

**I. Executive Summary:** *Provide an executive summary of the proposed academic program to include a description of the program design, objectives, supporting data, available resources, evaluation, long-term implications, and how it incorporates inclusive excellence. (Length should be 2-3 pages)*

**II. General Information** [DUE 7/24 BY: Curriculum Workgroup (attempt only highlighted items); COMPLETED BY: Feasibility/Implementation Team]

1. **Institution Name:** The Evergreen State College
2. **Date of Proposal:** 7/30/20

**Degree and Program Name:** BA, BS, and BA/BS, Climate Justice and Resilience at Evergreen

3. **CIP Code and Title:**
4. **Proposed Date of Implementation:**
5. **Primary Contact:** Kristina Ackley and Krishna Chowdary

**III. Program Overview** [DUE 7/24 BY: Curriculum Workgroup]

Climate change is the defining existential issue of our time and our future. Globally, young people are rising up and demanding climate action and solutions as part of a complex and multifaceted revolution towards climate justice.<sup>1</sup>

The Climate Crisis intersects with other ongoing and emergent crises (such as health, poverty, pandemic, refugee, hunger, ongoing settler colonialism/neocolonialism, racial injustice, mass incarceration, white supremacy).

Evergreen is uniquely positioned to offer the kind of education that the nature of this problem warrants, in particular by integrating thinking *including and beyond* STEM fields to incorporate a holistic approach that implements Climate Justice and Resilience across the curriculum. This will distinguish us from other programs, draw on our

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<sup>1</sup> The Sunrise Movement (<https://www.sunrisemovement.org/>) is a national network of young people mobilizing to address climate change through mass political actions. Survey data demonstrates that climate change is increasingly a major concern to people of all age groups, but especially among young people. "Public concern about global warming is evident across all age groups in the U.S., with majorities of younger and older Americans saying they worry about the problem a great deal or fair amount. However, the extent to which Americans take global warming seriously and worry about it differs markedly by age, with adults under age 35 typically much more engaged with the problem than those 55 and older." <https://news.gallup.com/poll/234314/global-warming-age-gap-younger-americans-worried.aspx>

strengths, and attract new students. Our institutional mission<sup>2</sup> and foci<sup>3</sup> including environmental stewardship, social justice in local and global context, learning across significant differences, putting theory into practice, critical thinking about learning, and collaborative interdisciplinary inquiry are tremendously well-suited for producing students with these capabilities. Indeed, these core values are embodied in each aspect of this project. Tackling climate injustice requires critical interdisciplinary and solutions-oriented thinking, areas that Evergreen has historically led and continues to innovate in.

The new Path and Center will draw students who are excited about climate justice, climate action, sustainability studies, community connections, and other applied learning.

First year students direct from high school will find a clear sequence of offerings that can help them build breadth and depth.

Transfer students can find structures and programs that will help them move toward professional paths in climate, sustainability, transformative justice, and more.

Adult learners who are either starting or completing degrees will find highly relevant offerings linking their passions to concrete interdisciplinary learning options.

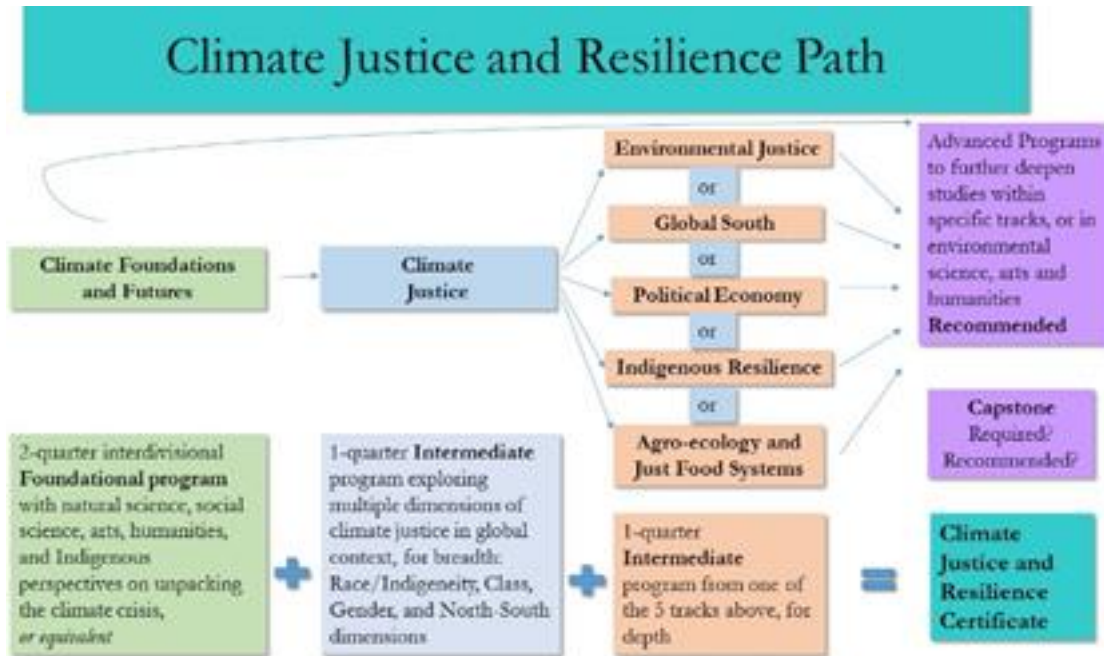
Professionals working in local, state, and federal agencies can build credentials in specific areas, particularly through our related Certificates.

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<sup>2</sup> <https://www.evergreen.edu/policy/missionstatement> As an innovative public liberal arts college, Evergreen emphasizes collaborative, interdisciplinary learning across significant differences. Our academic community engages students in defining and thinking critically about their learning. Evergreen supports and benefits from local and global commitment to social justice, diversity, environmental stewardship and service in the public interest.

<sup>3</sup> <https://www.evergreen.edu/about/fivefoci>

## New Path of Study: Climate Justice and Resilience



## New Center: Center for Climate Action and Sustainability



\*A potential name for the Center could be "The Center for Climate Action, Sustainability, and Transformative Justice."

**Impact:** Students will contribute to new collaborations and leadership and more just systems that can tackle the climate crisis, build a more regenerative and resilient future, and transform the world as we know it.

Learning and teaching in the Climate Justice and Resilience Path will enable us to produce Greeners better equipped to go out into the world and contribute to addressing the climate crisis that has been known to be a 'super wicked' problem due to the sheer complexity of resolving the dilemmas posed by multiple and contradictory visions of what a just solution to the climate crisis is. Students who are able to better understand complex problems are less likely to promote reductionist and short-term climate fixes and are better equipped to understand that longer term solutions require structural solutions at multiple scales and spheres of life. Students who understand that there are multiple, often competing visions for justice in general and climate justice in particular, are better equipped to collaborate with others in the real world to work towards consensus-based solutions by working across significant differences in perspective and strategy.

Students who are equipped with critical thinking skills are more likely to be reflexive about their own ideas (even about justice!) and open to critique and refinement, and eventually broadening their worldviews. Students who have ample opportunities and guidance to put their learning into practice -- whether by conducting research and contributing to the body of knowledge, or by engaging in change-making and creation of ecologically sustainable and socially just solutions whether in growing food, designing cities, participating in social movements, or advocating for policy reform -- can become successful change-makers and thought leaders when they leave Evergreen as alums.

Our plans for the new Path and Center are to enhance our capabilities as an institution to create students with all of the above capabilities. Our institutional mission that includes environmental stewardship, social justice, learning across significant differences, putting theory into practice, critical thinking about learning, and collaborative interdisciplinary inquiry are tremendously well-suited for producing students with these capabilities. However, we have not applied these institutional assets and philosophies to invest resources specifically to address the problem of global climate change. It is high time we did so, and the moment to do so is ripe. Whereas until recently those of us who struggled to push forth a climate justice agenda (as opposed to a 'climate solutions' agenda that is oblivious to the justice and equity dimensions of the problem and its solutions) for the past few decades had a steep uphill battle to convince the public that justice considerations are important to address the crisis, the COVID crisis and the renewed vitality of the Black Lives Matter have now created an environment in the United States and the world that racism and white supremacy are deemed an unacceptable way of being for any society. The idea that justice and equity considerations are central to resolving the climate crisis have now come to the mainstream. There has been a paradigm shift. This is a strategic moment for Evergreen to make its presence felt and visible in the wider polity.

While other institutions of higher learning in the United States are only now starting to have conversations about systemic racism, Evergreen is one of the early innovators in doing so. While we still fall short of our aspirations, we have taken progressive and innovative steps to address problems such as institutional racism by investing institutional resources in organizing events such as Day of Absence and Day of Presence in the past, as well as newly initiated annual Equity Symposiums and Juneteenth celebrations. These events educate our students, staff, faculty, and members of our extended community about the debilitating effects of racism for all concerned, perpetrators and victims. We have a long-standing project dedicated to bringing sustainability education to incarcerated communities in the region, through the Sustainability in Prisons Project, and faculty who are committed to take this work further by contributing to the Transformative Justice Movement for prison abolition. Evergreen has also been a hub for promoting Indigenous resilience through the creation of the Longhouse Education and Cultural Center, the Indigenous Arts Campus, the Native Pathways Program (formerly Reservation-Based/Community-Determined Program), and the Northwest Indian Applied Research Institute (now defunct), as well as by hosting two Indigenous Climate Justice symposia in 2015 and 2017. Our Political Economy faculty are legendary in inculcating in our student and broader community (through Economics for Everyone weekly community fora) a keen sense of the injustice of a neoliberal capitalist economic structure for the working class that constitute the majority of our population.

