Appendix B – Education

Appendix B.1 – Residence Life and Orientation

Educational video
The video will show new faculty and freshmen what sustainability initiatives are happening at WSC so they don’t have to “reinvent the wheel”
Possibility for DVD to be sent out to prospective students
Funding will be provided by the Sustainable Action Committee for the creation of this video

Freshmen Orientation & Experience
Orientation leaders will teach freshmen about sustainability during orientation
Programs for the freshmen experience will be delegated through Residence Life director Ed Klein.

Ute Living Learning Hall
This project is currently in the works through Residence Life department and the student sustainability coordinators.

Power Strip Project
The Sustainability Fund has allotted approximately $6,000 towards this project for power strips and kill-a-watt meters.
This project will be worked on during the summer of 2011 and will be implemented during the 2011/2012 school year, in at least one residence hall as a pilot program. Along with the Energy group, we have drafted an educational/incentive program to go along with this project, called the Green Warrior Campaign. Students living on campus can take part in this campaign by volunteering for Green Team projects (the Green Team is composed of the student sustainability coordinators and various volunteers), reducing their carbon footprint, etc, which will earn those students points towards prizes ranging from a CFL light bulb to gift certificates to local business’. This project coincides with energy education because it entails student’s personal use of energy and the conscious reduction of that use, which can be incentivized with the Green Warrior Campaign to eventually change student’s behaviors. Ways to personally reduce YOUR energy consumption can be found in the appendix.
Appendix B.2 – Curriculum

Scott Borden, MA Thesis
We converted Scott Borden’s theme of Ecological Literacy Requirement’s into four possible sustainability class options (Borden, 18).1

A. Integrating sustainability into every class and hosting seminars for faculty
   - Sustainability infused into every discipline; seminars hosted to give faculty the necessary tools to adapt sustainability to their discipline
B. Give students a choice to take one class involving sustainability among numerous classes already being offered
   - A list of classes for students to choose from among sustainability themed classes that are already offered at WSC
C. One all-purpose class on sustainability for every student to take
   - One class that encompasses sustainability and citizenship that all students take during their college career
D. Implement new classes from which students can choose from
   - Create multiple class that are sustainability related within each discipline OR incorporate a sustainability themed general education class within each area

Sustainability Class Requirements for all students
Scott Borden recommended a combination of the ecological literacy requirements he studied for his master’s thesis. According to Borden’s ELR recommendations for WSC, the long term considerations for incorporating sustainability into the curriculum include: faculty seminars to give professors the tools to incorporate sustainability into a multitude of their courses and into all the disciplines on campus, and reinstating the ENVS 100 course, Introduction to Environmental Studies into a general education area (Borden, 107).1

WSC is also up for its 10-year comprehensive self-study to request accreditation; this study is anticipated to take place fall 2011-spring 2012. This could serve as an opportunity for WSC to evaluate how sustainability fits into its curriculum, given the colleges adoption of sustainability into its policy and mission under the PCC and Environmental Charter. This is an important avenue to explore, and supportive faculty and students should be a part of this process to ensure WSC’s implementation of sustainability into the curriculum (Higher Learning Commission, Criteria for Accreditation)2.

1. Department Chair Meetings:
We met with majority of the department chairs on campus to discuss with them what classes within their disciplines have sustainability related courses, or that touch on sustainability over the course of the semester. We also discussed with them if faculty within their departments would be supportive of implementing sustainability into their classes.

