

Sustainability Knowledge Development Team

Final Report

Dedicated to the memory and example of Prof. Laura Padilla

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Introduction

Sustainability at Colorado College has come far over the past decade. While this progress has allowed us to address many ecological, economic and social justice concerns; much remains to be done. A brief look at the milestones from the past decade frames this report.

In 2003, President Dick Celeste appointed a Working Group on Campus Sustainability that included students, staff and faculty members who could provide advice on sustainability to inform his strategic plan. In response to the group's advice, the Board of Trustees, under advisement of President Celeste, added an explicit focus in the Colorado College campus values statement that included environmental sustainability. In 2004, President Celeste established the Campus Sustainability Council as an advisory group to represent collective interests from a broad group of students, staff and faculty members to provide advice on matters relating to campus sustainability. The group urged President Celeste to establish an office of Sustainability with a full-time director.

In 2007, Chaplain Bruce Coriell was appointed as the first campus Sustainability Director (in addition to his existing duties). In 2008, the Board of Trustees approved Colorado College as a signatory to the President's Climate Commitment (PCC). The main obligation of the PCC was to establish a goal of carbon neutrality by 2020 with an acknowledged price tag of \$20M. The goal would be achieved by a combination of renewable energy, energy conservation and offsets. CC alumna Emily Wright was hired for several years as a consultant to run the fledgling Office of Sustainability, and was hired in AY 2010-2011 as the Campus Sustainability Coordinator. In 2012, under the direction of President Jill Tiefenthaler, the Facilities Department hired Mark Ferguson as the new Campus Energy Manager, and in 2013 the Dean's Office hired Ian Johnson as the Campus Sustainability Manager, where he directs a group of annually appointed student interns and serves as an integral member of the Campus Sustainability Council's steering committee.

A dedicated staff and significant sustainability budget have contributed greatly to advances the college has made in the last two years in resource conservation and

academic integration of sustainability. Our recent successes and institutional commitments guide us as we move forward. The Sustainability Knowledge Development Team, charged in the Fall of 2013, has worked throughout the 2013 – 2014 school year to take stock of recent sustainability advances on campus, consult widely with “CC communities (sic),” and to hone what we’ve come to know toward comprehensive and far-reaching recommendations ultimately in service to sustainability in the curriculum.

Summary of Recommendations

- Enhance the teaching of sustainability across the curriculum using workshops, visiting speakers, and team-teaching (when necessary with visitors). Develop a broad-based sustainability minor.
- Develop the campus as an “Eco Village” and as a “place that teaches.”
- Significantly strengthen our connections to “our communities” and our environment. Design a comprehensive online “Sustainability at CC” resource. Bring Monument Creek into the campus and into the curriculum. Empower students, staff, and faculty to conjure and maintain sustainability initiatives that engage and impact all the communities (local to global) we belong to.
- Build and endow sustainability analogs to the highly successful venture grant, curriculum development grant and student-faculty collaborative grant programs.
- Wellness, flourishing and adventure are keys to personal and institutional sustainability. With these principles in the fore, institute a “Fall Break” that coincides with Thanksgiving.
- Expand CBL activities to encourage a stronger sense of place and to promote the wellness of all in our community.
- Offer an overarching working definition of “Sustainability at Colorado College”

We propose the passage below as a starting point for such a definition that builds on the statement that now appears on our website:

"The Colorado College mission commits us to providing the finest Liberal Arts education in the country by embodying our core values. Among our core values are to live with integrity; serve as stewards of the traditions and resources of Colorado College; nurture a sense of place and an ethic of environmental sustainability; encourage engagement and social responsibility at local, national and global levels; and seek excellence, constantly assessing our policies and programs. Sustainability isn't optional for the Colorado College community; it's

who we are and how we have defined ourselves. We aspire to make Colorado College a model for campus and community sustainability; an academic village that puts into practice at all levels a commitment to a sustainable and desirable future, not only for the human economy but for the larger ecosystem in which the College is embedded.

Colorado College students are passionate about social justice, ecological resilience, and economic responsibility. These commitments provide a foundation for, and strengthen our desire to promote the values that allow our students to assume leadership roles that are fostered by a Colorado College education.”

The Team’s Process

In the fall of 2013, President Tiefenthaler charged The Sustainability Knowledge Development Team with four objectives for the coming year:

- In the fall, engage the college community on the question: “What does sustainability mean for Colorado College?”
- In the winter, propose goals for the college to work toward in reducing its environmental footprint and achieving other marks of being a campus known for “environmental stewardship and innovation.”
- In the spring, discuss ideas for how to integrate sustainability across the curriculum more deeply and broadly.
- At the end of 2013-14 academic year, prepare a final report of recommendations.

In blocks 1 through 5 we interacted widely with campus and community constituencies on the topics of sustainability and stewardship. We collected views about sustainability at many college events open to the public, and held six “all campus” forums in the WES room in blocks 3, 4, and 5. In block 6 we proposed goals, which were presented to the Board of Trustees in our “Interim Report #1.” We have collaborated in blocks 7 and 8 to bring our findings to this report, with an emphasis on curricular recommendations as specified in the charge.

Toward the four **green** goals listed in the team’s charge, four subcommittees were formed:

1) Curriculum Subcommittee

2) Co-Curricular/Community Subcommittee

3) Workplace/Wellness Subcommittee

4) Physical Place Subcommittee

This report reflects the Team's efforts over the past year to bring the focused work of the subcommittees to curricular recommendations. The detailed individual subcommittee charges are followed by curricular recommendations from each subcommittee.

Subcommittee Charges

Curriculum Sub-committee

- A definition for "Sustainability in the Curriculum"
- List of current CC courses that would fit in "Sustainability Focused" and "Sustainability Related" categories.
- Sustainability designation(s). How could we tag sustainability related courses according to the last item?
- Offer recommendations for new courses that have this designation.
- What would a "sustainability major" or minor look like at CC? Where would/could it be housed?
- What departments/divisions need to build a sustainability presence and how can the college encourage/promote sustainability more broadly? How do we get sustainability discussions into courses/disciplines/divisions/departments where it's not as common?
- What will Sustainability workshops look like? How can workshop activities meaningfully extend through the whole year? (For instance, how would a two-day workshop be bolstered by a few additional short gatherings during the year, or a blog, etc.?)
- Incorporate transcripts from the "faculty sustainability interviews" into the narrative.
- How does a close reading of the document "Building on the Block" relate to the work of this sub-committee?

Co-Curriculum/Community Subcommittee

- How do we build ties with local colleges, the city, green organizations in town?
- How do we promote the above and make it more a part of every student's life at CC?
- How can we get involved with investment in local businesses/local economy?
- Look at the way our campus teaches when people come to campus.
- What publications, web pages, social media resources can we develop to support sustainability?
- What workshops could be developed for community, alumni participation?
- Explore CCE (Collaborative for Civic Engagement) connections to sustainability. A huge lesson here from Tulane, where their post-Katrina sustainability efforts led to far greater academic interaction with the wider community.
- What messages does the college send to the wider world by our policies, interactions, investments, and programs?
- How do we get our courses and activities at CC more involved in the community we are a part of?
- How does a close reading of the document "Building on the Block" relate to the work of this sub-committee?

