

Beyond GDP: The Ongoing Search to Measure “Wellbeing”



- OLLI Fall Term 2022
- Wednesdays, 1-3pm
- Sept. 14 thru Nov. 2
- Co-facilitators:

David Carlson,
EEE Forum founder
and
Paul Belanger,
EEE Forum webmaster

Some State-level Beyond GDP Programs

Session #3 Outline

- Welcome new members – Emily Nagle, Bill Meyer, and Ben Dunning
- Highlights from Session 2 – Two guest presenters!
- Highlights from 7 State-level Programs -- David
- 5-minute break
- Guest presentation and Q&A: **Paul Sutton**, University of Denver, on the **Wellbeing Economy Alliance**
- Looking ahead to Session #4 (Oct. 5th)

Week #2 -- 1st Guest Presentation: “The Genuine Progress Indicator”



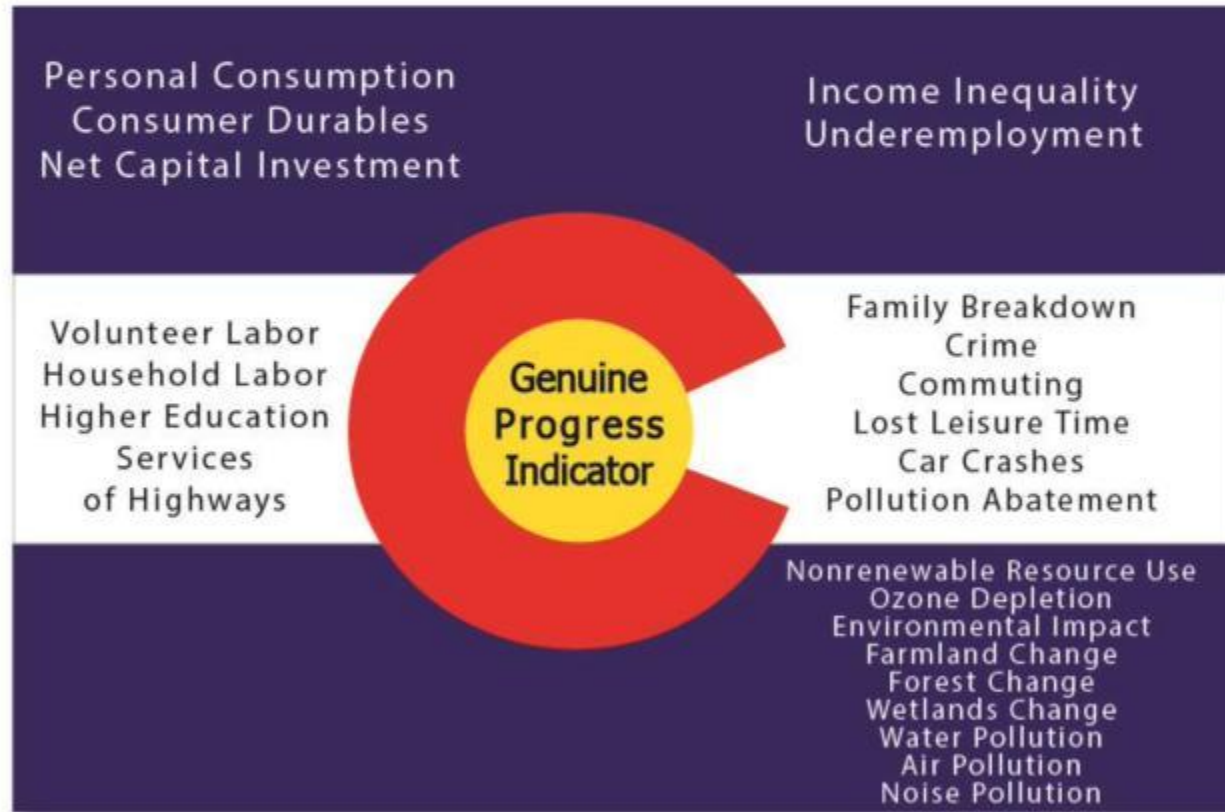
**Chris
Stiffler**

- Economist, Colorado Fiscal Institute
- Part-time Adjunct Professor, Dept. of Economics, The University of Denver
- Research areas include: state budget, school finance, TABOR, wage theft, minimum wage, income inequality, and better ways to measure economic growth in Colorado.

