

COVER PAGE

PROJECT INFORMATION

Please complete the fields below with information regarding your project.

Project Title Sustainability Education Fellows

Brief Description The Sustainability Education Fellows strives to foster a community of faculty across ranks and disciplines committed to infusing sustainability into their academic practice.

Total Estimated Project Budget \$93,260 **Amount Requested from SPF** \$93,260

Campus(es) Impacted Downtown Macdonald Gault Nature Reserve Other

CONTACT INFORMATION

Project Leader

This person must be a current McGill University student, administrative staff, or academic staff.

Name Jessica Latus Affiliation Administrative Staff
 Email jessica.latus@mcgill.ca Campus Downtown
 Faculty/Unit/Organization McGill Office of Sustainability

Project Team Members

The SPF encourages you to be inclusive, collaborative (especially between staff and students), diverse, and interdisciplinary when possible. To list more members, please complete a second cover page. You may email it to [SPF Staff](#) to include with your application.

| | |
|---|--|
| Name <u>Blane Harvey</u> | Affiliation <u>Academic Staff</u> |
| Email <u>blane.harvey@mcgill.ca</u> | Faculty/Unit/Organization <u>DISE</u> |
| Name <u>Allison Gonsalves</u> | Affiliation <u>Academic Staff</u> |
| Email <u>allison.gonsalves@mcgill.ca</u> | Faculty/Unit/Organization <u>DISE</u> |
| Name <u>Stephanie Leite</u> | Affiliation <u>Postgraduate</u> |
| Email <u>stephanie.leite@mail.mcgill.ca</u> | Faculty/Unit/Organization <u>DISE</u> |
| Name <u>Larissa Jarvis</u> | Affiliation <u>Administrative Staff</u> |
| Email <u>larissa.jarvis@mcgill.ca</u> | Faculty/Unit/Organization <u>MSSI</u> |
| Name <u>Marcy Slapcoff</u> | Affiliation <u>Academic Staff</u> |
| Email <u>marcy.slapcoff@mcgill.ca</u> | Faculty/Unit/Organization <u>Office of Science</u> |
| Name <u>Charlene Lewis-Sutherland</u> | Affiliation <u>Administrative Staff</u> |
| Email <u>charlene.lewis@mcgill.ca</u> | Faculty/Unit/Organization <u>TLS</u> |

SUBMISSION INFORMATION

In line with the [SPF Eligibility Criteria](#), our team certifies that this project takes place at **McGill University**, is **sustainability focused**, is requesting **seed funding**, and is **action oriented**. Yes No

Our team has read the [SPF Terms & Conditions](#) and agrees to respect them. Yes No

Our team understands that this application is not confidential and consents to have its contents shared with relevant stakeholders during the review process and, if approved, on the SPF website. Yes No

Our team agrees to have [their contact information](#) included in the complete and shared application and, if approved, on the SPF website. Yes No

PART 1: PROJECT OVERVIEW

Instructions: Please answer the questions below as clearly and concisely as possible. You will be able to detail your project further in Part 2 of the Over \$5,000 application process, the Project Plan, as well as submit relevant appendices. Once you have completed this Project Overview, save it and submit it online. SPF Staff will respond with feedback on your application within two weeks and send you Part 2. Once all sections are complete, the combined application will be provided to the SPF Governance Council for their review and decision. As a reminder, all SPF applications are assessed using the [SPF Eligibility & Evaluation Criteria](#):

| ELIGIBILITY CRITERIA | | EVALUATION CRITERIA | | |
|----------------------|------------------------|---------------------|---------|-------------------|
| AT MCGILL | SUSTAINABILITY FOCUSED | ANALYSIS | IMPACT | FEASIBILITY |
| SEED FUNDING | ACTION ORIENTED | COLLABORATION | SUPPORT | CAPACITY BUILDING |

Before starting, you may find it helpful to consult the [SPF Sustainability Brief](#) and the [Climate & Sustainability Strategy 2020-2025](#).

CONTEXT

Criteria assessed in this section: **SUSTAINABILITY FOCUSED, ANALYSIS**

- 1. What specific sustainability-related need/issue have you identified at McGill and aim to address through your project? In your response, please describe clearly how the need/issue is related to sustainability. Note: Please wait to detail your project idea in response to Question 5. Limit ~100 words**

A 2020 survey of the McGill community indicated that students from across the University would overwhelmingly like to learn more about sustainability during their time at McGill. While McGill has several sustainability-focused programs and courses, there is a need to further embed sustainability across the curricula; however, there are currently not any support systems or resources to aid faculty in incorporating sustainability into their course(s). The Sustainability Education Fellows program will expand the number and diversity of sustainability-centered courses offered at the university by recruiting a cohort of members from departments less commonly associated with sustainability and providing them with support (including financial) to (re)design a course with sustainability at its core. Ultimately, this project will give students and instructors a more holistic understanding of sustainability across all disciplines.

- 2. How do you know this is a need/issue? What research have you done on this need/issue (e.g. consultation, observation, survey)? Limit ~100 words**

Two recent studies (Harvey et al., 2022; Winkler et al., 2021) found that McGill's sustainability efforts would be strengthened by creating spaces for learning and sharing across Faculties, units, and student-led initiatives. Doing so, they note, would help to better link administration-led and student and faculty-led initiatives and create a stronger sense of collective action. This need was echoed by participants at the Nov. 2021 'Education for Sustainability Symposium', convened by the Faculty of Education. There, participants from across McGill units recognized a shared need for a 'neutral' and facilitated space to document and share our successes and challenges in promoting learning for and on sustainability at McGill.

- 3. What relevant information and/or best practices have you found that relate to this need/issue? In addition to information from external sources, detail any relevant related initiatives (past or current) that you are aware of at McGill. Limit ~100 words**

Sustainability education enhances the cognitive, social, emotional and behavioral dimensions of learning, and we are hoping to help shape the future of learning at McGill to reframe all curriculum through a sustainability lens. There are many examples of Sustainability Education Fellow models at peer institutions, and furthermore, in 2016 there was a Sustainability Faculty Fellows SPF project that was piloted, which we have consulted and look to expand upon.

Our project builds upon the 2016 SPF project by organizing workshops/trainings, which were not included in the previous initiative.

4. What expertise or qualifications does your team have regarding this need/issue, if any? *Limit ~100 words*

The project team is a group of highly qualified individuals (including faculty, staff, and a student) that have come together on this initiative, since all are already working on similar work in their respective faculty/departments. Collectively, the project team aims to lead on integration of sustainability across the curricula and comes with a variety of expertise, including integrated approaches to sustainability education and pedagogical innovation; fostering anti-racist and equity-centered environments; and socially-just research and assessment. Group members are experienced in planning and facilitating educational trainings and are collectively motivated by the importance of this work.