Workplace/Wellness Subcommittee

- See what other schools are doing. Lots of innovation at other schools in regards to "wellness," "flourishing," "living a fulfilled life," "being called to a profession rather than a job"
- How does "wellness" relate to "sustainability"? At CC?
- What courses and practices in class lead to wellness/fulfillment/meaningfulness?
- Look at how we would fashion a wellness sensibility at CC that is tied to the curriculum

- How does a close reading of the document “Building on the Block” relate to the work of this sub-committee?

Physical Place Subcommittee

- How do we tie the curriculum into the place?
- How do we create a place that benefits the community? (gardens, lawns, retro-fitting examples, ultra-efficient upgrades, etc.)
- How do we find ways to get students/professors/classes involved with physical improvements towards sustainability?
- “Sense of place” has a lot of overlap with “the physical place.” The message we send out to the community from campus relates to the sense of place being incorporated with physical place.
- Outreach from classes into the community so students can learn more about how sustainability relates to our community.
- How do we move toward the College being an “Eco-Village”
- How can the Baca Campus be (similarly) used as an eco-laboratory?
- How can we bring our watershed (Monument Creek) into the “CC place”? How might this promote a city-wide effort to restore this watershed?
- How does a close reading of the document “Building on the Block” relate to the work of this sub-committee?

Recommendations of Subcommittees (keyed to subcommittee charges)

CURRICULUM SUBCOMMITTEE

1) A Definition for “Sustainability in the Curriculum”

The goal of sustainability education at CC is to fully and creatively utilize the strengths of the Block Plan to empower students to investigate the relationships between social, economic, and environmental challenges, particularly as they apply to our communities. Through a liberal arts education, sustainability should

strengthen our relationship to the Rocky Mountains and Great Plains, as well as the broader human economy and the larger ecosystem in which it is embedded.

Sustainability offerings will be divided into two categories (following AASHE guidelines)

- **Sustainability focused courses (W1)** explicitly concentrate on at least three of the following topics and the potential relationships between them.
- **Sustainability related courses (W2)** focus on one of the following topics and perhaps contemplate connections to other topics.

Topics:

- Understanding and evaluating the complex global systems in which sustainability issues exist (e.g. laws, economics, and policies)
- Philosophical or theoretical frameworks in which to view environmental and sustainability issues
- Historical phenomena and patterns that have produced modern sustainability issues
- Social justice, environmental justice, and other equity concerns that investigate the complex social networks and dynamics of power that can perpetuate and complicate sustainability issues
- Building innovative connections between different academic disciplines (e.g. Film and New Media Studies, Music, English) and sustainability
- Understanding of, and critical thinking about the scientific method and how science can be applied to understanding natural systems and environmental issues
- Practice in technical and scientific skills and how they could be used to generate solutions to small and large scale sustainability challenges
- Practice in social and communication skills and how they could be used to generation solutions to small and large scale sustainability solutions
- Analysis and composition in literature, creative writing, design, visual arts, music, and other art forms that could be used to generate solutions to small and large-scale sustainability challenges
- Analysis and practice of other cultural perspectives and how they relate to sustainability

- Development of a “Sense of Place” and a better understanding of the connections to one’s surroundings and community
- Research or course activities that engage with our communities to promote flourishing.
- Research or course activities that examine and/or practice self-reflection (resource usage, waste generation, travel footprint, etc.)

2) List of current CC courses that would fit in “Sustainability Focused” and “Sustainability Related” categories.

Please see Appendix A. 61 courses are listed with descriptions of “sustainability connections.”

3) Sustainability designation(s). How could we tag sustainability related courses according to the last item?

W1 (sustainability focused), **W2** (sustainability related). (Note: we have chosen “W” for the Ute word for “meadowlark” – “weeturv.” The meadowlark is a denizen of the Rocky Mountain – Great Plains interface, and a species whose status reveals much about the health of the region.)

4) Offer recommendations for new courses that have these designations.

- Develop more and varied “CBL” (Community Based Learning) courses and activities across the curriculum. This suggestion follows from initiatives on other campuses that have specifically responded to extensive research on wellness and “the thriving of students.” This research indicates that group activities in the community, especially longer term involvements, can profoundly affect student flourishing and wellness.
- Bring in consultants to work with us on “environmental humanities” possibilities. For instance, Prof. Steve Tatum at the University of Utah would be a great resource from a very successful program at a larger school.
- Create team-teaching resources to make it possible (perhaps with visitors) to develop and offer new courses in areas outside current expertise.

5) What would a “sustainability major” or “sustainability minor” look like at CC? Where would/could it be housed?

Several models for this have been proposed. The community is far from agreement on the nature, necessity, or wisdom of a major, but we are building toward “stewardship” designations and these discussions will naturally lead to more consideration of minors and majors. As a first step we support a thematic minor in sustainability similar to the integrative environmental issues minor. We strongly recommend offering a flexible “minor in sustainability” with great variability and the promise of being attractive to a wide variety of students. The minor could be accomplished by completing some collection of four or five **W1** and **W2** courses.

6) What departments/divisions need to build a sustainability presence and how can the college encourage/promote sustainability more broadly. How do we get sustainability discussions into courses/disciplines/divisions/departments where this is not now common?

The “Sustainability Across the Curriculum” workshop described below is a substantial first effort in this direction. The workshop for 2014 is full (10 faculty members) and will have broad participation. Important next steps include:

- “Faculty Sustainability Scholars” events throughout the year
- Informing new faculty members early and often about the spring “Sustainability Across the Curriculum” Workshop. Growing the cohort of Faculty Sustainability Scholars by including previous participants in ongoing activities
- Working “sustainability” discussions into already existing faculty workshops
- Provide additional funding to faculty for the development and modification of courses. For example: new endowed sources could curriculum development grants and student-faculty collaborative research grants dedicated to sustainability projects.
- Team-teaching. The important observation here is the need to fund visitors to team-teach with current CC faculty members. New courses could be piloted with a visitor, then subsequently run by CC professors. This also expands our connections to sustainability leaders at other colleges and universities.

CO-CURRICULAR/ COMMUNITY SUB-COMMITTEE

1) How do we build ties with local colleges, the city, green organizations in town?