- The natural sciences, recreation department and ESS, and the mathematics and computer information chairs, Allen Stork, Kathleen Kinkema, and Andy Keck are currently implementing sustainability into their disciplines either through specific classes or as a theme within courses.
- The mathematics/computer information department is currently working on a sustainability/resource based class which will serve as a pilot class during the 2011/2012 school year (department head meeting, April 11th 2011).
- Allen Stork, the department chair for the natural sciences, discussed how sustainability is a theme within all of the disciplines due to the nature of his department.
- Kathleen Kinkema discussed that within her department (Recreation/ESS), that sustainability is incorporated into both the Inquiry into Sustainability recreation course as well as the Lifetime Wellness ESS course.
- Both William Niemi (Behavioral and Social Sciences) and Heather Thiessen-Reily (Honors) emphasized the need for students to be able to choose the classes they want to take. According to the information we gathered from the voting on Scott Borden’s suggestions for classes at the World Café, students preferred the option for sustainability classes to be incorporated into all disciplines that they have the option to take.
- John Wacker (Music) was receptive to the idea of incorporating sustainability into the certain curriculum within the Music Department but would require further research conducted, by the ENVS 400 classes, on how to do that. He suggested researching schools that had similar ideologies such as CU Boulder or California universities because there would more likely be a higher prevalence of sustainability in their curriculums. Providing John Wacker and the Music Department with ways in which to incorporate sustainability into their curriculum could provide a very valuable and manageable project for future ENVS 400 classes.

2. Supportive Faculty Approach (possibility of happening 2011/2012 school year)
Another option to incorporate sustainability into the curriculum is by speaking with supportive faculty within specific departments to cover all three general education areas (social science, natural science and arts and humanities). We met with numerous faculty spanning all three areas to discuss with them their commitment of incorporating sustainability into their 100 level courses as a theme, or to put an environmental/sustainability themed course (ie. Environmental sociology) into their respective general education area as a pilot program. The results of these meetings are as follows:
Daniel Cress, Professor of Sociology, was interested in the idea of more sustainably minded general education courses yet found a number of barriers in this initial model. The first was requiring a mandate that might force faculty into creating a set of classes that they personally might not know much about or are comfortable in teaching. Secondly, Professor Cress stated that if a class like this was established, it would have to be handled by a specific department instead of relying on one person, such as one professor from each department. Professor Cress was supportive of incorporating sustainability into WSC curriculum and said he would “probably, maybe” sign a commitment letter if he found the structure and components reasonable.

Assistant Professor of Politics and Government Maria Struble was thrilled with the idea of incorporating sustainability into classes and felt that even in some of the current courses being provided an initial, early phase of incorporating the general back ground of sustainability / place based / community learning would be welcomed. She did stress the fact that the material would have to pass through a series of critics and evaluations but once that occurred it would be easier to approach reluctant faculty with the idea. Professor Struble currently incorporates some of the ideology and theory of sustainability in two of her 100 level classes.

Anthony Miccoli Assistant Professor of Communication and Philosophy thought that initially re-introducing a sustainability mined general education course would be difficult, once again for a number of reasons. After discussing a general outline of how we envisioned this plan with Professor Miccoli, he was eager to discuss other approaches. Professor Miccoli did say that like other philosophy classes, his Introduction Class approached the idea of sustainability and some of the under lying concepts. He also stated that he would be happy to commit to supporting a Sustainability General Education course in the future and is excited to see what emerges.

Don Seastrum (Art) had a very similar response to John Wacker in the Music Department. He was also receptive to the idea of incorporating sustainability into the certain curriculum within the Art Department but would require further research conducted, by the ENVS 400 classes, on how to do that. He did mention that he wanted to be sure this wouldn’t remove any other the preexisting curriculum. Once again, providing Don Seastrum and the Art Department with ways in which to incorporate sustainability into their curriculum could provide a very valuable and manageable project for future ENVS 400 classes. With the junction of incorporating sustainability into both Art and Music, a sustainability program for Quigley Hall could be realistically imagined and developed.

**Learning Laboratories**
Potential holistic community for WSC students where they can experiment with sustainable living, farming, ranching, and environmental biology projects—the options are open to create an incredible learning project
Appendix B.3 – Letter of Endorsement

Western State College of Colorado

Endorsement of Sustainability at Western State College of Colorado

In 2007 Jay Helman, Western’s President, signed the American College & University Presidents’ Climate Commitment (PCC) engaging Western in a nationally recognized initiative to reduce CO₂ emissions on campus by 2020. Aligned with the goals of the PCC for 2020 through 2050 as well as the Environmental Charter, which recognizes the institutions’ responsibility to improve environmental awareness, Western established on-campus organizations, positions, and supporting entities.

