2022

UBC OKANAGAN
CLIMATE/JUSTICE TEACH-IN
MARCH 29

THE UNIVERSITY OF BRITISH COLUMBIA
sustainability

Climate Action Plan 2030
Bold ambition. Collective action.

EXECUTIVE SUMMARY

The UBC Okanagan Climate / Justice Teach-In event - an educational forum attended by 61 faculty, students and staff - shared best practices in community climate action and engagement. The event featured concurrent panels of UBC Okanagan faculty members from a variety of disciplines across campus who tackled complex, interconnected climate and justice issues and solutions. A panel of UBC Okanagan staff introduced the newly launched Climate Action Plan 2030 (CAP 2030) and participants shared views for achieving ambitious, equitable, action on climate change at the campus.

The event increased participant awareness of opportunities in climate action by 25% in food systems, 25% in waste and materials and 19% in commuting. It also motivated participants to take action. 87% of survey respondents indicated they are likely to actively contribute to reducing campus emissions in food systems, 92% in waste and materials and 89% in commuting.

Participant feedback captured in this report will be made available to attendees, staff and administrators responsible for relevant sectors of CAP 2030 plan implementation, and World-Wide Teach-In organizers at Bard College in New York State. Plenary presentations were recorded with informed consent, and will be made available on the sustain.ok.ubc.ca website for viewing.

SECTION CONTENTS

UBCO CLIMATE/JUSTICE TEACH-IN

1.0 BACKGROUND

UBC Okanagan held its first global Climate / Justice 'Teach-In' event on March 29, 2022. This on-line educational forum was inspired by the "Worldwide Teach-In", an initiative from Bard College in New York State to discuss and debate complex climate issues, which attracted participation from over 300 universities, colleges, high schools and faith groups worldwide.

The event was organized by the Climate Action Plan Engagement Working Group (CAP-E) formed shortly after UBC Board endorsement of the UBC Okanagan Climate Action Plan (CAP 2030). The event would not have been possible without the tremendous contribution of many student, staff and faculty volunteers - each of whom played a very important role in the planning and implementation of this event.

The Teach-In focused on how research by our faculty members across diverse disciplines is contributing to solutions to the climate crisis as well as how all community members can take specific actions to reduce emissions from food, commuting and waste outlined in CAP 2030. The event was opened by a plenary presentation by Dr. Jeannette Armstrong, Indigenous Studies, Dept of Community, Culture and Global Studies, IKBFASS and Andrea Egan – Co-Chair, Student, BA Geography. The event was closed with a presentation provided by Meghan Wise, Graduate Student, Political Science; Campus Climate Initiatives Lead, UBC Climate Hub. All UBCO Teach-In speakers and volunteers are acknowledged in Section 6.0 of this Report.

A total of 102 faculty, staff and students registered for this event and 61 participants attended the event represented by 42% students, 30% faculty, 20% staff and 8% other. 23 participants completed the event evaluation and 22 participants pledged to take immediate climate action. 16 participants signed up to stay in touch with CAP-E.

2.0 REPORT PURPOSE

The purpose of this Report is to provide a summary of participant feedback on the overall event and suggestions for how we can achieve the CAP 2030 actions and targets, and actions participants are willing to take. It will be made available to event participants and key UBC staff and administrators responsible for CAP 2030 implementation in the areas of food, waste and commuting. This Report will also be shared with our Worldwide Teach-In contact from Bard College in New York State. Plenary presentations were recorded with informed consent, and will be made available on the sustain.ok.ubc.ca website for viewing.

3.0 WHAT WE HEARD

3.1 SESSION 1 - FACULTY PANELS

3.1.1 LIST OF FACULTY SPEAKERS IN THE CONCURRENT PANELS

Faculty were approached to present if they were known to have done any climate- or sustainability-related work, and were in turn asked to recommend further speakers, in a cascading approach. Panels were developed so as to present a diverse range of disciplinary backgrounds to their audiences.