“Sustainability” does not imply being sealed off from the various communities we belong to. In fact, if we are true to the deepest principles of sustainability we will become more engaged with entities away from campus than ever before. This is a wide-ranging recommendation that is perhaps best communicated with a simple example. The just completed “Sustainability Across the Curriculum” workshop was designed to help ten CC faculty members develop new courses. The program included two young professors from UCCS. Both were asked to give presentations about the place that Colorado College occupies. They were so excited about being part of this workshop that they attended almost the entire program. Instructors from Core Power Yoga also participated. Several participants mentioned how vital these outside (local) contributions were to the success of the workshop. Asking one simple extra question about all that we do here, “Could we include a neighbor in this effort?” would be transformative at CC, and send such a message to our students about how we are connected to the wider world.

2) How can we get involved with investment in local businesses/local economy?

Below, we mention a new institute at the University of Utah that is devoted to researching ways for poor countries to develop thriving local economies. The idea is that any community benefits when the flourishing of neighbors becomes a guiding light. The possibilities for CC to get involved in our local economy abound, as do the co-curricular efforts that could explore and design practical solutions. One possibility that comes to mind is the new Colorado Springs Science Museum. How could CC students and professors contribute to the concept and program of the museum? A permanent NSF exhibit could highlight regional grants (CC always has a handful). CC students and faculty members could present their scientific research weekly to area students and enthusiasts. Economics students could work with planners on a business framework for the complex, and perhaps present the Board of Trustees with an investment strategy for the project.

3) Look at the way our campus teaches when people come to campus.

We have several recommendations here, including our most ambitious suggestion, the movement toward the college being an Eco Village. This idea sprang from the extraordinary work that Ian Johnson did with the St Croix River Habitat for Humanity Project in western Wisconsin. This low-income housing community will be the most advanced “energy negative” complex in North America when it is finished. Residents will actually make money from the energy design of the homes. The project is a little over half finished, and it is most tempting to imagine CC in a final integrated form, entirely eco-advanced and “envelope-pushing.” But it is also debilitating to have such a

vision and know that we are far from realizing such a dream. In several of our public meetings, Bruce Coriell noted that an Eco Village is never complete, and that new advances/ideas will always suggest improvements. The point is to assiduously pursue and actuate these insights. In this spirit, our recommendation amounts to calling on the College to dramatically shift its core outlook about sustainability. We are an Eco Village if we are always looking for ways to move to a more sustainable whole, and acting on what we have come to know, to root the physical implications of these ideas in our community. Bruce had the idea of a map that indicates places on campus that have become part of the Eco Village. Students could develop guidelines for Eco Offices (for instance), and could certify an office that meets the stated conditions. A campus Eco Village map could indicate certified spaces with green shading. The goal? Green shading for the entire campus, and green shading that would spread from our campus to our neighbors.

Here are some more specific thoughts about the Eco Village from the subcommittee:

Eco Village

CC should strive to become an “Eco Village” in every aspect of the institution. The core theme of an Eco Village is conscious and intentional living that acknowledges and celebrates self-sufficiency and resiliency of all inhabitants, both human and non-human. Traditional emphases include energy production, food production, proper water utilization and retention, transportation options, social equity, ecosystem services, and land utilization.

Eco Village Mosaic/Web Tour

By creating consciousness across departments and offices, individuals can contribute to an Eco Village mosaic that spreads the practical implementation of the concept across campus. Proposed examples include a re-designed server room for campus web servers. By consciously monitoring locations, server efficiency, and density, energy use can be drastically reduced through more efficient use of space conditioning. ITS has embraced this idea in sustainability discussions and is working towards this goal.

Creating an Eco Village “web tour” highlighting offices, departments, and spaces would feature individual efforts and help tell the story of broad initiatives at CC that normally would go unnoticed by the general public, CC community members, and prospective students. It could also generate momentum and communicate examples that other offices, departments, and spaces could strive to emulate.

Other map layers could be added incrementally as more sustainability-related GIS is carried out throughout the curriculum.

Expanded Synergy Eco Village

The two existing Synergy houses are intentional living spaces, located on the north side of Yampa field, for students who are passionate about sustainability and wish to challenge themselves to live intentionally in order to reduce their impact on the planet. Synergy houses include gardens and a greenhouse, where students can learn to grow their own food. The College could concentrate efforts near the Synergy houses to eventually convert the entire block to an eco village, in advance of the rest of the campus. This is roughly the scale of the St. Croix River project mentioned above.

A recent donation has made expansion of the CC Farm possible; in particular to include more space in the courtyard behind the Synergy Houses, adding to the existing gardens and complimenting the greenhouse. With the re-opening of the Spencer Center in the fall of 2014, many of the offices currently housed in residences adjacent to the Synergy courtyard will be in transition. Expanding the current two Synergy houses to include more (or all) of the residences adjacent to the courtyard would provide an excellent opportunity to create an intentional neighborhood, or Eco Village on CC's Campus.

Building toward the goal of a campus-wide Eco Village, we recommend the following first steps

- Expand farm operations to campus – ideally in the open courtyard north of Autrey (“Yampa”) Field. This accomplishes multiple objectives:
 - Farm operations become much more visible
 - Farm output increases
 - Expands and compliments the Synergy garden and the greenhouse
 - \$50,000 donor commitment over next 2 years specifically for this project (\$12,500 already paid into a CC donor account; timeline can be accelerated)
- Acquire additional ‘satellite’ residences adjacent to this courtyard
 - Interfaith House is looking to relocate and is a candidate for intentional living space
 - Ahlberg Gear House is planning to move within 12-24 months
 - Additional student rentals could be converted to intentional living spaces
- Installation of renewable energy systems to offset 100%+ of residential space energy use
 - Synergy House II is planned as a net-zero home in summer of 2014
 - Dean Edmond's house is currently being outfitted with solar panels
- Development of a farmer's market – possibly in the C1 parking lot
 - N. End/Downtown areas don't currently have a farmer's market
 - Potential to provide long-term, self-sustaining funding for CC Farm
- Develop transportation alternatives for Eco Village
 - Replace underutilized asphalt parking with garden/farm space
 - Possible bike share program

- Siting for car share alternatives
- Rainwater harvest permits
 - Laws have changed recently, and it may be even more feasible for educational purposes
- Edible and native landscaping
 - Integrated with food production gardens
 - Meditative space
 - Ecosystem services (pollinator habitat, native bird habitat, etc.) There are conservation organizations that sanction “wild habitat” designations. What would a campus have to do to receive such a status? Could we model this for others?
- Broad campus contribution
 - Individual offices/spaces operating within holistic principles
 - Communicate that every facet of the college can contribute
 - Develop walking tour/EcoVillage/Sustainability map
 - Individual dorms
 - Certification w/ sign or plaque on individual rooms
 - Integrated RA/EcoRep Program

5) What publications, web pages, social media resources can we develop to support sustainability?

The college should develop a state of the art sustainability website that serves as a resource for all members of the CC community. Aside from listing courses and options for minoring in sustainability, students and faculty should be able to identify internal and external internship opportunities at this website. A sustainability calendar could provide links to regional workshops, conferences, and events related to stewardship and sustainability. The site could also give virtual tours of campus, highlighting campus progress toward an Eco Village.

