



MINUTES: SPARC Fall 2026 meeting

Sept. 30, 1 - 2 p.m, online

Welcome and introductions

Updates and upcoming events

- Sept. 29th, 4 p.m., Climate Storytelling [Curriculum Webinar](#)
 - Offered regularly, so watch for other opportunities
- Oct. 8th, 3 - 6 p.m. Climate Action Plan Town Hall, Cascade Student Union #202
This is a gathering to provide feedback on the newest iteration of the Climate Action Plan to be finalized this fall. This is a drop in event, please come when you can. Snacks and refreshments will be provided.
- March 3 -5, 2027, [WOHESC](#), The Evergreen State College ([call for proposals](#))
- Lunch & Learn series: [Sustainability and Finance](#)
 - Sustainability and Investment Practices at PCC, Wed. Oct. 14th, 12 - 1 p.m.
 - PERS Investments -- Moving the Oregon Treasury Towards the Green Economy, Tuesday, Nov. 10th, 12 - 1 p.m.

Projects for 2026-26

- **Curriculum mini grant [applications](#)** Two grants awarded already this term, both follow ups from the Teaching Week session.
 - WR 121 "I am creating two new assignments for my WR121 course. One is an in-class activity that involves looking through climate stories together, discussing the importance of climate storytelling and storytelling in general, and ultimately having students craft brief climate stories of their own. This would introduce all of these themes plus potentially the concept of genre, and reenforcing concepts like the rhetorical situation and rhetorical appeals. The second assignment will ask them to expand their climate story by finding, analyzing, and incorporating one research source that speaks to a climate-related observation or issue sparked by their personal experience."

- G 184 “I aim to incorporate a new assignment into the lecture portion of the class to help students better understand, relate to, and communicate the science of global climate change. The proposed assignment would ask students to synthesize each lecture's content in a one-page written assignment to be handed in at the end of lecture. The 'Climate Guidebook', which I plan to name the assignment, will ask students to distill and write in their own words the scientific topics of the day and how they relate to the larger picture of global climate change and local, relatable impacts. I will then return the written syntheses promptly and offer class time at the end of the term to physically bind the pages together to create a kind of "climate guidebook" to help them carry key talking points about the science behind and impacts of human-caused climate change in a way that is accessible to them.”
- How to get more applicants? Publicize on PCC webpages for curriculum funding. Roberta will check with Internationalization and CBL and see how they do it. Internationalization hosts workshops where faculty fill out grant applications in real time - might be a good model to follow.
- **Annual professional development workshop(s)**
 - Ideally held Winter term so there is time for curriculum development before momentum is lost over the summer. Topic suggestions?
 - Climate storytelling
 - Suggestion to host Jason again for a virtual condensed session focused for faculty. Maybe have instructors who have already developed curriculum share their resources
 - AI and Data Centers: how to bring the environmental impact of AI into the classroom
 - Potential to combine the two? Climate Storytelling with a focus or example related to AI/data centers?
- **Lunch & Learn sessions**
 - Four sessions already in the works for [Sustainability and Finance](#) series. Presenter(s) needed for a session on personal investing and sustainability, unpacking what ESG really means.
 - Session on Study Abroad and Sustainability?
- **Updating [7 Sustainability-Focused Learning Outcomes](#)**
 - Current outcomes feel outdated but how to update? Is this still relevant?
 - Need to determine audience and possibly target specific faculty for feedback
- **Sustainability Focus Award course [audit](#)**

- Some sustainability-focused courses are not included. Need to confirm that other classes currently listed still are emphasizing sustainability outcomes to the extent they were when they were added to the list.
- SPARC has control over which classes are listed, but it is a process to get the updates in CourseLeaf etc.
- This was originally a project to be completed this fall, but we may need to delay this work to have time for the college-mandated “metrics” report.
- [PCC sustainability curriculum repository](#)
 - Additions needed – Roberta will remind faculty to submit assignments.
- Provide feedback on [updated Climate Action Plan goals and strategies](#)
- College mandated report: connect SPARC budget to Institutional Metrics from Teaching & Learning Support. Specific data is required showing data and course CRNs that connect sustainability work to:
 - Equitable access and enrollment
 - Belonging, inclusive teaching and proactive support
 - Early momentum and persistence
 - Credential completion and transfer
 - Workforce preparation and economic mobility
- Roberta and Peter will use the data from our SFA eligible students and awardee comments.
- Will need to gather specific CRNs for courses that include sustainability outcomes and can show connection to SPARC funding. College sustainability work is overlapping: SPARC support for curriculum, Learning Gardens, Earth Week programming, etc.
- Since we have not been asked to collect this data historically, catch up work is needed.
- Recognition that showing a correlation between sustainability work and positive student outcomes cannot determine that the connection is causal, but this is what we are being asked to provide.
- Faculty help will be needed in providing CRNs for specific courses, so stay tuned.

Budget and priorities for 2026-27

SPARC budget is divided into these buckets:

- Professional Development
 - Conferences
 - Workshops speakers and stipends
 - Curriculum grants
- Sustainability Focus Award support
- Co-chair pay (~100 hours/year)

For example,

23-24 estimated 10K total

