

CULTURE & LEARNING

Recommendations to center the Culture and Learning section of the UC Berkeley Sustainability Report on environmental justice.

This document is living and we would love to incorporate student and stakeholder feedback. Some areas of the report are waiting for further information and are unfinished. We would like to emphasize that this is not a comprehensive look into EJ and is merely a set of recommendations that we put together from our research and experiences.

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Academics and Learning

Goals

Objective	Progress
UC System: Maintain a certified Association for the Advancement of Sustainability in Higher Education (AASHE) Sustainability Tracking, Assessment and Rating System (STARS) report and achieve a Silver STARS rating and strive for Gold by 2023	
UC Berkeley: Support the development, expansion, and participation in sustainability and climate degrees and courses	
UC Berkeley: Expand opportunities for experiential environmental and sustainability learning and student research	
UC Berkeley: Maximize the points available in the Academics & Research categories of STARS	

Key Strategies - Academics & Learning

Strategy	Current UN SDGs	Possible UN SDGs
Increase transparency of the academic and research offerings of departments and programs teaching sustainability material and offering related minors and majors.	4,10	16
Explore interdisciplinary partnerships to incorporate environmental curriculum into popular undergraduate courses, such as freshman writing and composition courses.	4	12, 13, 16
Explore interdisciplinary partnerships to support sustainability curriculum development programs that help incorporate environmental themes into new and existing courses.	4	13, 16, 5
Consider options for the application of one or more institution-level sustainability learning outcomes.	4, 13	16
Evaluate options for conducting an assessment of the sustainability literacy of students.	4, 11	3, 5, 13, 16
Support utilization of the institution's infrastructure and operations as a living laboratory for applied student learning for sustainability.	4, 11, 16	9, 12, 15, 17



Strategy 1: Increase transparency of the academic and research offerings of departments and programs teaching sustainability material and offering related minors and majors.

Stakeholders: OURS, ASUC

Climate Benefit:

To increase transparency of academic offerings that teach sustainability-related material, there could be a dedicated section of the [Berkeley Academic Guide](#) page to a Sustainable Development Goals chart, similar to [the University of Copenhagen's](#). Courses from all departments could be listed under each relevant goal and organized in a way that allows a student to view what sustainability-related classes are available to them under a specific goal.

An additional way to increase transparency would be providing an environmental/sustainability category under the "Search By Department Subject" in the Berkeley Academic Guide. On the [Office of Undergraduate Research and Scholarships](#) website, there could be a dedicated section to environmental research.

Berkeley students could further their efforts to engage in and support environmental justice through curriculum and academics. Some Universities that currently offer an Environmental Justice major and could be used as sources of inspiration include [UC Davis](#), [Unity College](#), and the [University of Washington](#). Also, a sustainability diploma could be created, [similar to the University of Waterloo](#), and include environmental justice courses as part of the major requirement.

Strategy 2: Explore interdisciplinary partnerships to incorporate environmental curriculum into popular undergraduate courses, such as freshman writing and composition courses.

Stakeholders: Academic Senate, ASUC

Climate Benefit:

Incorporating environmental curriculum into popular undergraduate courses can be accomplished through [developing partnerships with specific academic departments](#). Lesson plans and course curriculum should be analyzed to identify specific areas or case studies where sustainability and environmental justice can be integrated. The OS can avoid undertaking this massive effort by incentivizing teaching staff to partake in this effort. An incentive for doing this work could take the form of an annual "innovative climate-education award" (similar to the [Distinguished Teaching](#)



[Award](#)) that the campus sponsors to honor teaching staff that found unique ways to incorporate sustainability and environmental justice into their curriculum. Incorporating [aspects of social justice and equity into all fields](#) will allow students to gain a more [interdisciplinary education](#) and will potentially encourage them to take further sustainability classes in the future.

Many R1A and R1B classes have very specific course curriculums, in which they cover niche academic topics like french queer theory and Scandinavian literature. The Office of Sustainability could advocate for the Environmental Science, Policy, and Management Department within the College of Natural Resources to **implement an R1A/R1B course** that analyzes Black literature on the topics of environmental justice and environmental racism, similar to [this course at the University of Amherst](#). Since all UC Berkeley students must fulfill their [reading/writing requirements](#) by taking an R1A and R1B course, this would provide another way for students to get exposed to climate literacy and environmental justice education.

In addition, the Office of Sustainability should work to **institutionalize a climate literacy and climate justice requirement** for all UC Berkeley students through the Academic Senate. This requirement would ensure that graduates of this University are [well equipped in understanding the current state of sustainability efforts](#) and empower them to be more environmentally conscious in their career endeavors. Similar to how the breadth requirements and the American Cultures (AC) requirement [was established in 1991](#), this climate literacy and justice requirement should be enforced by the Academic Senate and campus colleges to ensure that students have completed the requirement before they graduate.

Strategy 3: Explore interdisciplinary partnerships to support sustainability curriculum development programs that help incorporate environmental themes into new and existing courses.

Stakeholders: Academic Senate, ASUC

Climate Benefit:

This is an excellent way to incorporate sustainability and environmental justice issues into non-environmental courses, in areas like computer science, [Haas Business](#), and English; majors that do not seem to have an apparent “environmental focus.” The Hong Kong University of Science and Technology implements sustainability on its campus through a [career-based lens](#) and teaches students in STEM majors that the ideals of sustainability can be an asset to their career endeavors. This could be implemented at UC Berkeley by creating a **1-unit course** in the College of Engineering or the College of Chemistry that emphasizes the benefit of understanding sustainability



and environmental justice in technical or “non-environmental” majors. This course could either resemble similar 1-unit classes like [PS 179](#), [IB 77A/B](#), or [LS 2](#) where guest speakers come to discuss how sustainability and environmental justice impacts their work or it could be led by CoE and CoC teaching staff (a class like [ENVDES 198](#) is an example of this) for a more cohesive experience.