PROJECT IDEA

*Criteria assessed in this section: **ALL ELIGIBILITY & EVALUATION CRITERIA***

5. What is your project idea? Please describe the idea thoroughly and concisely. Identify how SPF funding will be used, key contributions to sustainability at McGill, and, if your project is happening in different stages, core phases in the project. *Note: You may also share how the project is new or how it complements, builds upon, or scales existing initiatives. Limit ~400 words*

The Sustainability Education Fellowship will bring together faculty and students to advance sustainability in the curriculum and pedagogy at McGill. Both faculty and students will be engaged through a year-long cohort; the faculty fellows will be current instructors that will design or revise a course to include sustainability at its core, and the student fellows will be trained on sustainable pedagogy and will be available to the faculty fellows to aid them in their course (re)design.

Faculty Fellows

Faculty fellows will be instructors at McGill from across disciplines who commit to (re)designing a course to infuse sustainability principles into curriculum, pedagogical practices, and assessment approaches. Ten fellows will participate in a collaborative learning experience to integrate sustainability into their courses, and the cornerstone of the fellowship will be a 2-day retreat when Fellows will participate in an immersive training program led by experts in sustainability, teaching, and learning. Throughout the year, Fellows will learn how to connect sustainability principles to their own disciplines and courses, while building an interdisciplinary community. Fellows will also convene for a minimum of 5 additional gatherings and will be expected, by the end of the fellowship, to submit new/revise course syllabi information on how they've integrated sustainability into a current or future course. A stipend of \$8,000 will be available to each Fellow to assist in the revision process, which could be applied towards hiring a graduate assistant (either of their own choosing, or via the graduate student fellow network), creating an instructional tool, or other expenses associated with the work.

Student Fellows

This project will partner with the McGill Sustainability Systems Initiative (MSSI) Graduate & Postdoc Sustainability Research Collective (a network of over 200 graduate and postdoctoral researchers working on sustainability) to pair faculty members with students trained in sustainability studies. A 2-day training will be offered to 14 members of the Collective, whereby they will learn about sustainable pedagogies and how to rethink a course using a sustainability lens. Afterwards, the students that participated in the training will be eligible to work with a faculty fellow on the re(design) of their course. The students that work with the faculty fellows on the (re)design of their course will gain valuable experience, acting as a knowledgeable resource in this process. For students that don't get matched with a faculty fellow, they'll be invited to the subsequent meetings and will be encouraged to work on their own plan for a sustainability-focused course to implement in their future teaching. Upon completion of the fellowship, MSSI will continue to foster this group of students with continued learning to further their skills in approaching sustainability through a systems-level lens.

6. Is your project related to the University's [Climate & Sustainability Strategy 2020-2025](#)? Yes No
7. Is your project related to the University's [Equity, Diversity & Inclusion Strategic Plan 2020-2025](#)? Yes No
8. If you answered yes to Question 6 or 7, how does it relate? Please refer to the relevant strategy category, theme, goal, and/or action in your response. *Limit ~200 words*

One of McGill's Climate and Sustainability Strategy actions directly states the need to "design workshops to support instructors in embedding sustainability into their curricula." Additionally, by recognizing the interconnectedness between the environmental, social, and economic dimensions of sustainability—the university cannot advance its sustainability agenda without also working towards commitments made in its Task Force on Indigenous Studies and Indigenous Education and its Equity, Diversity, and Inclusion Strategic Plan. There is no one faculty, unit, or student group that will advance McGill's sustainability agenda alone; the university system itself must undergo a significant process of transformative learning if it is to be responsive to the profound socio-economic and ecological shifts happening today (Sterling, 2017). The proposed project aims to support this process of collective learning and make space for dialogue among the diverse paradigms, methodologies, and knowledge systems that are needed to secure inclusive and sustainable futures. In doing so, this project also supports the "Research and Knowledge" strategic direction of McGill's EDI Strategic Plan.

TRANSFORMING CAMPUS

Criteria assessed in this section: **AT MCGILL, IMPACT**

9. In the table below, describe your proposed project's 2-5 main impacts on the McGill community or its main goals to accomplish. Please check the stakeholders that will be impacted. Finally, list at least one key **success indicator** for each impact (e.g. # people will be engaged, % waste will be diverted, # buildings certified). *Note: Indicate a realistic target for each success indicator (e.g., rather than "# people engaged," include a target such as "50 people engaged").*

| Main Impacts/Goals | | McGill Stakeholders Impacted (check all that apply) | Key Success Indicator(s) |
|--------------------|---|--|---|
| REQUIRED | 1 Expanding the quantity and diversity of teaching and learning opportunities on sustainability at McGill | <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Academic Staff <input checked="" type="checkbox"/> Postgraduate <input type="checkbox"/> Admin. Staff <input type="checkbox"/> Alumni | 9 learning opportunities on sustainability held throughout the year for faculty and students. |
| | 2 Seeing revised course syllabi which include sustainability learning outcomes. | <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Academic Staff <input type="checkbox"/> Postgraduate <input type="checkbox"/> Admin. Staff <input type="checkbox"/> Alumni | All Fellows' syllabi to be collected and reviewed for integration of sustainability content and pedagogies. |
| OPTIONAL | 3 Foster a network for learning and sharing about education for sustainability. | <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Academic Staff <input checked="" type="checkbox"/> Postgraduate <input type="checkbox"/> Admin. Staff <input type="checkbox"/> Alumni | Annual learning review to be drafted. |
| | 4 Expanding the number of students that are taking sustainability courses. | <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Academic Staff <input checked="" type="checkbox"/> Postgraduate <input type="checkbox"/> Admin. Staff <input type="checkbox"/> Alumni | Number of courses (re)designed with sustainability learning objectives. |
| | 5 | <input type="checkbox"/> Undergraduate <input type="checkbox"/> Academic Staff <input type="checkbox"/> Postgraduate <input type="checkbox"/> Admin. Staff <input type="checkbox"/> Alumni | |

10. Have you considered implementing your project at more than one McGill campus? (e.g. If your project is downtown, could it be implemented at Macdonald Campus as well?) Yes No

11. Please describe your choice of campus(es) and why this choice is best for your project. Limit ~150 words

This project already has support from members at several departments and offices based at McGill's downtown campus (including the Faculty of Education, McGill Office of Sustainability, McGill Sustainability Systems Initiative, the Office of Science Education, and Teaching and Learning Services). However, faculty members from all departments, including Macdonald Campus' Faculty of Agricultural and Environmental Sciences, will be encouraged to participate in the fellowship. It is essential to include both campuses in the project to facilitate communication across the McGill network.

To complete the application process, please submit this form on the SPF website. The SPF Staff will be in touch regarding your application within two weeks and will send you Part 2 for the Over \$5,000 application process, the Project Plan.