6) Explore CCE (Collaborative for Community Engagement) connections to sustainability.

Tulane University emerged from the aftermath of Hurricane Katrina stronger than ever before. Many intentional factors contributed to this remarkable rebound, but none more than the university’s new commitment to community engagement. As indicated elsewhere in this document, community engagement is also at the heart of wellness initiatives at many colleges and universities, and is supported by a growing literature on the benefits to student flourishing and wellbeing connected to working in groups on meaningful projects on and away from campus. The innovation institute should focus

resources on this growing movement in higher education with particular attention paid to the Block Plan's unique opportunities and challenges.

7) What messages does the college send to the wider world by our policies, interactions, investments, and programs?

We have several ideas to offer here and note again that each of these has significant co-curricular implications.

Internal Carbon Tax

Colorado College would do well to become the first institution of higher education to implement an internal carbon tax. The funds could then be used to finance local projects that have a carbon offset value to help CC move towards carbon neutrality through bona-fide offsets we have an intimate tie to. Rather than budgeting money to pursue offsets and carbon reduction projects, the money could be distributed throughout departments to help pay for the carbon tax. The net financial effect would be nearly a wash, but the attention and literacy built around carbon accounting would be unprecedented.

Colorado College is striving to become carbon neutral by 2020, as evidenced by our commitment to the American Colleges and Universities' Climate Commitment. With the recent refusal of Colorado Springs Utilities to offer acceptable terms on a 2MW photovoltaic array and the subsequent withdrawal of approval for funding by the BOT, progress towards this goal has encountered a serious hurdle.

At least 10% of CC's carbon neutrality will need to be achieved through offset purchases, per our current "carbon neutrality plan." While offsets have a global impact on atmospheric CO₂ levels, purchasing these offsets does nothing to improve the local economy, create jobs, protect the local environment and ecosystems, or stimulate local entrepreneurship. Furthermore, annual carbon offset purchases must necessarily be scaled with growth or increased emissions, and threaten to become a perpetual financial liability.

Indications from governmental and private entities point toward developing a carbon market. Externalizing costs while internalizing profits is less and less acceptable as time progresses. For example, a 2011 study conducted by the New York Academy of Sciences found that the social costs of coal plants average \$0.141 per kWh of power generation. Add this to the \$0.075/kWh average that CC paid last year, and the full cost of our power generation becomes nearly three times the energy bill we pay. Full cost accounting is an incredibly visible part of "walking the walk and talking the talk". Carbon markets begin to achieve a "fuller-cost accounting." California and Canada currently have functioning carbon markets. Many large corporations are doing the same.

Indeed, over 56 multi-national corporations in the United States have already implemented an internal carbon tax, whereupon a voluntary tax at an agreed upon price per ton of carbon is paid into a separate account that is used to finance offset projects. Amongst these corporations are Disney, Microsoft, Google, Shell, BP, and Exxon Mobil. Further cementing the business argument for a carbon tax is the fact that Exxon Mobil – one of the most intimately involved companies in carbon generation – values carbon higher than any other corporation at \$60 per metric ton. When it comes to carbon taxes, the writing is on the wall.

Incremental steps could be taken with specific components of our footprint. Air travel is the most static segment of carbon emissions at CC, and is one of the most unavoidable sources of emissions. Beginning with a close look at study abroad and college sponsored travel makes sound business and ecological sense, as would working with our athletics teams. Imagine being able to claim the first carbon-neutral hockey team in the world!

Divestment

The student divestment movement across the world is calling on institutions to divest from fossil fuels and reinvest in solutions to climate change. Nearly 500 institutions in the United States have student divestment campaigns, and several have committed to some level of divestment, including Stanford, which voted in early May 2014 to completely divest from coal. CC is no exception to this movement, and has an active Student Divestment Committee. Students from this group have attended most of our public forums and have gathered signatures of support from many CC community members. The students active in the committee submitted a divestment report to the Board of Trustees in 2013, and updated the report in 2014. They petitioned the Board of Trustees to divest from fossil fuel companies and were told “no.”

Many at CC view divestment as part of our greater responsibility to environmental stewardship and to “walk the walk” as outlined in *Building on the Block*. If complete divestment is too large a step, there are many intermediate steps the college could take. Students and faculty members could be involved in courses that explore the consequences and benefits of partial divestment. For example, a course could explore possible alternative strategies related to local investment (as championed by the new institute at the University of Utah, mentioned above). Perhaps studying and acting on ways to divest from the top polluters; or dedicating, after careful wide-ranging research, a portion of the endowment to alternative investments, could bring us closer to living the values we proclaim in our strategic plan.

Create funding for sustainability work in the community

This could possibly be housed within CCE and integrate the missions of the CCE and the Office of Sustainability more fully.

Support failure as well as success in the pursuit of innovation.

When the Student Divestment Committee addressed the Board of Trustees, it was told that the carbon neutrality date needs to be pushed back because “failure was not an option.” CC should be more supportive of failure, and acknowledge its place in the process of invention. This spirit is central to the innovative culture that institutions of higher learning aspire to. “Failure” was an explicit topic that surfaced multiple times from our students during the Ashoka site visit in late April. The fixed date (2020) for carbon neutrality should be retained. We honor the commitment to the date not by meeting the goal in 2020, but by doing all we can along the way to reach carbon neutrality. More generally, we need to model the message that we should be communicating in all of our classes, “Take risks, learn from setbacks, and try again.”

Remain open to new community engagement ideas with an eye toward co-curricular opportunities.

For example, Dean Edmonds recently mentioned the idea of a full working farm, similar to Venetucci, being operated by CC and utilized for classroom and community projects.

Monument Creek Interface (Fountain Creek Watershed)

Water runs deeply through the story of The American West. Colorado College is no exception, and our water use strategies have changed over the years as water has become more scarce and valuable. Our city’s vital waterway, Monument Creek, runs directly through our campus. Our relationship with the creek, however, is symbolized by a chain link fence that runs along most of the bank from Cache la Poudre to Uintah. With such an important resource and symbol so close at hand, the college should strive to revitalize, celebrate, and embrace its waters. The banks of the creek could be restored, and, depending on its impact on adjacent athletic fields and buildings, an attempt could be made to return the creek to its original course and aspect. This restoration could include outdoor classroom spaces to study riparian ecology, demonstrate bio-filtration and watershed remediation; and could serve as a model to the rest of the community about how to properly manage and restore a stream.

Right now, Monument Creek is an afterthought for CC in much the same way it is for Colorado Springs. We could set such an example to the rest of the city by embracing the creek. Again, there are many co-curricular projects that could focus on its revitalization and integration with the campus.

WORKPLACE/WEELLNESS SUBCOMMITTEE

1) See what other schools are doing.