Providing students access to companies and organizations that work with this intersection of environmental justice/sustainability in areas like data science, writing, business, etc. could allow students to become informed of these career paths. The Career Center holds an annual “[Environment & Sustainability Career & Internship Fair](#),” but its current campus partners are limited to CNR, CED, and SERC. The OS could facilitate a partnership with colleges like CoE, CoC, and L&S to broaden the accessibility and scope of this event and similar programs put on by the Career Center.

Strategy 4: Consider options for the application of one or more institution-level sustainability learning outcomes.	
Stakeholders:	Climate Benefit:

Strategy 5: Evaluate options for conducting an assessment of the sustainability literacy of students.	
Stakeholders: ASUC Eco-Office, Golden Bear Orientation	Climate Benefit:

During the process of developing such an assessment, it is important to include different aspects of environmentalism that go beyond the typical ‘academic’ understanding of sustainability literacy (e.g. renewable energy, climate change, industrial pollution). Inquiring into UBC’s [Sustainability Literacy Assessment](#) could be useful; their survey looks into areas of sustainable development, social injustices, and the benefits of fair trade products to the market as a whole - a copy of their 2016 assessment is attached [here](#).

To fully evaluate the sustainability knowledge of UC Berkeley students, sustainability culture, behavior and engagement must be also considered in this assessment, with questions regarding social and economic justice, linkages to global poverty and resource depletion, zero-waste living, colonialism, environmental justice, and awareness of campus sustainability initiatives. For resources, STARS provides an exemplar [Sustainability Literacy Assessment](#) that is produced by HESI and Sulitest.org.

This assessment is tailored for universities, where each campus can map the sustainability literacy of incoming students; raise awareness of sustainable development to students, staff, and faculty; assess and improve courses, programs, and curriculums; and collect large datasets for research purposes. By including a wide range of questions related to all aspects of sustainability, the Office of Sustainability can gather more information to understand students' general knowledge on sustainability as a whole, outside of the classroom and taught curriculums. Additionally, the inclusion of social equity questions may open a student's mindset and foster a transdisciplinary perspective on sustainability.

Strategy 6: Support utilization of the institution's infrastructure and operations as a living laboratory for applied student learning for sustainability.	
Stakeholders: SCEC, Latinx for the Environment, TGIF	Climate Benefit:

The Office of Sustainability could support the launching of a new student-led living lab project that identifies situations of environmental injustice affecting BIPOC communities across campus. This new project may draw inspiration from already existing initiatives that seek to simultaneously advance sustainability and diversity issues, such as the "[Latinx and the Environment Summit](#)" or "[SCECon](#)" while striving for a more holistic approach, inclusive of all minority communities. The project should be submitted to Tthe Green Initiative Fund (TGIF) for institutional and financial support. Referencing a case study, HKUST has spearheaded an initiative called "[Sustainable Smart Campus As A Living Lab](#)", whereby all students, faculty, staff, and alumni are eligible to participate, apply for funding and implement an on-campus project. The implementation of a structured framework allows for visibility and encourages participants to think critically on tangibility and long-term projections of the project.

Other sustainability initiatives which operate under the model of living labs around topics that are only indirectly related to environmental justice (for instance: air & climate, food & dining, or waste) could also be improved and better serve student needs, by making more conscious efforts to undertake an environmental justice perspective in their work. For example, a project that observes the effects of student learning on zero-waste efforts in a living lab could also incorporate student learning in the environmental justice aspect of a topic like zero-waste. This could help show how environmental justice education affects students' learning experiences. Inspiration could again be drawn from [UBC's SEEDS Sustainability Program](#), as it includes a wealth

of individual projects using the UBC campus as a living laboratory, containing an environmental justice perspective to different extents.

Key Strategies – Research

Strategy	Current UN SDGs	Possible UN SDGs
Engage in the Light the Way campaign focusing on research for the environment to understand the depths of environmental change; speed up strategies for mitigation and adaptation, and ensure that vulnerable populations benefit from solutions.	1, 4, 11, 13	12, 15, 17
Support the University Academic Senate’s engagement in UC’s carbon neutrality and de-carbonization initiatives.’	7, 9, 11	16, 17

Strategy 1: Engage in the Light the Way campaign focusing on research for the environment to understand the depths of environmental change; speed up strategies for mitigation and adaptation, and ensure that vulnerable populations benefit from solutions.

Stakeholders: Light the Way Campaign, Research Labs + Centers

Climate Benefit:

To ensure that our funding sources are reflecting equitable and justice-centered missions, we must adopt a democratized and [transparent approach](#) in seeking and allocating funds. Key stakeholders, including students, professors, and faculty must be actively involved in funding for the Light the Way campaign, and their feedback must be taken into account when accepting funding from donors. These stakeholders should also represent a diverse campus interest and be inclusive to BIPOC communities.

In addition to adopting this [democratized approach to accepting funding for research](#), the Office of Sustainability should try to ensure that [research proposals are centered around equity and justice](#), focused on climate resiliency, environmental justice, and long-term sustainable solutions for mitigation and adaptation. These research proposals should also be followed up frequently to ensure that the plan is progressing and its focus hasn’t wavered. At key points in the research stages, researchers should be asked to share their findings with the community to ensure that the funded research is accessible to all and is not kept behind a wall of academia. Sharing out progress and key findings can also help spark other research ideas and proposals, allowing for increased sustainability efforts.

The Light the Way Campaign is an excellent avenue to further sustainability



research on campus, but it is important to ensure that the [donors' values align with the university and its key stakeholders](#) as well as ensuring that the research is focused on furthering environmental equity. [Information should be posted](#) on the Light the Way campaign website as to which research projects and groups these funds have gone into, including a short description of this research and in what ways do vulnerable populations benefit, whether that be the inclusion of BIPOC in the research project or how a project is centered around environmental justice. [Transparency](#) should be created between students, faculty, and staff and UC Berkeley as to how the funds are supporting environmental justice on campus.