PART 2: PROJECT PLAN

Instructions: Please answer the questions below as clearly and concisely as possible. Once you have completed this Project Plan, save it and submit it online. SPF Staff will respond with feedback on your application within 2 weeks. Once all sections are complete, the combined application will be provided to the SPF Governance Council for their review and decision. As a reminder, all SPF applications are assessed using the [SPF Eligibility & Evaluation Criteria](#):

| ELIGIBILITY CRITERIA | | EVALUATION CRITERIA | | |
|----------------------|------------------------|---------------------|---------|-------------------|
| AT MCGILL | SUSTAINABILITY FOCUSED | ANALYSIS | IMPACT | FEASIBILITY |
| SEED FUNDING | ACTION ORIENTED | COLLABORATION | SUPPORT | CAPACITY BUILDING |

IMPLEMENTATION

Criteria assessed in this section: **ACTION ORIENTED, FEASIBILITY, IMPACT**

- List the key activities for your project and indicate the timing for these on the right. Please be specific and realistic when formulating your activities, ensuring that they are achievable within the indicated timeframe.

| Key Project Activities | Start Date (DD-MM-YY) | End Date (DD-MM-YY) |
|--|--------------------------|------------------------|
| Develop student fellow training | 01/07/22 | 01/09/22 |
| Develop faculty fellow trainings | 01/07/22 | 01/09/22 |
| Recruit faculty fellows | 15/07/22 | 15/08/22 |
| Recruit student fellows | 15/07/22 | 15/08/22 |
| Launch program | 15/09/22 | 31/05/23 |
| Receive (re)designed course syllabi | 01/05/23 | 31/05/23 |
| Receive fellowship feedback and reflections | 01/06/23 | 30/06/23 |
| 2022-23 fellows return to share their learnings with incoming cohort | 15/09/23 | 15/09/23 |

- Please describe what will happen to your project after the SPF funding ends. Additionally, please share if anything will be produced or installed (e.g. a workshop guide, equipment, a toolkit, a network, website, etc.) and indicate future maintenance plans. *Limit ~200 words*

We aim to run this program annually, and the SPF funding will give the program the start it needs in order to demonstrate its impact to the provost, deans, and donors who we are confident will see the value in continuing to fund this initiative. Many donors specifically appreciate funding work that impacts students and the impact this initiative will have on students over the years from all disciplines is exponential with continued funding. By developing a strong communications, monitoring, and outreach plan for this initiative from the outset, we will ensure that there is widespread awareness of our work and robust data on its impacts at McGill.

Additionally, any new materials created for this fellowship, such as a lab manual, or other materials shared with students, will be released under an open license via the Teaching & Learning Knowledge Base under a new and dedicated section on sustainability, unless a compelling reason exists to not release materials under these terms. Furthermore, this database will also include suggested sustainability learning outcomes that come from the revised course syllabi that we will be receiving from fellows to hopefully inspire other faculty to incorporate similar objectives into their courses.

- Please list any potential risks associated with your project and the measures you will take to reduce their likelihood.

| Main Risks | Preventative Measures |
|--|--|
| The project not receiving funds to continue after the first year | We'll be leveraging the leadership at the university to ensure we're connecting with the right donors |
| Not enough faculty members enrolling in the fellowship, and/or only professors from one faculty/department | We will have a very robust communications strategy that will be university-wide with lots of cross promotion |
| The faculty members don't find the fellowship informative/valuable and don't modify their course(s) | We'll be working very intentionally on creating meaningful and impactful trainings |

STAKEHOLDER ENGAGEMENT

Criteria assessed in this section: **AT MCGILL, COLLABORATION, SUPPORT, CAPACITY BUILDING**

4. Please list all the key stakeholders involved in your project, indicating their role and support. If the stakeholder has provided a support letter, please indicate so here and attach it as an appendix document. *Note: Projects involving modifying a space on campus, making a permanent installation, hiring a full-time staff, or adding/modifying a garden, etc., must seek permission from the appropriate stakeholder(s) (e.g. building director, Campus Planning and Development Office, staff supervisor, etc.). SPF Staff can help you assess if any key stakeholders need to be added to your list.*

| Stakeholder's Name(s) | Title | Role in the Project | Support/Permission | Support Letter |
|--|--|---|---------------------|----------------|
| Blane Harvey, Dr. | Assistant Professor, Department of Integrated Studies in Education (DISE) | Input into the pedagogical design, documentation of learning outcomes and impacts, support in knowledge mobilization and project sustainability. | Confirmed | No |
| Allison Gonsalves, Dr. | Assistant Professor, Department of Integrated Studies in Education (DISE) | Allison Gonsalves studies learners' engagement with science in formal and informal learning spaces and will serve as a content expert. | Confirmed | No |
| Larissa Jarvis | Research Associate, McGill Sustainability Systems Initiative (MSSI) | Oversight of Graduate Student Fellow recruitment. | Confirmed | No |
| Charlene Lewis-Sutherland | Senior Advisor: Equity and Anti-Racism Teaching and Learning Services (TLS) | To encourage that the trainings promote equity in learning objectives and assessment of learning. | Confirmed | No |
| Laura Winer, Dr. | Director, Teaching and Learning Services (TLS) | To provide support in the development of the trainings and sessions to reflect TLS best practices. | Confirmed | No |
| Marcy Slapcoff | Director, Office of Science Education (OSE) | To provide input on climate change and its implications across disciplines. | Confirmed | No |
| Jessica Latus | Sustainability Officer, McGill Office of Sustainability (MOOS) | To be the project lead, and with the mandate to integrate sustainability across the curricula, she has the dedicated staff time to lead on this initiative. | Confirmed | No |
| Stephanie Leite | PhD student, Department of Integrated Studies in Education & Sustainability Education Fellows (SEF) Pedagogical Designer | The Pedagogical Designer: Contributes to the design and teaching sustainability curriculum. Helps with designing and facilitating workshops. | Confirmed | No |
| TBC | MA student, Department of Integrated Studies in Education & Sustainability Education Fellows (SEF) Coordinator | The SEF Coordinator: Supports network administration and communications. | Not Confirmed/Asked | No |
| MSSI Graduate & Postdoc Sustainability Research Collective | N/A | To be the pool of graduate student fellows | Not Confirmed/Asked | No |
| Various faculty members | N/A | To be the cohort of faculty fellows | Not Confirmed/Asked | No |

5. **How will you communicate about your project and share its impacts with your stakeholders and the McGill community? Please describe your tactics (e.g. social media, workshops, tabling, newsletters, etc.) and any related timing (e.g. at the beginning, during, or after the project). Related activities can also be included in Question 1. Limit ~200 words**

Prior to the launch, we'll publicize the opportunity via multiple communication channels to encourage faculty and students to enroll in the program. We'll use the communications channels of our project partners (MOOS, TLS, DISE, and MSSI) and we'll also request other stakeholder groups share our messaging so that we can reach a bigger audience.

Throughout the fellowship, we'll be developing profiles of all faculty fellows to learn about the courses they are transforming, and we'll feature these in the same communication channels listed above, as well as the McGill Reporter to reach a wider audience. Furthermore, our project partners will be giving regular status updates about the initiative to their respective networks, and we'll also be encouraging all Fellows to share about the program with their colleagues at any appropriate opportunity.

Upon completion of the fellowship, all participants (faculty and student) will be surveyed on their experience in the program, and these results will allow us to communicate about the impact of the project, as well as enhance the fellowship in subsequent years. Additionally, faculty fellows will be expected to create a reflective piece related to the fellowship to be shared with the McGill teaching and learning community.