Results of the Colorado Genuine Progress Indicator (CO-GPI)

+

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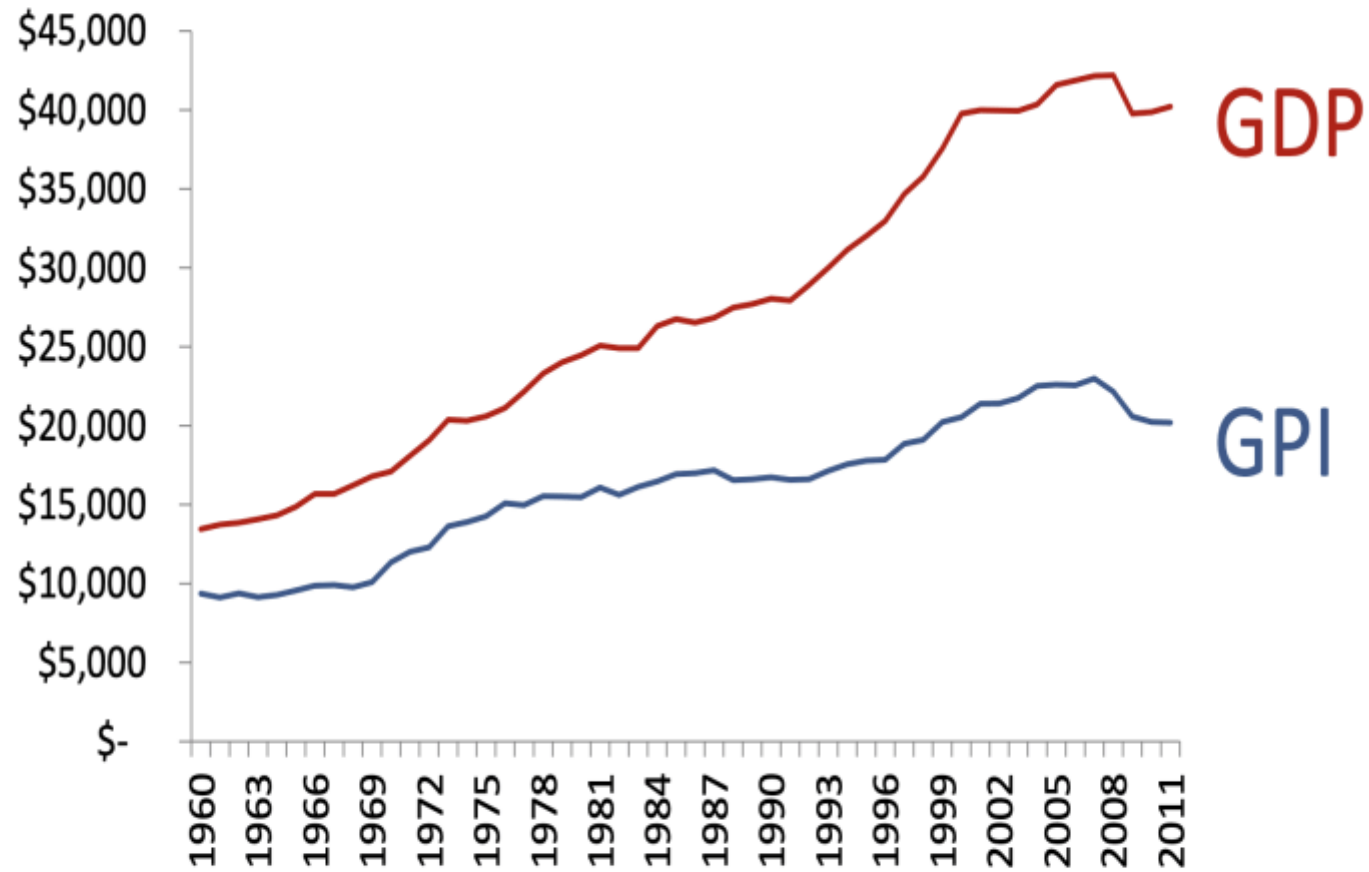
Economic Indicators \$

 Social Indicators

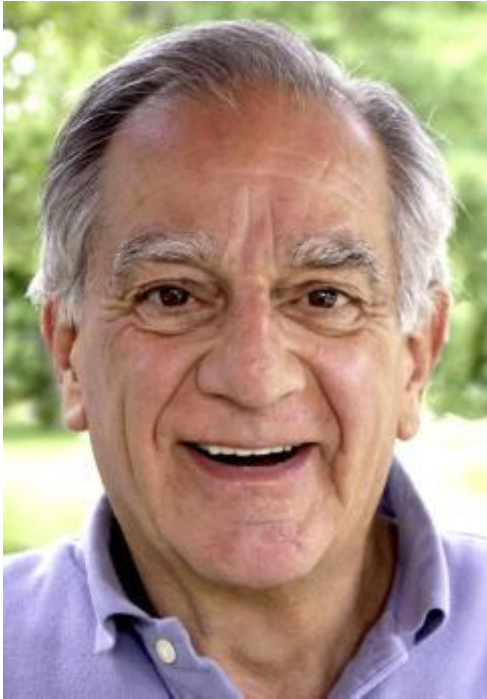
Environmental Indicators 

Colorado Results: GPI vs GDP

GDP grew by 300%
GPI grew by 215%



Week #2 -- 2nd Guest Presentation: “Spaceship Earth Economics”



**Alec
Tsoucatos**

Alec Tsoucatos, PhD, was born of Greek parents in Alexandria, Egypt a day before Pearl Harbor in 1941. He attended primary school at a British institution in Alexandria and finished Junior and High School in Athens, Greece. He received his Bachelor's and Master's degrees in Economics, from UC Berkeley and his Ph.D from CU under the tutelage of Kenneth Boulding. His main interests are in New Economics, Integrative Medicine, Positive Psychology and Progressive Mystical Christianity.