There are many forward-looking initiatives underway at other schools with a focus on “wellness,” “flourishing,” “living a fulfilled life,” and “being called to a profession rather than a job.” We provide brief descriptions of a few programs in Appendix B.

2) How does “wellness” relate to “sustainability”? At CC?

As we are focusing on the curriculum as we move forward, this question narrows to how our practices in the classroom connect to a thriving faculty and student body. There is a clear distinction (though of course there is plenty of overlap in the contextual questions being asked) between our action team’s charge and that of the “workplace action team.” As the varied activities of the sample schools mentioned in Appendix B attest, community engagement, mentoring, flourishing, and classroom practices all figure prominently into wellness discussions. Each of these connects deeply to sustainability.

3) What courses and practices in class lead to wellness/fulfillment/meaningfulness?

Colleges and universities across North America are adapting to research into the well-being of students and faculty. We are particularly well positioned to introduce calming breaks into our academic sessions, or walks amid intense classroom activities. How do we measure these effects? How do we pioneer new classroom activities that empower our students to learn and live fulfilled lives? Our innovation institute should dedicate resources to studying these and related questions, with special attention given to possibilities and challenges connected to the Block Plan.

4) Look at how we would fashion a wellness sensibility at CC that is tied to the curriculum (This overlaps to some degree with the charge of the “work-place” action team, but we are focusing on how “wellness” considerations relate to the curriculum.)

Are there all-college practices (a “siesta”?) that would enhance the health, productivity, happiness, and potential of the community? Mitch Thomashow introduced such practices at Unity College and (at least anecdotally) reports that it helped enormously.

We do recommend that the college adopt a “Fall Break” at the time of Thanksgiving. Such a break will give all in the community the benefits we have long enjoyed with our Spring Break. (Of course, this is now a (positively) empty suggestion following the announcement at the last faculty meeting.)

5) How does a close reading of the document “Building on the Block” relate to the work of this sub-committee?

“Wellness in the curriculum” has clear ties to Recommendations 1 (Supporting the Block Plan), 4 (Distinctive place of learning) and 5 (Workplace excellence). Recommendation 3 (innovation institute) also provides a setting for research into classroom wellness questions.

PHYSICAL PLACE SUBCOMMITTEE

1) How do we tie the curriculum into the place?

Encourage classes to more fully use and engage with our immediate place and surroundings. Promote curricular interactions between faculty members and people in operations on campus to better build a link between Physical Place and the curriculum. Many of the initiatives described in other parts of this report address this question.

Develop outdoor classrooms on campus.

2) How do we create a place that benefits the community? (gardens, lawns, retro-fitting examples, ultra-efficient upgrades, etc.)

Put innovative ideas and projects (like those mentioned in the parentheses above) on display and offer opportunities to learn more about them.

Make interactive technology applications available, such as geo-caching, so the community can easily access maps and information about campus sustainability initiatives.

3) How do we find ways to get students/professors/classes involved with physical improvements towards sustainability?

One way to get faculty and students involved is to have them create sections of our building design guidelines. For example, work could be done on comparing different types of insulation or wall assemblies. Performance and cost recommendations could be used on actual projects. We also need places on campus for faculty and students to put their ideas to work.

With more attention being placed on the integration of Summer Session with the rest of the school year, faculty members and students can get further and more continuously involved with the student garden, landscaping projects and many other campus projects with sustainability connections.

4) Outreach from classes so students and faculty members can learn more about how sustainability relates to our community.

Work with the CCE to encourage student involvement in the local community service network. Give students opportunities to learn from our local utilities and xeriscape gardens. We could geocache different “sustainability locations” around campus and in the city and incentivize the successful geocaching of all the locations. Encourage faculty participation in local committees and steering groups to make sure the College is represented in the community when sustainability is being discussed.

5) How do we move toward the College being an “Eco-Village.”

This is covered in the co-curricular section.

6) How can the Baca Campus be (similarly) used as an eco-laboratory?

This project would be very similar to the “Synergy Block” project mentioned above.

7) How can we bring our watershed (Monument Creek) into the “CC place”? How might this promote a city-wide effort to restore this watershed?

Again, this is discussed above, but we offer the following observations:

The College needs to become active in local discussions about our watershed and efforts along Monument Creek. We should become the squeaky wheel and be ready to take action when given the opportunity.

Look for opportunities to partner with efforts already in place in the community regarding Monument Creek.

| Course Title | Course Number | Sustainability Course | Course that includes Sustainability | Sections Offered 2012-2013 & 2013-2014 | Department | Description |
|---|-------------------|-----------------------|-------------------------------------|--|--------------|--|
| Cosmology and Place in the American Southwest | AN209/PC122/ SW2 | X | | 2 | Anthropology | This FIVE Seminar introduces students to the foundations of Anthropology and Cultural Astronomy by exploring how groups in the American Southwest imbued the landscape and sky with memories, meanings, and other lived experiences. Students will explore how the Ancient peoples of this region developed complex societies, constructed monumental buildings, and positioned structures and features to engage with the natural world. |
| Introduction to Three-Dimensional Arts: | AS114 | X | | 1 | Art Studio | This course will focus on architecture with attention given to sustainable design. Given the current interest in sustainability, and the variety of ways it can be understood or expressed, we will consider both historical and contemporary issues related to the subject. |
| Design Workshop | AS212 | X | | 2 | Art Studio | Conservation issues of plant and animal species, habitats, and ecological systems will be examined through reading, discussion, and project-based exploration of local, national, and global examples. Core components of conservation biology theory such as habitat fragmentation, problems of small populations, rarity, genetic erosion, reserve design, and invasive species will be emphasized in the context of the local environment. |
| Conservation Biology | BY421 | X | | 1 | Biology | The analysis of distributions, abundances, and interrelationships of organisms. Populations, communities, and ecosystems are investigated, and implications for humans considered. Incorporates ecological restoration by having the students spend a day with a local non-profit doing restoration ecology work. |
| Ecology | BY208/ SW208 | X | | 10 | Biology | "Plants and People" explores the intersection between human society and the plants that we use for food, animal feed, fuel, fiber and recreation. We will discuss the links between the plants we consume and the rights of immigrant workers harvesting the crops; child labor and trafficking; the rise of the heirloom seed and local food movements; the depletion of aquifers and contamination of groundwater; and global warming. The creation, benefits and risks, and economics of genetically modified organisms (GMOs) will be a recurrent theme throughout the course. Students will learn about experimental design through the completion of a block-long experiment examining synergism between fertilizer and beneficial bacteria on tomato growth in the CC greenhouses. There will be a mini-field trip to see organic/permaculture crop production at the CC Farm and an arborist-led tour of the campus trees. |
| Studies in Biology: Plants & People | BY100 | X | | 3 | Biology | The course will set forth the concept of biodiversity, explain its complexity and functions, explore how its disappearance threatens all of us, and examine strategies and methods for its conservation. |
| Studies in Biology: Biodiversity and Conservation | BY100 | X | | 2 | Biology | |
| Sustainable Development | EV141/ EV141/ SW1 | X | | 3 | Economics | |
| Business & Society | EC324 | X | | 1 | Economics | An examination of the institutions, operations, and philosophical foundations of business and the social, political and natural environment in which it grew. Emphasis is on the interrelationships of historical foundations of contemporary problems. |