Strategy 2: Support the University Academic Senate's engagement in UC's carbon neutrality and de-carbonization initiatives.'	
Stakeholders: Academic Senate, ASUC AAVP, ASUC Eco-Office	Climate Benefit:

We recommend that the OS advocate for the Academic Senate's engagement in UC's carbon neutrality and de-carbonization initiatives and their meetings over these matters be made more transparent to students. The Academic Senate is currently an inaccessible campus institution and many students are unaware of its existence or confused by its purpose. There is little to no transparency about the on-goings of the Academic. At the time of this writing (4/1/2021), the information for the Academic Senate's Spring 2021 Division meeting is [outdated and unavailable](#) - there are also no meeting minutes for the Fall 2020 division meeting.

The OS can use its influence to address this lack of transparency and accessible communication from the Academic Senate in terms of climate initiatives, adopting a statement similar to the [Academic Senate of the California Community Colleges](#). The Office of Sustainability's website and social media can be used to explain how the Academic Senate functions and how the Academic Senate can engage in the UC's climate initiatives, share resources to access updates from the Academic Senate and provide ways for students to get more involved. It is extremely important that stakeholders, especially students, hold institutional powers accountable in their efforts to decarbonize the University, and the OS can help accomplish this.

This could also mean collaborating with the ASUC AAVP (Academic Affairs Vice President) and the ASUC Eco Senate Office. The AAVP office has frequently interacted with the Academic Senate, recently by advocating for the [establishment of Pass/ No Pass rules](#) for the Fall 2020 and Spring 2021 semesters. Collaborating with their office

could allow students to bring their sustainability demands to the Academic Senate in a more accessible way.

Diversity, Equity, and Inclusion

Goals

Objective	Progress
UC System: Maintain a certified Association for the Advancement of Sustainability in Higher Education (AASHE) Sustainability Tracking, Assessment and Rating System (STARS) report and achieve a Silver STARS rating and strive for Gold by 2023	
UC Berkeley: Situate environmental and social justice as central pillars of campus sustainability efforts, including in operations/administration, learning activities, and physical planning	
UC Berkeley: Cultivate an authentic sense of belonging and strengthen diversity, equity, and inclusion (DEI) in sustainability spaces for all UC Berkeley undergraduate, graduate, and professional student, faculty, and staff while contributing to sustainable practices and environmental issues	
UC Berkeley: Maximize the points available in the Diversity and Affordability categories of STARS	

Key Strategies – Diversity, Equity, and Inclusion

Strategy	Current UN SDGs	Possible UN SDGs
Chancellor’s Advisory Committee on Sustainability (CACs) and its Working Group on Diversity, Equity, and Inclusion in Sustainability (WGDEIS) will help expand policies, practices, and programs to elevate and integrate an intersectional and multi-pronged approach to diversity, equity, and inclusivity (DEI) in campus sustainability initiatives.	10,11	5,16
Develop coordinated partnerships with the Division of Equity and Inclusion, Students of Color Environmental Collective (SCEC), and other stakeholders on and beyond campus to advance collective missions.	10,11	4,16
Engage with the UC Berkeley Strategic Plan signature initiative efforts on Environmental Sustainability and Justice.	11,16	4,7,12,13

Advocate for the implementation of the UC Berkeley Strategic Plan recommendation to officially adopt a set of Native American land acknowledgment statements to be a foundational fabric of university life and read at official university events.	16	4, 11
Advance DEI and environmental and social justice through the goals and strategies in each category identified in the UC Berkeley Sustainability Plan and the UC Sustainable Practices Policy.	10, 13, 16, 17	
Participate in the planning efforts and implementation of DEI related sustainable and carbon reduction strategies of the new campus Long Range Development Plan/Environmental Impact Report and Campus Master Plan (expected 2021).	10, 13, 16, 17	

Strategy 1: Chancellor’s Advisory Committee on Sustainability (CACS) and its Working Group on Diversity, Equity, and Inclusion in Sustainability (WGDEIS) will help expand policies, practices, and programs to elevate and integrate an intersectional and multi-pronged approach to diversity, equity, and inclusivity (DEI) in campus sustainability initiatives.

Stakeholders: CACS WGDEIS, CACS

Climate Benefit:

It is important for the CACS WGDEIS committee to actively incorporate a [diverse audience in their decision-making approaches](#). This includes ensuring that underrepresented undergraduate and graduate students are involved in the committee, in whatever capacity they see fit. It is also important to ensure that this committee’s work is [accessible to stakeholders](#) that are interested in being informed. Publishing semesterly reports and posting digestible graphics on the progress of the committee will allow the CACS WGDEIS to better expand their programs to integrate an intersectional approach to campus sustainability DEI initiatives.

In addition, incorporating an equal representation system for key decisions on the CACS committee is important to ensure that all key stakeholders have accountability on the committee. Drawing inspiration from [UBC’s 4:4:4:4 steering committee](#), having students, staff, community members, and faculty/administration will allow the CACS WGDEIS committee to better embody values of justice and equity. Alternatively, the [University of Miami](#) has a unique format of a Sustainability Committee, which reports to the President and seeks to present academics, operations, and residence life while also having a chaired or co-chaired faculty member.



Strategy 2: Develop coordinated partnerships with the Division of Equity and Inclusion, Students of Color Environmental Collective (SCEC), and other stakeholders on and beyond campus to advance collective missions.