10-point plan toward a steady-state economy.

1. Cap-auction trade systems for basic resources.
2. Ecological tax reform.
3. Limit the range of inequality in income and wealth distribution with a minimum income and wealth and maximum income and wealth.
4. Free up the length of the working day, week, and year.
5. Re-regulate international commerce --move away from “free trade”, free capital
6. Downgrade the World Trade Organization, the World Bank and the International Monetary Fund.
7. Move away from fractional reserve banking toward a system of 100 percent reserve requirements.
8. Stop treating the scarce as if it were free and the free as if it were scarce.
9. Stabilize population.
10. Reform National accounts- Separate GDP into cost account and and benefit account.

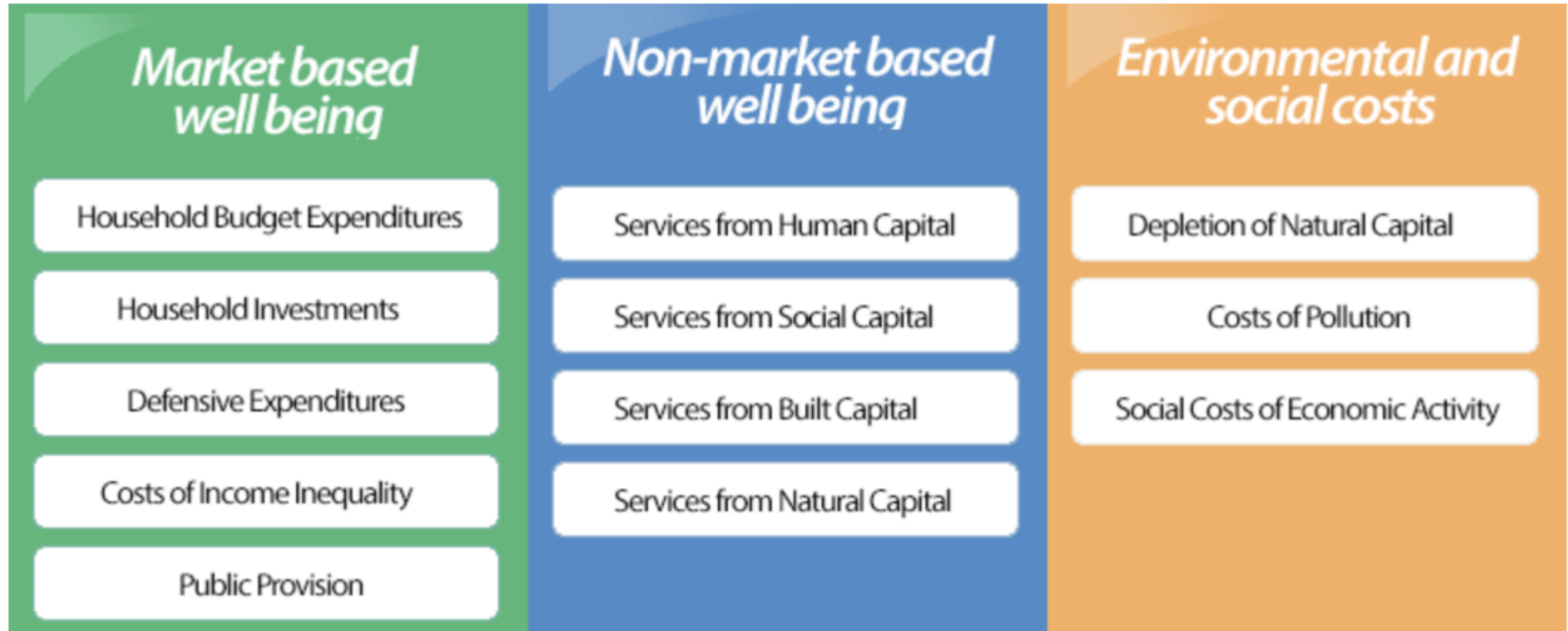
Week #3 -- What can we learn from other states that have launched “Beyond GDP” programs?