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|---|---------------|-----------------------|-------------------------------------|--|-----------------------|--|
| Environmental Education | ED385 | X | | 1 | Education | An advanced course in curriculum, instruction, and assessment, environmental education is the process of understanding human interdependence with ecological systems. This course focuses on the purpose of environmental education as a means for critical, responsible decision making for the learner. The course builds knowledge that spans science, social science, and humanities disciplines in the development and evaluation of curriculum. Teaching methods specific to environmental and outdoor education is emphasized through a half-day practicum that spans through the course. Students develop a course project portfolio that meets expectations for environmental education certification from the Colorado Alliance for Environmental Education. |
| Introduction to Global Climate Change | EV128/ SW128 | X | | 10 | Environmental Science | Introduction to the contemporary Earth climate system and evidence for near-future changes, focusing on the role of the atmosphere, oceans and land surface. Course includes the use of mathematical models to describe complex systems and the role of policy, economics and ethics in mitigating human impact. |
| Ecology and the Environment | EV209 | X | | 5 | Environmental Science | The analysis of distributions, abundances, and interrelationships of organisms, populations, communities, and ecosystems with an emphasis on environmental applications. |
| Human Impacts on Biogeochemical Cycles | EV211 | X | | 3 | Environmental Science | An introduction to the chemical, physical, geological, and biological processes and reactions that govern the composition of the natural environment and the cycles of matter and energy that transport the Earth's chemical components in time and space. Course includes a significant emphasis on mathematical modeling of radiative transfer, the global hydrologic, carbon and nitrogen cycles, and the implications of human effects on these processes. |
| Energy: Environmental Thermodynamics and Energetics | EV212 | X | | 2 | Environmental Science | Study of the generation and use of energy in an industrial society, environmental problems created by our energy use, and the physical and chemical principles underlying these issues. |
| Environmental Inquiry | EV221 | X | | 4 | Environmental Science | This class is designed to serve as the first integrative 'capstone' course for prospective Environmental Science majors. By focusing on diverse, multidisciplinary forms of inquiry - from scientific inquiry to governmental policy studies to business sector position papers and contributions from the humanities - this course will provide a structured analysis for exploring selected environmental issues and how they are viewed through diverse types of inquiry. The intended outcome is a comprehensive framework students will take with them into future courses that facilitates a broad approach to 'inquiring' about any environmental issue or problem and detecting narrowness and bias in the arguments made by others concerning environmental challenges, issues, and problems. |
| Nature & Society | EV255/ HW255 | X | | 1 | Environmental Science | The course examines the interaction between Europeans and the natural world from the Renaissance to the present. It looks at how nature shaped the ways Europeans lived and worked and how, in turn, they thought about and behaved toward nature. In particular, it explores the impact of the Scientific Revolution, industrialization, and mass culture on the changing interplay between nature, society, and culture. |
| Environmental Policy | EV271 | X | | 4 | Environmental Science | This course will consider environmental policy and law, the role of policy and law in protecting the environment, policymaking, policy strategies, and the relationship of environmental policy, law and science. |

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|---|---------------|-----------------------|-------------------------------------|--|-----------------------------|--|
| Cities, Sustainability, and Environmental Justice | EV272/ PS272 | X | | 2 | Environmental Science | Examines the relationship between cities and nature, with a particular emphasis on current efforts by cities around the world to become more environmentally sustainable. Explores the meanings of sustainability in the context of urban areas, and how these meanings differ among cities in the Global North and the Global South. Considers the major political challenges that cities face in their efforts to reduce their environmental impact and questions of environmental justice. |
| American Environmental History | EV273 | X | | 1 | Environmental Science | A survey of American history from the perspective of the environment, beginning with the biological and cultural invasion of the New World in 1492 and ending with current environmental problems and their historical roots. Topics include Native American vs. Euro-American views of nature, the impact of changing economic systems on the environment, and the impact of the landscape on various American cultures. |
| Environmental Management | EV321 | X | | 4 | Environmental Science | Focuses on strategies used for the management of humankind's interaction with, and impact upon, the environment. Case studies will allow students to analyze and apply the precautionary principle, environmental assessment, environmental management systems, and planning as strategies of environmental management. |
| Environmental Law and Policy for the Global Commons | EV374 | X | | 2 | Environmental Science | Examines the application of international policy and law in the protection of the global commons -- climate, biological diversity, the marine environment and the atmosphere. Considers the major issues -- pollution control, natural resource management, and trade -- and focuses on the international infrastructure and treaties that have been negotiated to regulate the environment -- the United Nations Convention on the Law of the Seas (UNCLOS), the Rio Declaration, the Convention on Climate Change, the Kyoto Protocol and Convention on the International Trade in Endangered Species (CITES). |
| Integrative Experience in Environmental Science | EV421 | X | | 2 | Environmental Science | Research projects that focus on cross-disciplinary, cooperative learning experiences involving current problems from the regional community. Individual and team review of the current literature, culminating in a substantial written report. |
| Ecofeminism | FG215/ EV277 | X | | 1 | Feminist and Gender Studies | The interconnections between feminism and ecology. Ecofeminism explores the links between systems of domination such as sexism, racism, economic exploitation and the ecological crisis. We will assess criticism of ecofeminism and evaluate the potential of this philosophy for political practice. |
| American Environmental History | HY212 | X | | 1 | History | A survey of American history from the perspective of the environment, beginning with the biological and cultural invasion of the New World in 1492 and ending with current environmental problems and their historical roots. Topics include Native American vs. Euro-American views of nature, the impact of changing economic systems on the environment, and the impact of the landscape on various American cultures. |
| Civilization in the West: Culture and Nature | HY105 | X | | 8 | History | This course asks how people's and cultures' relationship with the cosmos, the landscape, and with other living things has informed their social relations, political order, and ideological constructs. Classroom discussion will address primary texts and images, works by people of the past, in cultural context, with emphasis on the way the historical moments they represent addressed nature and human nature. Secondary readings will introduce students to critical perspectives on the relationship between the past and present of perspectives on the natural worlds. |

