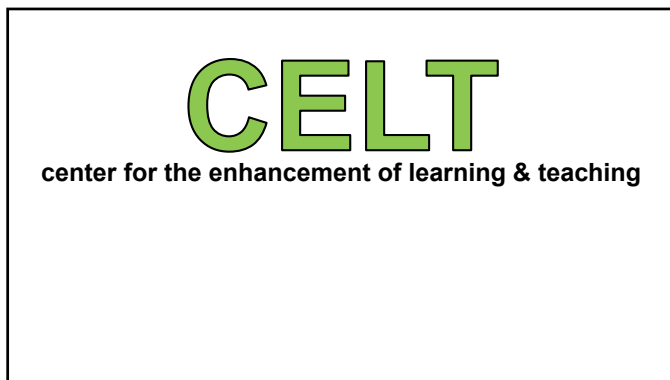
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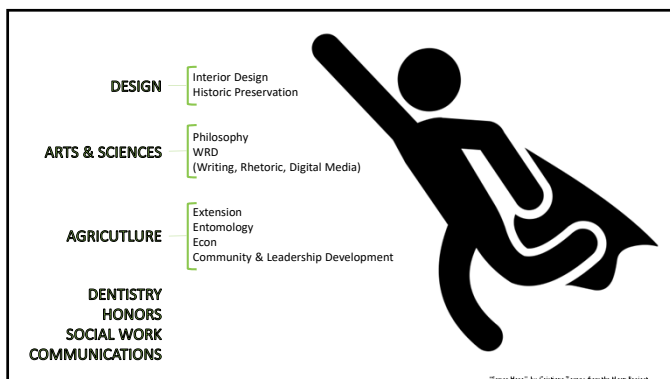
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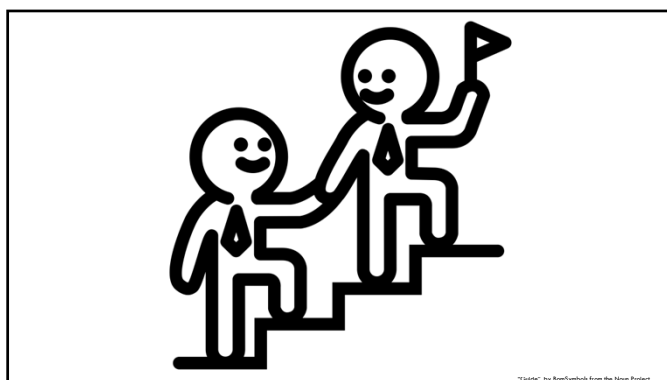
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DESIGN	Interior Design Historic Preservation	Barbara Young Emily Bergeron
ARTS & SCIENCES	Philosophy WRD (Writing, Rhetoric, Digital Media)	Julia Bursten Lauren Cagle
AGRICULTURE	Extension Entomology Econ Community & Leadership Development	Lou Hirsch Dave Gonthier Tim Woods Ali Meyer-Rossi
DENTISTRY		Lina Shirab
HONORS		Ryan Voogt
SOCIAL WORK		Allison Gibson
COMMUNICATIONS		Fatima Espinoza-Vasquez