States with programs include OR, MN, NJ, VA, HI, AZ, and MA. What led to the formation of these programs? Is there a “dashboard” or other framework to cluster indicators by categories or themes? How is “wellbeing” expressed or formulated? Is the concept of “equity” included in a central way? And to what extent are there “beyond GDP” programs in Colorado?

Some State-level Beyond GDP Programs

- [Oregon Shines](#) (Tracking Our Progress, 1989-2009)
- [Minnesota Milestones](#) (1991-2001, 2009-2011)
- [New Jersey Sustainable State](#) (1995-2007)
- [Virginia Performs](#) (2003-2017)
- [Hawai'i 2050 Task Force](#) (2005-08)
- [Arizona Indicators](#) (2007--)
- [Maryland \(Genuine Progress Indicator\)](#) 2010-
- [Minnesota Compass](#) (2010--)

Maryland--Genuine Progress Indicator (2010-)



For details, see [Calculating Maryland's GPI.](#)

Maryland Governor Martin O'Malley (2009)



“A strong economy, a clean environment and a healthy citizenry go hand in hand; none can be a true measure of success without supporting the other two. The GPI will help us ensure that our economic growth will not come at the cost of our natural resources, and that they both support our progress toward a sustainable future and a better quality of life for all Maryland families.”

Oregon Shines (1989 - 2009)



- **Oregon Shines** – strategic plan created by Democratic Governor Neil Goldschmidt in 1989.
- **Oregon Progress Board** –
- created to track a set of social, economic, and environmental indicators to measure progress toward three broad goals.

Achieving the Oregon Shines Vision

- Began by Governor in 1989, ended in 2009
- Lead: Oregon Progress Board
- 3 Broad Goals, 7 Categories

Oregon's Progress toward the Oregon Shines Goals				
Oregon Shines Goals:	2003 Report	2005 Report	2007 Report	2009 Report
<i>Goal 1: Quality Jobs for All Oregonians</i>				
Economy	Yes, but	Yes, but	Yes, but	No, but
Education	Yes	Yes, but	No, but	No, but
<i>Goal 2: Engaged, Caring and Safe Communities</i>				
Civic Engagement	No, but	No, but	No, but	No, but
Social Support	Yes, but	Yes, but	No, but	No, but
Public Safety	Yes, but	Yes, but	Yes, but	Yes, but
<i>Goal 3: Healthy, Sustainable Surroundings</i>				
Built Environment	No, but	Yes, but	Yes, but	Yes, but
Natural Environment	Yes, but	Yes, but	No, but	No, but

[Achieving the Oregon Shines Vision: Executive Summary](#)

Tracking Oregon's Progress (TOP) 1990 – 2009; 2014

- 8 categories across 3 broad themes:

HEALTHY ECONOMY

HEALTHY PEOPLE & COMMUNITIES

HEALTHY ENVIRONMENT

- 88 indicators tracked for all 36 counties and the state.

[Tracking Oregon's Progress \(1989-2014\)](#)

HEALTHY ECONOMY

Economy

- i. Per capita personal income as a percent of the US per capita income (US=100 percent)
- ii. Ratio of mean annual income
- iii. Modified Palma Index
- iv. Minority income as a percent of White income
- v. Poverty rate
- vi. Child poverty rate
- vii. Unemployment rate (overall and by race/ethnicity)
- viii. Total employment (# of employed)
- ix. Labor force participation rate (overall and by race/ethnicity)
- x. Net job loss/growth, per 1,000 population
- xi. Number/percent of businesses that are women or minority owned
- xii. Childcare slots, per 100 children under 13
- xiii. Average annual payroll per covered worker (in 2006 dollars)
- xiv. Employment concentration in professional services, relative to the US concentration (US=100 percent)
- xv. Teens not in school and not working
- xvi. Proportion of people with disabilities who are employed

Education

- i. Percent of 3 to 4 year olds enrolled in school
- ii. Percent of children entering school ready-to-learn
- iii. Percentage of 3rd graders who met reading requirement
- iv. Percentage of 3rd graders who met math requirement
- v. Percentage of 8th graders who met reading requirement
- vi. Percentage of 8th graders who met math requirement
- vii. High school dropout rate (overall and by race/ethnicity)
- viii. 4 year high school completers (overall and by race/ethnicity)
- ix. 5 year high school completers (overall and by race/ethnicity)
- x. Percent of adults with less than high school education
- xi. Percentage of adults with high school education
- xii. Percentage of adults with 2-year degree
- xiii. Percentage of adults with 4-year degree

HEALTHY PEOPLE & COMMUNITIES

Community Capacity

- i. Voter turnout
- ii. Property tax imposed per household
- iii. State and local spending per capita
- iv. Number of registered nonprofit organizations
- v. Total revenue of registered nonprofits per capita

Housing

- i. Home ownership rate (based on total population count)
- ii. Home ownership rate (estimate)
- iii. Percentage of households in housing cost burden

