



UBC CLIMATE EMERGENCY ENGAGEMENT

Consultation Interim Report

This interim report summarizes the engagement process and the emerging themes to date from the Climate Emergency Engagement with UBC's community of students, faculty, campus residents and staff members following its Declaration on the Climate Emergency in December 2019.

Executive Summary

On December 5, 2019, the University of British Columbia (UBC) endorsed and [declared a climate emergency](#), driven by the leadership of its students.

Within this declaration, UBC committed to conducting a climate emergency engagement process to hear from members of the UBC community across its campuses to inform its role and actions to enact the declaration.

This interim report provides an update to the Board of Governors and the UBC community, summarizing the engagement process and the emerging themes from the feedback collected to date.

To date, **3,244** participants from UBC's communities provided their input at this initial stage of the conversation:



There was a strong university-wide participation in the engagement activities, with significant response in particular from faculty and staff.

At this interim stage, we gathered input from across the engagement activities regarding UBC's communities' concerns about climate change and ways UBC could take action. Key insights include:

- While we heard participants have not severely felt climate change impacts to date, they felt these impacts will become significant within the next five decades, and to a higher degree among Okanagan participants.
- We heard participants from UBC Vancouver and Okanagan were largely aligned in their concern about climate change and focus areas for climate action, particularly supporting divestment, facilitating interdisciplinary and climate research, and greening campus operations.
- Participants from UBC Vancouver and Okanagan were also aligned in suggesting immediate priorities for UBC, specifically around plans to increase the climate resiliency of UBC's buildings and infrastructure, and accelerating GHG reductions related to the energy supply to heat and power UBC campuses and commuting to and from UBC.

- Unique needs raised by Okanagan participants included improvements in waste reduction, compost infrastructure, campus green spaces, advocacy for sustainable transportation, and opportunities for climate research and programming.
- Overall, we heard the following emerging themes speaking to UBC’s role and action in the climate emergency, categorized within the following focus areas:



Teaching, learning and research: Within UBC’s strategic core and mandate areas, we heard strong support for enabling climate-focused research, and facilitating interdisciplinary and external partnerships to fuel this research. We also heard the importance of expanding climate-related content into curriculums.



Administration and investment: We heard recurring requests for shifting UBC policies to disincentivize air travel frequency and commitments toward fossil fuel divestment.



Community support and engagement: Participants frequently spoke to UBC’s role in education, engagement, capacity building and supporting participation in climate activities. Within these roles, UBC should work with its community to build shared understanding in an inclusive way and enable collective action.



Campus operations: Within UBC’s services and infrastructure, we heard strong support for waste reduction measures, managing campus growth, and managing energy use while investing in energy renewables for UBC buildings.



Commuting: We heard strong support for sustainable ways, like active, public and decarbonized ways, for the UBC community to getting to, from and around UBC campus locations, with particular support for the UBC Skytrain in Vancouver



Advocacy and partnerships: We heard support for external roles UBC could play as a climate leader, from advocating politically, advancing its commitments towards reconciliation with Indigenous peoples, and working with marginalized communities on climate solutions.

With the realities and impacts of COVID-19 setting in mid-way through the engagement period, the engagement process was adjusted to allow more time to gather input through community dialogues, particularly from UBC’s Indigenous and marginalized communities.

This report, in combination with feedback from continued engagement, will be analyzed and together used as one input in shaping recommendations for UBC's role in and collective response to the climate emergency. The final report will be submitted in November 2020. It is anticipated that the recommendations will be developed in the context of UBC's existing priorities and plans, such as: its Strategic Plan, Indigenous Strategic Plan, Wellbeing Strategic Framework, Climate Action Plan, and Inclusion Action Plan, among others.

It is recognized that this emergency requires quick and collective action. Building on UBC and its communities' climate leadership to date, UBC's climate emergency response is the next necessary step, as demonstrated and inspired by the youth and students who quickly mobilized on our campus and worldwide.

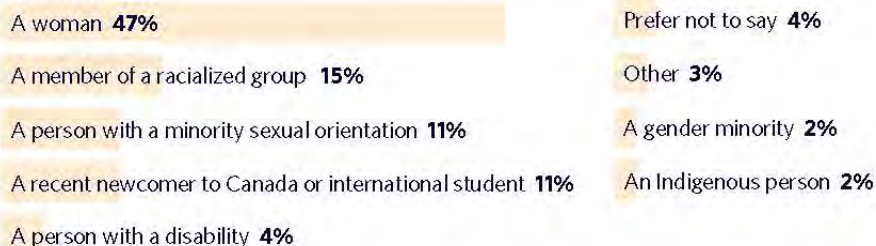
Who are we referring to when speaking about marginalized communities?

