

UC3 Campus Forum – Key Themes

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.

Six emergent themes and reflection points

- 1.) **Invest in UA-Community projects such as those suggested in the popcorn talks**
 - a.) Expansion of food/energy/water system integration as with the solar garden concept on a broader scale
 - b.) Invest in expanded paid internship programs jointly with local government and community partners focused on sustainability
 - c.) Expand the UA's capacity to partner with utilities and others to manage both climate risks and opportunities, particularly through institutional changes that promote real public-private partnerships and remove transaction costs.
 - d.) Expand engagement with public schools and teachers related to rainwater harvesting, community gardens, managing urban heat, etc.
 - e.) Expand and fund programs for undergraduates to engage with nature and build stewardship relationships.
 - f.) Actively participate in and support redefining water sustainability for the state of Arizona, in partnership with others including the 3 universities and the legislature.
 - g.) Support the expansion of the 2030 District and achieving its goals.
 - h.) Build on and invest in Mrs. Green's THRIVE program in partnership with businesses in the community
 - i.) Establish and fund an Arts Collaboratory with the Community that is focused on Sustainability themes.

- 2.) **Improve storytelling, marketing and communication**
 - a.) Better storytelling/marketing needed for all the notable, yet disjointed, sustainability efforts happening at UA. Improve methods for sharing what we are doing collectively as an institution. Communicate more effectively at all stages.
 - b.) Need easily accessible, centralized communication platform/ hub/clearinghouse - a way to disseminate messaging about sustainability on a broad scale. Easily navigable web presence, corresponding listserv.
 - c.) Integrate our efforts with those of the surrounding community.
 - d.) Questions: Where is the connection point for sustainability efforts and affiliates? What is the best institutional infrastructure and landing point for this? Who is the

coordinating body or department for such an undertaking? How can we keep UC3 momentum going, and continue communicating UC3 information at all stages to everyone who attended the forum and would like to remain involved in these efforts? When will the community become more involved in UC3 conversations?

3.) Increase the universality and navigability of sustainability throughout campus curriculum

- a.) Recruitment and retention
 - i.) High demand from students for engagement opportunities in climate resiliency. Equally high demand for real-world skill sets and climate literacy. These competencies are needed across every single major, not just within environmental and STEM fields. Must emphasize project- and community-based learning opportunities.
 - ii.) Create required sustainability Gen-Eds to ensure core competencies and basic level of sustainability literacy FOR ALL undergraduates
 - iii.) Students need to be able to find a clear, central pathway for obtaining information about majors and career options. “Magnets”/landmarks to direct students toward environmentally-based careers especially.
- b.) Academic excellence and UA differentiators
 - i.) Integration of sustainability into freshman orientations, creation of sustainability distinction or “honors” for graduates
 - ii.) Sustainability major/minor/certificate
 - iii.) Questions: What can UA offer students that is unique and competitive, academically and culturally, in the realm of sustainability and climate change? What would make a sustainability-minded student choose us over a comparable institution?

4.) Integration of sustainability into operational practices and campus culture

- a.) Greener catering and events with compostable serving-ware/materials
- b.) Automated features in buildings could be manipulated, e.g. lights set on a timer, rooms kept less cold to reduce need for space heaters, etc.
- c.) Increased signage and messaging displaying our environmental values.
- d.) Movement away from cars on campus and expansion of alternative modes.

5.) Administrative actions and mandates to send a clear message

- a.) Ban on single-use plastics, especially water bottles, and all Styrofoam; this could attract students, raise awareness among current campus community members and Tucson residents, and establish our leadership in sustainability among other higher education institutions.
- b.) Environmentally-friendly investment options for staff.
- c.) Deans and Division Heads - provide resources for staff involvement and engagement in sustainability, and overall empowerment of UA employees.

6.) Establish UA as a recognized leader in sustainability

- a.) Bring high-profile, inspiring speakers and leaders in this field to campus. Make us an attractive destination to them.
- b.) Ensure that UA leadership mentions our environmental commitments on a regular basis and that they ensure that there is a top-to-bottom understanding of everyone's role in meeting UC3 objectives in partnership with the community.
- c.) Questions: What else would make us a recognized leader? How can we differentiate ourselves and demonstrate leadership? What would attract outside talent and attention?