Healthy People

- i. Percentage of adults with health insurance
- ii. Percentage of babies born to mothers receiving pre-natal care
- iii. Percent of 2-year-olds adequately immunized
- iv. Percent of infants born to mothers using alcohol
- v. Percentage of infants born to mothers using tobacco
- vi. Pregnancy rate per 1,000 females aged 15-17 (overall and by race/ethnicity)
- vii. Percentage of infants born with normal birthweight (overall and by race/ethnicity)
- viii. Percentage of 8th graders who reported using alcohol in the previous 30 days
- ix. Percentage of 8th graders who reported using tobacco in the previous 30 days
- x. Percentage of 8th graders who reported using illegal drugs in the previous 30 days
- xi. Percentage of seniors living independently
- xii. Percent of adults who smoke cigarettes
- xiii. Access to recreational facilities per capita
- xiv. Percent of adults who could not see doctor due to cost
- xv. Physical activity age adjusted percent
- xvi. Percent of adults who eat recommended amounts of fruits and vegetables
- xvii. Incidence of HIV per 1,000
- xviii. Mortality rate by age, per 1,000 population
- xix. Years of life lost before age 70, per 1,000 population
- xx. Traffic fatalities per capita
- xxi. Estimated percent of individuals who are food insecure
- xxii. Estimated percent of individuals who are food insecure with hunger
- xxiii. Estimated percent of children who are food insecure

Safety

- i. Child abuse rate
- ii. Arrest rate for crime against person
- iii. Arrest rate for crime against property
- iv. Arrest rate for behavior crime
- v. Juvenile arrest rate for crime against person
- vi. Juvenile arrest rate for crime against property
- vii. Juvenile arrest rate for behavior crime
- viii. Overrepresentation of people of color incarcerated

HEALTHY ENVIRONMENT

Built Environment

- i. Percent of water systems that meet high quality standards
- ii. Percent of small towns with water systems that meet high quality standards
- iii. Pounds of waste landfilled, per capita
- iv. Number of environmental cleanup sites with known or potential contamination from hazardous substances on Confirmed Release List
- v. Number of leaking underground storage tanks in active cleanup

Natural Environment

- i. Number of days in cities air is unhealthy for sensitive groups
- ii. Number of days in cities air is unhealthy for all groups
- iii. Number of impaired (303d listed) lakes within county
- iv. Number of impaired (303d listed) stream reaches within county
- v. Proportion of land in farms
- vi. Total timber harvest (1,000s of board feet)
- vii. Timber harvest by industry (1,000s of board feet)
- viii. Timber harvest by other private (1,000s of board feet)
- ix. Timber harvest by Native American (1,000s of board feet)
- x. Timber harvest by state public (1,000s of board feet)
- xi. Timber harvest by BLM (1,000s of board feet)
- xii. Timber harvest by USFS (1,000s of board feet)
- xiii. Timber harvest by other public (1,000s of board feet)
- xiv. Proportion of non-federal land that is Wildland Forest, Wildland Range, Mixed Forest/Agriculture, Mixed Range/Agriculture, Intensive Agriculture, Low-Density Residential, and Urban

Minnesota Milestones 2011

- Began in 1991 by Governor; reporting halted from 2002-2009 because of administrative cutbacks, and started up again in 2009
- **Goal:** To create a shared vision, clear goals and measurements of results would lead to a better future for Minnesota
- **Project lead:** Minnesota State Demographic Center
- **Indicators:** 60 indicators divided into four categories
 1. People
 2. Community/Democracy
 3. Economy
 4. Environment

Our children will not live in poverty.

- 1 [Child Poverty](#)
- 2 [Low-income School Children](#)

Families will provide a stable, supportive environment for their children.

- 3 [Teen Pregnancy](#)
- 4 [Kids Count Rank](#)

All children will be healthy and start school ready to learn.

- 5 [Low Birth Weight](#)
- 6 [On-time Immunization](#)
- 7 [School Readiness](#)

Minnesotans will excel in basic and challenging academic skills and knowledge.

- 8 [Third-grade Reading](#)
- 9 [11th Grade Math](#)
- 10 [High School Graduation](#)
- 11 [College Readiness](#)

Minnesotans will be healthy.

- 12 [Health Insurance](#)
- 13 [Infant Mortality](#)
- 14 [Life Expectancy](#)
- 15 [Diabetes](#)
- 16 [Obesity](#)
- 17 [Tobacco Use](#)
- 18 [Suicide](#)
- 19 [Index of Well-Being](#)
- 20 [Traffic Injuries and Fatalities](#)

Our communities will be safe, friendly and caring.