In all three arenas, an area for growth for us as an institution is to extend these considerations to the global context. Racial justice can be conceived not just as protecting racialized groups in the US from acts of visible, explicit, and immediate violence -- as well as from the longer term effects of living in a structure shaped by settler colonialism, heteropatriarchal and racial capitalism -- but also to prevent harm from the violence of climate change as well as the less visible 'slow violence' of continued neo-colonial exploitation, appropriation, and domination in the Global South that can often be traced to U.S. imperialism, hegemony, hubris, and exceptionalism. Evergreen could be a leader in educating US students about this injustice and to contribute to an environment through education and advocacy where the US could acknowledge and act on its historical responsibility for climate change and its debts to the Global South (as well as to marginalized populations within, which is something we already do well). We could also broaden our strength in Indigenous resilience and leadership by teaching about and learning from Indigenous people, traditions, and resilience from outside the Americas, thereby departing from the problematic notion that the US and others in the West need to be saviors of the Global South that have been victimized by climate change and ironically by US hegemony and white saviorism. This would be a way for Evergreen to inculcate our value of learning across significant differences in a global context, and simultaneously to shape the idea of what constitutes climate leadership – to encompass learning from distant and racialized others.

Evergreen has been a national and regional leader in the philosophy of interdisciplinary teaching and the practice of sustainability. We have an exemplary Organic Farm program that has been instrumental in shaping the discourse around agro-ecology and

regenerative food systems as well as highlighting the stark inequities inherent in the mainstream agribusiness system in the United States and the Americas through an annual Farmworker Justice Day. Until recently we hosted a Center for Sustainable Infrastructure that was instrumental in mobilizing a Climate Solutions annual celebration, and a Curriculum for the Bioregion that worked hard to integrate sustainability education throughout the curriculum of institutions of higher learning in the Pacific Northwest. We have an educational structure that is a pioneer if not unique in the country for modeling interdisciplinary and collaborative teaching and learning. If there is one institution of higher education in the United States that is perfectly equipped to take leadership in creating an educated and informed citizenry to lead in promoting climate justice imperatives in the country and beyond, it is us, and we need to step up to the challenge. This challenge is also an opportunity to address our flagging enrolment, because Climate Justice is an area of demand among today's youth and student population, as the 2020 Hanover report: Benchmarking: Climate, Environmental Justice, and Sustainability Programs also points out. However, we feel it is more of an imperative to do so because we are uniquely adapted to offer the kind of interdisciplinary learning that the climate crisis warrants. The 'Differentiated University' report offers an important insight for us to heed, which is to think of potential new students not in terms of what they can do for us, but rather in terms of what we can do for them when they come here to learn about climate change (Ladd et al 2014).

DRAFT

#### IV. Program Design [DUE 7/24 BY: Curriculum Workgroup]

1. Provide details on specific proposed curricular content, including the number and type of offerings, learning outcomes for students, number and type of faculty required (e.g, “regular” converted/tenure track faculty, adjuncts/visitors, “professors of the practice,” etc.), and assumptions about the student/faculty ratio.

### OVERVIEW OF PROPOSED CURRICULAR CONTENT

#### The Center for Climate Action and Sustainability



The Center for Climate Action and Sustainability will be an interdisciplinary clearinghouse and facilitation hub for research and engagement for innovative collaborations between students, staff, and faculty addressing the most salient crises facing humankind and building a more resilient social and ecological future. The Center will assist existing and emergent paths and programs to prepare students, staff, and faculty in developing research skills, facilitating project opportunities, connecting with community partners, agencies, and tribes, developing and influencing public policy, and organizing campus events, campus sustainability projects, and ongoing community-building—thereby connecting theory to practice through supporting applied learning opportunities.

The Center will support the college in addressing all four aspects of Evergreen’s mission: “Integrated, interdisciplinary learning,” at the intersections of “Environmental Stewardship and Social Justice,” involving “Individuals Engaged in Community,” and with “Diversity and Equity” permeating its work. The Center's work will



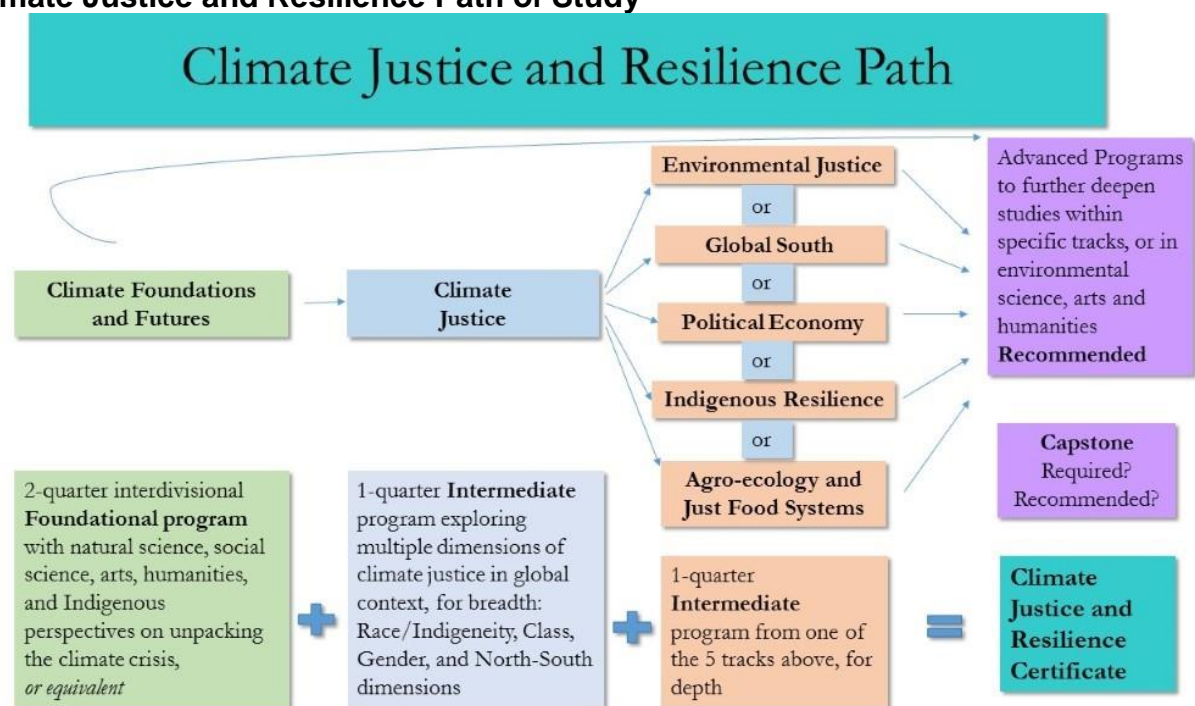
enhance our capabilities as a learning community to extend our commitments in these arenas such that students connect the local and national to the global community, thereby engaging in climate action at multiple scales. By doing so, we will not only distinguish ourselves by committing to prepare globally informed and responsible citizens, we would also increase our visibility beyond the United States and help build the international solidarity needed for meaningful climate action. The Center will intentionally integrate with the undergraduate curriculum, by housing a range of Capstone programs, coordinating some Certificates, and facilitating community-based research and engagement opportunities. The Center will collaborate and coordinate with the other Public Service Centers, particularly around capstone development.

Additionally, the Center will build off the strengths of the College through convening the various sustainability-oriented endeavors on campus, such as the Office of Sustainability, the Clean Energy Committee (CEC), and the Food Systems Working Group (FSWG). One concept that the FSWG has been promoting is that of a Sustainable Campus Food System. Students have consistently identified a local, sustainable, socially just, and community-based campus food system as a value that they hold strongly. As a result, we believe that strengthening a sustainable campus food system will be a strong marketing tool for Evergreen that has the potential to attract hundreds of new students to the campus each year and connects with the Living Lands proposal.

One component of this Sustainable Campus Food System will build off Evergreen's current assets and programs, such as the Organic Farm and the student-run collective café the Flaming Eggplant, along with the academic programs associated with both. The Center would collaborate with a new initiative called The South Puget Sound Food Hub, which seeks to create a local food distribution hub in this area, and this collaboration will deepen our relationships with other area colleges and institutions. This food hub will bring together area colleges like Evergreen, South Puget Sound Community College, St. Martins University, Chehalis Community College, Centralia Community College and Washington State University to increase institutional sourcing from local farms. This food hub offers a rich opportunity to collaborate more with our community college partners and will further allow us to build pathways from area community colleges to Evergreen.



