

**Palouse Project**  
**Faculty Workshop to Infuse Sustainability Across the Curriculum**  
**January 4-5, 2007**

**Post Workshop Report**

The Palouse Project faculty workshop to infuse sustainability across the curriculum was held January 4 and 5, 2007 at the St. Augustine's Catholic Center in Moscow, Idaho. Sixteen faculty members participated in the workshop.

The invitation to the workshop, agenda and list of participants are attached.

Also attached are workgroups reports gathered at the workshop and assessment materials including workshop evaluations.

Overall, the workshop was considered by the facilitators to be very successful. Strong points included:

- A good diversity of faculty attended.
- Most participants are just beginning to think about sustainability and how it might be incorporated into courses in their disciplines. In this way, we successfully avoided "preaching to the choir".
- Program elements were varied from invited resource experts to physical activities to an organic wine tasting. The organizers felt that all of the presentations by resource experts were on target and collectively stimulated thinking about how every subject is connected to sustainability and about how these ideas can be brought to the students in interesting and meaningful ways. All presentations stimulated good questions and discussions. Most participants ranked these positively.

Suggestions for improvement for next time include:

- Provide a few short readings ahead of time to get people thinking about what sustainability means and be more prepared for the workshop
- Allow more time up front to discuss the basic concepts of sustainability, what it means, and how it has been successfully integrated into courses already.
- Allow more time for discussion in small groups and in the large group. The agenda was ambitious, possibly too much so.
- Do a little better job clarifying expectations for the workshop – so participants know what we will and won't be doing and why. As part of this, provide a more formal and comprehensive list of other resources that participants can tap to get help on the things we can't cover in the workshop.

## Invitation

### Palouse Project

### Faculty Workshop to Infuse Sustainability Across the Curriculum

January 4-5, 2007

#### Invitation to Participate

The Palouse Project is an initial undertaking of the Sustainable Idaho Strategic Initiative to infuse concepts of sustainability across the curriculum. The faculty workshop led by Dr. Maxine Dakins, Interim Director of the Environmental Science Program and Dr. John Lawrence, Professor of Business is modeled on the successful [Ponderosa Project](#) at Northern Arizona University and [Piedmont Project](#) at Emory University. It will be a fun, energizing two days filled with activities designed to bring out your creative energy, see beyond the constraints we put on ourselves in our teaching, and find ways to infuse environmental and sustainability concepts in courses across the curriculum.

Apply now to participate. A \$1000 stipend will be paid as summer salary for those who complete the workshop, participate in a couple of fun activities during the semester designed to share experiences and renew the energy, and successfully create a new course or modify an existing course to incorporate sustainability.

#### Interested?

- Send a brief note to Max at [medakins@if.uidaho.edu](mailto:medakins@if.uidaho.edu) including your name, departmental affiliation and a brief description of an existing course or a new course in which you would like to incorporate and sustainability concepts.
- Mark your calendar for the workshop.

If more people apply than we can accommodate in this workshop, participants will be selected to ensure a diversity of colleges, disciplines, levels of courses, etc. Other interested individuals will be included in future workshops.

Need more information before you decide?

- Browse the Palouse Project website
- Contact members of the planning team

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**Agenda**  
**Thursday, January 4**

8:45 – 9:00	Coffee, tea, and gathering
9:00 – 9:15	Overview of Workshop & Introductions (Dakins, Lawrence)
9:15 – 9:30	Overview of Sustainability (Dakins)
9:30 – 10:00	Resource Person I: Jake Smulkowski, PCEI, “Introduction to the Palouse”
10:00 – 10:30	Small Group Discussion: Connection to Place
10:30 – 10:45	Break & light snack
10:45 – 11:15	Resource Person II: Simba Tirima “Traditional African religion, music & sustainability”
11:15 – 11:45	Small group discussion: Connecting sustainability to your course content
11:45 – 12:00	Local & sustainable food – Jim Agenbroad, Moscow Food Coop, “Where this food is from”.
12:00 – 12:45	Lunch
12:45 – 1:45	Physical Activity: Paradise creek walk, led by Jake Smulkowski
1:45 – 2:00	Announcements
2:00 – 2:30	Options for infusing sustainability into your course (Lawrence)
2:30 – 3:00	Resource Person III: Nancy Chaney, Mayor, city of Moscow. “Our growing community: politics, economics and sustainability in Moscow”
3:00 – 3:15	Break
3:15 – 3:45	Small Group Discussion: Integrating sustainability into your pedagogy
3:45 – 4:15	Whole group reflection, Synthesis (Dakins)
4:15 – 4:45	Resource Person IV: The Joys and Challenges of Organic Viticulture led by Dennis Baird, Moscow Wine Company
4:45 – 5:00	Goals for day 2 and wrap up of day 1 (Dakins)