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|---|---------------|-----------------------|-------------------------------------|--|-------------------|--|
| Environmental Ethics | PH246/ EV281 | X | | 4 | Philosophy | Study of values underlying human relations to the natural environment. Conflicts between values. Preservation, conservation, and exploitation of natural resources. Problems in developing and applying a consistent land ethic. Some social, political, economic, and ecological aspects of current environmental crises. |
| Introduction to International Development | PS253 | X | | 2 | Political Science | Drawing on politics, economics, sociology and anthropology, this course critically examines the First World's relations with the Third World through the lens of 'development.' |
| Global Environmental Policy | PS356 | X | | 2 | Political Science | An interdisciplinary analysis of environmental policy formulation and regulation at the international level. Examines the negative impact of human activity upon complex ecosystems and the 'global commons,' and analyses the efficacy of international regimes, such as the Kyoto Protocol. Debates the linkages between environmental change, prosperity, and conceptualizations of security. |
| Environment, Health, and Security | PS358 | X | | 1 | Political Science | Focuses on the global dimensions of environmental change, resource scarcity, and their interactions with human health within the domain of political science. Examines the utility of orthodox 'national security' paradigms versus emerging conceptualizations of 'human security.' |
| Topics in Politics: Globalization, Development, and the Environment | PS203 | X | | 1 | Political Science | This course examines the relationship between economic growth, global equity, and environmental protection. In particular it focuses on the environmental implications of changing understandings of "development" in the global South, including debates about the relationship between the global economy and environmental protection; poverty, consumption and the 'limits to growth;' and the possibility of achieving global environmental and social justice within the current political-economic and environmental order. The course includes both a global-level analysis of these debates and a comparative investigation into how states and non-governmental actors within countries of the global South are working to balance the needs of people and the environment with the pressures and opportunities of the globalized economy. |
| Topics in Politics: The US Environmental Politics | PS203 | X | | 1 | Political Science | Studies environmental politics in the United States from the early twentieth century through the present. Follows changing environmental policies at the federal level and investigates the environmental movement, the greening of industry, and the role of state and local governments in environmental regulation. Illuminates the diversity of approaches to environmental protection taken by different political actors in the U.S., the major debates that have arisen regarding the environment over the past century, and the political challenges and opportunities that mark environmental politics today |
| Global Inequality | SO116 | X | | 3 | Sociology | This course introduces the global roots and dimensions of recent social change emphasizing development as a transnational project designed to integrate the world. Economic and political globalization and the powerful counter-movements responding to rising inequality in the global south are explored during the course. |
| Spatial Analysis of Social Issues | SO233 | X | | 1 | Sociology | Examines the relevance of place in social life and the role of spatial thinking and analysis in understanding social issues and promoting social change. Topics ranging from poverty to segregation, community development, public health, environment, crime, and demographic change may be addressed. Unequal access to community amenities or exposure to disamenities will be a common theme throughout. Emphasis on applied sociology and the application of mapping (GIS) and statistics in support of social justice advocacy, social awareness, and community-based research. Some prior experience with basic social statistics is required. No prior experience with GIS is required. |

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|---|---------------|-----------------------|-------------------------------------|--|-------------------|--|
| Sociology of Health and Medicine | SO246 | X | | 2 | Sociology | Presents a sociological alternative and complement to the bio-medical paradigm and critically examines public health, the healthcare system, and medicine in their larger social, economic, and political milieus. Topics may address the social determinants of health; domestic and global health-related inequities; policy; and health work as a profession. |
| Sociology of Developing Countries | SO247 | X | | 3 | Sociology | This course is an introduction to the sociology of 'third world' development and provides an overview of the causes and consequences of economic growth and social development in Latin America, Asia, and Africa. After reviewing the historical creation of the 'global south' and the theoretical explanations of development and underdevelopment, the course focuses on emerging trends associated with the current era of globalization including the changing international division of labor, the dominance of the International Monetary Fund and the World Bank and associated neoliberal economic policies, economic integration in the Western hemisphere, international migration, and both grassroots and state development initiatives. |
| Advanced Topics in Sociology: Consumer Culture and Sustainability | SO290 | X | | 1 | Sociology | Survey of the Greater Southwest, the power of place and overlapping cultural geographies of indigenous and European cultures in shaping the history, geography and landscapes of the region. Covers the pre-1492 Southwest, the Spanish conquest and colonial era, and tracks through the Mexican and Anglo-American periods of the Southwest. Considers modern controversies such as land and water use, border issues, environmental challenges, and the maintenance of cultural heritage. Prepares participants for further work in Southwest Studies and affiliated interdisciplinary programs. Some outdoor fieldwork. |
| Place, Space, and the Southwest | SW102 | X | | 1 | Southwest Studies | An interdisciplinary and multicultural introduction to the Greater Southwest: its physical settings, histories, peoples, cultures, conflicting ethnic demands and common problems. By using a variety of materials that may include anthropological, artistic, geographical, historical, and literary approaches, the course examines the region we call the Greater Southwest over time and space, concluding with research into current concerns. |
| The American Southwest: An introduction | SW175 | X | | 4 | Southwest Studies | Examines the relationship between social, environmental, and political issues in the Southwest and choices we make personally and institutionally. Traces the resources, both human and natural, that make it possible to live in Colorado Springs and in a college community. Students will work in the field and in the library, developing data about the region. Finally we will consider modes of writing, speaking, data presentation that are essential to effect change. |
| In Our Own Backyard: Social Justice in the Southwest | SW185 | X | | 2 | Southwest Studies | Surveys the geographic, historic, and political diversity of Southwestern livelihoods and cultural strategies. Highlights the struggles and problem solving efforts of local-regional peoples in changing ecological and economic conditions. Uses political ecology as a framework and lens for understanding nature-society problems and solutions. Multi-day-off-campus field trip |
| Political Ecology of the Southwest | SW301 | X | | 1 | Southwest Studies | |