- 21 [Volunteering](#)
- 22 [Violent and Property Crime](#)
- 23 [Homicide Rate](#)
- 24 [Juvenile Apprehensions](#)

All people will be welcomed, respected and able to participate fully in Minnesota's communities and economy.

- 25 [Food Shelf Use](#)
- 26 [Homelessness](#)
- 27 [Employment of People with Disabilities](#)
- 28 [Bias Crimes](#)
- 29 [Voter Turnout](#)

Government in Minnesota will be cost-efficient, and services will be designed to meet the needs of the people who use them.

- 30 [Price of Government](#)
- 31 [Bridges in Good Condition](#)
- 32 [Commute Times](#)

Minnesota will have sustainable, strong economic growth.

- 33 [Growth in Gross State Product](#)
- 34 [Employment of Working-age Population](#)
- 35 [Employment/population ratio](#)
- 36 [Change in Number of Jobs](#)
- 37 [Change in Number of Establishments](#)
- 38 [Unemployment Rate](#)

Minnesota's workforce will have the education and training to make the state a leader in the global economy.

- 39 [High School Education](#)
- 40 [Some College Education](#)
- 41 [College Graduation](#)

All Minnesotans will have the economic means to maintain a reasonable standard of living.

- 42 [Median Household Income Compared to U.S. Median](#)
- 43 [Poverty Rate](#)
- 44 [Average Wage](#)

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All Minnesotans will have decent, safe and affordable housing.

- 45 [Home Ownership](#)
- 46 [Housing Costs](#)
- 47 [Foreclosures](#)

Rural areas, small cities and urban neighborhoods throughout the state will be economically viable places for people to live and work.

- 48 [Counties with In-Migration](#)
- 49 [Regional Disparity in Unemployment](#)
- 50 [Income by Congressional District](#)

Minnesotans will improve the quality of the air, water and earth.

- 51 [Energy use per person](#)
- 52 [Air quality](#)
- 53 [Greenhouse gas emissions](#)
- 54 [Lake water quality](#)
- 55 [Water use](#)

56 [Drinking water quality](#)

Minnesotans will restore and maintain healthy ecosystems that support diverse plants and wildlife.

- 57 [Frogs](#)
- 58 [Loon populations](#)
- 59 [Breeding bird populations](#)

Minnesotans will have opportunities to enjoy the state's natural resources.

- 60 [Outdoor Recreation](#)

Minnesota Milestones (1991-2002, 2009-11)

- Goal: To create a shared vision, clear goals and measurements of results to lead to a better future for Minnesota.
 - Lead: Dept. of Administration and State Demographic Center
 - Framework: 60 indicators across four themes:
People, Community/Democracy, Economy, & Environment
 - Why stopped: lack of institutionalization, ambiguity of purpose
- https://mn.gov/admin/assets/2011-minnesota-milestones-people-indicators_tcm36-221209.pdf

Minnesota Compass (2010 – ongoing)

- Goal: To provide nonpartisan, credible information in the tracking of trends in topic areas such as education, economy, workforce, health, housing and others
- Lead: Wilder Foundation (non-profit) works with advisors from business, government, nonprofit, and philanthropy
- Framework: 35 Quality of Life indicators across 12 themes (next 2 slides); each displays a current numeric value or %, recent trend (worse, better, same), and Minnesota's national ranking.

<https://www.mncompass.org/about/minnesota-compass>

- Began in 2010, project is ongoing
- Project lead: Wilder Foundation
- Indicators
 - Advisory groups comprised of experts in the field, and academic and business leaders, convened to choose the indicators.
 - They used a set of criteria and guidelines set forth by a Technical Advisory Committee.

	CURRENT	RECENT TREND	NATIONAL RANK (1=BEST)
ARTS & CULTURE	55% Adults age 18+ who attended a cultural event in the past year	SAME	5
	45% Adults age 18+ who created or performed art in the past year	SAME	13
	86% Families whose children participated in arts in the past year	–	14
CHILDREN & YOUTH	60% Students who are connected to a caring adult	–	–
	65% Students participating in enrichment activities 3x/wk	–	–
CIVIC ENGAGEMENT	64% Voted in midterm election	BETTER	1
	47% Residents age 16+ who volunteer	–	2
	62% Adult neighbors who help neighbors	–	6
EARLY CHILDHOOD	81% Kindergarteners screened before age 5	SAME	–
	7% Low-weight births	SAME	6
ECONOMY	\$54,800 Per-capita GDP (2009 chained dollars)	BETTER	13
	2.9 million Number of jobs	BETTER	18
	\$68,400 Median household income (2017 dollars)	BETTER	12
	10% Poverty rate	BETTER	4