In the spring semester of 2011, the environmental studies capstone class ENVS 400 identified multiple efforts on campus to address sustainability. Realizing the need to create a cohesive effort to move sustainability forward with concrete objectives, the environmental studies capstone class collaborated with stakeholders across campus to draft a working sustainability plan for the years 2011-2020. The sustainability plan is intended to stand as a living document, able to grow and adapt with the changing future circumstances. Future environmental studies capstone courses, as well as invested campus organizations and individuals, will continue to fulfill the strategic actions outlined in the plan towards a more sustainable WSC to meet the goals of the Presidents’ Climate Commitment and the Environmental Charter.

Three campus-wide events were held during the semester, including an open meeting to complete a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis at the beginning of the spring semester to generate ideas and identify common threads, a follow-up opportunities forum in February to identify our shared goals, and a World Café event (attended by > 400 campus and community members) in March to promote further dialogue and refine proposed action items.

One key theme to emerge from this campus-wide dialogue was the need for increased educational opportunities on sustainability within the WSC curriculum. A randomized survey of 317 students (representing > 15% of the entire student body) found that 56% would like to see more courses on sustainability, with 27% responding maybe and only 17% did not. A separate survey at the World Café event found that, rather than a single required class in sustainability, the majority of students and faculty were more supportive of the idea of implementing sustainability into courses throughout the diverse suite of courses and departments on campus. To achieve this goal we seek the voluntary support of faculty across campus to include the themes of sustainability in the courses they teach.

I, __________________________________ endorse sustainability at Western State College of Colorado and agree to incorporate sustainability into the courses I am teaching during the 2011-2012 school year.
Signed Letters of Endorsement from Spring 2011

Endorsement of Sustainability at Western State College of Colorado

In 2007 Jay Helman, Western’s President, signed the American College & University Presidents’ Climate Commitment (PCC) engaging Western in a nationally recognized initiative to reduce CO₂ emissions on campus by 2020. Aligned with the goals of the PCC for 2020 through 2050 as well as the Environmental Charter, which recognizes the institutions’ responsibility to improve environmental awareness, Western established on-campus organizations, positions, and supporting entities.

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I, Jonathan Loope, endorse sustainability at Western State College of Colorado and agree to incorporate sustainability into the courses I am teaching during the 2011-2012 school year.
Endorsement of Sustainability at Western State College of Colorado

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In the spring semester of 2011, the environmental studies capstone class ENVS 400 identified multiple efforts on campus to address sustainability. Realizing the need to create a cohesive effort to move sustainability forward with concrete objectives, the environmental studies capstone class collaborated with stakeholders across campus to draft a working sustainability plan for the years 2011-2020. The sustainability plan is intended to stand as a living document, able to grow and adapt with the changing future circumstances. Future environmental studies capstone courses, as well as invested campus organizations and individuals, will continue to fulfill the strategic actions outlined in the plan towards a more sustainable WSC to meet the goals of the Presidents’ Climate Commitment and the Environmental Charter.

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I, Anthony Miccoli, endorse sustainability at Western State College of Colorado and agree to incorporate sustainability into the courses I am teaching during the 2011-2012 school year.

Signature

Date
Endorsement of Sustainability at Western State College of Colorado

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I, Heather Thiessen-Reilly, endorse sustainability at Western State College of Colorado and agree to incorporate sustainability into the courses I am teaching during the 2011-2012 school year. I will try to incorporate sustainability into my courses when appropriate and possible during the 2011-2012 school year.

Signature

Date: April 26, 2011
Endorsement of Sustainability at Western State College of Colorado

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I, Jeff Sellen, hereby endorse sustainability at Western State College of Colorado and agree to incorporate sustainability into the courses I am teaching during the 2011-2012 school year.

Signature

Date 4-21-11
Endorsement of Sustainability at Western State College of Colorado

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I, Maria Stulbarg, endorse sustainability at Western State College of Colorado and agree to incorporate sustainability into the courses I am teaching during the 2011-2012 school year.