6. **If applicable, are there any training, volunteer opportunities, jobs, or complementary applied student research integrated in your project? Please describe. Limit ~100 words**

Sixteen students will receive employment and training opportunities. Fourteen of MSSI's Graduate & Postdoc Sustainability Research Collective students will be recruited to attend a 2-day training to learn about sustainable pedagogy, which will equip them to assist a faculty fellow with the (re)design of their course. Additionally, the project will hire a PhD and Masters student to support this initiative with the development, administration, and communication needs. The PhD student (Sustainability Education Fellows Pedagogical Designer) will lead the development of the trainings and co-facilitation of meetings. The Masters students (Sustainability Education Fellows Coordinator) will assist with administrative and communications support.

APPENDIX

Relevant Support Documents

List any appendix documents in order in the table below.

Please keep the total number of pages as low as possible (recommended max 10). Please include any relevant support letters.

| Doc # | Appendix Document Title | # of Pages |
|-------|---|------------|
| 1 | Bibliography | 1 |
| 2 | Staff Position Appendix_Coordinator | 2 |
| 3 | Staff Position Appendix_Pedagogical Designer | 2 |
| 4 | Pedagogical Designer - CV | 7 |
| 5 | Employment Letter of Support | 1 |
| 6 | SPF Letter of Support | 1 |
| 7 | Draft Agendas | 7 |
| 8 | | |
| 9 | | |
| 10 | Staff Position Information Appendix , if applicable | |

Bibliography

Harvey, B., Leite, S., Heiberg, S. (In press). Sustainability transformations at McGill: Leverage points for accelerating change. In W.M. Purcell & J. Haddock-Fraser (Eds.) Bloomsbury Handbook on Sustainability in Higher Education: An Agenda for Transformational Change, London, Bloomsbury Publishing.

McGill Office of Sustainability. (2020, February). 2020 Sustainability Survey Results [PowerPoint Presentation]. McGill University.

Winkler, K.J., Bennett, E. and Chestnutt, H.R. (2021), Mapping social structures for sustainability transformation at McGill University, Canada, International Journal of Sustainability in Higher Education. <https://doi.org/10.1108/IJSHE-04-2021-0164>

Sterling, S. (2017). Assuming the Future: Repurposing Education in a Volatile Age. In B. Jickling & S. Sterling (Eds.), Post-Sustainability and Environmental Education (pp. 31–45). Springer International Publishing. https://doi.org/10.1007/978-3-319-51322-5_3

STAFF POSITION INFORMATION

Please complete the fields below with information regarding the position that you would like to fund through your project. Should you have more than one type of position, please fill and attach a form for each position.

Position Title Sustainability Education Fellows (SEF) Coordinator

Brief Description of Role The SEF Coordinator will support network planning, administration, communications and monitoring of key indicators.

- This position is:** New Already exists on campus
- Please describe which McGill unit/department/group/association will host the position.** *Limit ~100 words*
Department of Integrated Studies in Education (Faculty of Education)
- Who will supervise the employee? Please list the supervisor's name and role at McGill.** *Note: The supervisor must provide a letter detailing their commitment. Please include this in the application appendix. Limit ~100 words*
Blane Harvey, Assistant Professor, Department of Integrated Studies in Education (DISE)
- Employee's Location(s):** Downtown Macdonald Gault Other: _____
- Please provide a detailed task list and/or job description.** *Limit ~400 words*

Critical to the success of this initiative is to have dedicated coordination to ensure continuity and stability, which is what the SEF Coordinator will provide. The SEF Coordinator will bring experience and expertise to the project in the form of event planning, administration, and media communications.

Specific tasks include:

- Supporting the planning of the trainings and check-in meetings for faculty and student fellows. This includes scheduling, booking meeting spaces, liaising with participants, etc.
- Day of event logistics. This includes setting up the meeting rooms, catering, A/V needs, and related workshop supplies.
- Supporting overall network administration by circulating email updates, maintaining files and records from trainings.
- Supporting other communication and monitoring activities such as preparing social media, pieces profiling network members, and tracking key performance indicators for the project.

- Working hours:** Full time Part time *If part time, indicate hours per week:* 5
- Wages:** Salaried Hourly pay *Indicate salary or hourly wage:* \$19

- Please share how you have determined the hours and wages included in the budget.** *Limit ~200 words*

We have proposed the following tasks and corresponding hours for the position: 40 weeks x 5 hours/week = 200 hours

- Planning for trainings and check-in meetings = 80 hours
- Day of event logistics = 40 hours
- Other coordination and communications duties = 80 hours

We determined the wage for this position based on a previous proposal that was approved by the Department of Integrated Studies in Education.

9. If applicable, please share how you will integrate the employee into the existing team/group structure.

Limit ~100 words

Blane Harvey's Leadership and Learning for Sustainability Lab (LL4S) is already heavily involved in the creation of the Sustainability Education Fellows. The LL4S organized and facilitated the Education for Sustainability Symposium in November 2021, when a need for this project was identified, and therefore Lab members are already engaged in this work. The employee will be integrated into the group structure by other project members who can share background information on the project rationale and objectives.

10. What will happen to the position after the project funding concludes? Is there an intent to institutionalize this position? *Limit ~200 words*

We aim to run this program annually, and the SPF funding will give the program the start it needs in order to demonstrate its impact to the provost, deans, and donors who we are confident will see the value in continuing to fund this initiative. Many donors specifically appreciate funding work that impacts students and the impact this initiative will have on all McGillians is exponential with continued funding.

11. If applicable, please briefly describe how you plan to recruit the employee. *Limit ~200 words*

The position will be presented to members of the LL4S Lab, if funding is approved. If no members of the Lab are available, the position will be posted on Workday.

12. My project team already has a candidate in mind to fill this position: Yes No

If yes, please disclose. *You may wish to attach a CV for the candidate in the application appendix. Limit ~100 words*

STAFF POSITION INFORMATION

Please complete the fields below with information regarding the position that you would like to fund through your project. Should you have more than one type of position, please fill and attach a form for each position.

Position Title Sustainability Education Fellows (SEF) Pedagogical Designer

Brief Description of Role The SEF Pedagogical Designer will lead the design and implementation of the faculty and student trainings. In addition, they will support agenda planning, data analysis, and review of syllabi.