- Groups that bear harmful impacts of fossil fuel extraction and climate destruction while being least responsible for the global acceleration of the climate crisis, including lower-income communities and those in and from the Global South (as defined in UBC's Declaration on the Climate Emergency declaration, which includes Indigenous communities)
- Groups who have been historically, persistently, or systemically marginalized in ways that have excluded them from conversations and should be involved in climate. The following graphic breaks down from which of these groups we heard at this interim stage:

Participants self-identifying as historically, persistently, or systemically marginalized

Approximately **59%** responded to the elective self-identification question and could select more than one option.

Overall



Acknowledgement

The University of British Columbia acknowledges the presence of its Point Grey Vancouver campus on the traditional, ancestral and unceded territory of the xwmə0-kwəy'əm (Musqueam), its Robson Square and VGH campuses on the traditional and unceded territories of the xwmə0-kwəy'əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish) and səl' ilwətaʔɩ (Tsleil-Waututh) peoples, and the Okanagan campus situated on the territory of the Syilx Okanagan Nation.

About this report

This interim report has been prepared by Argyle for the UBC Board of Governors and the UBC Community. It is meant to provide a status update and a summary of what was heard from the climate emergency engagement process to date. It is not definitive and not meant to serve as the final report or recommendations.

The report development was supported by the UBC Climate Emergency Project Team with input from the Climate Emergency Task Force. Further information on the role of the Project Team and Task Force can be found on page 5. Learn more about Argyle on their [website here](#).

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Project and Engagement Overview

WHY WE DID THIS

In December 2020, UBC [declared a climate emergency](#) and its commitment to climate leadership, endorsed by the UBC Board of Governors and the President's Office. This declaration was prompted by a [student-mobilized open letter](#) signed by 1,500 students, staff, faculty and campus organizations and the participation of 5,000 UBC students, faculty and staff members in the Global Climate Strike.

From this, UBC acknowledges the climate emergency is one of the most pressing issues of our time. Guided by the direction within the declaration, UBC launched a community engagement process with the following goals:

- Provide information on UBC's climate emergency engagement process
- Drive participation from different groups at UBC through online and in-person engagement opportunities
- Gather input and ideas from its community members on UBC's climate action, particularly in areas of reducing emissions, aligning with the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), ensuring climate justice, amplifying marginalized communities, and enabling its community to take action
- Inform UBC's collective response, decisions and actions on the climate emergency

UBC has made significant strides and progress, and has been a leader and partner in climate action and cross-sector collaboration, from the International Sustainable Campus Network (ISCN), to the University Climate Change Coalition (UC3).

This climate emergency provides an opportunity for UBC to accelerate its climate action, scale its innovation and demonstrate leadership within and beyond its boundaries. It can also shape a more integrated approach to executing its existing climate-related actions and identifying new areas of focus.

WHO WAS INVOLVED

A transdisciplinary team, which included UBC students, faculty and staff from both Vancouver and Okanagan campuses, was assembled to collaborate on, lead and advise the engagement process and outcomes in a way that achieves the spirit and intent of the declaration.

Climate Emergency Task Force (Task Force): UBC established a Task Force to oversee and advise on the engagement process and interim report. They are accountable for delivering final recommendations in the climate emergency response, as well as providing recommendations for the continuing oversight and delivery of these actions.

With the interdisciplinary and multifaceted nature of the climate crisis, the intergenerational Task Force membership aimed at representing the variety of perspectives needed to learn from and address this complex crisis. Membership ranges from Indigenous to executive members to student government, from faculty to political advocates, from experts in climate science and solutions, to seldomly-represented members bringing crucial lenses of equity, climate justice and lived experience with the climate crisis.

UBC Project Team: UBC also re-allocated existing staff and resources to form a dedicated climate emergency project team to design, execute and oversee the contracted reporting on the engagement process.