Panel 1:

a. Dr. Greg Garrard, Environmental Humanities, Faculty of Creative and Critical Studies:

   Climate change and culture: climate fiction (cli-fi), climate skepticism, and problems of communications and ethics.

b. Dr. Kh Md Nahiduzzaman, Urban Planner, Faculty of Applied Science:

   Individual behavior and inertia towards change

c. Dr. Gordon Lovegrove, Sustainable Community Planning and Design, Civil Engineering, Faculty of Applied Science:

   SMARTer Growth: proven housing and transportation climate justice solutions

d. Dr. John Wagner, Environmental Anthropology, Dept of Community, Culture and Global Studies, Faculty of Arts and Social Sciences:

   Future of food systems and climate adaptation in the Columbia River Basin.

Panel 2:

a. Matthew Rader, Community-Engaged Poetics, Creative Writing, Faculty of Creative and Critical Studies:

   Poetry/disability arts — I'd like to read a poem (or perhaps two) that connects the private spaces of our bodies to larger public and environmental forces.

b. Dr. John Janmaat, Environmental & Resource Economics, Dept of Economics, Philosophy and Political Science, Faculty of Arts and Social Sciences:

Intersection between intragenerational justice and intergenerational justice.

c. Dr. Kasun Hewage, Life Cycle Assessment of Construction, Civil Engineering, Faculty of Applied Science:

Applications of life cycle thinking in sustainable infrastructure development.

d. Dr. Adeniyi Asiyanbi, Political Ecology, Dept of Community, Culture and Global Studies, Faculty of Arts and Social Sciences:

Forest-based climate action and REDD+: reducing emissions from deforestation and forest degradation.

Panel 3:

a. Dr. Bill Cohen, Okanagan School of Education, Faculty of Education:

Land Acknowledgements and Syilx Okanagan pedagogy

b. Melanie Willson, Community Health & Social Policy, School of Nursing, Faculty of Health and Social Development:

Impacts of climate change on planetary health and human health, with a focus on the inequities in these impacts.

c. Dr. Robert Godin, Green Chemistry, Dept of Chemistry, Faculty of Science:

Consideration of storage (battery vs molecules), the different ways to generate H2, and the use of CO2 as a chemical building block (outlook toward circular economy, reducing primary material use). Also, my experiences at COP26 as part of UBC's delegation this past November

d. Dr. Adam Wei, Forest Hydrology, Dept of Earth, Environmental and Geographic Sciences, Faculty of Science:

How climate change affects forest disturbance and consequently forest carbon and water.

Panel 4:

a. Dr. Carolyn Szostak , Media and Attitudes; Rural Mental Health. Dept of Psychology, Faculty of Arts & Social Sciences:

Are you what you read? The impact of Canadian print media portrayal of climate change on people's attitudes/ beliefs.

b. Dr. Shahria Alam, Resilient & Green Infrastructure, Civil Engineering, Faculty of Applied Science:

Ways towards sustainable construction that will not only reduce emissions but also make structures resilient leading to prolonged service life delaying demolition and reconstruction.

c. Dr. Eric Li, Social Enterprise & Social Innovation, Faculty of Management:

Sustainable fashion: 3 Lessons from the COVID-19 pandemic. I will share my three sustainable fashion trends (e.g., repair/ reduce/reuse, sustainable sourcing, and shop local) during the COVID-19 pandemic.

d. Dr. Mathieu Bourbonnais, Geographic Information Sciences, Dept of Earth, Environmental and Geographic Sciences, Faculty of Science:

Effects of climate change on wildfires in BC/North America and impacts to wildlife and habitat.

3.1.2 SUMMARY OF DISCUSSIONS

In the discussion, speakers were asked to speak from the perspective of their particular discipline or research area, to discuss some major challenges that climate change posed, as well as some possible solutions to these challenges. They were also asked to speak to the climate justice angle. Speakers answered these questions from a diverse range of backgrounds, with differing emphasis on challenges, solutions and justice aspects.

3.2 SESSION 2 - UBCO CAP 2030 PANEL

Session 2 provided a panel of staff introducing the newly launched UBCO CAP 2030, presented by Leanne Bilodeau, Associate Director, Sustainability Operations, Campus Planning. Gary Hartung, Associate Director, Food Services, presented on targets and actions to reduce extended impact emissions from food. Krista Falkner, UBC Transportation Engineer, presented on targets and actions to reduce extended impact emissions from commuting identified in the UBCO CAP 2030 and UBCO Transportation Plan. Jamie Armer, Manager, Custodial and Waste Services, presented on targets and actions to reduce extended impact emissions from waste and materials. Building from the presentations, participants were asked to share their views and suggestions for achieving ambitious, as well as equitable, action on climate change on campus. Below is a summary of participant feedback on the CAP 2030 food systems, commuting and waste & materials.