## Climate Justice and Resilience Path of Study



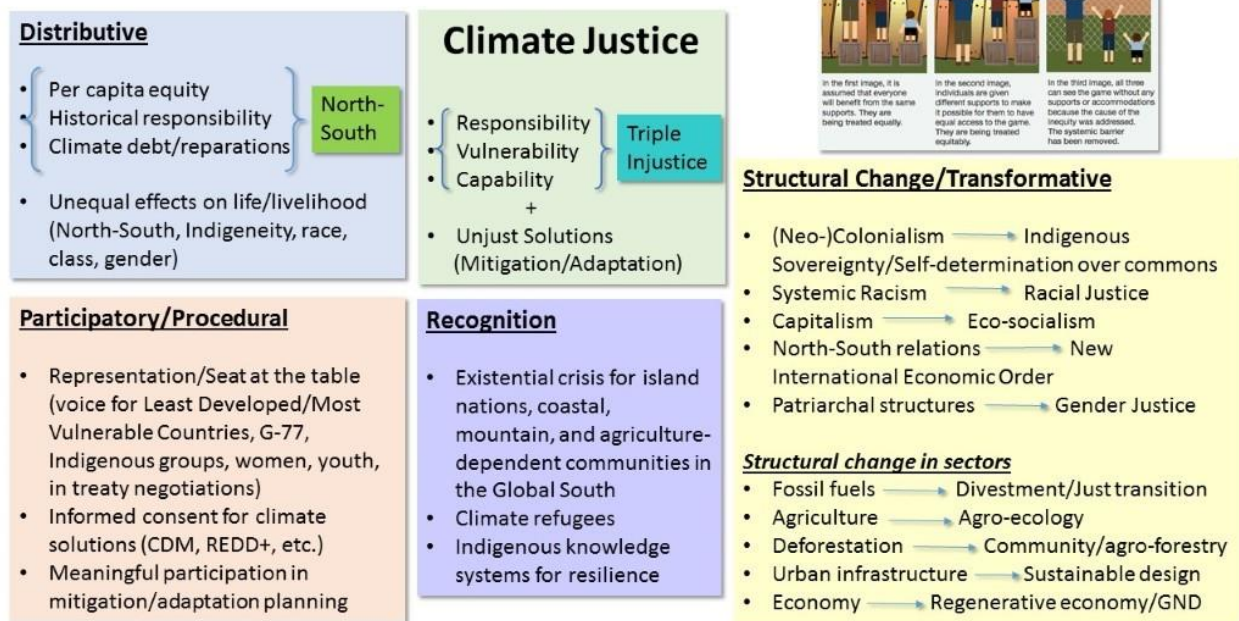
### NUMBER AND TYPE OF OFFERINGS

We propose a new interdivisional Path of Study -- Climate Justice and Resilience -- that would add to the currently existing rich array of paths and help integrate and draw on existing paths to offer to students ways in which to pursue an interdisciplinary path of study focused on an emergent 'Climate Justice' thematic area.

Climate Justice is an aspirational idea around which countries, non-profit organizations, grassroots movements, and youth worldwide have mobilized to draw attention to the blatant injustices associated with climate change -- how it disproportionately affects the most vulnerable communities around the world who have the fewest resources to withstand the consequences of a warming world while having contributed the least to causing it. Beyond this triple injustice, technological and market-based solutions designed to mitigate or adapt to climate change have also been known to further exacerbate vulnerabilities, leading to yet another dimension of climate injustice. Climate Justice is an approach to addressing the climate crisis that is committed to minimize and undo existing forms of inequality and oppression and move towards a more socially just and ecologically sustainable world. This emergent idea has also led to an area of study dedicated to understanding the various meanings, movements, and policies associated with it.

As a thematic area of study, Climate Justice is a multi-scalar and multifaceted concept that encompasses subjective notions about various forms of inequality that operate at different scales (local-global), whether in the creation of the climate crisis, or in the context of mitigation or adaptation. Drawing on Environmental Justice as a field of study, arguments for climate justice often include corrective, distributive, and

participatory justice approaches, and increasingly calls for recognition and transformative structural change to address differences in power, privilege, and access to resources along lines of race/Indigeneity, class, and gender broadly construed. While structural change is often conceptualized in the context of structures of capitalism, colonialism, racism, and hetero-patriarchal structures, it can also be conceptualized for specific spheres of society, such as in the context of fossil fuels and divestment, militarism, urban/transportation/food systems planning/prison reform, and others. The concept of resilience builds on the structural analysis of climate inequities, to address the question of what kind of world we want to envision and build, whether the focus is on renewable energies, sustainable building and planning, food systems, Indigenous cultural revitalization, sustainability in education, etc.



## LEARNING OUTCOMES AND CURRICULAR CONTENT

### The Center for Climate Action and Sustainability

The Center curricular foci include fields at the intersection of social and ecological priorities: climate justice, resilience studies, environmental justice, environmental racism, food justice, critical race theory, settler colonial and colonial histories, political economy, gender and queer studies, environmental science, and participatory action research methods. The Center offers students a space to build their social and ecological analysis through transdisciplinary and intersectional studies of systemic oppression and ecological degradation while deepening their understanding of ways in which the two are interconnected.

The Center will house various sustainability related endeavors on campus that have become lost or fragmented over the years—such as the Office of Sustainability, the Food Systems Working Group, and the Clean Energy Committee, which will allow for

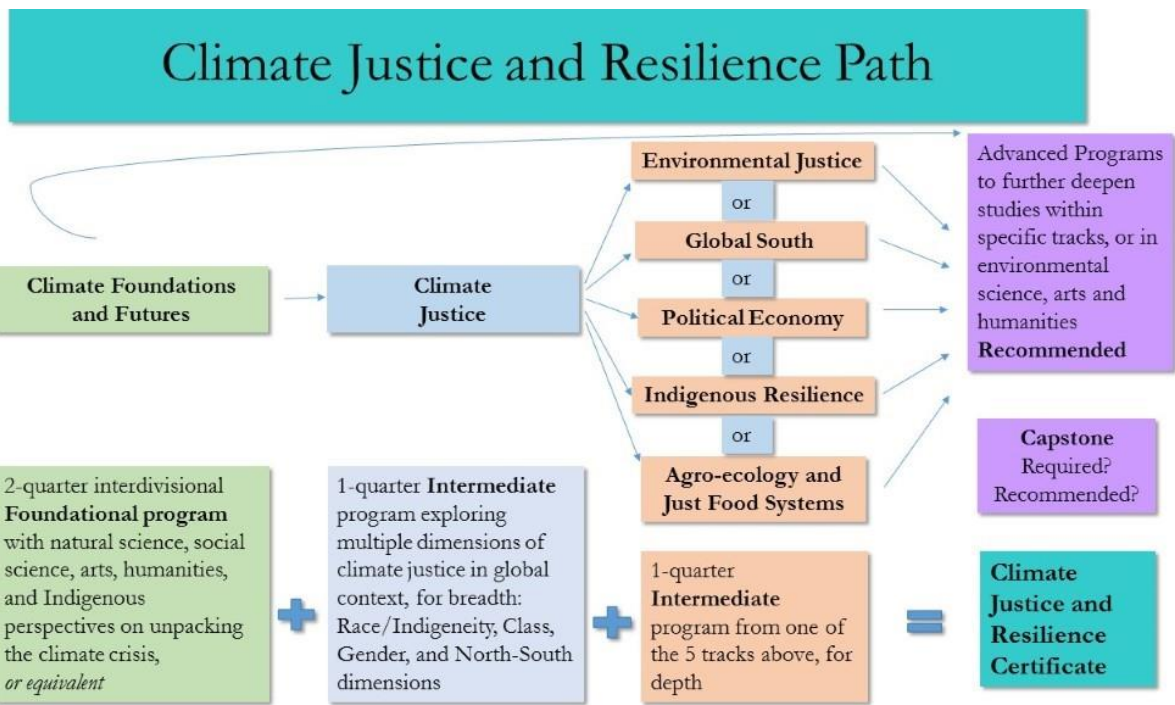
better coordination of long-term sustainability efforts on campus. The Center further seeks to participate in the Living Lands initiative at Evergreen, thereby supporting students in work that utilizes the rich campus environment, including the forest, beach, and farm, while also supporting students in making connections to the global and planetary earth.

With justice and equity as core values, the Center will provide scholarships to students from historically marginalized backgrounds, particularly students of color, to do solutions-oriented participatory action research on issues dealing with climate resilience and earth justice. Further, The Center seeks to develop student leadership through trainings on specific skills and preparation for community work, like participatory action research, decolonizing research methods, and ethnographic methods.

Climate Justice Communications will be another important curricular area of the Center. Communicating the important work of this Center would be a primary responsibility of the Center's staff, who would collate campus-wide efforts dealing with climate resilience and environmental justice on a website that can be used for marketing and recruitment purposes. Additionally, the Center would offer a space for media and arts students to develop multimedia projects that can communicate the work happening in conjunction with the Center to wider audiences.

### **The Climate Justice and Resilience Path**

The new Path of Study we propose includes a set of required foundation and intermediate programs focused on breadth and interdisciplinary learning (across significant differences), before they move on to take advanced programs of their choosing to acquire depth in specific areas of specialization we propose to organize around 5 tracks, some of which are contingent on a Climate Justice cluster hire. The rationale for the program design we propose as well as student learning outcomes for the required foundational and intermediate programs are listed below. We anticipate that each of the advanced offerings will sharpen and deepen the outlined learning objectives in specific directions following the focus of the individual tracks.