- This position is:** New Already exists on campus
- Please describe which McGill unit/department/group/association will host the position.** *Limit ~100 words*
Department of Integrated Studies in Education (Faculty of Education)
- Who will supervise the employee? Please list the supervisor's name and role at McGill.** *Note: The supervisor must provide a letter detailing their commitment. Please include this in the application appendix. Limit ~100 words*
Blane Harvey, Assistant Professor, Department of Integrated Studies in Education (DISE)
- Employee's Location(s):** Downtown Macdonald Gault Other: _____
- Please provide a detailed task list and/or job description.** *Limit ~400 words*

In previous attempts at establishing a sustainability network at McGill, efforts remained inconsistent and irregular due to the lack of dedicated staff to organize meetings and maintain momentum between gatherings. This position is being established in response to this need. In addition to providing stability to the establishment of the network, the SEF Pedagogical Designer will bring experience and expertise to the project in the form of designing and teaching sustainability curriculum, as well as designing and facilitating workshops. Specific tasks include:

- Leading on the design and implementation of the faculty and student fellows trainings. This includes developing agendas, coordinating with co-facilitators, developing workshop resources, co-facilitating the workshops, coaching participants, reviewing materials produced during the workshops, and debriefing with the project team members.
- Providing leadership on the the planning and facilitation of check-in meetings. This includes developing agendas, co-facilitating meetings, reviewing materials produced by fellows, answering questions, and debriefing with project team members.
- Data analysis: Fellows will complete a reflective piece at the end of the fellowship that will be used to assess the effectiveness of the fellowship model and capture participant insights on their learning and the process they used to revise their teaching and curriculum. The SEF Pedagogical Designer will lead in analyzing and interpreting the reflections to improve future fellowship cycles.
- Syllabi review and feedback: The SEF Pedagogical Designer will help mentor fellows throughout the year as they revise their syllabi and instructional approaches.

- Working hours:** Full time Part time *If part time, indicate hours per week:* 5
- Wages:** Salaried Hourly pay *Indicate salary or hourly wage:* \$25
- Please share how you have determined the hours and wages included in the budget.** *Limit ~200 words*

We have proposed the following tasks and corresponding hours for the position: 40 weeks x 5 hours/week = 200 hours

- Planning and facilitation for 4 full days of training = 70 hours
- Planning and facilitation for check-in meetings = 50 hours
- Data analysis = 40 hours
- Syllabi review and feedback = 40 hours

We determined the wage for this position based on a previous proposal that was approved by the Department of Integrated Studies in Education.

9. If applicable, please share how you will integrate the employee into the existing team/group structure.

Limit ~100 words

The PhD student is already a member of our project team. She helped organize and facilitate the Education for Sustainability Symposium in November 2021, when a need for our project was identified. She has assisted in conceiving the project and has already met with the project team on several occasions.

10. What will happen to the position after the project funding concludes? Is there an intent to institutionalize this position? *Limit ~200 words*

We aim to run this program annually, and the SPF funding will give the program the start it needs in order to demonstrate its impact to the provost, deans, and donors who we are confident will see the value in continuing to fund this initiative. Many donors specifically appreciate funding work that impacts students and the impact this initiative will have on all McGillians is exponential with continued funding.

11. If applicable, please briefly describe how you plan to recruit the employee. *Limit ~200 words*

The PhD student is already a member of the project team.

12. My project team already has a candidate in mind to fill this position: Yes No

If yes, please disclose. *You may wish to attach a CV for the candidate in the application appendix. Limit ~100 words*
Stephanie Leite, PhD student at DISE (CV in appendix)

STEPHANIE LEITE
stephanie.leite@mail.mcgill.ca

EDUCATION

Ph.D.: Educational Studies, McGill University, *Expected 2025*

Gretta Chambers Award, 2020-21

Graduate Excellence Award, 2020-21

Emerging Scholar Award—2nd Place, 2021

M.A.: Conflict Transformation and Development, SIT Graduate Institute, 2011

Concentration: Sustainable Development

Community Service Scholarship

Career Experience Scholarship

Thesis: *Forgotten Foods: The Impact of Western Development on Eating Habits among Women in Dehradun, India*

Thesis Advisor: Tatsushi Arai, Ph.D. SIT Capstone Collection: <https://digitalcollections.sit.edu/capstones/2471>

B.A.: Art and English, Kalamazoo College, 2001

Concentration: Secondary Education

Certification: Michigan Secondary Teaching Certificate, Jan 2002

Career Development Grant

Honors in Art

Study Abroad:

Quito, Ecuador – Universidad San Francisco de Quito, Aug 1999 – Mar 2000

PROFESSIONAL EXPERIENCE

McGILL UNIVERSITY

Sept 2020 – Current • Montreal, QC

Graduate Research Assistant

Collaborate with faculty supervisor, Dr. Blane Harvey, on the development of the Leadership and Learning for Sustainability Research Lab; conduct research on leverage points for system-wide sustainability transformations; assist with scoping for concentration in sustainability for B.Ed. degree.

McGILL UNIVERSITY

Apr 2021 – Current • Montreal, QC

Graduate Research Assistant

Collaborate with Dr. Lisa Starr to research history of laboratory schools and possibilities for redesigning university-school partnerships.

GLOBAL CITIZENSHIP EXPERIENCE (GCE) LAB SCHOOL Jan 2018 – Aug 2020 • Chicago, IL
Director of Curriculum

Develop and maintain library of 30+ integrated, project-based (PBL) and standards-aligned Humanities and STEAM courses used on campus and online; train GCE's faculty/staff of 17 and 10+ partner organizations in PBL and in aligning curriculum with the United Nations Sustainable Development Goals (SDGs); participate in the senior admin team to manage campus of 50+ students.

GLOBAL LEARNING MODELS Jul 2015 – Dec 2017 • Virtual
Lead Trainer and Curriculum Designer

Managed curriculum development team in creation of digital library of integrated PBL courses; facilitated professional development support for K-12 educators in public, charter, and private schools.

GLOBAL CITIZENSHIP EXPERIENCE (GCE) LAB SCHOOL Jan 2012 – Jun 2015 • Chicago, IL
Curriculum Designer and Humanities Teacher

Served as thought partner to school founder in developing an experiential, project-based model for learning; piloted teacher-training and distance-learning blended programs; designed and taught integrated, thematic Humanities courses to students in grades 9-12.

REFUGEE ONE Feb 2011 – Aug 2011 • Chicago, IL
Youth Adjustment Counselor

Registered and mentored refugee youth at Chicago Public Schools and served as contact for schools; liaised between schools, interpreters, and refugee families to facilitate students' transition to the U.S. school system.

WORLD CULTURE OPEN (WCO) Sep 2006 – Dec 2008 • New York, NY
Executive Assistant and Program Officer

Managed Manhattan cultural center, organizing special events and exhibitions for over 40 groups committed to intercultural exchange; served on organizing team for 2006 UN Global Youth Leadership Summit.

REETHS-PUFFER PUBLIC SCHOOLS Aug 2002 – Jun 2004 • Muskegon, MI
English Teacher

Taught American Literature, English, and Public Speaking for grades 8-12; served on school diversity committee; founded and facilitated after-school social justice club, *Be the Change*.