3.2.1 FOOD SYSTEMS

1. How do you see yourself contributing to reducing campus emissions?

In the area of food, all of us can make little changes that help to reduce emissions. The main ways we can do this are by:

- Eating healthy sustainable food that is plant-forward, that reduces beef/meat/dairy consumption
- Buying from local producers of food, for example by connecting with the local farmer's market
- Growing food for ourselves on campus using community gardens

2. What are some of the challenges you can foresee and how might they be overcome?

A. It may be challenging for some to make the shift to a plant-forward diet.

Solutions include:

- Awareness-raising: showing how one choice can lead to larger planetary change.
- More knowledge surrounding our foods can also really help.
- Labeling food in campus outlets as climate-friendly (currently under pilot at UBC Vancouver) is also useful.
- Introducing students to a little pre-trial is another great way to introduce the students to eating more plant-based options

To further entrench these habits, we need to put together socialization and food education. Some examples include cooking nights among clubs and groups, including the Health and Wellness program cooking clubs, or with people who are in co-housing environments (ie student residences). This has the effect of making behavioral change appealing because of the social aspect, and allows students to try things out that they might not do alone.

Our food knowledge depends on which part of the world we come from, and what practices we have. Some cultures use less meat. There may be opportunities for us to learn from different countries and from each other.

B. It may be challenging to buy more local food

At the individual level, people need to think more about where one buys food, and become more conscious.

At the campus level, it helps if the university also sources as much food locally as possible. The university could also support bringing farmer's markets to campus, supporting campus community members to develop more relationships with local farmers.

C. It may be challenging to grow food

Most individuals may not have the land, time, knowledge to grow their own food, even if it may be a great idea for students to get some experience with growing their own food.

Part of the solution is communal growing; for example, student community gardens. The challenges would be over the summer, ensuring that there is staff and faculty that can care for the gardens. This can be overcome if we have a large enough group of volunteers. It would have the added benefit of forming more of a community for all of the people involved.

There is a larger issue to do with our relationships with food and each other. We need to think about food as a network of social relationships. We have the choice of growing, preparing food ourselves, which affects the relationship you have with food, and with other people if we move from eating on our own to eating more socially. Supermarkets have coaxed us into buying whatever is cheapest every time and alienating us from everything else surrounding the food and its production and its sharing amongst ourselves.

3. From a climate justice lens how might some groups on campus find it difficult to change their behaviors to reduce emissions and how might this be overcome?

The main concern is food security - that not all of us on campus have the ability to buy plant based meals. It will become even more difficult with the rising cost of products, fuel and services to produce food. How can we make healthy, nutritious climate-friendly food (plant-forward, local) affordable / accessible for students and low-waged staff? We need programs in place to mitigate what may occur as a result of greener/plant based food movements. If we have farmers markets and campus gardens, we need to think about the distribution of food to students on campus.

Who:

- A strategic approach is needed, with institutional support.
- We also need to work together as a community as opposed to individuals.

What:

- Major decisions are so complex and need more education.
- We need to think about equity and inclusion, how it ties to climate change.

How:

- We need to set goals and monitor progress. Engage with the campus community from the beginning and determine goals in a community process; discuss what the challenges are. Students and others need to be asked about the food plan on campus and their opinions of it.
- Bring studies/research to the stakeholders and analyze what can be done and how it can benefit us.
- We should raise awareness, educate, and provide opportunities for learning. More communication, conversation, even a club: people looking to expand their knowledge and looking more sustainable outlooks.
- Launch a food hub at UBC Okanagan, where we can pool all of our resources.
- Join networks like AASHE (Association for the Advancement of Sustainability in Higher Education): work with campuses that are doing different things.