## Foundational Program

It is important for students interested in leading the climate justice movement and working to support climate justice imperatives and solutions in the wider world to first of all understand what the problem is in all its complexity. There is often a tendency to conflate the expansive concept of climate justice to one or two of its many liberatory meanings. As an institution of higher learning whose mission is to promote critical interdisciplinary inquiry and learning across significant differences, our role is (we have a duty) to educate students who come to us to learn about climate change, to the wide array of perspectives and approaches – those that exist and those that are possible – for understanding the problem and trying to devise lasting solutions that are just.

Our vision is therefore to create a robust and rigorous curriculum that is designed to facilitate a foundational understanding of the climate crisis – which is simultaneously a social, economic, and ecological crisis – using multi-disciplinary, interdisciplinary, and/or transdisciplinary approaches that would enable students to wrestle with the problem from individual to global scales. For instance, climate anxiety is a growing phenomenon among Generation Z, and a foundational program should include strategies for stress management and resilience at the individual scale drawing from the field of environmental psychology. Yet, successful engagement with the global climate crisis is necessarily incomplete without a structural analysis of the root causes of the crisis, which boils down to the structures of capitalism, colonialism, and patriarchy that have led to the dominant paradigm of our heavily fossil-fuel dependent economies. The foundational program will help understand the ways in which multiple structural oppressions intersect to create and exacerbate the climate crisis from the lens of political economy. As the COVID-19 crisis has revealed, one cannot effectively grapple with crises created by the modern globalized world with its characteristic encroachment

on the natural world without also seeking to understand the science behind the problem. Interdisciplinary natural and environmental science lenses will help students understand different pieces of the problem of climate change ranging from the carbon cycle and the greenhouse effect to global warming and the altered water cycle, and their consequences for the resilience of various ecosystems.

Further, students should also understand that beyond what we understand from the vantage point of Western rationality and Enlightenment thought, there exist within the United States and in the wider world numerous Indigenous worldviews and approaches to naming, defining, and relating with the problem that we call climate change. Students should therefore be exposed to perspectives from various humanities and critical social science traditions.

Lastly, artistic and creative expression can be both a release valve for students grappling with the climate crisis that can have a heavy toll on their sense of self; as well as a way through which students can develop greater empathy for distant others who may be affected by the crisis. Reading a novel (eg. *Gun Island* by Amitav Ghosh) or poetry (eg. *Dear Matafele Peinem* by Kathy Jetnil-Kijiner) or exposure to other works of art can be a helpful way to ease students into a deeper level understanding of the climate crisis, while enabling their own creative expression by imparting skills in the creative arts and communication sciences. We therefore envision a foundational program to be led by a team of interdivisional faculty members spanning the breadth of the natural sciences, social sciences, arts and humanities.

Preliminary Draft Objectives for student learning in a newly formulated and designed two-quarter foundational program, 'Climate Foundations and Futures' (or perhaps IES: Climate Change would be an extension of what currently exists among our offerings, i.e. IES: Land, and IES: Water):

- To understand the social, political, economic, and ecological dimensions of the climate crisis
- To understand the role of sectors such as agriculture and the food system, urban infrastructures (residential/transportation), fossil fuel industries in contributing to the climate crisis along with a brief overview of regenerative food systems, fossil fuel divestment, alternative energy, sustainable urban design, forest protection, and other mitigation strategies
- To understand factors that have led to the climate crisis, from multiple disciplinary lenses as well as impacts of the climate crisis on different spheres of life
- To understand at an introductory level the basic physical, chemical, atmospheric, and ecological determinants of the global greenhouse effect, its effects on global warming and the hydrologic cycle, and resultant climatic changes, and their impacts in turn on the resilience of different ecosystems
- To understand how past and present greenhouse gas concentrations are measured, and how future concentrations are projected through climate modelling, the role of feedback loops and tipping points, with an understanding of probability



and uncertainty in these measurements and projections within the context of the scientific method

- To understand how contemporary climate change is anthropogenic and to situate this in the context of natural trends of climatic change over geologic time
- To understand the phenomenon and sources of climate denialism in the United States, and to evaluate a wide range of arguments against the anthropogenic nature of contemporary climate change
- To understand how different social and economic sectors contribute greenhouse gases and to understand current and possible mitigation options and strategies including carbon sequestration by forests, regenerative agro-ecology, land use planning, as well as the movement for divesting from fossil fuels and the alternative energy revolution; their possibilities and constraints
- To understand how adaptation strategies seek to help societies and the natural world adapt to the various inevitable consequences of (already occurring) climate change; their possibilities and limits
- To understand vulnerability to climate change beyond biophysical vulnerability and to understand the social and structural determinants of vulnerability and resilience capability
- To understand the international process of formulating a global climate treaty as a set of rules for use of the global atmospheric commons; and its limits and possibilities
- To critically examine the neo-Malthusian and neoliberal implications of Garrett Hardin's 'tragedy of the commons' thesis for the climate crisis, particularly what kinds of solutions are currently on offer
- To situate both the climate crisis and neoliberal climate solutions within the context of a deeply unequal world shaped by the histories and ongoing legacies of colonialism, capitalism, and patriarchal structures of oppression -- i.e. the root causes of the climate crisis -- and to understand the desires and demands of climate movements and climate justice movements in the US and globally
- To study and explore a wide array of journalistic, creative, and artistic expressions of the climate predicament
- To study and explore a wide array of humanistic analyses of the climate crisis, including from the perspectives of Indigenous environmental history, environmental philosophy, environmental ethics, and ecocriticism
- To understand the psychological dimensions of the climate crisis, including climate denialism, cognitive dissonance, climate anxiety, solastalgia, strategies for personal resilience, and research on values, attitudes and behavior
- To understand that there are different epistemological approaches to produce knowledge about the climate crisis, and different ontological approaches to understand what the climate crisis signifies, in both Eurocentric and Indigenous traditions

### Intermediate Level Program

After taking a two quarter foundational program, students should be adequately informed about why climate change is a wicked problem, and are then ready to delve

into the complexities of the (many and sometimes competing dilemmas of the) equity and justice dimensions of the climate problem, that have garnered the idea of the climate crisis as a 'super wicked' problem. One of the five foci of Evergreen, learning across significant differences, is of tremendous value in teaching about environmental justice in general, and climate justice in particular, because an inability to achieve consensus on what is a fair and just way to address the climate crisis at the international level is what led to the so-called North-South impasse at climate negotiations from Rio de Janeiro in 1992 to Copenhagen in 2009 and similar other landmark annual meetings that led to the largely unsuccessful Kyoto Protocol and even more unsuccessful (from an equity standpoint) Paris Agreement. Even as a global movement and an academic area of inquiry have mobilized around a 'climate justice' framing, there is no global consensus on exactly what it means and how it should be pursued, which is why this is such a complex and rich notion to unpack and analyze from multiple vantage points. A justice framing is compelling because everyone has a subjective idea of what is just. Rather than promote a singular vision of justice, we seek to create an environment of critical inquiry where multiple, often competing, ideas of justice are heard, deliberated on, and critically examined. The goal is to model for our students our ability to take seriously the perspectives of others, rather than disavowing them, because they are deemed either too radical or too reformist. The broader impact of this pedagogical approach would be to build a culture of inclusivity, tolerance, and respect towards other people's ideas (about justice and how to achieve it); and to actively work against a culture of hubris -- both at Evergreen and in society at large.

An existing Climate Justice program offering introduces the many dimensions of this multifaceted subject to make sure this expansive notion does not get reduced to or conflated with one or another part of the whole. Drawing on a well-established area of study within the interdisciplinary field of Environmental Studies called Environmental Justice, the approach followed in this program is to deliberate on a wide range of approaches, encompassing ecological, economic, and social justice, whether in the sense of distribution (of responsibility for emissions, vulnerability to the impacts of climate change, capacity to be resilient, etc.); participation (do all affected persons, groups, and entities -including non-human nature - have a seat at the table in decision-making, whether at the global scale, ie. UN deliberations; or in various local-national contexts); recognition (what kinds of knowledge and epistemologies about how people understand the problem and how solutions are conceptualized are deemed valid or worthy, which aren't, and why; and acknowledgement of the real existential crisis for entire island nations and communities in the Global South whose lives and livelihoods are being threatened and erased even as we deliberate on our climate anxieties in the West/Global North); but also transformative structural change (arguing for more than reformist changes and seeking to radically change oppressive structures that have also been responsible for contributing to the climate crisis in the first place. While structural change is typically conceptualized in the literature in the realms of: class/economic (the need to address capitalism and colonialism, North-South inequities); race/Indigeneity (the need to address environmental racism, white supremacy, neo-colonialism, settler colonialism); gender (the need to address heteropatriarchal structures, misogyny, reproductive/gender justice); beyond the commonly utilized race,



class, gender framework, we can also conceptualize structural change for specific sectors of society, environment, and economy, such as fossil fuel industries, transportation/urban planning, food and agricultural systems, militarism, prison reform or abolition. There may be others, this is a constantly evolving field of study.