SCHOLARSHIPS and AWARDS

| | |
|--|-------------------------------|
| 2022: Vanier Canada Graduate Scholarship | \$50,000 CAN/year for 3 years |
| 2022: DISE International Student Award (McGill Department Award) | \$1000 CAN |
| 2021: DISE Emerging Scholar Excellence Award (McGill Department Award) | 2 nd Place |
| 2020: Gretta Chambers Award (McGill Entry Funding Package) | \$8000 CAN |

| | |
|--|------------|
| 2020: Graduate Excellence Award (McGill Entrance Award) | \$1000 CAN |
| 2009: Career Experience Scholarship (SIT Graduate Institute Award) | \$1000 USD |
| 2009: Community Service Scholarship (SIT Graduate Institute Award) | \$1000 USD |
| 2001: Lilia Chen Award in Art (Kalamazoo College Department Award) | \$ 215 USD |
| 1998: Career Development Grant (Kalamazoo College Travel Grant) | \$1000 USD |

PUBLICATIONS

PEER-REVIEWED JOURNAL ARTICLES & BOOK CHAPTERS

- Huang, Y.S., **Leite, S.**, & Harvey, B. (Forthcoming). Faculties of Education as a Starting Point for Change: An Innovation Brokering Perspective. *NORRAG Special Issue: Education in Times of Climate Change*.
- Harvey, B., Heiberg, S., & **Leite, S.** (Forthcoming). Sustainability at McGill: Leverage points for institutional transformation. In W. Purcell (Ed.), *Bloomsbury Handbook of Sustainability in Higher Education: An Agenda for Transformational Change*. Bloomsbury Academic. [Accepted chapter].
- Leite, S.** (2021). Using the SDGs for global citizenship education: Definitions, challenges, and opportunities. *Globalisation, Societies and Education*. <https://doi.org/10.1080/14767724.2021.1882957>

BOOK REVIEWS

- Leite, S. (2022). All We Can Save: Truth, Courage, and Solutions for the Climate Crisis [Review of the book *All We Can Save: Truth, Courage, and Solutions for the Climate Crisis* by A.E. Johnson & K.K. Wilkinson, Eds.]. Rain Taxi. <https://www.raintaxi.com/all-we-can-save-truth-courage-and-solutions-for-the-climate-crisis/>

EDUCATION BLOG – GUEST AUTHOR:

- Davis, E.; Rae, A.; **Leite, S.** “Preparing #LifeReady Students: Creating a Globally-Sourced, Locally-Relevant Curriculum.” *GettingSmart*, Jan 30, 2017. Available <https://www.gettingsmart.com/2017/01/creating-globally-sourced-locally-relevant-curriculum/>

SELECTED CURRICULUM DESIGN – LEAD AUTHOR:

- Leite, S. “Frontiers.” Global Enterprise Series. Chicago: GCE Lab School, last updated June 2020 [Students examine the past, present and future of exploration, focusing on seas and space].
- Leite, S. “[ReFueling the Future](#).” *Greenbacker Capital Series*. Chicago: GCE Chicago Lab School, last updated May 2020 [Students explore the state of our current energy supply system and weigh alternatives for the future].
- Leite, S. “[ReDesigning the Future](#).” *Greenbacker Capital Series*. Chicago: GCE Chicago Lab School, last updated May 2020 [Students examine climate change adaptation and mitigation strategies as opportunities to employ principles of systemic design].
- Leite, S. “[ReMobilizing the Future](#).” *Greenbacker Capital Series*. Chicago: GCE Chicago Lab School, last updated May 2020 [Students investigate the policy changes and procedures required to mitigate the effects of climate change].

Leite, S.; Pittella, C. "[Food](#)." *Global Resources Series*. Chicago: GCE Lab School, last updated Mar 2019 [Students learn and apply principles of Ecology, Chemistry and Genetics to understand the current challenges of our global food system].

Leite, S. "[Food for Thought](#)." *Global Context Series*. Chicago: GCE Lab School, last updated Feb 2019 [Using food production as a lens, students trace the history of human societies].

Leite, S. "[Biomimicry 101](#)." *Global Electives Series*. Chicago: GCE Lab School, last updated Oct 2018 [Students investigate case studies of Bioneers who rethink art, technology and society from the perspective of nature].

Leite, S.; Pittella, C. "[Water](#)." *Global Resources Series*. Chicago: GCE Chicago Lab School, last updated Aug 2018 [Students use Algebra and Biology to compare and contrast water usage and access around the world and learn how this essential resource is at the same time abundant and scarce].

Leite, S. "[SDGs and You](#)." *Global Context Series*. Chicago: GCE Lab School, last updated Jul 2018 [Students are introduced to the SDGs and identify personal commitments to help achieve them].

SELECTED CURRICULUM DESIGN – CONTRIBUTING AUTHOR:

Davis, E.; Moring-D'Angier, A.; Leite, S. "[Economics: Risking Value](#)." *Global Enterprise Series*. Chicago: GCE Chicago Lab School, last updated Oct 2019 [In order to explore the value of a college education, students plan their financial future by using principles of economics, statistics and probability, and conduct an examination of alternatives to the GDP as a measurement of economic health].

Davis, E.; Moring-D'Angier, A.; Leite, S. "[Social Entrepreneurship](#)." *Global Enterprise Series*. Chicago: GCE Chicago Lab School, last updated Aug 2019 [Students learn from social entrepreneurs to write their own business plans and pitch a social venture, incorporating principles of the triple bottom line].

Pittella, C.; Leite, S. "[Fuel](#)." *Global Resources Series*. Chicago: GCE Chicago Lab School, last updated Dec 2018 [Using principles of Chemistry, Physics and Mathematics, students learn how our society produces and consumes fuel, and predict the future of renewable and nonrenewable energy supply systems].

Davis, E.; Cohen-Leadholtm, A.; Leite, S. "[Urban Planning](#)." *Global Design Series*. Chicago: GCE Chicago Lab School, last updated Apr 2019 [Students explore Physics, Trigonometry and Engineering to understand how cities are designed and how innovation may be applied to imagine and manifest cities of the future].

Pittella, C.; Leite, S. "[Global Peace](#)." *Global Electives Series*. Chicago: GCE Chicago Lab School, last updated Oct 2018 [Students explore Gandhi's four principles of nonviolent movement building and use them as a basis for designing their own nonviolent intervention to address an issue of personal significance].

PUBLICATIONS for YOUTH – CONTRIBUTING EDITOR and/or AUTHOR:

Leite, S. *et al.* (editors). *Biopiracy: Student Edition*. Dehradun and New Delhi, India: Navdanya, 2011.

Stewart, H.; Magnusson, J. (editors). *Target 2015: a youth introduction to the Millennium Development Goals*. Prepared by young delegates to the 2nd World Youth Congress. Casablanca, Morocco: Peace Child International & the Moroccan Youth Forum, 2003.

Peace Child International. [*Rescue Mission Planet Earth 2002: a young people's assessment of progress on the implementation of Agenda 21 and the outcomes of the major UN summits in the ten years between 1992-2002.*](#) Buntingford, England: Peace Child International, 2002.

Wilks [Leite], S. (editor). *Earth Focus – One Planet, One Community*, no. 16 (“Power to the People”). Geneva, Switzerland: Bellerive Foundation; Buntingford, England: Peace Child International; Philadelphia, USA: Old City Publishing, 2002 [ISSN: 1029-1784].