Stakeholders: SCEC, Latinx for the Environment, CED Students of Color, the Mauna Kea Protectors, and The ESPM Graduate Diversity Council, *bridges*, the MCC, ASUC Eco-Office

Climate Benefit:

To engage a diverse audience of stakeholders on campus, The Office of Sustainability should develop coordinated and [mutually beneficial partnerships](#) with a variety of organizations including, but not limited to, the [Students of Color Environmental Collective \(SCEC\)](#), [Latinx for the Environment](#), [CED Students of Color](#), the Mauna Kea Protectors, and The ESPM Graduate Diversity Council. It is also equally important to reach out to UC Berkeley recruitment and retention centers, such as the Black Recruitment and Retention Center (BRRC), Indigenous and Native Coalition Recruitment and Retention Center (INC), Raices Recruitment and Retention Center (Raices), and others. Reaching out to these cultural affinity groups will allow the Office of Sustainability to [engage further in DEI-centered work](#).

While developing these partnerships, it is extremely important that the organizations' work and its members are uplifted and empowered, with the Office of Sustainability being there simply as a support system. In addition, the Office of Sustainability must be cognizant of their tasks of these stakeholder groups and must be willing to [provide compensation for the organization's time and energy](#), if requested. These partnerships must be individualized with each organization and active efforts must be made to reach out to additional key stakeholders organizations.

The [DEI/Environmental Justice training requirement](#) would encourage all environmental campus organizations to implement a DEI training program for their members. Organizations would be unable to receive funding from the University and/or be unable to recruit for the new year until they have submitted a training plan for approval. This training plan could be formatted as a Google Doc filled with resources like readings and videos on environmental and social justice topics. The [ASUC Eco Office Environmental Training Doc](#) is an example of an intersectional DEI training. Having all environmental organizations on campus create something similar would give all students a baseline of environmental justice education at Cal.



Strategy 3: Engage with the UC Berkeley Strategic Plan signature initiative efforts on Environmental Sustainability and Justice.

Stakeholders: Phoebe Hearst Museum, Cal Dining, RSSP, Berkeley Student Farms

Climate Benefit:

The UC Berkeley Strategic Plan lays a brief overview of how UC Berkeley can use its resources to advocate for sustainability and environmental justice. Part of this, though, means addressing inconsistencies in how UC Berkeley currently implements sustainability and environmental justice. We recommend clarifying how the Office of Sustainability will engage with the UC Berkeley Strategic Plan signature initiative efforts on environmental justice and advocating for the campus to address its insufficiencies.

This means advocating for the [returning of the ancestral remains of indigenous people](#) in the Phoebe Hearst museum to their rightful owners. UC Berkeley cannot harness our museums to promote environmental justice if they are actively perpetuating injustices by holding these remains.

This means [transitioning to a renewable on-campus energy](#) source instead of relying on the campus natural gas cogeneration plant. Our campus's cogeneration plant emits carbon and our campus cannot counter the effects of climate change" while contributing to it. Our campus can fix this by choosing to replace the cogeneration plant with the greenest option available.

This means significantly [reorienting purchasing practices](#) towards more sustainable supply chains, especially concerning food and cleaning equipment. Currently, the majority of food and beverage expenditures and cleaning/custodial products cannot meet ethical and/or sustainability standards. Augmenting the share of sustainably sourced products is essential to promote a culture of sustainability.

This means [advocating for the protection of campus spaces such as SOGA, Oxford Tract, Barker Garden, and the Gill Tract farms](#). Environmental justice allows all people to have access to healthy, sustainable food. If UC Berkeley plans to remove these gardens to accommodate residential construction, they are committing environmental injustices.

This means [encouraging instructors to incorporate environmental justice into curriculum](#) wherever possible. UC Berkeley's environmental learning activities could also be made available to the public through on-campus educational events to spread awareness of key sustainability issues, informing people of what they can do to help with sustainability and environmental justice efforts.



Strategy 4: Advocate for the implementation of the UC Berkeley Strategic Plan recommendation to officially adopt a set of Native American land acknowledgment statements to be a foundational fabric of university life and read at official university events.

Stakeholders: Cafe Ohlone, Sogorea Te' Land Trust, NASD

Climate Benefit:

Although Land Acknowledgments are a great place to start with Indigenous solidarity, they are performative in nature. The University must commit to intentional actions to empower Indigenous students and increase awareness on campus.

This could include forming a strong partnership with Cafe Ohlone and offering them a campus restaurant space, giving students tangible space to understand that Indigenous peoples are thriving members of the community. Expanding education efforts on campus could be done through screenings of ["Beyond Recognition," a documentary about the Sogorea Te Land Trust](#), hosting speakers like [Corrina Gould](#), and holding [performances and workshops](#) on "The History of the Ohlone People" and "Indigenous Cultural Revitalization." The campus must ensure that they are providing adequate compensation for this work and amplifying BIPOC voices when possible.

The University should also pay the Shuumi Land tax for all of the land that they currently own and occupy. The [Shuumi Land Tax](#) is a voluntary contribution that non-Indigenous people living on Lisjan Ohlone territory make to support the critical work of the Sogorea Te' Land Trust. Any Native American land acknowledgment should include information on how the UC Berkeley community can pay their Shuumi land tax.

Strategy 5: Advance DEI and environmental and social justice through the goals and strategies in each category identified in the UC Berkeley Sustainability Plan and the UC Sustainable Practices Policy.

Stakeholders:

Climate Benefit:

Strategy 6: Participate in the planning efforts and implementation of DEI related sustainable and carbon reduction strategies of the new campus Long Range Development Plan/Environmental Impact Report and Campus Master Plan.