3.2.2 COMMUTING

1. How do you see yourself contributing to reducing campus emissions through commuting?

Participants expressed they can see themselves contributing to reducing campus emissions through commuting by engaging more in sustainable transport, such as doing the following instead of driving to campus:

- taking public transportation
- biking
- carpooling rather than driving alone
- electric vehicle rather than gas vehicle

Participants also noted that it is more difficult for some to engage in these types of transport because:

- some live in areas where it is not possible to take public transportation
- biking is difficult due to weather conditions during winter months
- some have other commitments like family member drop off routines, which is much easier to do when driving

Participants also noted that hybrid classes / remote work for staff, and more options to complete tasks online reduces their commuting emissions. Adjusting to online learning is difficult for everyone at first, so the university should commit to supporting the transition from in person to online spaces.

Participants recognize that making big changes isn't always feasible for many. Making little changes can have a big impact as well. Participants noted that making little changes to their commuting can include:

- driving partway to campus and taking public transportation from more accessible locations to cut down on 50% of the commute
- taking sustainable transportation on a few days a week, whenever it is feasible to do so

2. What are some of the challenges you can see and how can they be overcome?

Participants identified various issues with attempting to reduce emissions through commuting:

- there is a lack of maintenance of bike lanes
- some areas of the city do not have enough bike lanes for a safe path to campus
- lack of EV charging stations on campus
- public transportation is not accessible from many areas of the city, or does not have a convenient pathway to campus
- public transportation is too crowded
- risk of exposure to COVID-19 on public transportation and carpooling
- difficult to coordinate carpooling, not enough communication
- campus is located far from where most live on the periphery of the city, so it is difficult to commute sustainably

Participants identified ways that these challenges might be overcome:

- advocate for the City of Kelowna to build better bike lane infrastructure spanning more of the city.
- Clean streets early after winter season, with adequate frequency to help clear winter debris in roadside bike lanes.

- advocate for the City of Kelowna and surrounding areas (e.g., Lake Country, West Kelowna) to provide more public transportation routes to make transit more accessible in more areas of the city
- provide more EV charging stations on campus
- form a process to connect people living in the same areas for carpooling

Participants also noted that it is important to engage in reducing commuting emissions through a community-based lens in order to overcome the most significant challenges.

3. From a climate justice lens, how might some groups on campus find it difficult to change their behaviours to reduce commuting emissions and how might this be overcome?

Participants identified how some groups on campus might be disproportionately impacted and/or find it more difficult to change their behaviours to reduce commuting emissions:

A. Those located far from campus and main transit corridors

- difficult to bike when located far away
- inconvenient or unable to access public transportation

B. Students and others who do not have enough disposable income

- may not be able to afford an electric vehicle
- disproportionately impacted by high parking prices

C. People with disabilities

- not always able to take active forms of transportation to campus

D. People with many other commitments and/or children

- it is much easier to drive when you have other commitments to take care of during the day, such as dropping off and picking up kids

Participants offered the following potential solutions for these more vulnerable groups:

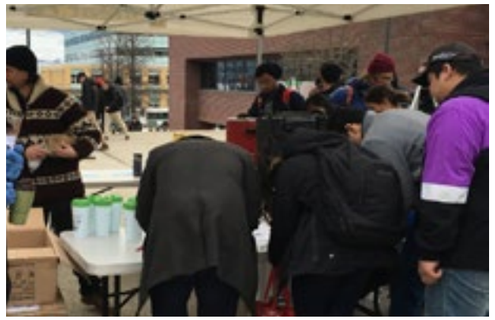
- provide electric bicycles to make it easier for those who want to bike to campus from further locations
- form more accessible public transportation routes within the City of Kelowna
- form a cohesive public transportation route between Vernon, Kelowna and West Kelowna
- form an online process to connect people living in the same areas for carpooling
- introduce more active modes and alternative modes
- advocate for the City of Kelowna to provide public transportation at later times
- raise awareness on how to safely engage in sustainable transportation
- Advocate for improved public transportation and safer infrastructure for active modes of transportation by bringing forward supportive studies and research.
- promote sustainable transportation as campus community initiatives in order to educate and engage more people and gain a better understanding of the barriers and potential solutions for reducing commuting emissions
- work with other universities and programs like AASHE to share ideas on reducing commuting emissions with a climate justice lens
- provide on campus education opportunities to learn about road safety when biking and walking
- increase opportunities for online learning and meetings so that fewer people will need to commute to campus