The project team is managed and advised by the President and Provost offices, and reports to and works in collaboration with the Task Force. Team members include staff from Campus and Community Planning and UBC Communications, and the offices of the Vice-Presidents Students and Research and Innovation.

The project team also includes staff from the UBC Climate Hub, a student-driven initiative. These team members supported the content development of the engagement process, including information available on their website to equip participants before having their say, and the execution of the community dialogues.

WHAT WE'RE DOING

The engagement process, visualized in the timeline on the following page, outlines the various engagement opportunities for UBC community members to learn more and have their say.

To build awareness of the engagement and to drive participation to these opportunities, the project team executed an extensive and multi-faced communications plan. The plan included a central online resource and website (climateemergency.ubc.ca), digital and print advertising in social media, campus-wide mechanisms like the UBC Broadcast, UBC Bulletin and Santa's Blog, campus publications and radio, poster and signage, and communications toolkits for faculty, department and students to amplify within their networks.

Adjusting the engagement process in response to COVID-19

Following the declaration, and given the state of emergency, the engagement process was initially expedited within a month's timeframe to deliver recommendations to the Board of Governors by June 2020.

With the realities and impacts of COVID-19 setting in mid-way through the engagement period, focus shifted to providing news and updates to keep the UBC community safe and apprised of changing classes and university operations. While participants could still engage on the online survey, the remaining pop-up events were cancelled and promotion of community dialogues shifted to taking place virtually.

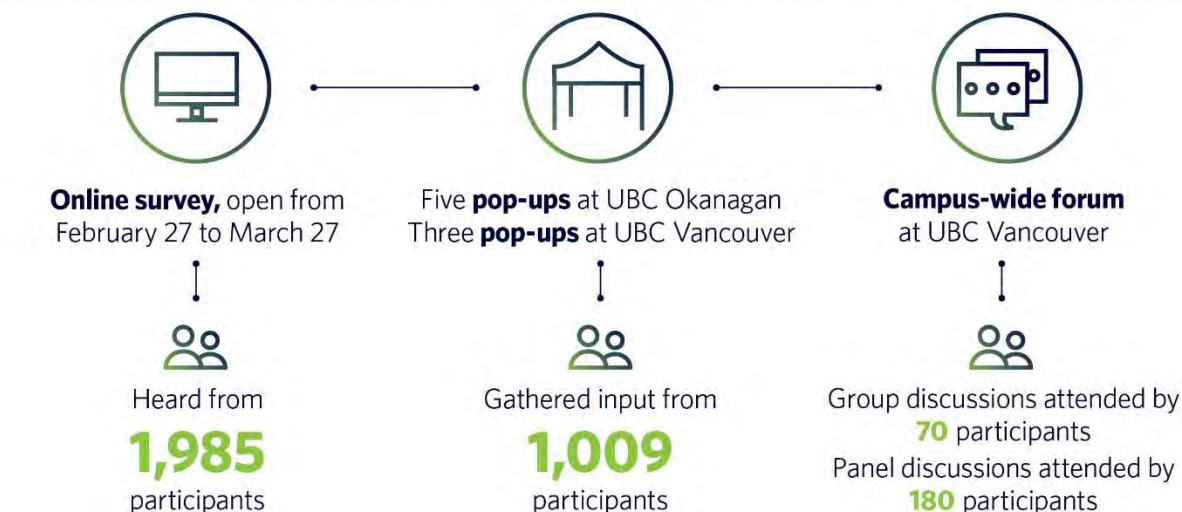
The engagement process' timeline was extended and the decision made to defer submitting the final report and recommendations until November 2020.