	CURRENT	RECENT TREND	NATIONAL RANK (1=BEST)
EDUCATION	56% 3rd-graders who are proficient in reading	SAME	-
	57% 8th-graders who are proficient in math	SAME	-
	83% Students who graduate high school on time	BETTER	36
ENVIRONMENT	48% Days air quality was rated "good" (Twin Cities)	WORSE	13*
	29 Tons of green house gas emissions per person	SAME	-
HEALTH	28% Adults age 18+ who are obese	WORSE	15
	5% Residents under age 65 who are uninsured	SAME	3
	8% Adults age 18+ with diabetes	SAME	4
	7 Psychiatric hospital admissions per 1,000 residents age 14+	SAME	-
HOUSING	9,300 People experiencing homelessness	SAME	-
	26% Households who pay 30% or more of income for housing	BETTER	11
	36% Homeownership gap (white, of color)	SAME	46
PUBLIC SAFETY	24 Serious crimes committed per 1,000 residents	BETTER	-
	534 Traffic injuries and fatalities per 100,000 residents	SAME	-
TRANSPORTATION	3% Highway miles rated in poor condition	BETTER	-
	23% Household income spent on transportation for median income family	SAME	-
	47 Annual hours of delay per auto commuter (Twin Cities)	SAME	8*
	18,000 Average number of jobs reachable within a 30-minute commute by foot or transit (Twin Cities)	SAME	11*
WORKFORCE	79% Proportion of adults working	SAME	3
	36% Adults age 25+ with a bachelor's degree	BETTER	9
	64% Graduation rate at 4-year institutions (within 6 years)	BETTER	15
	53% Graduation + transfer rate at 2-year institutions (within 3 years)	SAME	12

A photograph of a sunset over a body of water. The sun is a bright yellow circle on the horizon, with its light reflecting as a vertical streak on the water's surface. The sky is a gradient of orange and yellow, and the water is a darker, shimmering orange.

Living With the Future in Mind:

Goals and Indicators for
New Jersey's Quality of Life

3rd Edition 2004

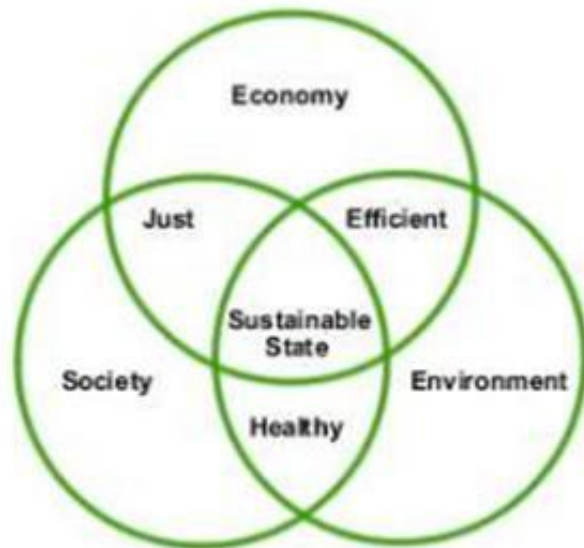
A 116-page report available at [Living With the Future in Mind 3rd ed.](#)

Acknowledgements	2	22. Life expectancy.....	64
Introduction: Sustainability and Sustainability Indicators	3	23. Infectious diseases.....	66
Goals and Indicators	9	24. Asthma.....	68
1. Economic vitality	9	25. Occupational safety and health.....	70
1. Per capita Income.....	10	8. Efficient transportation and land use	73
2. Unemployment	12	26. Need for road and bridge repairs	74
3. Productivity of labor.....	14	27. Vehicle miles traveled per capita	76
4. Share of New Jersey households below the poverty line.....	16	28. Workplace transportation options.....	78
5. Gross State Product	18	29. Traffic fatalities	80
6. Energy efficiency in the economy.....	20	9. Ecological Integrity	83
2. Equity	23	30. Loss of freshwater wetlands.....	84
7. Pay equity	24	31. Nesting water bird populations.....	86
8. Legislature's reflection of the composition of the population ..	26	32. River health	88
9. Racial disparities in infant mortality	28	33. Marine water quality	90
3. Strong community, culture and recreation	31	10. Protected natural resources	93
10. Newspaper circulation	32	34. Total energy consumption	94
11. Crime rate	32	35. Farmland	96
12. Open space	36	36. Ocean and bay beach closings	98
4. Quality education	39	37. Preserved and developed land.....	100
13. High school graduation rates	40	11. Minimal pollution and waste	103
14. Student/teacher ratio	42	38. Greenhouse gas emissions.....	104
15. Standardized test scores.....	44	39. Drinking water quality.....	106
16. Higher education	46	40. Solid waste	108
5. Good government	49	41. Air pollution	110
17. Awareness of state government	50		
18. Voter turnout	52		



New Jersey Sustainable State Institute

- Began in 1995, produced reports up until 2007



Embedded Indicators

1. Economic vitality
2. Strong community, culture, and recreation
3. Quality education
4. Good government
5. Decent housing
6. Healthy people
7. Efficient transportation
8. Efficient land use
9. Natural and ecological integrity
10. Protected natural resources
11. Minimal pollution and waste

Sustainable Jersey (2009 -)

Sustainable Jersey is a network and movement of municipalities, schools and school districts working collectively to bring about a sustainable New Jersey.



