

**Faculty Advisory Network on Sustainability Workshop Agenda**

[**Documents for Your Access**](https://drive.google.com/drive/folders/1_Gq2oNwiGOcdVxFLaSjatf4g-pd3loyn?usp=sharing)

This two-day workshop is organized around three questions:

1. What are the different ways through which faculty can introduce sustainability into their courses?
2. How does the material faculty offer in a course connect with programmatic learning outcomes for sustainability across the curriculum?
3. How do faculty take on leadership roles among their colleagues to create communities of practice around education for a sustainable future? How would you define a “community of practice?”
4. What preparation do our graduates need if we expect them to build a more sustainable world? What marketable skills do our graduates need?

In Context I, we ask participants to focus on the courses they teach, to work from their own disciplinary backgrounds and training, and to consider how their teaching, regardless of their discipline, can help students acquire the background, knowledge, and abilities for a sustainable world.

In Context II, we ask faculty and others to consider the overall shape of the curriculum, the programs we offer, and the degrees we grant. In this workshop, we will focus on how we can work effectively across boundaries and silos to ensure that student learning for sustainability is fully supported whether we are thinking about workforce development, general education, disciplinary education, sustainability programs, and the co-curriculum.

In Context III, we step back further to consider the broader role of higher education around sustainability. Here participants will focus on the ways in which the domains inherent to higher education—operations, research, community engagement, and curriculum—intersect and overlap to support sustainability education.

In Context IV, we talk about bridging the gap between academic and the workplace regarding marketable skills.

The thread that ties the three acts together is the assumption that the participants are the experts. Whether faculty, staff, or administrators, the participants are the ones who know their institution best, who understand its mission, and who can both recognize the challenges and opportunities before them. As a result, a significant part of these workshops will involve group work and interaction. The workshops are also designed, however, to provide new information, and thus we draw on the collective background in sustainability in higher education, present material based on work and research in these areas, nd provide examples

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| Date: | June 1 |
| Facilitators | Andrew Milson and Douglas Klahr |

# Agenda items

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| [9:00] — [9:30] | Introductions and Workshop Overview- What are you grateful for today? |
| [9:30]— [10:00] | Small Group Interactions- Establishing the Context I* What courses are you considering changing to incorporate sustainability?
* What are the key challenges you see as you consider making these changes?
* Are you aware of the UN SDGS’s and able to align the courses with the respective SDGs?
* What do you need help with if anything?
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| [10:00] — [11:00] | Sharing insights from 2021 Cohort1. Andrew Milson, Professor of History
2. Dr. Jacqueline Fay, Associate Professor of English
3. Chyng-yang, Professor of Communications
4. Karen Magruder, Professor Social Work
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| [11:00] – [11:30] | Small group Interactions/Q&A- Establishing the Context II |
| [11:30] – [12:30] | Break for Lunch |
| [12:30] – [1:00] | Integrating Sustainability in Service-Learning ProjectsSusan Dequeant, UTA Service-Learning Director |
| [1:00] – [1:30] | Small Group Interaction- Establishing the Context III |
| [1:30] – [2:00] | Coffee Break |
| [2:15] – [3:00]  | Day 1 Wrap up and next steps |

# **June 2 Agenda**

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| [9:00] — [9:30] | Explain the Curriculum Template and the Process of Submission for Fall 2022- Andrew Milson |
| [9:30]— [10:30] | Student Learning OutcomesConnecting classes and curriculum, Incorporating Service-Learning Projects/Capstone and Experiential Learning* Design Lab at CAPPA- Douglas Klahr CAPPA
* UTA Libraries Program- Morgan Chivers
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| [10:30] — [10:50] | AASHE STARS Report- Learnings and Challenges for Student Outcomes- Bhargavi |
| [10:50] — [11:00] | Break |
| [11:00] – [11:30] | Small Group Interactions- Establishing the Context IVWhat preparation do our graduates need if we expect them to build a more sustainable world? What marketable skills do our graduates need? |
| [11:30] – [11:45] | Identifying challenges and Opportunities and Wrap up |
| [11:45] – [12:30]  | Lunch and Goodbye |

## Additional information and Resources

An expert committee under the Board on Higher Education and Workforce and the Science and Technology for Sustainability Program conducted a series of public workshops focused on strengthening sustainability programs and curricula at the undergraduate and graduate levels in the United States. Each workshop examined different approaches and drivers for a coherent competency- and skill-based curriculum in the growing number of higher education sustainability programs, to connect them to the issues addressed through such frameworks as the United Nations Sustainable Development Goals and the priorities of end users, including the private and public sectors. The report is accessible [here](https://www.nationalacademies.org/our-work/strengthening-sustainability-programs-and-curricula-at-the-undergraduate-and-graduate-levels)