OVERVIEW OF THE CLIMATE EMERGENCY ENGAGEMENT PROCESS

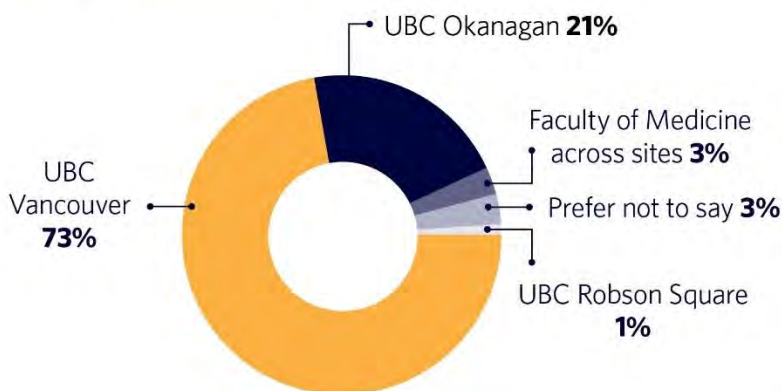


Who we heard from

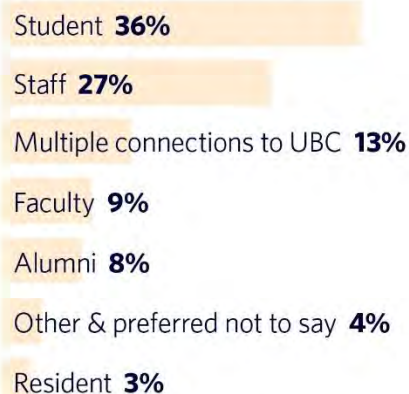
To date, the engagement process has gathered input from **3,244 participants** through the online survey, in-person campus-wide forum and pop-up events. Some community dialogues have also been completed and will be included in the final report.



UBC Campus and Sites



Connection to UBC



Approximately **70%** of online survey participants provided their affiliated role with UBC (student, faculty, resident, and/or staff).

UBC staff and faculty were both overrepresented in the online survey, particularly staff-identified participation at **26 per cent** (compared to around 13 per cent of the overall UBC population). Students were significantly underrepresented at **36 per cent** of respondents (compared to 80 per cent of the overall population). Nearly **70%** of Okanagan-identifying participants were students.

At the campus-wide forum, about **one-third** were **students** (31%), nearly **half** were **staff** (46%), and faculty represented around **13%** of participants. The remaining **10 per cent** were residents and alumni participants.

A NOTE ABOUT PARTICIPATION

The emerging themes are reflective of those UBC community members who elected to participate in the engagement process from February 27 to March 27, 2020. Therefore, the themes do not reflect the views of UBC's population as a whole.

The online survey posed more detailed demographic questions to understand the representativeness of input, and to help glean insights and unique needs among the different campus locations. As the demographic questions were elective, the sums and percentages will not equal the overall total number of participants. These questions included:

- Which UBC campus or site are you on?
- What is your connection to UBC?
- How old are you?
- Whether participants belonged to a specific UBC department or faculty, club, student residence, neighbourhood or other UBC group
- Whether participants self-identified among groups who have been historically, persistently, or systemically marginalized

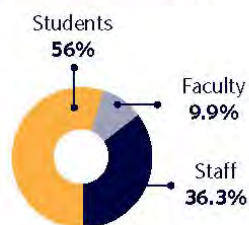
Participants self-identifying as historically, persistently, or systemically marginalized

Approximately **59%** responded to the elective self-identification question and could select more than one option.

Overall

A woman 47%	Prefer not to say 4%
A member of a racialized group 15%	Other 3%
A person with a minority sexual orientation 11%	A gender minority 2%
A recent newcomer to Canada or international student 11%	An Indigenous person 2%
A person with a disability 4%	

Connection to UBC



	A gender minority	A member of a racialized group	A person with a disability	A person with a minority sexual orientation	A recent newcomer to Canada or international student	A Woman	An Indigenous person
Of the students , they self-identified as:	72%	65%	57.6%	62.5%	73%	50.5%	69%
Of faculty members , they self-identified as:	5%	4%	12%	9%	7.5%	12%	6%
Of staff , they self-identified as:	31%	40%	34%	34%	19%	41%	29%



What we heard from the UBC community

This section puts forward the interim findings and themes heard to date. These emerging themes are based on analyzing the UBC community input gathered from February 27 to March 27, 2020 through the online survey, Vancouver campus-wide forum and Vancouver and Okanagan pop-ups. Themes from the community dialogues will be included in the final report.

Part 1 first defines the severity of the problem and the impacts of climate change on UBC community members. Part 2 then introduces specific areas for UBC action before broadening in Part 3 to the range of themes and ideas heard.