Objectives for student learning in the Climate Justice program (an existing offering, ideal as an intermediate program after student has taken an introductory program unpacking the climate crisis, including the science, as well as structural drivers of the crisis):

- To develop a sophisticated understanding of the complexities and the multi-faceted nature of the social dimensions of climate change
- To develop the critical theoretical tools to evaluate the effectiveness of various solutions proposed to combat climate change and climate inequities in a global context
- To understand the process of international climate negotiations and deliberations in the context of historical inequities between core and periphery (Global North and South)
- To understand key approaches to understanding climate inequities along and beyond major axes of social difference: race, class, gender, but also between Global North and South, as well as Indigenous and settler colonial nations
- To evaluate the merits and limitations of specific framings of climate justice and to be able to articulate verbally and in writing your own scholarly position within the context of contemporary discussions
- To understand arguments for environmental/climate justice as a claims-making process, and to be able to recognize and identify the kinds of evidence that are presented to make specific claims about inequities, and the theoretical explanations for why they occur and how they should be addressed
- To identify areas of convergence and contradiction across competing justice claims
- To engage in reflexive critique of mainstream environmentalism's blind spots in terms of race and Indigeneity, class, and gender privilege / oppression
- To synthesize and integrate classroom learning with lived experience and other learning in the 'real world'
- To continue to develop skills to articulate a research question and to produce a coherent and well-organized scholarly literature review paper with a clear thesis
- To continue to develop public speaking and leadership skills through oral presentations of research and facilitation of seminar discussion
- To learn how to use primary data sources to develop original arguments as a contribution to knowledge about climate justice discourses, using at least one research method

#### Further Study in Intermediate-Advanced Programs and Capstones

After building a solid foundation of the complexities of the climate crisis, and a nuanced understanding of climate justice, students are well-positioned to further their study of specific dimensions of climate justice at a deeper level by taking an intermediate-advanced level program of their choice corresponding to one of various tracks we

propose, followed by a Capstone project of their choice. Possibly they could complement this study with a more in-depth study of a specific area of environmental science, policy, art or humanities pertaining to climate change. Specific programs may have their own prerequisites which they should plan for based on consultation with faculty and advisors. A possible array of options from which a student may complete their path of study is shown in the table below.

<u>Foundational</u>	<u>Intermediate</u>	<u>Intermediate/Advanced*</u>	<u>Intermediate/Advanced*</u>	<u>Capstone</u>
Required: Broad interdisciplinary learning in natural, social sciences, arts and humanities perspectives on understanding climate change	Required: At least two of the following	Recommended: At least one program, ILC or SOS centered on one of the following climate focused areas; possibly taught in conjunction with a justice-focused program	Recommended: At least one program, ILC or SOS centered on one of the following justice-focused areas; possibly taught in conjunction with a climate-focused program	Required?: A climate justice / track focused Capstone project designed by the student. The following are possible examples
An interdisciplinary team-taught two quarter program such as Climate Foundations and Futures or IES: Climate Change (this requirement could be met with separate programs on climate	Climate Justice and one of the following Track options 1.Environmental Justice 2.Global South 3.Political Economy 4.Indigenous Resilience	Forests, land-based resources, ocean acidification, marine resources, glaciers, rivers  Transportation/urban planning, sustainable design, green building  Disasters, health, vulnerability, and resilience, climate adaptation policies  Food and Ag, Food Sovereignty, Political Agroecology, Agro-forestry  Fossil fuels, renewable energy	Intersectionality  Critical Race Theory, Whiteness/Ethnic Studies  Marxist/ian Political Economy, International Political Economy  Feminist theory, gender studies, ecofeminism, or LGBTQ studies	A primary research project undertaking honors thesis level work; CCBLA, CCAS, or other Center-affiliated internship; Study Abroad Program and/or internship; Significant contribution to co-organizing an annual/biennial Climate Justice Symposium;

<p>change offered by the following paths: ES, PEGSEJ, NAIP)</p> <p>*Any other foundation preparatio n for the advanced offerings (check with faculty)</p>	<p>5. Agroecology and Just Food Systems</p> <p>Could be a new program or currently offered programs by PEGSEJ, NAIP, EI Camino, Food and Ag</p>	<p>Global climate treaty</p> <p>Climate mitigation and/or adaptation policy/politics</p> <p>Climate (justice) movements, organizing, and advocacy (eg. GND)</p> <p>(These are not names of programs but rather an identification of possible subject areas)</p>	<p>Postcolonial theory, subaltern studies</p> <p>Migration, refugee, border, studies</p> <p>Decolonial / Indigenous / Settler Colonial studies</p> <p>(Dis)Ability Studies</p> <p>Social Ecology</p> <p>Political ecology, critical development studies, sustainable development</p> <p>(These are not names of programs but rather an identification of possible subject areas)</p>	<p>Other creative project</p>
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Students' pursuit of study along this multi-track path need not be linear, with the exception that they take the Climate Foundation and Futures, and Intermediate level Climate Justice before moving on to a Track option, then Capstone, in that order, so that they can achieve breadth before seeking depth. Students particularly focused in areas such as arts and sciences will take Climate Foundation and Futures and then

branch into art- and science- related Paths to do their advance work, bringing with them a solid interdivisional foundation to support their climate action and justice oriented work.

### **FACULTY REQUIRED**

We propose a two-quarter offering: Climate Foundation and Futures (or an equivalent set of programs) incorporating comprehensive interdivisional learning about climate change, pending approval of our Climate Cluster hire proposal. This would enable us to design for continuity and deliberate planning from the Foundational to Advanced programs. In the event and while new hires are not achievable, we could offer less structured but still workable paths of study for students wishing to develop the competencies we envision but possibly taking longer to complete required and recommended learning. At the minimum, we would need to create an interdivisional team of faculty that could comprise this path to plan the offerings from foundational to advanced, and associated capstones. This would require representation from a number of paths, some of whom could join the path in a rotating structure between their main path and this new interdivisional path. Some combination of faculty teams of 2-3 would offer the 2-quarter Foundation program. We will investigate offering some of the teaching (for instance the natural science components of climate science – physics, chemistry, ecology -- or eco-arts) in modules. In the absence of a dedicated team, interdivisional planning is difficult if not impossible to accomplish given the current governance structure of concurrent path planning meeting times.

### **HIRES NEEDED**

"Regular" (continuing/tenure-track) faculty hires are essential for the success of this proposal. Hires will enable us to create a more stable interdivisional team. Ideally, five faculty members would populate this interdivisional path planning team – one each from one of the natural science focused path; PEGSEJ; if possible Food and Ag; NAIP; Arts and Humanities. We would like to point out that two of the hires that we propose (Political Economy and Native American and Indigenous Studies: Environmental Policy) were ranked highly on the most recent Hiring Priorities recommendations and thus already reflect broad faculty support. We recognize that additional hires may need to go through the Hiring Priorities process, and we are confident that we can achieve broader support for these hires.

### **STUDENT/FACULTY RATIO**

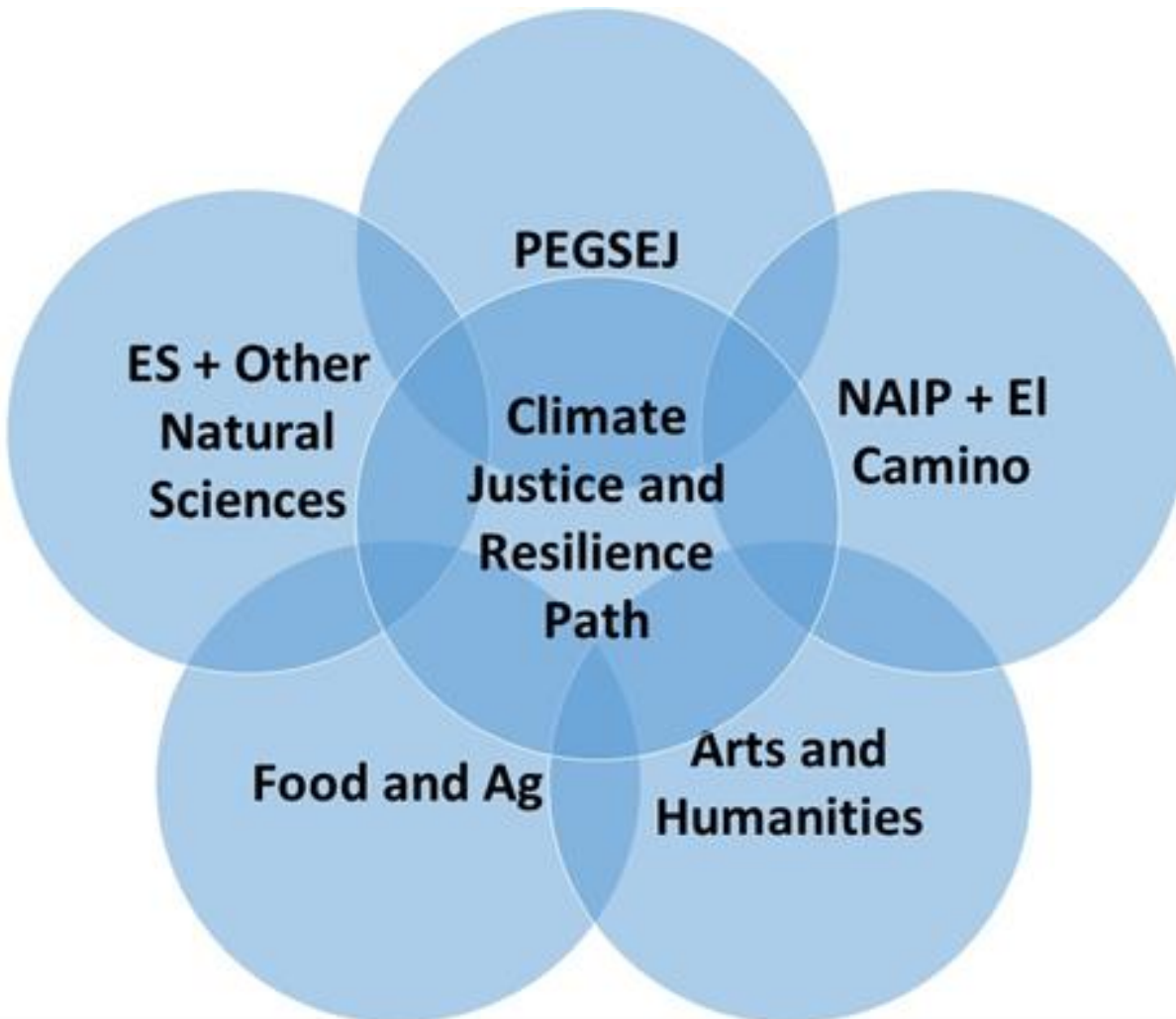
We do not assume that the ratio will be different than other programs at Evergreen.