3.2.3 WASTE & MATERIALS

1. How do you see yourself contributing to reducing campus emissions?

Participants recognize that all of us can make little changes that help to reduce waste and materials emissions. Participants see themselves contributing by,

- Going paperless - no printing, emails, notes
- Recycling and smaller gadgets to reduce material use
- Reducing single-use plastics



2. What are some of the challenges you can foresee and how might they be overcome?

Participants identified the following challenges,

- Sorting waste - lack of knowledge and cultural differences
- Large amounts of waste generated during move (in and) out of dorms and the need to consider reduction as well as opportunities for re-use. Clothing waste and kitchen equipment and supplies waste when students leave campus are an important aspect of this.
- Difficult to get away from single use plastics
- Challenges with how to go paperless and can students afford this
- Challenges as consumers - we are very dependent on energy and consumer-based behaviors
- Lack of composting facilities to support composting food waste and appropriate packaging

Suggested solutions

- Work with suppliers to reduce waste in procurement
- More studies needed on how we go paperless. (e.g., is technology sustainable for everyone? Are the companies who produce this tech considerate of climate change?
- From a policy perspective the campus or university can implement many mitigating measures like refraining from using plastic and plastic bottles, segregation of waste, increasing advocacy measures, increasing green areas in the campus
- Bring studies/research to the stakeholders and analyze what can be done and how it can benefit us. Work together as a community as opposed to individuals
- AASHE: work with campuses that are doing different things (e.g., best practices)
- Provide adequate infrastructure on campus to support composting food waste and appropriate packaging.

3. From a climate justice lens how might some groups on campus find it difficult to change their behaviors to reduce emissions and how might this be overcome?

Participants identified how some groups on campus might be disproportionately impacted and/or find it more difficult to change their behaviours to reduce emissions associated with waste and material disposal:

- Cultural differences may result in a lack of knowledge when it comes to sorting waste.
- Can students afford the technology to go paperless?

3.2.4 ENGAGEMENT AND COMMUNICATIONS (CROSS-CUTTING THEME)

What are some of the challenges you can foresee and how might they be overcome (including a climate justice lens)?

A number of challenges identified by participants include,

- Involvement in campus initiatives may be limited at this time (e.g., work from home, hybrid model)
- Change management and perspectives on change (e.g., removal of high GHG emission foods, what would that look like?)
- Raising awareness of opportunities for climate action
- Complexity of major decisions and solutions necessary to mitigate climate change
- Understanding equity and inclusion and how this is connected to climate action
- The cultural issues that cause a lack of knowledge when it comes to sorting waste

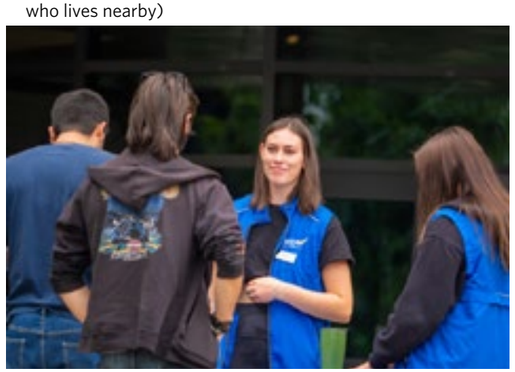
Suggested solutions identified by participants include,

Providing more education and opportunities for conversation (e.g., possibility of a club), to help people expand their knowledge and to open up new possibilities/outlooks.

In regard to equity and inclusion, providing nutrition for students is also helping to alleviate student poverty. Suggestion to launch a food hub, where education and resources could be provided

Engagement from the outset; asking people if the goals have been determined in a community process; engage people and discuss what the challenges are and how to overcome them.

Solutions need to be convenient (e.g., carpool, finding out who lives nearby)



4.0 HOW PARTICIPANTS ARE COMMITTING TO TAKE ACTION

4.1 CLIMATE PLEDGE

22 participants - 23% Faculty, 27% Staff, 41% Students & 9% Other - submitted a Pledge to Take Action in the areas of Food Systems, Waste & Materials and Commuting.