PART 1. UNDERSTANDING OUR COMMUNITY'S CONCERNS

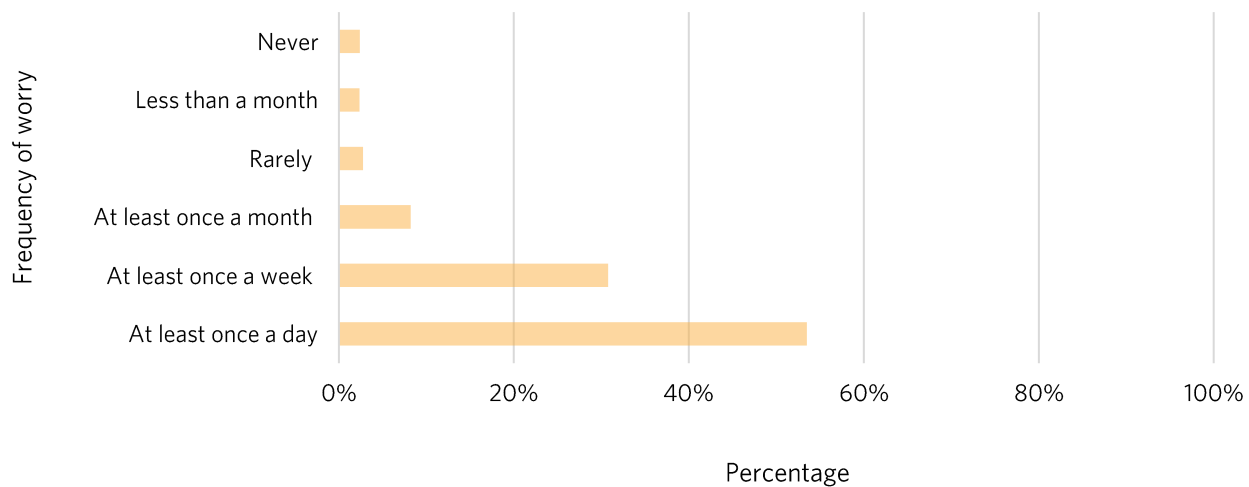
Through the online survey and pop-up events, we sought to acknowledge and understand the effects of climate change on community members.

WORRY ABOUT POTENTIAL CLIMATE CHANGE IMPACTS

We heard the UBC community is grappling with a high average level of concern about climate change and its effects among UBC's population (see Figure 1). In contrast, we did hear a margin of online survey comments where participants did not want 'alarmist' language used by UBC regarding the climate emergency and disputed the severity of concerns around and impacts of climate change.

The majority of online survey and pop-up participants (53 per cent) shared that they worry about climate change at least once per day, and more than a third (31 per cent) said that they worry about it at least once per week. At 54 per cent and 52 per cent respectively, both UBCV and UBCO participants worried about climate change daily.

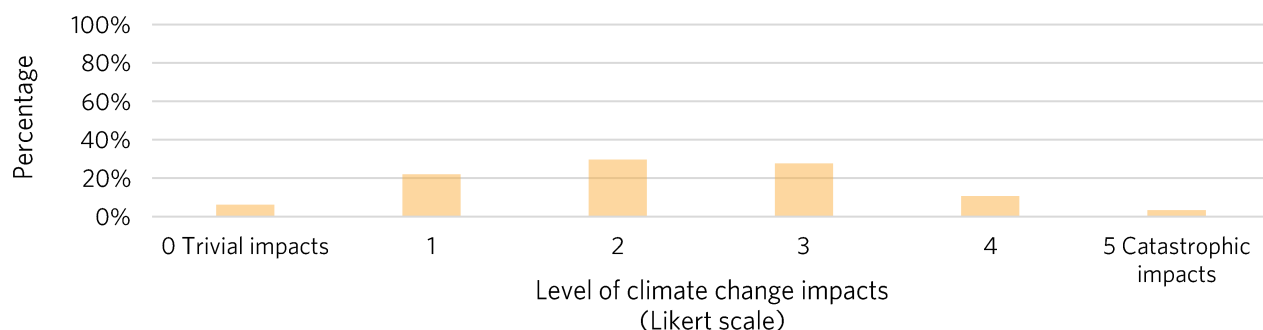
Figure 1: How often do you worry about the potential impacts of climate change? (Select which one best applies)



SEVERITY OF CLIMATE CHANGE IMPACTS TO DATE

The results in Figure 2 below speak to how the UBC community has felt relatively minor impacts of climate change to this point (average 2.3 out of five, where 0 is trivial and 5 is catastrophic). When comparing the two campuses, participants shared a similar average level of impact (2.4 for UBC Okanagan and 2.2 for UBC Vancouver). However, a greater percentage of UBC Okanagan participants selected a higher level of impact compared to UBC Vancouver respondents.