Measuring what matters to Virginians

Virginia Performs

VISION
FOCUS
RESULTS

- Began in 2003, ended in 2017 for budgetary constraints
- Lead: The Council on Virginia's Future
- 7 Broad Categories
 - Each goal is measured by a set of 7 Quality of Life indicators

Economy

Goal: Be a national leader in the preservation and enhancement of our economy.

Personal Income	↑	
Employment Growth	↑	
Poverty	→	
Unemployment	↑	
Business Climate	→	
Workforce Quality	↑	
Economic Diversity	→	
Innovation/Entrepreneurship	↑	

Health and Family

Goal: Inspire and support Virginians toward healthy lives and strong, resilient families.

Adoption	→	
Child Abuse and Neglect	↑	
Foster Care	↑	
Health Insurance	↑	
Health Risk Factors	↑	
Mortality and Longevity	→	
Teen Pregnancy	↑	

Education

Goal: Elevate the levels of educational preparedness and attainment of our citizens.

School Readiness	↓	
3rd Grade Reading	↓	
4th Grade Reading/Math	↑	
High School Graduation	↑	
High School Dropout	↑	
College Graduation	↑	
Educational Attainment	↑	

Public Safety

Goal: Protect the public's safety and security, ensure a fair & effective system of justice, and provide a prepared response to emergencies & disasters of all kinds.

Crime	↑	
Emergency Preparedness	↑	
Juvenile Intakes	↑	
Recidivism	→	
Traffic Fatalities	↑	

Transportation

Goal: Ensure Virginia has a transportation system that is safe, allows the easy movement of people and goods, enhances the economy, and improves our quality of life.

Infrastructure Condition	→	
Land Use	→	
Multimodal Transportation	→	
Traffic Congestion	→	

Government and Citizens

Goal: Be recognized as the best-managed state in the nation.

Bond Rating	↑	
Civic Engagement	→	
Consumer Protection	↓	
Government Operations	↑	
Internet Access	↑	
Taxation	↑	
Voter Registration and Turnout	→	

Natural Resources

Goal: Protect, conserve and wisely develop our natural, cultural and historic resources.

Air Quality	↑	
Energy	→	
Historic Resources	→	
Land Preservation	↑	
Solid Waste & Recycling	→	
Water Quality	↑	



ARIZONA INDICATORS

A Project Managed by Morrison Institute for Public Policy

Began in 2007, project is ongoing

Project lead: Arizona State University

Indicators determined by ASU faculty

- Part of a two-way engagement with non-profits and philanthropic foundations

Following General Topics

1. Economy
2. Public Finance
3. Education
4. Innovation
5. Sustainability
6. Culture
7. Health
8. Human Assistance
9. Criminal Justice
10. Transportation



- Began in 2005

- Lead: Hawai'i Sustainability
5 Goals

The Hawaii 2050 Sustainability Plan identified five goals as integrated philosophies that express the sustainable future of Hawaii to reflect a sense of where Hawaii should be headed.

- **Sustainability as a Way of Life:** Living sustainably is part of our daily practice in Hawaii.
- **Sustainable Economy:** Our diversified and globally competitive economy enables us to live, work, and play in Hawaii.
- **Sustainable Environment and Natural Resources:** Our natural resources are responsibly and respectfully used, replenished, and preserved for future generations.
- **Sustainable Community and Social Well Being:** Our community is strong, healthy, vibrant and nurturing, providing safety nets for those in need.
- **Sustaining Kanaka Maoli Culture and Island Values:** Our Kanaka Maoli and island cultures and values are thriving and perpetuated.



Week #3 (Sept. 28th) -- Guest Presentation: “The Wellbeing Economy Alliance (WEAll)”



**Paul
Sutton**

- Professor, Department of Geography and the Environment, University of Denver
- “Most of my research focuses on applied issues associated with the Human-Environment-Sustainability problematic.”
- ***WEAll** is a collaboration of organisations, alliances, movements and individuals working towards a wellbeing economy, delivering human and ecological wellbeing. (weall.org)*

Week #4 (October 5th) -- Guest Presentation: “Equity and Public Health in Colorado”



Sheila Davis

- Director, Office of Health Equity; Colorado Dept. of Public Health and Environment

Equity is...

when everyone, regardless of who they are or where they come from, has the opportunity to thrive. This requires eliminating barriers like poverty and repairing injustices in systems such as education, health, criminal justice and transportation.