FOOD SYSTEMS	%	WASTE & MATERIALS	%	COMMUTING	%
I will choose one day a week to not eat meat.	82%	I will make informed purchases, e.g. less packaging and only buy what I need, to help reach the 50% less waste (per capita) in waste & materials emission target.	82%	I will take transit or bike to campus instead of driving by myself two days a week to help reach the 40% reduction in commuting emissions target.	77%
I will reduce my beef consumption and replace it with chicken or fish.	77%	I will bring reusable containers, cups and utensils to use on campus when possible, eliminating the use of single-use items for take-out.	91%	I will coordinate a carpool to campus with coworkers and friends at least one day a week instead of driving alone.	45%
I will substitute my milk and cheese for a non-dairy option	41%	I will familiarize myself with the current campus waste processes. Visit the UBC Okanagan Recyclepedia to learn about material sorting.	73%	I will encourage friends and colleagues to try taking transit, biking or carpooling to campus instead of driving alone	82%
I will buy local food - from a farmers market or direct from the grower, where possible.	73%	I will sort my materials for disposal correctly, improving the diversion rate of materials to the landfill.	91%	I will try the shared SPIN bikes on campus and use them to run errands or commute to/from campus instead of driving.	27%
I will commit to making my next family / friend / colleague dinner plant-based.	68%	I will share my knowledge with my immediate friends and colleagues.	91%		
I will bring my own bags to the store when getting groceries.	86%			Participants who requested a copy of their Pledge	59%

4.2 CAP-E

16 participants signed up to stay in touch with CAP-E activities.

5.0 TEACH-IN EVALUATION

5.1 TEACH-IN IMPACT EVALUATION

Evaluation of the impact of the Teach-In was done by 23 event participants (38%), who completed an event evaluation form.

5.1.1 FEEDBACK ON THE EVENT'S IMPACT

The following feedback was received from 23 event participants (38%) who completed the event evaluation form.

- Overall rating of the teach-in event 4.24/5 or 85%
- 100% of respondents indicated attendance at Session 1 increased their awareness of climate related academic work underway at UBC Okanagan
- After attending the teach-in event, respondent awareness of opportunities for campus climate action increased 25% in food systems, 25% in waste and materials and 19% in commuting.
- After attending the teach-in event, 87% of respondents indicated they are likely to actively contribute to reducing emissions on campus in food systems, 92% in waste and materials and 89% in commuting.
- Above and beyond pledges, actions participants indicated they will take on the event evaluation form include the following by theme:
- **Food** - reduce meat consumption (most frequent response); buy more locally produced food; only take food I will be eating (leaving no leftovers or waste)
- **Commuting** - use public transit or bike to campus (most frequent response); walk; carpool; drive less; drive an electric vehicle; plan schedule to reduce commuting frequency to campus.

- **Waste** - sorting and proper disposal, including of clothing waste; reduce consumption of goods with lots of packaging, learn more about how to dispose of materials properly; don't bring materials to campus that will end up in the waste stream; make sustainable purchasing choices; reduce the amount of waste I dispose of
- **Engagement** - communicate with others to stay abreast of what it evolving; strengthen the notion "think globally and act locally"; help bring awareness of what others can do to support reducing emissions; think about the impact of my own actions; I will introduce your strategies in my university

5.1.2 KEY TAKE-AWAYS

- Many faculty are doing timely sustainability- and climate-focused work; support is needed to communicate their work
- Awareness and inspiration is being drawn from how much others are doing and the variety of the work, including plans for food services, transportation and waste
- A sense of motivation through sharing this work to learn and contribute as individuals; I am not alone in wanting to improve climate impact
- There are some ways I can't contribute in climate action
- There is a need to interact with the community and stakeholders for a more inclusive implementation of goals and objectives
- Climate justice needs to link to the goal of improved human population health
- More to be done especially on our behavioral choice and how that impacts the environment
- Disconnect between the rural (agricultural) community and government decision makers
- A lot of work to be done in the transportation sector - public transit options regionally (Okanagan Valley) are still seriously underdeveloped, and electric car manufacture is creating serious problems in many of the countries where lithium is being mined.