## **2. How would the program intersect with current or proposed curricular structures, including Paths of Study?**

This interdivisional Path will enable students who come to Evergreen with an interest in learning about climate change and climate justice to create a rich and robust learning experience that includes a comprehensive understanding of this expansive subject, and opportunities to pursue enhanced in-depth learning and practice in specific areas offered by our existing paths. This interdivisional Path will include a multi-quarter, interdivisional foundational program that introduces the problem of climate change from

the perspectives of the natural and social sciences, as well as the arts and humanities, with planning and representation from multiple paths (Environmental Studies & other sciences from the Science Curricular Area Team; Political Economy, Global Studies, and Environmental Justice; Food and Agriculture; Native American and Indigenous Programs; and from Arts and Humanities faculty in paths such as Literary Arts, Culture, Text, & Language in World Societies, Media Arts & Studies, Visual Arts); an intermediate level Climate Justice program coupled with an intermediate level program of the student's choosing focused on one of the five tracks; before moving on to pursue advanced studies in a specific track or environmental science, arts and humanities and a suitable capstone experience of the student's choosing that would round out a broadly interdivisional path of study. Altogether, this interdivisional model will facilitate critical learning and inquiry on this salient and emergent subject by encouraging both breadth and depth.

While intermediate and advanced programs that we envision already exist, we propose introducing a foundational program that does not currently exist and that would require deliberate planning and coordination among key paths (ES, PEGSEJ, Food and Ag, NAIP, any others representing an Arts and Humanities lens). This planning and coordination could be situated within the named Center or a newly formulated School (of the Environment? of Interdisciplinary Environmental Studies and Sciences?). In other words, the Center or School could serve as a container for the Path and for other climate-focused programming. We would require at least five additional hires in the following areas: Political Economy, Agro-ecology, Environmental Justice, Indigenous Resilience, and the Global South (Third World Political Ecology), for this interdivisional path of study to be successful from the point of view of faculty planning as well as viability as a robust path. If our ask for new faculty lines in such a Climate Justice Cluster Hire is successful, we could be very deliberate in planning for there to be meaningful continuity between learning introduced in the foundational programs and the advanced level offerings, since they could be taught by the same set of faculty – something that would be difficult to guarantee with our existing faculty who are already committed to their paths.



Apart from the required Foundation and Intermediate programs that would clearly and explicitly be offerings affiliated with this path, programs offered by existing paths that may contribute recommended advanced (and their associated foundational) offerings to this path could possibly be marked in some way so that students registering for classes (and advisors advising students) can recognize the relevance of the catalog offering to this path *whether or not climate appears in the name of the program*. In the table outlining possibly pathways for students seeking to study climate justice, the program areas listed under the Recommended Intermediate/Advanced categories don't have to be *entirely* focused on climate change (it is reasonable that many faculty at Evergreen might find an overwhelming focus on climate change to be limiting, and see climate change as one of the areas in which they teach, and not all of what they have to offer). In this event, program leaders could possibly be asked to assess whether approximately 4 or 8 or 12 of their 16 credit programs focus on a climate-focused area or a (climate) justice-focused area. If a student's advanced learning could be in a program offered by a subset of faculty who offered the foundational program, with an explicit focus on one or another Climate Justice track, this is of course ideal. But it

should also work well if at least 4 or 8 credits (to be determined by the Climate Justice+ core team) in a program were dedicated to the CJ+ path/track.

- 3. What would be the primary methods of instructional delivery? This could include on-campus, low-residency/hybrid, distance, competency-based approaches. When would they be offered (as part of the Oly-Day program? Evenings and weekends? Both?)**

Students would have opportunities to participate in on-campus workshops, labs, and seminars as conditions permit. In collaboration with the Living Lands proposal, Climate Justice Path and Center will make use of the rich campus environment, such as the Organic Farm, community gardens, forest, and beach through experiential learning opportunities.

#### **Online/Low-residency options:**

Some aspects of the certificates outlined below could be offered with online components. Specifically, modules on carbon accounting, introductory statistics, advanced statistics, cross-cultural competency, and natural history could be made as fully or partially online. [add others!]

Online modules would include mainly asynchronous work: video lectures, online discussions/seminars, online assignments and quizzes, final presentations. Some synchronous work would supplement the online work: videoconference workshops, and LiveStream lectures.

We need to learn more about competency-based credit but imagine that mechanisms such as PLE or credit-by-exam or credit-by-paper could be adapted in this curriculum.

The faculty would adapt the curriculum to satisfy the needs of full-time day, part-time, and EWS students, in consultation with the Deanery.

- 4. What certificates would be offered as an element of this program? How would they support our workforce development and professional development plans? (Provide currently available details).**

#### **Climate Justice and Resilience Certificate<sup>4</sup>**

We propose that a student pursuing the necessary requirements for the certificate who then goes on to take the recommended set of advanced offerings – one each from the sustainability/ecology/climate focused area and the justice focused area; or in a team taught program combining the two, possibly and/or ideally as a continuation of one of

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<sup>4</sup> The Climate Justice and Resilience Certificate described here is of a quite different scale than the other Certificates listed. The CJ&R Certificate is more like a minor (or even a major) at other institutions, and certainly would be what we call an Area of Emphasis at Evergreen. We had rich discussion about the possibility of something like a named degree "Bachelor of Arts in Interdivisional Study" with a Climate Justice emphasis, but understand that with the parallel Schools development process, we should table that.



the Foundation program teams) be able to earn a BA in Climate Studies or Climate Justice.

A Climate Justice and Resilience certificate may be earned by students taking, among other programs, the multi-quarter foundational program proposed above, and two intermediate programs: Climate Justice and one other pertaining to one of the five tracks of specialization. It is conceivable that with good planning and focused study, a student could complete the work required for the certificate in two years, but it's also conceivable that a student completes the certificate over a period of four years by moving in and out of this path.

We propose that a student completing the Climate Justice and Resilience sequence would be able to earn a certificate in Climate Justice in one of the Tracks listed as follows:

Path: Climate Justice

Track 1: Environmental Justice -> PEGSEJ

Track 2: Global South -> PEGSEJ

Track 3: Political Economy ->PEGSEJ

Track 4: Indigenous Resilience -> NAIP

Track 5: Agroecology and Just Food Systems -> Food & Ag

Additional Potential Certificates:

- **Carbon Accounting** (In partnership with ES and MES?)
- **Tribal and Indigenous Ecological Studies** (MES MPA proposal exists – NAIP leads)
- **Natural History** (in partnership with ES – embedded in existing curriculum)
- **Permaculture/Living Lands?** (in partnership with ES, Food & Ag – embedded in existing curriculum)
- **Practice of Organic Farming** (in partnership with Food & Ag – embedded in existing curriculum)
- **Cooperative Management** (in partnership with Food & Ag & Flaming Eggplant – embedded in existing curriculum)
- **Cross-Cultural Competency** (in partnership with all paths)
- **Applied Statistics** (in partnership with ES, MPaCS – embedded in existing curriculum)
- **Instrumentation certificates** (in partnership with Science-connected Paths (ES, F&A, IBC, MPaCS, and Science Support Center – embedded in existing curriculum)
- **Existing certificates offered by SPP** to incarcerated students (Conservation Nurseries, Endangered Species Care [turtles, butterflies], Composting, Roots of Success Environmental Literacy, Beekeeping).