7



8

pedagogy & citizenship

Julia Bursten
Lou Hirsch
Ali Meyer-Rossi
Lina Shirab
Ryan Voogt

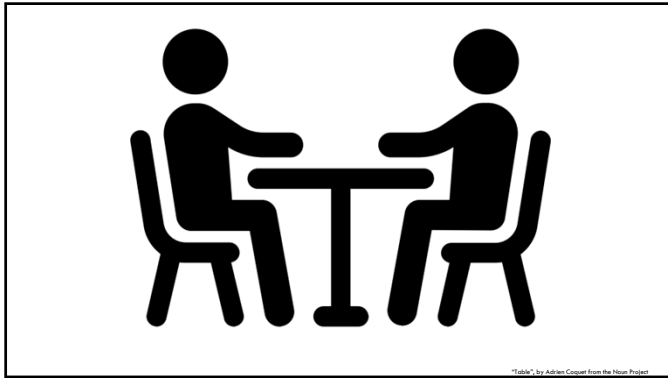
food systems

Lauren Cagle
Dave Gonthier
Tim Woods

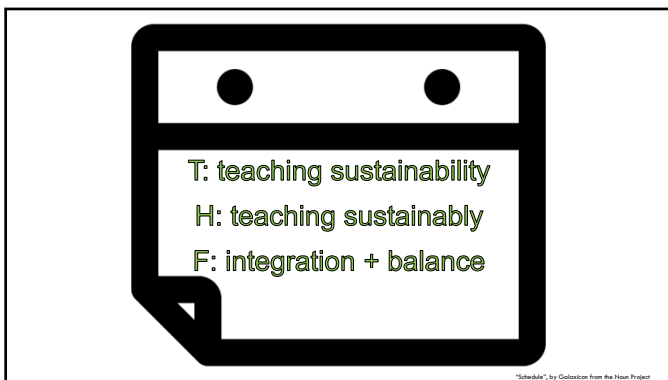
community & justice

Allison Gibson
Emily Bergeron
Fatima Espinoza-Vasquez
Barbara Young

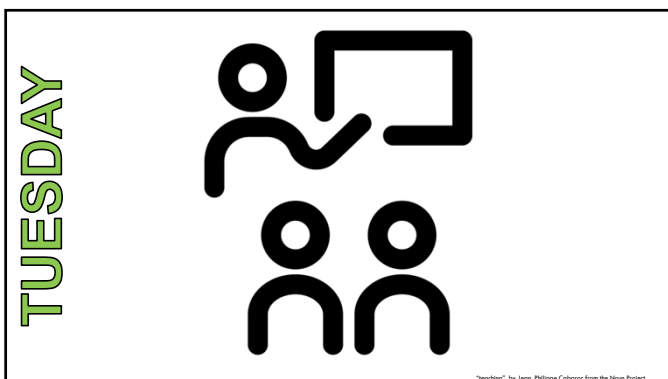
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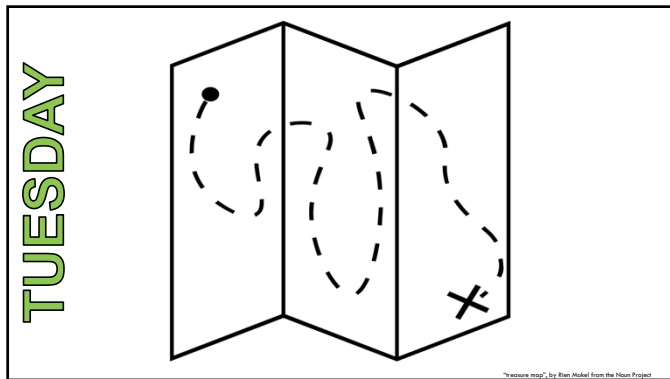
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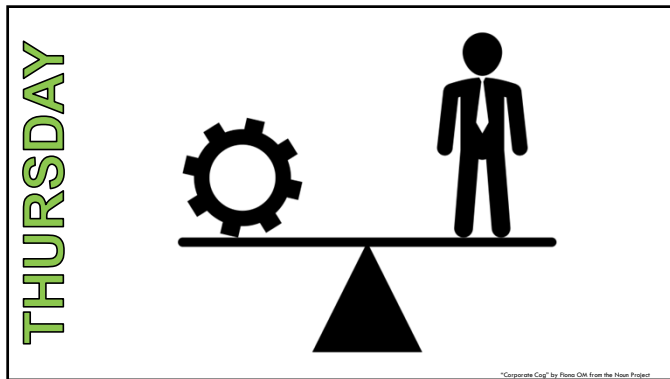
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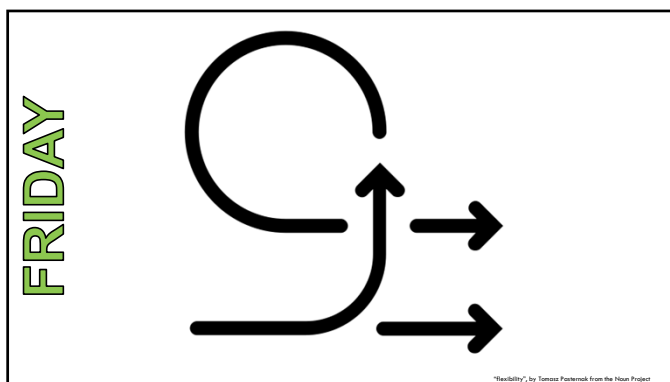
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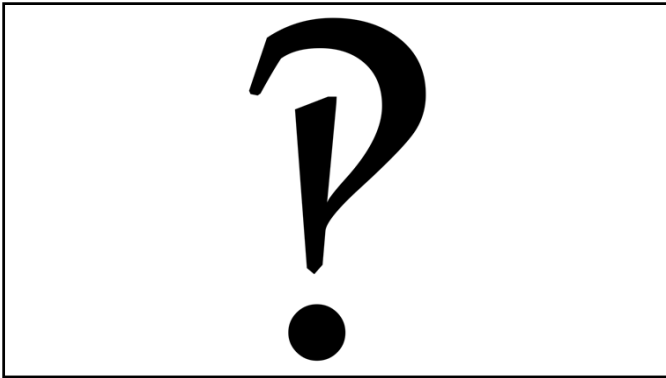
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1. Bob and Helen Intro