**Agenda**  
**Friday, January 5**

8:45 – 9:00	Coffee, tea & book table browsing
9:00 – 9:15	Announcements, overview of the day
9:15 – 9:45	Resource Person V: Don Blacketter “Senior Design Projects & Sustainability in the College of Engineering”
9:45 – 10:00	Service Learning – sources of assistance, Larry Young, Manager of Academic Collaboration
10:00 – 10:15	Break
10:15 – 10:30	Higher education, sustainability and learning outcomes, Dana Stover
10:30 – 11:30	Small group work: Assessing what students learn: Establishing learning outcomes for interdisciplinary insights.
11:30 – 12:00	Work group reports
12:00 – 12:45	Lunch
12:45 – 2:00	Physical Activity – Sustainability & the Built Environment: Our UI Commons, led by Bruce Haglund
2:00 – 2:30	Development of goals and work plans
2:30 – 3:15	Understanding & overcoming challenges to implementing work plans
3:15 - 3:30	Final thoughts, wrap up (Dakins & Lawrence)

## List of Participants

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## Workgroup Responses

- What can students do, related to sustainability, as a result of the classes they take from you and what is the evidence we can examine to see if they have met these outcomes?

### Group 1:

1. Ultimate goal – raise awareness of sustainability  
Measure – self assessment/reflective paper
2. Understand the role of culture in perceptions and behaviors associated with sustainability  
Measure – journal: observation of own behavior over period of time and relate to culture (consumerism, for ex.); exam
3. Understand issues of sustainability and apply to behavior or product; be able to consider alternatives  
Measure – pre and post test (ex. – theater design technology)
4. Incorporate sustainability into lifestyle and identify aspects of lifestyle that are and aren't sustainable
5. Develop life-long learning skills and desires; ability to research/find info associated with behavior/technology

### Group 2:

1. Be Able to Define Sustainability, Sustainable Development and Sustainable Growth.
2. Critically evaluate meaning of terms in context:
  1. Agenda of author
  2. Across long-term vs. short term
  3. Local vs. Global
3. Demonstrate awareness of ultimate dependence of sustainability on patterns of population Growth & Resource Use
4. Demonstrate awareness of complexity, non-linearities and cascading effects in ecological and societal systems

### Group 3:

#### Assessing Knowledge or Shifts in Values??

1. Change Attitudes  
Assess: Questionnaires/Discussion Boards
2. Awareness of Sustainability  
Assess: Tests/Exams
3. Case Analysis  
Assess: Case Projects to assess cost/benefits
4. Behavior Changes

Group 4:

1. Why is Sustainability an issue in active, healthy lifestyles of individuals and communities?
2. Why should we each develop a philosophy of sustainability?
3. Self examination of fitness about sustainability – activity
4. How do we sustain a healthy lifestyle?
5. Develop a personal/professional philosophy of sustainability
6. Offer students issues of sustainability and a healthy lifestyle.
7. Activities -
  - a. Identify what you are doing that is sustainable.
  - b. How will it be sustainable?

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- What Barriers or Challenges exist for you to be successful?
    - Teachable moments
    - Fitting it into a packed curriculum
    - Funding sources
    - Students don't embrace the value
    - Colleagues don't value your effort
    - Being creative enough
    - Inventory of expertise
    - Speakers bureau
    - Interdisciplinary Colloquium
    - Capitalize on student maturing understanding of sustainability

## Evaluations

What did you find particularly useful?

- Outline for course was developed thoroughly
- Good cross section of campus
- Good interaction among staff & participants
- Workshop/Presentations:
  - PCEI – The Palouse
  - Senior Design Projects
- Setting up Course Statement/Goals/Objectives/Assessment
  
- Learning about sustainability
- Learning about different sustainability projects on the Palouse
- Meeting new people
  
- After each presentation each small group could process the information and give feedback to the presenter
  
- Ideas for exercises and assignments
- Local knowledge – interesting and potentially useful (not sure yet how I'll use the information, but I think it will be good).
  - The Co-op
  - The Culture
  - The Commons
  - Engineering
  
- I want to tell you how fantastic it is to get a stipend for this work. It's not even about the amount, but more the recognition that my time has value. In general, the UI is weak on this and I appreciate your effort to provide a fair amount.
- Also, your welcoming attitude went far to make this a success. You two are natural hosts (or so it seems) and made me feel welcome.
- On a more practical level, the time we spent focused on learning on learning objectives and assessment is very important. If people use the technique, it will make incorporation of sustainability in a course much easier.
  