These certificates are proposed based on our research into the availability of certificates at other institutions. We found many graduate certificates on “Climate Change,” some were available online, but we found very few undergraduate certificates in “Climate

Change.” Most of these certificates were mainly focused on climate science from a natural science perspective, some with policy components.

We found only one undergraduate certificate program in “Climate Resilience” (an online undergraduate certificate offered by Antioch New England: <https://www.antioch.edu/new-england/degrees-programs/environmental-community-studies/climate-resilience-certificate-for-professionals/>). We found no certificates in “Climate Justice,” but various certificates focused on “Social Justice,” and “Environmental Justice.” We found no “Carbon Accounting” certificates. We therefore propose that certificates in “Climate Justice/Resilience” and “Carbon Accounting” would be novel, exciting, and could reach broad audiences. We will explore how much of these new certificates could be offered online.

Some of the certificates listed above will be cross-listed with other paths and include involvement of part-time and EWS courses as options. Certificates completed via online modules or trainings would be available to EWS, Tacoma, and NPP students, as well as Olympia daytime students.

Some members of the core team recommended that any certificates that move forward should have an oversight committee which might consist of a minimum of 3 faculty willing to contribute to the administration and curriculum needed to complete the certificate.

**5. What specific student population(s) would be served through this initiative? For undergraduate-focused initiatives, how would both lower division and transfer students be able to complete the program?**

The combined Path and Center will draw students who are excited about climate science, climate justice, climate action, sustainability studies, community connections and other applied learning. First year students direct from high school will find a clear sequence of offerings that can help them build breadth and depth. Transfer students can find structures and programs that will help them move toward professional paths in climate, sustainability, transformative justice, and more. Adult learners who are either starting or completing degrees will find highly relevant offerings linking their passions to concrete interdisciplinary learning options. Professional working in state and federal agencies can build credentials in specific areas.

Transfer students coming in with a partial understanding of climate studies and sciences could possibly meet the Foundation program requirement by taking a supplemental program (for instance, if a student has taken classes elsewhere focused on climate science, they might take Political Economy and Social Movements, and an NAIP foundational program) to meet the Foundation program requirement before going on to take the intermediate programs. It may also be possible for a student to take a portion of the Foundation program if it is offered in 8, 12, or 16 credit options, to correspond with the natural science, social science, arts and humanities elements of the interdivisional program; if they already have competencies in one or another area.

This Path has clear connections to existing graduate programs in Public Administration (including Tribal MPA) and in Environmental Studies. We propose discussions to describe connections with the Teacher Education graduate program.

The Center would facilitate undergraduate opportunities for research and community engagement. It would assist lower-division Independent Learning Contract and Internship opportunities with skills trainings (in ethical research methodologies, respectful engagement with Indigenous communities, ethnographic interviewing skills, etc.) and community contacts. It would facilitate upper-division, in-depth Capstone projects embedded in the Climate Justice Path of Study, and could assist other Capstone projects at the intersections of social justice and climate/environmental resilience, which would generally be a year or less than a year in duration. It could also assist MES and MPA in graduate-level research projects and contacts. Moreover, the Center would assist undergraduates in supporting graduate student research projects.

By conducting recurring and special events, the Center would widen the circle of engagement to the larger campus community, local residents, and western Washington communities. Events would build on earlier successes, such as the Indigenous Climate Justice Symposiums held at the Longhouse (2015 and 2017), the “Water is Life” forum (2017), “The Waters Connect Us” forum (2018), and the “Nurturing Roots” forum (2019). It could potentially also collaborate with the Science Carnival, Earth Day events, resurrect the Synergy Conference or Super Saturday and/or offer opportunities to showcase student Capstone work, bringing the public onto campus for learning and celebration.

**6. Organizational chart illustrating the administrative structure of the program (if applicable)**

The Center needs a director (faculty could rotate in as well), but there will also be administrative work needed at the undergraduate path level.

We could base the Center Director on the recent CELTC director position description: <https://careers.insidehighered.com/job/1977838/director-center-for-entrepreneurial-leadership-and-transformational-change/>

**Climate Justice and Resilience Path**

Currently faculty at Evergreen are organized into Paths, which are grouped into Curricular Area Teams (which might become Schools). The administrative work of the Paths is done by Path Conveners, in collaboration with faculty members with affiliation to Paths who attend meetings. A similar structure might be followed for the new Climate Justice and Resilience Path, where an interdivisional team of faculty who affiliate with the new Path led by Conveners could engage in path planning. In the absence of a cluster hire, we may have a problem of not having enough faculty (minimum 5) to form a core team; we may have enough faculty but that may result in pulling faculty from other paths that may then suffer from not having at least 5 faculty to be viable as a path. The latter problem may be resolved by scheduling meetings for the Climate Justice and Resilience path outside the regular path meeting times; or possibly introducing a

framework of path meetings, none of which coincide with others, so that anyone could attend any path meeting if they wanted to. Moving path meetings online while keeping CAT meetings in-person to build community may be an administrative strategy we consider.

A better structural solution, though, may be to change the way in which we think of paths. Paths were meant to offer visible routes for students to receive guidance or direction in pursuing their studies at Evergreen, because the curriculum was perceived as opaque and random. However, since the Path-based administration was introduced, paths have served as containers for faculty, thus siloing them and discouraging planning (if not collaboration) across paths. In some ways the interdivisional Curriculum Justice and Resilience path is designed to work against that move towards compartmentalization (paradoxically in an institution whose unique attribute is interdisciplinary team-teaching).

We don't want to be at odds with the work that is currently being done around developing definitions and models for schools, so we will refrain from offering thoughts on where the Path might fit with potential schools.

**7. Physical location(s) of course offerings; describe any locations off main campus**

Since the Path and work of the Center will incorporate existing work in Paths and on other campuses, there is potential for Path and Center work to occur on the Tacoma and Native Pathways campuses. Faculty and staff in those areas will need to determine how best to collaborate. Faculty from the Tacoma campus are planning with faculty on the Olympia campus for the 20-21 Climate Justice and Resilience Speaker Series.

**8. Admission standards and criteria, if relevant.**

N/A

**9. Degree Program Options, if applicable**

BA, BS and BA/BS

**10. Description of how academic work in related fields may apply to this program.**

See Program Design 1. and 2.

**11. Interdisciplinary or undergraduate/graduate program collaborations (if applicable)**

**The Center for Climate Action and Sustainability**

Student, campus, and community engagement are core pieces of the Center's mission; hence it will serve as a hub for students to gather, collaborate, and present their research and for faculty to build curricula on earth justice and climate resilience related topics. The Center additionally aims to host regular events, including conferences, symposiums, speaker series, workshops, and training series for both the campus and greater community. Student organizations will be able to utilize the Center's resources, including groups like the Community Gardens, Demeter's permaculture garden, and

others. Furthermore, the Center could work with faculty in supporting students with projects involving the campus gardens, and such a collaboration between academics and Student Activities would indeed strengthen co-curricular campus activities.

Collaboration with other public service centers on campus, including the Center for Entrepreneurial Leadership and Transformational Change (CELTC), the Center for Community-Based Learning and Action (CCBLA), the Sustainability in Prisons Project (SPP), and Evergreen's Master's programs (M.E.S. and M.P.A. in particular) will play a vital role in CCREJ's work. More specifically, CCREJ will work closely with the CCBLA and SPP in supporting prison education pathways to Evergreen as they intersect with climate and environmental justice issues. We also hope to connect undergraduate students to working with Master's students through supporting with graduate student research projects.

The Center will be able to house various sustainability related endeavors on campus that have become lost or fragmented over the years—such as the Office of Sustainability, the Food Systems Working Group, and the Clean Energy Committee, which will allow for better coordination of long-term sustainability efforts on campus. The Center further seeks to participate in the Living Lands initiative at Evergreen, thereby supporting students in work that utilizes the rich campus environment, including the forest, beach, and farm, while also supporting students in making connections to the global and planetary earth.

We envision the path as being able to build links between undergraduate programs and graduate program in MES and MPA, undergraduate programs with existing public service centers (SPP) and bring existing work and curriculum into the community.

A dedicated faculty and/or staff member will be able to advise students on Climate Justice and Resilience programs, particularly across paths.

We envision the Center as a place for students to link co-curricular work with their work in the path and can serve as one more place for students to experience a sense of belonging.

Based on the models offered by the QUASR and the Longhouse, and how these spaces are known safe havens for underrepresented BIPOC student populations at Evergreen, it would be important to ensure that the Center's establishment design the space dedicated to the Center deliberately to create a culture of anti-oppression, anti-racism, equity, empathy, and inclusivity.

Students who identify with the Path or with related Paths will have access to the advising, support, and mentoring structures that are built into Path programs and co-curricular activities.

### **Path Advising and Mentorship**

A suggestion for a new model of advising than currently exists is for faculty committed to the core path planning team to be designated as advisors that interested students can contact and meet (whether via appointment or scheduled office hours). This can be above and beyond advising that students can receive from the Deanery and Advising staff. Faculty involved in path planning can best advise students about possible links between foundational, intermediate, and advanced offerings, as well as offer guidance on designing a Capstone. This model of advising does not have to be limited to the Academic Fair or other quarterly advising events and could be available on a rolling basis. Such accessibility would not only help students navigates the path, tracks, and advanced study, but can create an environment where students can more easily seek out and build mentorship opportunities with faculty.