PRESENTATIONS in PEER-REVIEWED CONFERENCES

Leite, S., Harvey, B., & Heiberg, S. (2022, May 15). *Sustainability Transformations and Higher Education: Leverage Points for Accelerating Change*. [Presentation]. Canadian Society for the Study of Education.

Huang, Y.S., **Leite, S.**, Harvey, B., & Sugimura, M. (2022, Apr 19). *Education Faculties as a Starting Point for Change: An Innovation Brokering Perspective*. [Presentation]. 66th Annual Conference of the Comparative and International Education Society.

Leite, S. (2022, Mar 26). *Climate change education: Transition and transform*. [Presentation]. Education Graduate Students' Society 2022 Conference. McGill University.

Huang, Y.S., **Leite, S.**, Sprowls, E., & Harvey, B. (2021, Apr 26). *Reflexivity as Social Responsibility in Environment & Sustainability Education (ESE) Research*. [Panel Presentation]. 65th Annual Conference of the Comparative and International Education Society.

Leite, S. (2021, Mar 27). *Sustaining ghosts: Envisioning a sustainable future through historical consciousness*. [Presentation]. Robert Macmillan Symposium in Education. Western University.

Sprowls, E. D. & **Leite, S.** (2021, Mar 11). *Re-imagining sustainability in education: A workshop to cultivate community from arts-based survey results*. [Workshop Presentation]. Education Graduate Students' Society 2021 Conference. McGill University.

Sprowls, E. D., **Leite, S.**, & Meighan, P. J. (2020, Oct 16). *Engaging our visions of sustainable futures* [Workshop]. Artful Inquiry Research Group International Symposium 2020, Montreal, QC, Canada. <https://www.mcgill.ca/artful-inquiry/airg>

Leite, S., King, C., & Cohen-Leaholm, A. (2020, May 19). *Designing for the future: Project based learning before and after Covid* [Presentation]. Schools That Can 2020 Forum, New York, NY, USA.

Satterthwaite, A. & **Leite, S.** (2017, Oct 13). *From question to action: Curriculum design for the 21st century* [Workshop]. Northwest Association of Independent Schools Fall Educators Conference, Tacoma, WA, USA

Pittella, C. & **Leite, S.** (2014, Sep 23). *Global Peace Course: Gandhi's 4 Principles of Nonviolence as an Interdisciplinary Framework for Social Justice*. With/Out Borders Conference. Kalamazoo, MI, USA. Kalamazoo College.

INVITED PRESENTATIONS / WORKSHOPS

- “2021 Better Together Talk.” International Forum for East Asia Peace and Balanced Development, Nov. 2021.
- “ReImagining Education for a Climate-Altered World.” Arts, Letters, and Numbers: Venice Biennale 3-part workshop series, Oct 2021.
- “Environmental and Sustainability Education: A Whole Institution Approach.” Montreal: McGill University (DISE), Jun 2021.
- “Climate Change Education: An Integrated Curriculum.” LEARN to Action: Environmental and Sustainability Education Institute. LEARN Quebec, Feb 2021.
- “Climate Literacy: A Global Citizenship Education.” Climate Educators Forum. 2811, Sep 2020.
- “Introduction to Project-Based Curriculum on Sustainability” [training]. Chicago: GCE Lab School, Jul 2020.
- “Teaching Global Citizenship: A Case Study.” Chicago: DePaul University, Jul 2020.
- “Head, Hands, Heart: Global Citizenship in the Secondary Classroom.” Montreal: McGill University (DISE), Nov 2019.
- “Sustainable Development Goals and You: Mission 2030.” Better Together Festival. Pyeongchang, South Korea: World Culture Open, Oct 2019.
- “Introduction to Inquiry- and Project-Based Learning” [training]. Chicago: Academy Group, Jun 2019.
- “Designing the Model: Introduction to Writing Project-Based Courses” [training]. Lansing, MI: Sexton High School, Jul 2018.
- “Ambassadors for Success” [training]. Lansing, MI: Lansing Public Schools, Jun 2017.
- “Model the Learning” [training]. Murray, UT: American International School of Utah, Jun 2016.
- “City2Classroom” [training]. Chicago, IL: Chicago Public Schools, Jun 2015.
- “World Culture Open Centers.” *WCO Friends Forum*. Beijing: World Culture Open, Dec 2009.
- “Open Centers, Open Youth.” *United Nations Global Youth Leadership Movement*. New York: UN, Sep 2006.
-

PROFESSIONAL DEVELOPMENT and CONFERENCES ATTENDED

- “Innovation in Education Conference.” *EdTechTeacher Inc*. Chicago, IL, Oct 2019.
- “Educating Global Citizens.” *Harvard Graduate School of Education*. Online, Jun 2019.
- “Blended and Personalized Learning Conference.” *Highlander Institute*. Providence, RI, Apr 2019.
- “Blended and Personalized Learning Conference.” *Highlander Institute*. Providence, RI, Apr 2018.
- “Confronting Genocide: Never Again.” *Brown University Choices Program*. Providence, RI, Feb 2018.
- “Summer Institute.” *Institute for Humane Education*. Surry, ME, Jul 2014.
- “UN Global Youth Leadership Summit.” *United Nations Sport for Development and Peace (UNOSDP)*, United Nations, NY, Sep 2006.
-

VOLUNTEER and COMMUNITY EXPERIENCE

Reviewer, *Canadian Society for the Study of Education 2022 Conference*. Nov. 2021

Mentor, *Kids4Climate*. Online, Apr 2021 – Current.

Education Advisor, *Doughnut Economics Action Lab (DEAL)*. Virtual Network, May 2020 – Current.

Organizing Member, *Environmental Sustainability Educators Institute*. Montreal, Quebec, Nov 2020 – Feb 2021.

Advisor, Teacher Advisory Committee, *Institute for Humane Education*. Surry, ME, Aug 2014 – Aug 2016.

Founding Member and Board Secretary, *Great Lakes Bioneers Chicago*. Chicago, IL, May 2011 – Apr 2014.

Editor and Research Assistant, *Navdanya*. Dehradun, India, Sep 2010 – Jan 2011.

Program Manager, *One to Trees (123s)*. Rio de Janeiro, Brazil, Mar 2008 – May 2012.

Program Assistant, *Global Youth Action Network*. New York, NY, Feb – Jun 2006.

Staff Member, *International Congress of Youth*. Bouznika, Morocco, Aug – Sep 2003.

Editor, *Earth Focus Magazine* at *Peace Child International*. Buntingford, England, Jan – Jul 2002.

Teacher, *Kuku Field Studies Center*. Loitokitok, Kenya, Jun – Jul 1998.



June 7th, 2022

Dear Members of the SPF Governance Team,

Please accept this letter as confirmation of my intent to supervise one PhD student and one MA student in work undertaken as part of the proposed Sustainability Education Fellows (SEF) project. The proposed Pedagogical Designer is Stephanie Leite, a PhD student who is currently supervised by me. A second student (MA level) will be recruited for the role of SEF Coordinator ahead of the 2022-2023 academic year, in September.