Stakeholders:

Climate Benefit:



Engagement

Goals

Objective	Progress
UC System: Maintain a certified Association for the Advancement of Sustainability in Higher Education (AASHE) Sustainability Tracking, Assessment and Rating System (STARS) report and achieve a Silver STARS rating and strive for Gold by 2023	
UC Berkeley: Make sustainability a guiding principle and core value for UC Berkeley's community and operations.	
UC Berkeley: Engage the broad and diverse campus community in a culture of sustainability through partnerships to include but not limited to People & Culture, Student Affairs, Athletics, Administration, Community Relations, and the Academic Senate	
UC Berkeley: Maximize the points available in the Engagement categories of STARS	

Key Strategies - Engagement

Strategy	Current UN SDGs	Possible UN SDGs
Continue to produce influential outreach materials that foster sustainability knowledge and behavior change action.	4	4, 10, 11, 13, 16
Support Student Affairs and Student Environmental Resource Center's (SERC) mission to grow student environmental organizations, co-curricular experiences, and initiatives to advance Berkeley's culture of sustainability.	4	4, 10, 11, 16
Continue to foster a broad set of student sustainability and carbon neutrality internships and fellowships on campus and in the community.	4	4, 10, 11, 16
Include sustainability prominently in student orientation activities and programming by expanding engagement in Golden Bear Orientation, Getting Your Bearings, Residential Move-In/Out, ResLife, Student Environmental Resource Center, Graduate student orientations, and academic department orientations	4	4, 10, 11, 16, 17



Expand pre-class/lecture sustainability outreach presentations by students.	4	4, 10, 16
Administer a survey of existing peer-to-peer sustainability education programs on campus and at other institutions and evaluate expansion opportunities for this type of engagement for campus faculty, staff, and students.	4	4, 10, 16
Prepare a review of existing co-curricular sustainability programs and expand opportunities including living lab research options.	4, 8, 9, 12, 16	4, 8, 9, 10, 12, 16
Conduct an assessment of campus sustainability culture that focuses on sustainability values, behaviors, and beliefs by 2023.	4, 11	4, 10, 11, 16
Expand professional development and training opportunities in sustainability to staff in partnership with People & Culture. Explore new avenues for staff performance measures for sustainable practices and sustainability-related professional development including continuing education options through campus University Extension and academic courses and certifications.	4, 10	4, 10
Expand staff engagement in sustainability in partnership with People & Culture through new employee orientations, community of practices, DEI-related, and staff organizations.	4, 10	4, 10, 16
Evaluate options for sustainability orientations for new academic employees.	4	4
Support and track sustainability-related community service for students and employees.	10	10, 11
Support and track formal sustainability-related community partnerships and programs with Berkeley alumni.	17	10,16, 17
Collaborate with other colleges and universities individually and through affiliated organizations to build the campus sustainability community.	16, 17	10,16, 17
Engage the public in sustainability action through education and practices at campus events, performing arts, and athletic games.	3, 11, 13, 16	3, 10, 11, 13, 16, 17

Strategy 1: Continue to produce influential outreach materials that foster sustainability knowledge and behavior change action.

Stakeholders: SERC, Lead Center

Climate Benefit:

Educating students about environmentalism and its interaction with social, political, and economic spheres is imperative in ensuring the university instills a culture of deep understanding of environmental justice among UC Berkeley students from undergraduates to postgraduates. There are a variety of methods to conduct this outreach to secure its effectiveness and to allow us to reach our target population:

Social Media Campaign: Launching a year-long [social media campaign](#) focused on education and awareness around environmental justice will allow the Office of Sustainability to [reach a larger audience of students](#). The different topics encompassed in environmental justice could include farm labor rights, consequences of fast fashion, indigenous rights, among many other ideas. Each topic should consist of 1) educational material in the form of an infographic, 2) additional resources for students to check out, and 3) specific action points the students themselves can take to help the UC Berkeley community and progress society as a whole. Furthermore, environmental student organizations on campus can be encouraged to help engage with and share these posts to outreach to a wider audience and increase proactiveness among students.

Targeted Outreach to Student Organizations: To foster sustainability knowledge, the Office of Sustainability should organize [workshops and presentations to student organizations that request them](#). These presentations should focus on providing individual and group action-based solutions for change, whether that be through proper waste sorting, purchasing of items, or other ideas. Student organizations should be able to request specific topics that they would like to be covered and can work with the Office of Sustainability to create a presentation that best suits their needs. RSOs should be encouraged to host these presentations once a semester and the Office of Sustainability should work in collaboration with the LEAD Center, specifically SERC, to ensure that these workshops are promoted to every club as best as possible. An RSO sustainability certificate could be awarded to the organizations that take part in sustainability workshops.

Strategy 2: Support Student Affairs and Student Environmental Resource Center's (SERC) mission to grow student environmental organizations, co-curricular experiences, and initiatives to advance Berkeley's culture of sustainability.



Stakeholders: SERC, SCEC, MCC, *bridges*

Climate Benefit:

In order to make sure that student environmental organizations are effectively reached out to, we recommend hosting an [environmental roundtable discussion](#) with representatives and student leaders from all of the environmental organizations on campus. This will ensure that the Office of Sustainability receives [input from a wide array of students](#) who are interested in sustainability. It is important to reach out to BIPOC student groups, such as SCEC, and Recruitment and Retention centers, to make sure that our efforts to promote sustainability are centered around diversity and inclusion. In these discussions, there should be open dialogue around how environmental justice is already implemented and how environmental justice can be better implemented within our campus community. Student representatives should have the opportunity to formulate partnerships between different organizations in the Office of Sustainability to promote a culture of transparency and collaboration.

As a follow-up to the roundtable discussion, an optional [environmental justice pledge](#), similar to the one by the [Environmental Justice Foundation](#), for student organizations should be formed. This pledge should contain sections around ensuring diversity in the student group, incorporating environmental justice in activities, recognizing indigenous land, resources around donation and outreach, training all members of the organization in environmental justice practices, and more. Signing on to this pledge will ensure that the student organization will center environmental justice at the core of its mission. This pledge will also create a direct channel of communication between the Office of Sustainability and the student organizations who signed on, by ensuring frequent follow up to make sure that the organizations are meeting the pledge's guidelines.