## V. Equity and Inclusion . [DUE 7/24 BY: Curriculum Workgroup]

### 1. How does the design of the proposal impact equity and inclusion in the college's systems and structures?

The Center will prioritize justice-related studies as they intersect with climate justice and sustainability, by focusing on issues like the disproportionate impact of climate change, unequal burdens of toxic exposure, and inequitable food access experienced by historically marginalized groups. The Center will provide a space for students to deepen their analysis of anti-oppression and anti-racism education through regular workshops and trainings, where they will be able to connect matters dealing with climate and environmental justice to racial justice issues such as mass incarceration and police violence. Students will be able to apply theory to practice by engaging in decolonizing and participatory action research in frontline communities, thereby uplifting subaltern voices and perspectives. The Center will further prioritize the needs of students from historically marginalized backgrounds through efforts like the scholarship program and through being a space for community building. The Center will be built using a universal design intended for access and for creating a welcoming space for historically marginalized students (by actively creating a space committed to transforming oppression).

The Center's Advisory Board will be made up of diverse leadership that includes students, staff, faculty, community and other outside organizational partners that can provide advice and guidance to the Center, while ensuring that the Center maintains integrity with its mission. The Center will regularly conduct racial equity audits of its organization structure and programmatic work in order to uncover, recognize, and transform inequities present in the operations of the Center as well as in our on and off-campus relationships.

Furthermore, the Center will have an emphasis on Indigenous environmental resilience and cultural revitalization that could provide a recruiting draw to Native and Indigenous students, opportunities for Native and Indigenous research and engagement projects, and partnership opportunities with Washington tribal nations, guided by the 1989 Centennial Accord and 1999 New Millennium Agreement on state-tribal relations.

The Center could house the Climate Change and Pacific Rim Indigenous Nations Project that was founded within the Northwest Indian Applied Research Institute (NIARI), in 2006. The Project's mission is to "document the existing effects of climate change on Indigenous peoples and their homelands in Pacific Rim countries, to describe Indigenous nation responses to fossil fuels and their effects from the local to the international levels, and recommend future paths for Indigenous nations to respond to the climate crisis." The Oregon State University Press published the Project's anthology *Asserting Native Resilience: Pacific Rim Indigenous Nations Face the Climate Crisis* in 2012, with contributions from MES and Tribal MPA students and Indigenous leadership from the U.S., Canada, and New Zealand. Since NIARI closed that year, faculty continuing the Project have organized Indigenous Climate Justice Symposiums in the Longhouse in 2015-17. Similar future tribal collaborations could help maintain Evergreen on the map of Indigenous climate justice and resilience in our region.

### **Climate Justice and Resilience Path**

We also want to be very deliberate about equity and inclusion in the design of the Path and its administrative structure. There has to be a sense of ownership of the Path by those who would contribute to it, and equal ownership and leadership by those who would be in the core planning team. We should design a path administrative structure that is premised on mutual respect (not competitive turf wars) between disciplines, and a culture of non-domination, and equity. We should be deliberate not only about power dynamics along lines of race/indigeneity and gender, but also discipline (and personality). It is well established that in the interdisciplinary field of study that is Environmental Studies, there tends to be domination by the natural/environmental sciences, and economics (Lele and Norgaard 2005, Toadvine 2011, and Francis et al 2018). In response, those in the social sciences and humanities can sometimes exercise hostility towards the 'hard' sciences and downplay their role. The design of this Path will ensure that no single discipline, path, or individual can dominate planning and teaching in this path, that the Foundation, and Intermediate programs will exercise intentionality and deliberation in ensuring that climate change and climate justice will be taught in a way that allows neither exclusion (of any field, subject, theme, or person deemed as unimportant or not belonging) nor domination (any one of the many disciplinary and/or thematic contributions to the study of climate will not be disproportionately elevated; the specific tracks will provide opportunities for students to continue to pursue depth in a chosen area).

The administration of the path can emulate joint ownership of a traditional resource commons, where members establish ground rules for how we interact with one another in meetings, how we make decisions in the path about curriculum, administration, financial and other resources, how conflicts will be addressed and resolved, how we share space in the curriculum and the classroom, how we commit to resisting supremacy of any kind, and how we hold each other accountable in observing jointly created ground rules. Our hope is that we can practice the kind of ownership and care of the commons that we would like to see in the world around us, the absence of which has led to the climate crisis.



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Lele S, Norgaard RB (2005) Practicing Interdisciplinarity. *Bioscience* 55(11):967–975  
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**VI. Provide a three-year implementation plan for the proposal. [Draft of this section DUE 7/24 BY: Curriculum Workgroup. COMPLETED BY: Feasibility/Implementation Team]**

**This would include faculty and staff hiring, partnership plans, etc. Which elements, if any, could be implemented as soon as Fall 2020? Which elements in the longer term, Fall 2021 or subsequent years?**

The Curriculum Workgroup strongly feels that more conversations need to be held with the Feasibility/Implementation Team to determine the potential scale of this proposal and possibilities for implementation. There is a great deal of energy across campuses and faculty divisions for aspects of the Path and Center, resulting a planned Climate Justice and Resilience Speaker Series for the 20-21 school year, and plans to coordinate the upcoming 21-22 through increased visibility in selected programs catalog copy. But we need resources to achieve the vision, and at this point we are unclear what the possibilities are.

**VII. Institutional Resources [Draft of this section DUE 7/24 BY: Curriculum Workgroup (attempt only highlighted items) COMPLETED BY: Feasibility/Implementation Team]**

- 1. What supporting structures at the college would need to be added or enhanced in order to provide support for this initiative? In particular, what student services structures are needed to support the new groups of students we hope to attract or new curriculum being offered?**

We do not anticipate needing new structures at the College to implement the Path, Center, or Capstones. The certificates will likely need additional institutional support to develop, as Evergreen currently only offers one certificate in the MES program.

- 2. What new expenses are required for the program? What physical resources and instructional resources will be needed? (lab space, buildings, equipment, etc.)**

In order determine if new resources are required, the scale of this proposal needs to be further developed with the Curriculum Workgroup and Feasibility/Implementation team.

**3. If no new resources are required, provide rationale.**

In order determine if new resources are required, the scale of this proposal needs to be further developed with the Curriculum Workgroup and Feasibility/Implementation team.

4. What are the resource implications for the new program? (Financial aid? Registration? Program costs? IR? Marketing?)
5. What are the costs and feasibility of implanting these structures?
6. How would the new program impact the college's data systems?
7. If program is product of inter-institutional planning, specify partner institutions and their locations.

**VIII. Program Demand /Reputational Impact/Comparability with Programs at Competitor Institutions. [COMPLETED BY: Curriculum Workgroup & Implementation Team]**

1. Provide summary of the available data that document student and community demand for the program; provide a detailed explanation of other reasons or circumstances indicating demand.
2. Assess the likely impact of the proposed curriculum on the college's reputation.
3. Comment on the comparability of the new program curriculum with other programs:
  - a. Are there similar programs offered at other WA institutions? If yes, where?
  - b. Are there similar programs offered at other private WA institutions? If yes, where?
  - c. Are there opportunities for articulation with other institutions, particularly in WA?

**IX. Fiscal Plan [COMPLETED BY: Feasibility/Implementation Team]**

1. Cost and Revenue Analysis. Estimate the program costs each year over the initial 3-5 year period.
2. What are the likely revenue sources available to support the program?

**X. Enrollment Impact [COMPLETED BY: Feasibility/Implementation Team]**

1. Provide new student enrollment estimates by year for the next five years.
2. For elements of the proposal that could be implemented by fall 2020, assess whether the positive impacts on enrollment/reputation make such quick implementation advisable.
3. Will this enrollment represent an increase in total FTE for the institution? If yes, describe impact.

**XI. Program Evaluation Procedures . [COMPLETED BY: Curriculum Workgroup & Feasibility/Implementation Team]**

1. - Identify the procedures that will be used to evaluate program design and delivery as they relate to the findings regarding student learning.

XII. Course Syllabi – Provide relevant syllabi if available. **[COMPLETED BY: Curriculum Workgroup]**

- a. Attach all course syllabi to include the below components:
  - a. Course descriptions
  - b. List of course prerequisites
  - c. List of course objectives
  - d. List of required texts
  - e. Description of anticipated learning activities
  - f. Evaluation plan
  - g. List of expectations, including preparatory reading/assignments, classroom expectations, etc.

XIII. Are there accreditation implications? . **[COMPLETED BY: Feasibility/Implementation Team]**

XIV. External Review and Response . **[COMPLETED BY: Curriculum Workgroup & Feasibility/Implementation Team]**

XV. Final Program Approval – **[COMPLETED BY: Provost Office]**

The \_\_\_\_\_ as described above is approved for implementation on the dates set forth below, last date entered being the effective date of this approval:

Signatures:

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Proposers

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David McAvity, Associate Vice Provost for Student & Academic Life      date

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Acting Provost and Vice President of Student & Academic Life      date