5.2 FEEDBACK ON THE EVENT ITSELF

5.2.1 GENERAL FEEDBACK BY CAP-E WORKING GROUP ATTENDEES

- Will this be an annual event? Movable Date? In-person?
  - To be discussed by the CAP-E working group
  - Date options to be reviewed
- There was a request to have next/future events be held in-person to allow for students and other participants to talk more directly with faculty about the specific topics
- The event was well done and would like to see a mention in a future Exchange and Campus Life newsletter.

The promotion may also bring other faculty members forward who weren't involved to share their research that is related to the Teach-In topic. Additionally, sharing the story may work to link other departmental event's / initiatives, i.e. plant-forward program, that are going on across campus during the similar time frame

Challenges shared included:

- not being able to see what was being discussed in the other three break-out sessions for session 1 and 2
- the breakout group discussions were very valuable, but felt that there could have been more time allotted to discuss (did acknowledge that time was limited)
- Suggestion: to have speakers provide short recording of their presentations for online access so those who couldn't attend all 4 breakouts rooms are able to see the other presenters.

5.2.2 FEEDBACK BY GEOG 423: DEVELOPMENT OF ENVIRONMENTAL THOUGHT STUDENTS

Evaluation of the event itself was done by 12 students from a 4th year Human Geography class (GEOG 423: Development of Environmental Thought) who participated in this event as an assignment for the course. In addition to note-taking for Sessions 1 and 2, they evaluated the event itself in their final reports.

5.2.2.1 How well did the Teach-In meet its stated goal: To inform, engage and inspire our campus community in taking collective climate solutions, worldwide (in our research impact) as well as on our own campus?

Informing:

- I enjoyed hearing from the Indigenous speaker at the beginning, and the diversity of speakers.
- I think that the Teach-in did a very good job in broadening my own horizons. In particular, by emphasizing a multi-disciplinary approach, it really hammered in that climate change is not just something for the climatologists to work on, but a field in which a wide variety of backgrounds can make contributions.
- It was interesting and there were lots of conversational topics. The speakers did a good job of explaining their lectures and providing key points to helping lessen the effects of climate change.
- The teach-in provided numerous faculty perspectives from different backgrounds and disciplines and it was very interesting to be able to hear about their areas of research.
- I think in terms of informing, it was really well done. There was great information shared about what the climate action plans are and how they will be executed from the three different sectors.

Engaging:

- I noticed advertisements for the session online and around campus and I think the resources being sent out by email the next day was a good way to keep the conversation going.
- The teach-in was effective in providing smaller groups and rooms for people to connect more and discuss their ideas in a smaller and more comfortable setting. I feel as though the teach-in met its goal in engaging and inspiring the campus to take collective climate solutions as we heard from students as well as (staff and faculty) so it felt as though our opinions were understood and heard. Was interesting to see ideas crossover and made me feel as though we aren't alone in the worrying of climate change and our futures.
- I do feel that the engage and inspire to take action for climate solutions was a little lacking. The reason I say this is because for the discussion sections, there was such little time for people to jump in and talk about what they wanted to talk about. I feel more engagement would have been possible if there was more time in the discussion sections.

Inspiring:

- I think it was very cool to have discussions involving students, faculty, staff and hearing alternative perspectives and how other people are reflecting and taking their own personal actions.
- One thing that stood out for me was having the large group of local people all talking about climate change and how we can work together to make changes locally and worldwide, in that way it was inspiring as it often seems like many people just couldn't be bothered.
- Each and every participant had a common interest in the battle against climate change as well as how we as people can alter our lifestyles in order to progress towards a more sustainable future, which brought the group together.

Overall:

- When reflecting on the teach-in and its goal, I think that the event did the best it could with what it had, still being COVID times.
- While I feel like the content of the Teach-In was very good, I think that there did need to be more student outreach as the number of students actually present and not notetakers was fairly low. In this, while I could definitely feel like there was a lot of progress made between faculty, I thought that the amount of input from students was somewhat lacking, and real progress towards collective climate solutions would require more of it.
- I think involving students from our GEOG 423 class was beneficial as we were able to be made aware of the teach-in and were given incentive to attend and be involved in the discussion.
- There might have been a bit of a bias in the students who did show up. As the bulk of the students in the breakout rooms would be notetakers who take a class on environmental thought, I doubt that this is a fair sample of the student population as a whole when it comes to climate engagement, and the types of solutions proposed.