Strategy 3: Continue to foster a broad set of student sustainability and carbon neutrality internships and fellowships on campus and in the community.

Stakeholders: SCEC, TGIF

Climate Benefit:

The Office of Sustainability can provide access to information on [stipends](#), [internships](#), or [projects for individual students or student groups](#) who are interested in advancing sustainability and carbon neutrality on campus. The Office of Sustainability's institutional knowledge and wide network can be a major source of assistance to support students, particularly BIPOC, low-income, and first-gen students. A program resembling [University of Michigan's Environmental Fellows Program \(EFP\)](#), which is a



summer fellowship program connecting students from historically underrepresented groups to opportunities in the environmental field, could also help make sure such fellowship/internship opportunities are accessible to all students, especially BIPOC students.

Adding an **Environmental Justice fellow** position to the Office of Sustainability could facilitate the coordination of such an initiative. Similar positions exist at Universities such as [Bowdoin University](#), [University of California, Santa Cruz](#), and the [University of Connecticut](#) among others.

<p>Strategy 4: Include sustainability prominently in student orientation activities and programming by expanding engagement in Golden Bear Orientation, Getting Your Bearings, Residential Move-In/Out, ResLife, Student Environmental Resource Center, Graduate student orientations, and academic department orientations</p>	
<p>Stakeholders: SERC, New Student Services, Zero Waste Coalition, HADSA, Residence Hall Assembly</p>	<p>Climate Benefit:</p>

By implementing Environmental Justice engagement early on in student orientation, we highlight the importance of Environmental Justice to the UC Berkeley community. A feasible method to expand engagement could be creating a **new mandatory preparatory course/module for "Environmental Justice"** listed in **Golden Bear Orientation** for all incoming students (freshmen and transfers). The Office of Sustainability can partner with [SERC's Environmental Justice Team](#) that has currently consolidated toolkits, activities/workshop materials, student resources, and articles for individuals to read. Furthermore, The University of Michigan's Center for Sustainable Systems created a [Environmental Justice Fact Sheet](#) that can be used as inspiration for the module.

The structure of the course/module (10-20 minutes) could include: 1) introduction to environmental justice and history of its origins; 2) the application of environmental justice to UC Berkeley and its students/staff - including the university's efforts to raise awareness and combat Environmental Justice; 3) why UC Berkeley values environmental justice; 4) steps moving forward (what a future with environmental justice looks like and how all students can take part in demanding environmental justice; 5) reflection space for students to evaluate how environmental justice ties into their respective backgrounds. This reflection space can also help the university understand student's background knowledge of environmental justice and seek ways to help aid students in further university environmental justice education efforts.

Additionally, similar to how student opportunities are showcased in GBO, this platform could be used to 6) promote new opportunities for students to get involved in environmental justice projects across campus.

If a more in-depth introduction of environmental justice is deemed to be more appropriate, a new course (25-50 minutes) can be implemented on the [Fit Foundry platform](#) where the university can track each student's progress. Besides the added benefit of being able to include more environmental justice-related content, the Fit Foundry program allows UC Berkeley students and staff members to share their personal stories or environmental justice-related projects, creating an interactive and engaging format for students.

More practical orientation programs could also be organized during the [key events of student orientation](#) such as Get Your Bearing or move-in days. [Penn's Move-In Green Program](#) could be a source of inspiration: it is an interactive sustainability engagement program based on student volunteers reaching out and providing orientation advice to other students upon their arrival on campus.

To expand sustainability in the Residential Life system, the Office of Sustainability could partner with the Residence Hall Assembly to create a [permanent VP of Sustainability office for each Hall Association](#). The VP of Sustainability can be trained in a DeCal hosted by students from OS and SERC knowledgeable about environmental and environmental justice issues, similar to the VP of Philanthropy position. This would allow students in the residence halls, which are primarily underclassmen, to have increased awareness on sustainability and social justice-related issues, and set a strong foundation for the rest of their careers at UC Berkeley.

Strategy 5: Expand pre-class/lecture sustainability outreach presentations by students.

Stakeholders: Zero Waste Coalition

Climate Benefit:

The Office of Sustainability can create [short, engaging videos](#) that can be sent out to professors and lecturers each month. These videos should feature student leaders who are paving the way in campus sustainability. The content can cover [key environmental issues](#) and their connection to environmental justice, ranging from campus waste separation and its environmental justice implications to the negative impacts of fast fashion on the environment and people. At the end of the video, there should be a list of resources where students can seek actionable next steps and a survey for students who are interested to engage with the content further. Professors and lecturers should be encouraged to play these videos to their students at the



beginning of one of their classes each month, as well as post them to their course website or page.

These videos will be a much more effective way to reach out to a wide range of students as the Office of Sustainability will not be limited by the number of student volunteers willing to present in classes. These pre-class/lecture sustainability outreach presentations will also serve as a great reminder of how environmentalism is rooted in every field and encourage students to reflect on the impact of their actions.

Strategy 6: Administer a survey of existing peer-to-peer sustainability education programs on campus and at other institutions and evaluate expansion opportunities for this type of engagement for campus faculty, staff, and students.

Stakeholders:

Climate Benefit:

Strategy 7: Prepare a review of existing co-curricular sustainability programs and expand opportunities including living lab research options.

Stakeholders: Zero-Waste Labs

Climate Benefit:

A new living lab initiative, which allows for collaborative research initiatives among students, faculty, and administration, which focuses on environmental justice could be created, inspired by [UCSC's Environmental Justice Living Lab Map](#). Students interested in researching this topic would form a task force whose mission would be to collect detailed data on the overall state of environmental justice at UC Berkeley and create a report showcasing their findings. Such data could include in-depth interviews of students and faculty (via focus groups for instance) on their personal experience of environmental issues and injustices, quantitative data on student enrollment in sustainability-related opportunities across different student groups, etc. Classes could also be offered, similar to the [Social and Environmental Justice in Richmond](#) at the University of Richmond's Living Laboratory. The information derived from this initiative could then be used to guide the evolution of existing sustainability and inclusivity practices and the creation of new ones so that it best fits the actual campus community needs.

