

UC3 Campus Forum – Index Card Feedback

5.23.2019

Thank you for your interest in the UA's kick-off event for the [University Climate Change Coalition](#) (UC3). Please refer all questions and comments to Trevor Ledbetter (tledbetter@email.arizona.edu) and Kathy Jacobs (jacobsk@email.arizona.edu), and sign up for our listserv at uc3@list.arizona.edu.

**Note that many of the original index cards included people's names and contact information; those elements have been removed here to protect privacy. We have retained the cards.

Card 1

- 1.) Faculty & staff listservs or slack channels are needed to facilitate casual conversations about sustainability
- 2.) We need coordinated, strategic talks that link:
 - Internationally known speakers
 - UA or other institutional faculty members
 - Community partners
 - These need to be integrated with the curriculum across UA departments and area schools.

Card 2

The "House Energy Doctor" program at UA CAPLA is an outreach and education program that helps AZ homeowners/business owners save on their energy consumption and C footprint. 35 years of operation, recognized as Best Energy Education in AZ in 1998 by DOE. Hope to be included in the effort.

Card 3

- 1.) Thank you for this first step! I strongly encourage the university to take on the role of a clearinghouse platform, where:
 - Climate research/actions are listed and communicated to general public by all sectors (government, nonprofit, UA, etc.)
 - Conversations are coordinated on climate goals & actions for the community
 - Real opportunities for engagement by individuals or organizations are identified
 - Progress is tracked & celebrated or readjusted toward community climate goals
- 2.) Make all UC3 activities very easy to follow and track by all community members. Make this very public.
- 3.) Start now on UA policies to walk the talk - eliminate single use plastic, all travel must have carbon offsets, provide green investment funds for employees for retirement, have UAF divest from fossil fuels, no meat at events, plant based foods, no plastic silverware.

- 4.) Most exciting popcorn talks in order: Lad Keith, Kerry Schwartz, Trevor Ledbetter, Andrea Gerlak.

Card 4

- 1.) Thank you for hosting! My two cents:
 - Ideas to address undergraduate awareness/interest
 - During freshman orientation, students are presented with climate/sustainability resources on campus
 - Include at least one required course in Gen-Ed requirements that would satisfy climate change/climate risk/sustainability course type
 - Design a program where students can graduate with a distinction in sustainability, akin to “Honors”
 - Sustainability of facilities (many were mentioned today!)
 - UA catering uses compostable plates, cups, utensils
 - More motion sensing lights in buildings - “Wildcat Dark Nights”
 - Ban all single use plastic water bottles for sale on campus
 - Reduce use of AC during summer. These buildings are cold! Very cold!
 - Wildcat Waste Line - phone hotline/web form for campus community to identify and report waste.

Card 5

Ecosystems seemed to fall outside the priority of this workshop. Some areas presented (eg water sustainability, water rights for the environment) touch on ecosystem impacts, but it’s disappointing to see this as a peripheral, rather than central, focus of UC3 and university initiatives. I understand the focus on climate resilience of human society, of course, but global ecosystems can’t be left off to the side.

Card 6

Having a strong qualitative and quantitative evaluation of UC3-related programs is extremely important. Not just to show the outputs, results and good work, but to demonstrate changes to social wellbeing in Southern Arizona. Indicators to show this should come from community partners, in addition to indicators that are important to the university and to researchers.

Card 7

- 1.) Is there a goal for reducing Scope 3 emissions?
- 2.) Does corporate engagement in RDI have UC3 public-private partnerships on their radar?
- 3.) Is Thrive training available to UA employees? (eg, units, divisions, offices)
- 4.) A Sustainability Council/committee was discussed at one time - is it going to happen?

Card 8

- 1.) EV parking is needed, i.e. dedicated spots in garages
- 2.) HVAC control! “Set and target” controllers in many buildings which heat/cool 24 hours/day, a huge waste.

Card 9

- 1.) Thank you for doing this! On a practical level, how about eliminating Styrofoam on campus? Chick Fillet in the food court uses cups, and Banner Cafeteria on N. campus uses styro cups, plates and containers. Implement compostable plastic flatware at food court and Banner. Also, compostable plastic cups are available (made from corn, etc.)
- 2.) Stop selling plastic water bottles. No single use plastics.
- 3.) Can greywater be used for toilets at UA? Regarding water conservation - why do we use clean water for this?
- 4.) Energy use - AHSC (Banner) is kept quite cold. Coworkers have to use space heaters in summer...waste of energy.