Both students will be members of my [Leadership and Learning for Sustainability Lab](#) in the Faculty of Education, and both will be conducting research related to the project focus. Stephanie is currently undertaking PhD research on sustainability transformations in educational institutions, making her a natural fit for them to work on the Sustainability Education Fellows project.

I will act as supervisor to both students in the context of the SEF Project, meeting regularly with them to review their progress and discuss areas of difficulty. As a member of the Project team I will be able to play an intermediary role between the students and other team members.

I am confident that the SEF Project has the potential to have a strong positive impact on the teaching and learning of sustainability at McGill, and that the contributions of students from the Leadership and Learning for Sustainability Lab in the Faculty of Education will help to ensure its success.

Best Regards,

Blane Harvey, PhD
Assistant Professor and William Dawson Scholar
McGill University

2022.06.17



Dear SPF Governance Council,

As the President of the SDG Student Hub, I wish to voice my support for the Sustainability Education Fellows.

The SDG Student Hub aims to raise awareness on the Sustainable Development Goals (SDGs), which will be an integral part of the work of the Sustainability Education Fellows. By training faculty members on how to integrate sustainability in their curriculum, more students will be able to learn about, engage with, and take actions on the SDGs.

It is my opinion that this project will advance these goals by providing more learning opportunities about sustainability for all McGillians while also enhancing our mission to build a close-knit community of students at McGill University from across disciplines who are interested in the SDGs.

I will support this project by sharing it within our network and amplifying the courses that come out of the fellowship.

I therefore strongly encourage and support this initiative's request for funding from the Sustainability Projects Fund.

Sincerely,

Juanyu Yang

Juanyu (Geneva) Yang

President of McGill SDG Student Hub

Draft Sustainability Education Fellows Agendas

*These are draft agendas for the entirety of the fellowship. Of note, is that the Student Fellows training will mimic the 2-day Retreat for the Faculty Fellows and will be offered before the Faculty Fellows Retreat. Afterwards, the Student Fellows that are paired with a Faculty Fellow will be invited to attend the Faculty Fellows Retreat and will aid them during their independent working time on the (re)design of their course.

Sustainability Education Fellows

September XX, 2022 at (8:00 AM – 9:30 AM)

DRAFT First Fall Gathering Agenda

Objective: The Sustainability Education Fellows strives to foster a community of faculty across ranks and disciplines committed to infusing sustainability into their academic practice.

| | |
|--|------|
| Welcome to the Sustainability Education Fellows | 8:00 |
| Background and History of the Sustainability Education Fellows | 8:30 |
| Fellowship Goals and Schedule <ul style="list-style-type: none">a. Three Fall Gatheringsb. January Institutec. Two Spring Gatheringsd. Submissions of Syllabi / Program Revisions - May 2023e. Presentations of Revised Syllabi and Program Descriptions - September 2023 with next cohort of Fellows | 8:45 |
| Introduction to Sustainability Frameworks | 9:00 |
| Wrap-Up & Announcements | 9:25 |

Sustainability Education Fellows

October XX, 2022 at (8:00 AM – 9:30 AM)

DRAFT Second Fall Gathering Agenda

Objective: The Sustainability Education Fellows strives to foster a community of faculty across ranks and disciplines committed to infusing sustainability into their academic practice.

| | |
|--|------|
| Welcome & Land Acknowledgement | 8:00 |
| Introduction to Graduate Fellows | 8:05 |
| Developing a Sustainability Worldview | 8:15 |
| Small Group Session: Connecting Your Teaching to Sustainability | 8:55 |
| Report Back from Breakout Groups | 9:15 |
| Wrap-Up & Announcements | 9:25 |

Sustainability Education Fellows

November XX, 2022 at (8:00 AM – 9:30 AM)

DRAFT Third Fall Gathering Agenda

Objective: The Sustainability Education Fellows strives to foster a community of faculty across ranks and disciplines committed to infusing sustainability into their academic practice.

| | |
|--|------|
| Welcome & Land Acknowledgement | 8:00 |
| Sustainability Learning Outcomes | 8:05 |
| Small Group Session: Developing Learning Outcomes for Your Course | 8:40 |
| Wrap-Up & Announcements | 9:25 |

Sustainability Education Fellows

January XX, 2022 at (8:00 AM – 4:30 PM)

DRAFT January Retreat Agenda (Day One)

Objective: The Sustainability Education Fellows strives to foster a community of faculty across ranks and disciplines committed to infusing sustainability into their academic practice.

| | |
|--|-------|
| Welcome to Sustainability Education Fellows Institute | 8:00 |
| Student Perspectives on Change Agency & Sustainability | 8:15 |
| Leverage Points Framework for Redesign | 8:45 |
| Resource Person 1: Haudenosaunee Nation – Basic Call to Consciousness | 9:45 |
| Resource Person 2: Social Justice & Sustainability | 10:15 |
| Networking Break | 10:45 |
| Resource Person 3: Climate Crisis & Sustainability | 11:00 |
| Small Group Reflections | 11:30 |
| Lunch | 12:00 |
| McGill Campus as a Living Laboratory | 12:45 |
| Local Sustainability Action: Engaging the Community | 2:00 |
| Independent Work on Curricular Projects | 2:45 |
| Whole Group Synthesis | 3:45 |
| Wrap-Up & Announcements | 4:15 |

Sustainability Education Fellows

January XX, 2022 at (8:00 AM – 4:30 PM)

DRAFT January Retreat Agenda (Day Two)

Objective: The Sustainability Education Fellows strives to foster a community of faculty across ranks and disciplines committed to infusing sustainability into their academic practice.

| | |
|--|-------|
| Welcome & Land Acknowledgement | 8:00 |
| Sustainability Learning through Powerful Pedagogies | 8:15 |
| Sustainability in Learning Assessments | 9:15 |
| Networking Break | 10:15 |
| Independent Work on Curricular Projects | 10:30 |
| Lunch | 12:00 |
| Independent Work on Curricular Projects | 1:00 |
| Whole Group Synthesis | 3:00 |
| Wrap-Up & Announcements | 4:15 |

Sustainability Education Fellows

February XX, 2022 at (8:00 AM – 9:30 AM)

DRAFT First Spring Gathering Agenda

Objective: The Sustainability Education Fellows strives to foster a community of faculty across ranks and disciplines committed to infusing sustainability into their academic practice.

| | |
|---|------|
| Welcome & Land Acknowledgement | 8:00 |
| Mini Lessons (Part 1) Half of the Faculty Fellows will share the first 15 minutes of their course | 8:05 |
| Wrap-Up & Announcements | 9:25 |

Sustainability Education Fellows

April XX, 2022 at (8:00 AM – 9:30 AM)

DRAFT Second Spring Gathering Agenda

Objective: The Sustainability Education Fellows strives to foster a community of faculty across ranks and disciplines committed to infusing sustainability into their academic practice.

| | |
|--|------|
| Welcome & Land Acknowledgement | 8:00 |
| Mini Lessons (Part 2) Second half of Faculty Fellows will share the first 15 minutes of their course | 8:05 |
| Wrap-Up & Close | 9:25 |