[Signature]

Date: 4/21/11
Endorsement of Sustainability at Western State College of Colorado

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Rebecca D. Sears endorse sustainability at Western State College of Colorado and agree to incorporate sustainability into the courses I am teaching during the 2011-2012 school year.

Rebecca D. Sears

Signature

4/22/11

Date
Endorsement of Sustainability at Western State College of Colorado

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I, ___________ endorses sustainability at Western State College of Colorado and agree to incorporate sustainability into the courses I am teaching during the 2011-2012 school year.

Signature  

Date
Appendix B.4 – Contacts

Faculty Contacts:
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Heather Thiessen-Reily  
Department Chair of Honors Program  
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John Wacker  
Department Chair of Music  
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(970) 943-2071

Administration Contacts:  
Kim Gaily  
Director of Human Resources  
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Email: kgailey@western.edu  
(970) 943-3142

Edward Klein  
Director of Residence Life  
Office Location: College Center 117A  
Email: eklein@western.edu  
(970) 943-3104

Sarah Phillips  
Assistant Director of LEAD & Orientation  
Office Location: Office Location: College Center 118B  
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Janice Welborn  
Director of Sponsored Programs and Grants  
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Jessica Young  
Associate Vice President for Academic Affairs; Associate Professor of Biology  
B.A.  
Office Location: Ute Hall 209  
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Appendix B.5 – Resources and Service Learning Projects

Examples from other colleges and universities implemented into the education groups proposal.

Education for Sustainability- Penn State University
http://www.cfs.psu.edu/download/CfS_EndowmentProspectus.pdf

Why is sustainability important? - FWR Group

Carbon Neutrality Action Plan- Arizona State University

College Sustainability Report Card
http://www.greenreportcard.org/about

Collegiate Ecological Literacy Requirements: A case study of Western State College of Colorado by D. Scott Borden

Buildings & Energy- Green Mountain College
http://sustainability.greenmtn.edu/operations/buildings_energy.aspx

Service Learning Project Ideas
Brick Cellar Wine Bar
Owner: Carolyn Riggs (970) 641-9463

Colorado Division of Wildlife
Jennifer Kleffer (Jennifer.kleffner@state.co.us)
www.wildlife.state.co.us/volunteer
970-375-6704

Community Clean-up
www.cityofgunnison-co.gov
Andie Ruggera (andie@cityofgunnioson-co.gov)
970-641-8152

Crested Butte Land Trust
www.cblandtrust.org
Mandy Loori (mandycblt@crestedbutte.net)
970-349-1206

Gunnison Park & Recreation
www.ci.gunnisonnrec.com
Nate Nagel, (nate@cityofgunnison-co.gov)
970-641-8422

Gunnison Partners
http://gunnisonmentors.com/
(970) 641-5513

Gunnison Public Works: Refuse& Recycle
Matt Dail, 970-641-0044

Tri Beta- e Wildlife Society
Wildlife Society
President: Kristin Barker, kristin.barker@western.edu
Vice President: Kat Bernier, kathryn.bernier@western.edu

Tri-Beta (Biology Honors Society)
President: Rebecca Doll, rebecca.doll@western.edu

Gunnison Trails
www.gunnisontrails.com
Dave Wiens, (info@gunnisontrails.com)
970-275-0485

High Country Citizen’s Alliance (HCCA)
Wendy McDermott, (wndy@hccaonline)
970-349-7104

Volunteer Outdoors
www.voc.org
www.voutdoors.org
voc@voc.org
1-800-925-2220

Western Sustainability Coalition
wscoalition@yahoo.com
President's Climate Commitment: President Jay Helman signed this document in 2007 which pledges to achieve 50% carbon emission reduction by the year 2035.

Environmental Stewardship: The responsibility for environmental quality shared by all those whose actions affect the environment.

Ecological Footprint: The measurement of the Earth’s natural resources that a person consumes.

Sustainability: Meeting the needs of the current generation without compromising the needs of future generations.

Environmental Charter: Western’s responsibility to improve environmental awareness, stewardship of natural resources and resource efficiency through a series of principles and goals.