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|--|---------------------|-----------------------|-------------------------------------|--|-----------------------------|---|
| Contested Spaces and Environmental Design for Community | TH240/ EV240 | X | | 1 | Theater | Nature has provided a wealth of inspiration and has set the standards for beauty since the beginning of time but now is being stressed beyond its limits. Rather than "taking" inspiration from the designers and the environmentally conscious who are exploring various reforms and dogged attempts at remediation within their own practices. Design continues to maintain its power to affect viewers through much needed visual dialogue and its special capacity to inspire, motivate, excite, reform, and enlighten remains a constant. In this class, you will have an opportunity to put this practice to work by exploring creative projects in which the power of design is specifically directed toward addressing community and environmental issues and concerns. The focus is on projects that convey eco-concepts, visual information, emotions, or reforms and are infused with personal meaning and social consciousness. |
| Introduction to Three-Dimensional Arts: Environmental Design | AS114 | | X | 106 | Art Studio | This course will introduce you to the basic visual elements of three-dimensional design, but it will also explore design in a social context – specifically the C.C. community and its campus. |
| Topics in Asian Studies: Globalization, Consumption and Culture in Japan | AS250/ AN208/ JA250 | | X | 1 | Asian Studies | Sushi dinners and 7-Eleven obento, Hello Kitty goods and TV idol performances – Japan's consumer culture is no longer some niche topic, but a global interest. The following course uses recent ethnographies of Japan to examine key themes and questions related to market expansion, local identity, taste, authenticity, the standardization of lifeways. Topical units on food, space, and performance/fashion will allow students opportunities to engage with grounded, empirically-based research while exploring theories and assessing methods related to the study of globalization and consumption. Supplementary readings and films drawn from the fields of sociology, history, political science, and journalism will further encourage students to take a pluralist and culturally comparative perspective on contemporary Japan and their own society. |
| Topics in Asian Studies: Social Movements Across World Cultures | PA250/ HY200 | | X | 1 | Asian Studies | This course examines how key works on social justice and human rights are translated and mobilized in global historical and social contexts. Readings and discussions will trace a genealogy of ideas of justice and rights, explore how they have been adopted in various local contexts, and analyze controversies in their application. |
| Tropical Forest and Coral Reef Ecology | BY370 | | X | 1 | Biology | Ecology of tropical wet forests and coral reefs taught at forest and reef sites in the tropics. Field studies, theoretical topics, and primary ecological literature will be used to explore interactions in these systems, with emphasis on selected organisms and system characteristics. The course is linked to cross-cultural experience with local people. |
| Entrepreneurial Idea Development | EC319 | | X | 1 | Economics | Introduction to how social and environmental challenges can create entrepreneurial opportunities. Course emphasis will be on social enterprises in both non-profit and for-profit sectors, leading into a project to be developed in EC320. |
| Air: Atmospheric Physics and Chemistry | EV431/ PC431 | | X | 2 | Environmental Science | Course includes a student-designed laboratory/field project related to local air pollution issues. |
| Public Policymaking | PS21/ PS321/ EV373 | | X | 2 | Feminist and Gender Studies | Forces shaping public policies and decisions; internal politics of the national bureaucracy, the Presidency and Congress. Applies theories of policymaking to such cases as the environment, race and military affairs. |
| Studies in Geology: Science and Narratives of Climate Change | GY100 | | X | 1 | Geology | Geological topics, such as environmental hazards, plate tectonics, and mineral resources and society, offered in different years. |

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|---|---------------|-----------------------|-------------------------------------|--|-------------------------|---|
| Analysis of Environmental Data | MA218/ EV228 | | X | 2 | Mathematics | This course will focus on the fundamentals of exploratory data analysis, hypothesis testing, and experimental design in the ecological, environmental, and earth sciences. Topics will include theory and practice of project design, data distribution and description, the central limit theorem, characterization of uncertainty, correlation, univariate hypothesis testing, and multivariate analyses (ANOVA, linear regression). Students will complete a final project using environmental data collected in the field and analyzed using statistical computer software. |
| Meteorology | PC135 | | X | 1 | Physics | Basic physics principles are introduced and used to study dynamic processes in the atmosphere: atmospheric energy flow, solar radiation, green-house effect, large-scale circulation of the atmosphere, small-scale processes including clouds and storms, weather forecasting, man's impact on weather and climate. Laboratory and field experiments and field trips will be utilized. |
| Inter-American Relations | PS342 | | X | 1 | Political Science | International Politics in the Americas during the 20th century. Special focus on contemporary subjects including: foreign debt; economic integration; regional conflicts; drug trafficking and production; and environmental issues. |
| Theories of the Contemporary International System | PS399 | | X | 1 | Political Science | Surveys contending theories of the contemporary global system, with attention to topics such as globalization, U.S. hegemony, the just war, the environment, and terrorism. |
| Behavioral Game Theory | PY435 | | X | 1 | Psychology | Includes study of the tragedy of the commons as an example of a multi-player prisoners dilemma. |
| Native American Religious Traditions | ES200/ RE190 | | X | 2 | Race and Ethnic Studies | A thematic introduction to the study of religious beliefs and practices in indigenous communities that explores issues of land, ceremony and identity in contemporary native cultures. The course requires a week-long visit to a native community which combines critical academic analysis with experiential engagement and reflection. |
| Religious Ethics | RE202 | | X | 2 | Religion | Class discussion will focus on cross-cultural case studies in the areas of sexuality, politics, economy, ecology, and medical ethics. |
| Contemporary French Society | SO120 | | X | 1 | Sociology | An introduction to contemporary French society through the sociological analysis of structures, culture(s), and everyday life, especially as compared to the United States. Topics include: religion/secularism, taxation and welfare, education, gender and sexuality, race and ethnicity, immigration, commerce, politics, the environment, families, work, health, leisure, food, and time. |
| Social Movements | SO243 | | X | 1 | Sociology | An examination of the conditions that facilitate social movement activism and the strategic choices activists face as their movements develop. Analysis of the changing grievances and goals of social movements in late modern societies. Examples from recent social movements of the left and right, such as the civil rights, student, women's, environmental, anti-tax, and anti-abortion movements. |
| Nature, Region and Society of the Southwest | SW272 | | X | 2 | Southwest Studies | Social and natural science methodological frameworks and approaches to regional studies, centered on the Greater Southwest. Geographic and regional research techniques, including GIS, field methods and air photos. Includes an independent project and off-campus fieldwork. |
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Appendix B

In this appendix we provide a small sampling of schools that exemplify three main themes in wellness activities across North American campuses:

- 1) Community Engagement
- 2) Classroom activities
- 3) Grading and assessment of student progress

Cal State – Chico

“Communities of Practice” (COP) courses. Groups of 10 – 12 first-year students work together on a community project. Studies have shown that such activities lead to a better sense of well-being in students. This suggests a similar component for our FYE courses, that could build on NSO service activities.

Dartmouth College

“Mentoring with Purpose” program. Similar to Cal State – Chico COP courses, but involves the campus more broadly. “Flourishing in a community” is a goal. Activities organized throughout the year to foster mentoring capabilities of all involved.

Oregon State

Uses Corey Keyes’ (Emory University) “model of flourishing” in the design of campus programs. Keyes’ work strongly supports community engagement.

See: http://www.sagepub.com/upm-data/23185_Chapter_67.pdf

Pitzer College

Has developed a pilot three-semester “Global/Local Engagement Program” for 40 first-year students. Community engagement and mentoring are stressed. Pitzer is looking to extend this program to all students.

Simon Fraser University

Looking into how academic units can be used to support Well-being and whole-student development. Created “Well being in Learning Environments” (WLEs) that center on classroom setting and activities.

Wellesley College

Has put in place a “shadow grading policy” for first year students. This follows on extensive research into the negative effects of grading on learning and mental health. How might CC grading policy discussions be designed so that current mental health and learning research is in the mix? How does the Block Plan impact such efforts? We have briefly discussed some interesting literature on the impact of “Pass/fail” grades. Our new initiative to “study the block plan” (prominently included in the “Building on the Block” document) should certainly include approaches to grading and assessment that better serve our students.