Helen - Design; Bob - Arts & Sciences
Interdisciplinary Sustain-Pedagogies Workshop
Conclusory event

2. (HELEN) FSC

The idea for this workshop came about from our work together in the Faculty Sustainability Council, which was formed to promote sustainability in curriculum and research. We received a Sustainability Challenge grant to organize and administer the workshop, collectively funded by PSAC, the Office of the Provost, and the Student Sustainability Council.

3. (BOB) Apple

Proposing a Sustain-able Pedagogies workshop, we sought to create a network faculty from across the university. The workshop took place from May 8 – May 11, 2018. At the conclusion of the workshop, participants formed three cohorts and each group committed to produce a sustainability outcome, which this event features.

4. (HELEN) Pikachu

For those who aren't familiar, this presentation is being given in the "pechakucha" (not pikachu) format, which consists of 20 slides that advance automatically after 20 seconds. An engaging method to share information in a concise and relaxed way, this pechakucha exercise was the first technique we used to develop cohorts among workshop participants.

5. (HELEN) CELT

A major force in the planning and implementation of the workshop was the UK Center for the Enhancement of Learning and Teaching. The work of these experts helped us design outcomes-based education plans and frame our efforts around actionable goals. We'd like to thank specially Trey Conatser, who is in reality a workshop co-organizer and leader.

6. (BOB) Agents of Change

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.

7. (HELEN) Names

Bifurcated into a north and south campus, our workshop sought to build bridges among diverse disciplinary boundaries, oftentimes topographically separated by substantial distances. The workshop encouraged these diverse faculty to confront and integrate often particular disciplinary approaches to sustainability.

8. (HELEN) Side-Guide

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.

9. (BOB) Community

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.

10. (BOB) Lunch

Since sharing a meal is perhaps the most tangible arena to build community, we brought experts to the lunch table every day. Shane Tedder, the Coordinator of the Office of Sustainability, led a round table about sustainability on campus. During the second day’s lunch, Lee Meyer and Carolyn Gahn, led a discussion of sustainable dining options.

11. (HELEN) Schedule

Now we have all been in workshops and conferences that are static and overscheduled, ignoring personal well-being. Instead 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.

12. (HELEN) Tuesday

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.

13. (BOB) Hunt

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.

14. (BOB) Wednesday

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.

15. (HELEN) Thursday I

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.

16. (HELEN) Thursday II

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.

17. (BOB) Friday

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 on the basis of shared research and pedagogical interests. It was genuinely beautiful to watch our agents of change take charge of their own agency.

18. (HELEN) AASHE

While this event celebrates the outcomes produced by the workshop participants, we as organizers have shared this idea of a sustain-able pedagogies workshop with sustainability professionals at the 2018 meeting of the Association for the Advancement of Sustainability in Higher Education.

19. (BOB) Interrobang

We have also committed to publishing a scholarly article based on our work together. The title of this project is called: Sustainability for the Present. It details how pedagogy has become a dominant theme in sustainability studies and the unique contribution workshops like this make.

20. (BOB) Thanks folks

We'd like to conclude with a special thanks to each and every participant of our workshop and all the people who visibly and behind the scenes supported this workshop. Your dedication and commitment are a testament to the high caliber people working here at UK toward sustain-able pedagogy.