- Hearing other people's views about sustainability
- Brainstorming ideas
- Coming out with a plan
  
- The variety of presenters was interesting and inspiring
  - I especially liked the really different stuff like wine and African music
  
- It was great to network with an interdisciplinary, creative group of people

- The session on assessment was productive and useful, as were most of the small group sessions
- The mix of speakers and activities and physical activities was excellent
- The broad range of topics and perspectives was also opening – I was afraid of two days of preaching to the choir
- Co-op food/local/Practicing the preach was great
- Throwing snowballs off the roof. ☺
- I appreciated having this over the Christmas break so that I could focus and devote my entire attention to these ideas. I also appreciated the many guest speakers who helped me think more broadly about the concept of sustainability.
- Understanding concepts, inspirations, and appreciation of sustainability. Generated lots of ideas and actions. Good “stuff,” thanks.
- The best for me was seeing what is being done and connecting with the larger U of I community. Also, learning about the service learning efforts. I did enjoy the walk and getting out of a chair.
- Workshop was great! The interdisciplinary faculty is also very nice. I would like to see more policy discussions if time allows next time.
- I thought the activities following lunch made it easier to focus. Just networking with other green colleagues was the most helpful. John and Max were terrific! – approachable, friendly, enthusiastic. Keep it off campus and invite Dennis Baird back. Keep attendees diverse in terms of backgrounds and areas of interest. Speakers were all quite useful.

What suggestions do you have for next time?

- Stay more focused on sustainability for curriculum
- More focus on activities
- Research on what has been done at this and other universities with sustainability websites
- Examples of how sustainability is used outside direct environmental projects
- People who do sustainability – different curriculum offerings
- Perhaps some earlier reading before we come so we have a better vision of what sustainability is in the university environment
- I would have preferred end of semester to before semester timing, but I have to admit I got some ideas that I’ll use this coming semester.
- I would like to have had more academic discussion and learning about sustainability – I was hoping to enhance my understanding/knowledge there.

- Everything was useful and interesting, but I do think the time spent on music and African culture could probably be better used. I had difficulty establishing a connection to our mission.
- Good range of topics were covered
- Field trips were a good experiential component
- Mixing of groups was a good idea
- Guest speakers were a good idea and were helpful
- Food – meals were excellent
- More academic info about sustainability – from all disciplines
- More resources – handouts, references, websites, etc.
- Bring in speakers who are doing curriculum development to discuss issues, implementation, content, etc.
- Some of the topics/speakers did not relate to the disciplines of people present – nor did some of the tasks.
- Sitting for so many hours is difficult. Maybe personal sustainability – yoga
- Way too much fluff (wine tasting, music session, Commons tour, etc.) None of these events were inherently useless, all were fun, but none were particularly edifying or productive
- The core concept of sustainability was not adequately discussed. It's a buzzword – everyone thinks they know what it means...but there's a broad disjunct
- Have participants spend a session creating some tangible product (lesson plan, rubric, etc.).
- Some formal connection exercises at the beginning of each day so participants get to know each other better
  - 5 minutes finding something out about the person next to you, etc.
  - Explicitly build interaction and connections with others that will carry beyond the workshop
- More physical activity? I would have also liked to do this with a cohesive team of collaborators. As individuals we can make a small impact, but departmental teams could really change the way a college thinks about these issues.
- Could ask folks at the start why they wanted to come. Or, have them prepare 5 to 10 minutes on what they have done in this area.
- I think the winter break is a good time to have the workshop.
- Hold the event at a slightly warmer time of year. May?

What other comments do you have?

- This was among the best of this type of thing I've done in my 15 years here. Thanks very much.
- Spend more time on the basic concepts of sustainability as they are known at this time
- Require some "Pre Workshop" readings to be completed prior to the workshop
- Small group presentations to give more feedback
  
- Great food
- Great idea to walk after lunch
- Nice interaction
  
- Doing introductions more than once really helps – it's often hard to recall which name goes with which person
- Food and drinks were nice. I loved inclusion of local/co-op food. Thanks.
  
- I don't think there are barriers to present this. It will be more overcoming the biases of the profs, in my opinion. Thanks for this opportunity.