
PORTLAND COMMUNITY COLLEGE

SUSTAINABILITY PRACTICES FOR ACADEMICS AND RESOURCES COUNCIL (SPARC)

To help guide PCC's sustainability curricular activities, in 2009 the PCC Cabinet established a district-wide academic sustainability committee called SPARC. Members include faculty, staff, and administrators, and the Council meets each term. The college's Climate Action and Strategic Plans as well as Core Outcomes #2, 3 and 4 guide the committee, while faculty members create new initiatives for the committee to develop and implement. SPARC works collaboratively with the college's departments, curriculum office, grant's office and community education. SPARC is charged to:

- Support faculty with professional development opportunities and the development or revision of innovative and engaging curricula that incorporates sustainability methods, practices and theories.
- Serve as an advisory board to faculty for sustainability-related academic curriculum and programs
- Facilitate a learning community who actively collaborate with internal and external stakeholders, and share ideas, strategies, and research.
- Recognize student success and achievement through a Sustainability Focus Award.

7 SUSTAINABILITY-FOCUSED COURSE OUTCOMES

The following Course Outcomes can be integrated into curriculum revisions or developments in any academic discipline at PCC and have been approved by PCC's Curriculum Office:

1. Critically examine the complex and interconnected relationship between human behavior and the environment through a lens of sustainability and "the triple bottom line" (people, planet, profit).
2. Critically evaluate the root causes of environmental problems, including historical, cultural, ethical, political, economic, social, structural, and/or infrastructural issues, in order to recommend, implement and/or engage in problem-solving to address the challenges and opportunities of promoting sustainable development
3. Examine existing and alternative resource use and identify quantitative or qualitative processes to educate and provide services to prevent, reduce, or mitigate environmental degradation and increase resource and energy efficiency.
4. Express the significance of environmental sustainability in written, oral, artistic, physical, and/or mechanical forms.
5. Use an awareness of the impacts of social equity, environmental and economic issues and policies on communities of diverse backgrounds, on the local, regional, national, and international level, in order to interact with sensitivity, respect, and a sense of responsibility to others and the future.
6. Apply sustainable practices in the workplace and communities, as citizens, and/or in the development of public policy.
7. To apply an understanding of basic ecological principles (the interconnectedness of organisms to each other and their environment) to environmental problems and sustainability issues.