At WUSTL, the [Environmental Justice Faculty Network](#) created a report assessing faculty insights on current environmental justice work. Looking into their methodology and conclusions could be helpful to do similar reporting work at UC



Berkeley, this time with a focus on students' instead of faculty's insights, and with a specific focus on reviewing co-curricular sustainability programs.

Strategy 8: Conduct an assessment of campus sustainability culture that focuses on sustainability values, behaviors, and beliefs by 2023.

Stakeholders: ASUC, SERC

Climate Benefit:

The Office of Sustainability can send out a mandatory survey, as a Cal Central task, that would put students' class enrollment on hold if incomplete. Referencing the [University of Melbourne](#) which has both a [sustainability quiz](#) and a [waste quiz](#) for students to complete, instead of an enrollment hold, there is a gift of a reusable glass drink bottle when a survey has been filled. Sample questions could include:

- If any, what sustainability organizations on campus have helped you learn about environmental justice?
- What sustainability organizations do you think work with environmental justice?
- What environmental justice projects or activities have you heard of or attended?
- How is sustainability incorporated into your major, or how can it be further incorporated into your major?
- How is environmental justice-centered in any of your classes?

Diversity is one of the biggest points of pride of the UC Berkeley community, and the Office of Sustainability can ask students to answer questions regarding their experience with environmental justice, and how they believe the campus has helped students to feel more included in terms of equity. Such questions could take the form of rankings from 1 to 10, agree/somewhat agree/somewhat disagree/disagree statements, and concluding with a final comment section where students can input any suggestions they have. The University of New York currently has a [NYUGreen Sustainability Quiz](#) where students are offered resources as well as an understanding of the projects and steps the university is currently taking to help sustainability and environmental justice. Furthermore, inspiration can be taken from [AASHE's Campus Sustainability Survey](#) whereby agree/disagree statements are used to analyze a student's attitude and perspective on the campus's sustainability performance and areas of improvement.

In terms of formatting, the survey should take less than 10 minutes to complete and should be sent out to all students at the end of the spring semester year, allowing freshmen and transfers to gain some experience of campus life and answers based on their experience (similar to that of the [UC's Sustainability Quiz](#)). The survey should also



be anonymous to ensure student privacy and freedom. Overall, the responses from this survey will allow UC Berkeley to gauge how well environmental justice has been implemented on campus, as well as student’s awareness of what [environmental justice](#) is. Results could also be shared with environmental and justice-oriented student organizations for them to provide feedback. [The Student Environmental Resource Center](#) has an “Environmental Justice” page which may have beneficial resources for the development of this quiz.

Strategy 9: Expand professional development and training opportunities in sustainability to staff in partnership with People & Culture. Explore new avenues for staff performance measures for sustainable practices and sustainability-related professional development including continuing education options through campus University Extension and academic courses and certifications.

Stakeholders:

Climate Benefit:

Strategy 10: Expand staff engagement in sustainability in partnership with People & Culture through new employee orientations, community of practices, and staff organizations.

Stakeholders: Academic Senate, Graduate Assembly

Climate Benefit:

Having mandatory environmental justice-focused short sessions for new employees during their orientation periods could help expand staff engagement in sustainability. This could include staff organizations coming together to discuss what environmental justice policies they want their employees to follow altogether, as well as individual staff organizations. Including new employees in the environmental justice discussion from the very start will help to foster a sense of inclusivity, by allowing them to throw in ideas of how they have seen environmental justice implemented in the past or hope it can be implemented more so on campus

Additionally, a possibility could be hosting regular meetings amongst staff to continuously remind and strengthen the environmental justice goals within their organizations could act as a progress tracker and allow them to see if these goals have truly been met and if new goals should be created.



Strategy 11: Evaluate options for sustainability orientations for new academic employees.

Stakeholders: Academic Senate, SCEC

Climate Benefit:

Academic staff (professors and GSIs) play an important role in fostering the growth of students and we recommend that these members of the Berkeley community must have the resources they need to access education about environmental justice.

The Office of Sustainability's current [staff sustainability training](#) orientations could be strengthened by starting a co-teaching program in which instructors with experience in sustainability education partner with less experienced instructors. It can be hard to get [new instructors to turn out](#) to workshops for information dispersal and this is one way to work around that.

The Office of Sustainability could foster cross-college collaboration by asking those that have completed the sustainability training to sign up for this initiative and be paired for an experiential learning program similar to an '[externship](#).' Teaching staff at UC Berkeley are stretched thin as is, so an externship, a program lasting around a week and no more than two, can be an effective way to disperse knowledge while recognizing this lack of resources.

The Office of Sustainability can also build upon the current sustainability plan by institutionalizing the Students of Color Environmental Collective (SCEC)'s efforts in the programming. SCEC has been organizing an annual summit, [SCECon](#), with over a month of events on the intersections of sustainability and environmental justice. The Office of sustainability can partner with SCEC to create a detailed module on environmental justice.

Strategy 12: Support and track sustainability-related community service for students and employees.