5.2.2.2 What are your suggestions for the next Teach-In, if we hold one next year? How could it be improved? What new directions might it take in future years?

Making all panels available:

- I was a little disappointed I didn't get to listen to all the speakers. Perhaps spanning this out over a week or making it a one-day event would be a better approach.
- As far as changes go, I wish the event was spread over a longer period so I could see more panels. I was a bit disappointed that I was not able to pick and choose which individual panel speakers I could watch.

More time for speakers:

- One thing I would change is the time. I think speakers needed more time.
- The large number of speakers in such a short time was hard, they were very rushed. I guess the plus side of that is they give the most important information quickly.

More time for discussion:

- It is my recommendation that we allow for longer discussion time at the next Teach-In, presuming that there will be a greater turnout next time. Twenty minutes may not be enough time for everyone in the group to voice their ideas and opinions regarding the topics that were presented.
- Next time I would provide more time for groups to discuss and fully explore the proposed topics.
- Make the breakout rooms a little bit longer because it allows for more discussion and conversation.
- For future events it would be beneficial to perhaps have fewer presenters to allow for more discussion opportunities. We did not have huge amounts of time in the first panel for discussion after the presentations and I think with more time we likely could have developed a much richer conversation.
- More time for discussion and less time in presentations. You have these people from different faculties with students. Give them an opportunity to talk with each other to come up with other problems we may have missed and to also come up with solutions that can be presented from different views. This could ultimately lead to a solution that actually works.

Greater turnout:

- The Teach-in met its goal but required greater turnout from people of the community. There was mostly staff and students in the course taking up majority of the slots. The group that showed up was engaged and provided alternative views to many of the presenters. This resulted in good discussions.
- Beyond that, I think that there could have been slightly better outreach to see if more people would join. Once you take out the notetakers, the presenters, and all the people who joined the teach-in from outside of UBC Okanagan, I don't think there were that many students there, probably not more than 15-ish by my guess.
- It was smart to make this for grades as so many students are so busy they don't attend something optional very often, especially in undergrad.
- I would suggest for the next teach-in to advertise it more. I would not have known about this event if it was not for this class.

Involve people from the wider community:

- More of the community being involved to incorporate greater viewpoints of all areas of Kelowna and the Okanagan. The scholarly crowd is a skewed view which might miss many points that the greater community have.

In person:

- If I were to give suggestions on a future teach-in, I think that having it in person may be more noticeable and create more participation and attendance. I think having an event like this in a central place where people are drawn to it would also be a good way to get more perspectives involved and inform, engage and inspire more people.
- I would like to attend an event like this in person.

Other ways to inspire:

- Having some sort of way where people can share how people are taking personal actions against climate change to inspire others. This could also be circulated after the event or put up around campus to inspire more change on the campus, or posted online to inspire the larger community and city.
- New directions could be holding the event on campus and offering hands-on work around campus for solutions, although other than these few points I found the teach-in to be very effective and informative.

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• Andrea Egan	Student	Co-Chair, Speaker &Moderator
• Bill Cohen	Sessional Lecturer, Faculty of Education	Speaker
• Brady Wilson	Student	Note-taker
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• Claire Flater	Student	Note-taker
• Dina Alkharabsheh	Student	Moderator
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• Dr. John Wagner	Associate Professor, IKBFASS, CCGS	Speaker
• Dr. Jon Corbett	Associate Professor, IKBFASS, CCGS	Moderator & Technical Support
• Joseph Spalding	Student	Note-taker

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• Dr. Kasun Hewage	Professor, School of Engineering	Speaker
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• Melanie Willson	Assistant Professor of Teaching, FHSD School of Nursing	Speaker
• Miah Shull Olmsted	Student	Moderator
• Morgan Game	Student	Note-taker
• Dr. Kh Md Nahiduzzaman	Professor (visiting), School of Engineering	Speaker
• Olivia Aviani	Student	Note-taker
• Paige Watson	Student	Note-taker
• Partha Ladkat	Student	Moderator
• Rachelle Hendrickson	Student	Note-taker
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