Card 10

Student Engagement - when students register for classes, can they opt to be added to a select list of by-topic listservs, which would inform and invite them to activities and clubs (like sustainability, clean up days, presentations, etc.). Maybe this is what Ladd was suggesting -- not sure? IES can engage research collaborations.

Card 11

- 1.) Is the University involved in any decision-making in local issues, like the Rosemont Mine and the construction of I11? I would love to see the university use its voice and power to take a stance against these proposals that go against "protecting our natural resources", as the President says he finds this important.
- 2.) Attend Green Drinks Tucson if interested in sustainability discussions.

Card 12

- 1.) Shaping behavior on campus I believe is a huge component in making this mission successful. I'm wondering if we can't also have some sort of additional visual component to advocate on physical campus that we *are* an environmentally conscious community working towards a better place for all. Not just greener spaces, etc. but the encouragement of *why*.
- 2.) If we have "tobacco-free zone" signs all over campus, visual reminders of our environmental mission and goals may help students and other campus/community members think twice before their next single use plastic purchase or excessive water usage, etc. Small implementations to help shape behavior are definitely needed. Advocacy needed. AZPM!
- 3.) Glass buildings going up all over not just campus but in Tucson. These are big issues for birds; just at our building we've seen many collisions/deaths since BSRL was constructed. Can we invest or at least search for cost-effective mitigation? (Look at statistics on Audubon society website).
- 4.) Email listserv for UC3 would be great!! Just re-emphasizing that. :) Thank you!

Card 13

- 1.) Opportunities to engage community
 - Adults, kids -- Book Fair style event on climate change/sustainability
- 2.) Look at funding opportunities (Haury?) for EBOM - engage staff/users in taking charge, empowering people to make a difference
- 3.) Teach Building Science

Card 14

- 1.) This type of group and event is fundamental to boost awareness of sustainability on campus. I have the following comments:
 - It would be great to improve the use of lighting systems at night in buildings that are empty/not being used.
 - It would be a great step to stop using plastic bottled water on campus, and encourage students to stick to reusable water bottles.
 - The project about Agrivoltaics is a great idea to be reproduced throughout campus. Locally produced food could be used at restaurants in the Union, and the PV panels could offset the use of electricity in buildings on campus.

Card 15

- 1.) Need to better support land grant programs such as the Campus Arboretum - which seeks to maintain the campus as a living learning laboratory of sustainability, to model successful urban landscapes in this environment. Support can be both financial and vocal - campus leaders should know that we don't need to cover the majority of campus in grass and flowers. There are desert-adapted landscapes that are both beautiful and unique to this place. Thank you.

Card 16

- 1.) Some ideas/questions/thoughts:
 - Engagement & outreach are not useful to jobs or tenure. UA needs to change portfolio requirements.
 - UA needs to model lessons learned, best practices, tech transfer, social justice
 - Does UC3 address issues of university sustainability, including →
 - Re-imagining investments/examining "divestment"
 - Re-imagining UA policies on flex time, travel, employee retirement options
 - Re-imagining campus buildings - less buildings, more presence in community
 - Coordination across campus & community regarding projects, partners. For example, Project WET at schools to dovetail with Haury projects in schools
 - Ditto Don Falk = all students, not just environmental majors
 - All employees also need to be included in these efforts -- let's look at how we work, live.
- 2.) President Robbins needs to put bully pulpit and funding into basic items, such as coordination, a general path forward, impact steps, "training" to work with communities,

21st century upgrades to this university (think about the physical plant and what it really should/could be!). What will the master plan do to address this?

- 3.) How about before going to the community with ideas, we put our own “house in order”, then UA has lessons learned and best practices to share as we evaluate our work/successes/failures/changes that we make in infrastructure, policies, workplace, UAF investments, etc.
- 4.) I am most interested in the work described by Greg Barron-Gafford, Kerry Schwartz, Paul Blowers and Ladd Keith.
- 5.) Very interested in Master Planning Process and what President Robbins actually does, going forward.
- 6.) Very interested in being part of the conversation re: community and social justice, as well as how UA works.

Card 17

- 1.) What conversations can and should be had with Greek Life leadership that will help this campus develop all points of sustainability?
- 2.) How can we help international groups enjoy place-based learning experiences and connect to their environment while they are here?
- 3.) Of the 6 courses or more that educate specifically on sustainability on campus, are those emphasized in the Green Guides, and can they be required in general education?