Stakeholders: The Berkeley Project, Berkeley Student Farms, SERC, Epsilon Eta, UC Berkeley Botanical Garden,

Climate Benefit:

Recognizing students and employees that participated in sustainability-related community service or had other environmental achievements for the campus and the community would not only acknowledge people, who are an important part of the sustainability implementation process, but also provide a potential incentive for making



our campus greener. [Sustainable volunteering](#) is a long-term commitment with a genuine intention of making a lasting, positive impact on the environment, volunteering could be as big as going into a community and working towards solving an environment or social issue and as small as the decisions made on a daily basis in order to create a more sustainable lifestyle. Due to the immense commitment of sustainable volunteering, it is important for volunteers and employees to feel supported. [Tracking environmental community service](#) could also assist with metrics of set sustainability goals. Engage with community service organizations such as the [The Berkeley Project Event Planning and Volunteer Coordination Committees](#) to find and organize community service events spanning different areas such as climate change, zero waste, equity, and social justice, and could include helping programs get green-certified and working with the [UC Berkeley Botanical Garden](#) and [UC Gill Tract Community Farm](#). Since it will take a lot of effort from everyone to reach the goals of Berkeley's Sustainability Plan, community service will prove to play an essential role in accomplishing them. Awards could also indicate which areas of sustainability were focused on most effectively.

Strategy 13: Support and track formal sustainability-related community partnerships and programs with Berkeley alumni.	
Stakeholders: SERC, SURG, Cal Alumni Association,	Climate Benefit:

[Contacting Berkeley alumni](#) that are part of these partners and programs to inquire about their sustainability goals or request their sustainability reports could give us a better understanding of how environmental justice is implemented in their sustainability programs. It would be helpful to not only contact [Berkeley alumni who focus on sustainability](#), but also programs that are centered around environmental justice. From there the Office of Sustainability can work to implement strong ideas and goals of both groups into our report. Looking towards [SERC resources](#) to see which sustainability-related community partnerships and programs that Berkeley alumni are a part of can further alumni partnerships.

The Office of Sustainability can [work with the Berkeley alumni](#) to see in what ways Berkeley has improved in sustainability and environmental justice since they were students on campus, as well as discuss how environmental justice could be further implemented on campus. Asking these Berkeley alumni if they can connect us to more contacts in order for us to be provided with more input on environmental justice from different resources can provide for further outreach.

The Office of Sustainability can **meet with partners**, including SURG and other sustainability clubs to discuss how to better implement environmental justice into the environmental clubs on campus, and how to support these organizations. Partnering with activities hosted on campus during events such as Homecoming or through school-wide fundraisers to help support these partnerships and organizations.

We recommend creating a **graduation pledge** for Berkeley students that allows them to pledge their implementation of environmental justice in the future, similar to that of Berkeley's ["A Pledge of Ethics for I School Graduates."](#) Information on how that graduate has fulfilled their environmental justice pledge should be updated in a database with their name to give inspiration to the newly graduated students on how exactly they can implement environmental justice into their futures.

Strategy 14: Collaborate with other colleges and universities individually and through affiliated organizations to build the campus sustainability community.

Stakeholders: UC Green New Deal, SURG, ASUC-Eco-Office, SERC

Climate Benefit:

The [UC Green New Deal Coalition](#) is a joint effort across UC campuses that demands that the UC implement equitable sustainability practices. The coalition has working groups focused on developing policy that would have the UC adopt a climate action plan that models the [Federal Green New Deal](#) and its prioritization of racial equity, economic resilience, and radical climate action. This coalition has ties to most UC campuses and it is an important organization to get in touch with if UC Berkeley is looking to build solidarity between UC campuses to advance climate efforts.

UC Berkeley could help bring **sustainability education to elementary, middle, and high schools in the district**, building off this [sustainability teaching framework](#) from Vanderbilt's Center for Teaching. It is our job as fighters against climate change to ensure that children and the broader community are knowledgeable about the climate crisis and equipped with the tools they need to contribute to a healthier and safer world. This could involve organizing groups and student volunteers to hold events for children and teens that implement the education of environmental issues in a fun and positive way. These events would be held on campus and could even be brought to classrooms, if possible. Kids and families could even explore the organic gardens and learn about how to reduce their carbon footprint through the foods they eat.

Forming and expanding partnerships with [JARU, the International Alliance of Research Universities](#), member universities will expand UC Berkeley's presence on a global scale.



In particular, partnering with a school abroad, such as the [University of Copenhagen](#), could yield great results for our institutions and the future of climate change. The city of Copenhagen itself is one of the most environmentally friendly cities in the world, driven by a desire to increase health and wellness for residents and prevent the impending consequences of climate change. They are pioneers in urban bike culture, organic food accessibility, and sustainable architecture. Being able to learn from faculty and students could provide Berkeley faculty and students with ideas to improve our campus community, and Berkeley could help UoC as well. There could be monthly meetings between representatives from each campus to provide possible solutions to any concerns each campus may have related to environmental issues in their university and beyond. Students could be partnered as well or work in larger groups to advance goals for their campuses (could work on projects). It would be incredible to have this type of collaboration on a global scale, with two of the leading universities for sustainability.

Strategy 15: Engage the public in sustainability action through education and practices at campus events, performing arts, and athletic games.	
Stakeholders: Cal Zero Waste, New Student Service, Cal Athletics	Climate Benefit:

Campus events should be used more systematically as a means to promote environmental justice. Regular campus events which are already instituted and happen every year, such as Golden Bear Orientation or Cal Day, should include at least one workshop whose goal is to diffuse knowledge and awareness on various environmental justice topics. These workshops should be devised with the help and contribution of student environmental organizations, which would also benefit them by increasing their visibility on campus.

New campus events centered around environmental justice will mobilize and educate students, staff, and faculty on the stakes and challenges of the issue. Reaching out to and involving student organizations is essential in the creation and smooth operation of such events. Consider rejoining the [Green Sports Alliance](#) to be able to network and exchange sustainable practices with venue operators, team representatives, and corporate and nonprofit partners. To better increase sustainability in athletic games, certify teams through a Sustainability Certification Program similar to [ASU's](#), a university that has been successful in creating a culture of zero waste and sustainability when it comes to sports.