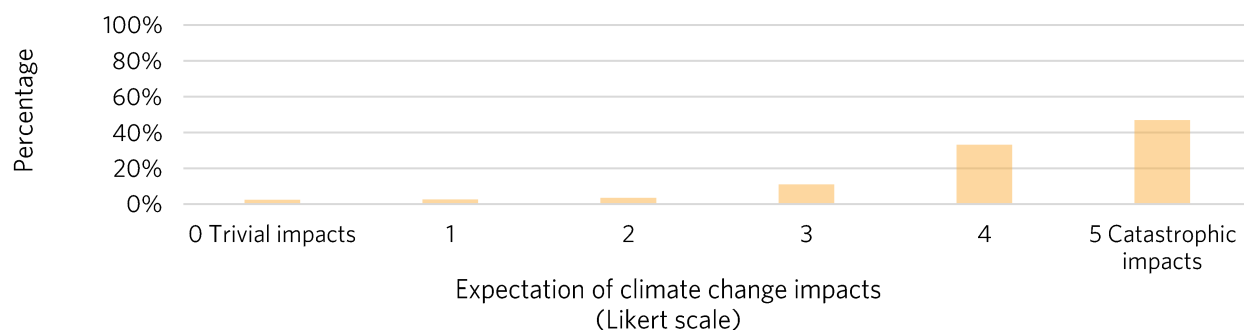
Figure 2: How severely have you felt the impacts of climate change to date?



SEVERITY OF CLIMATE CHANGE IMPACTS OVER THE NEXT 50 YEARS

While respondents believe the impacts of climate change to date have not been too severe, they believe they will become very significant within the next five decades. Figure 3 shows nearly half of all respondents said that they expect to feel catastrophic impacts of climate change over the next 50 years.

Figure 3: How severely do you expect to feel the impacts of climate change over the next 50 years?



The average frequency with which UBC Okanagan and UBC Vancouver respondents worry about climate change were nearly identical. The data also reveals that participants from the Okanagan campus experienced climate change impacts that are closer to being catastrophic (median of 3) than those experiences of respondents from the Vancouver campus (median of 2). This could reflect the impacts the wildfires have had in the Okanagan area in recent years.

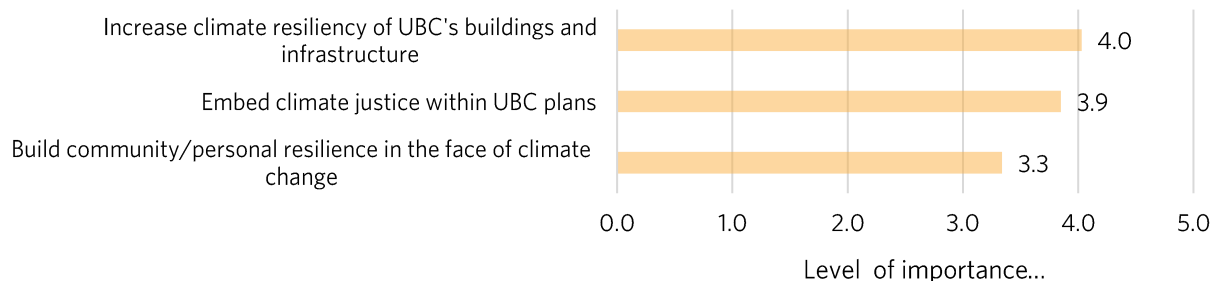
PART 2. IDENTIFYING IMMEDIATE ACTIONS FOR UBC

The online survey also aimed to understand where community members wanted UBC to focus its immediate action within its planning, programming and projects. A scale where 1 denotes 'Not at all Important' and 5 indicates 'Extremely Important' was used for participant ratings for both questions.

DEVELOPING PLANS AND REQUIREMENTS FOR CLIMATE ACTION

Participants were asked to rate the level of importance for three options related to UBC's plans, shown in Figure 4. Respondents rated all three options as being of high to very high importance, with *Increasing the climate resiliency of UBC's buildings and infrastructure* as the highest average level of importance (mean of 4.0). Both UBC Vancouver and Okanagan respondents rated each category similarly, with the difference in level of importance being less than 5 per cent for each area.

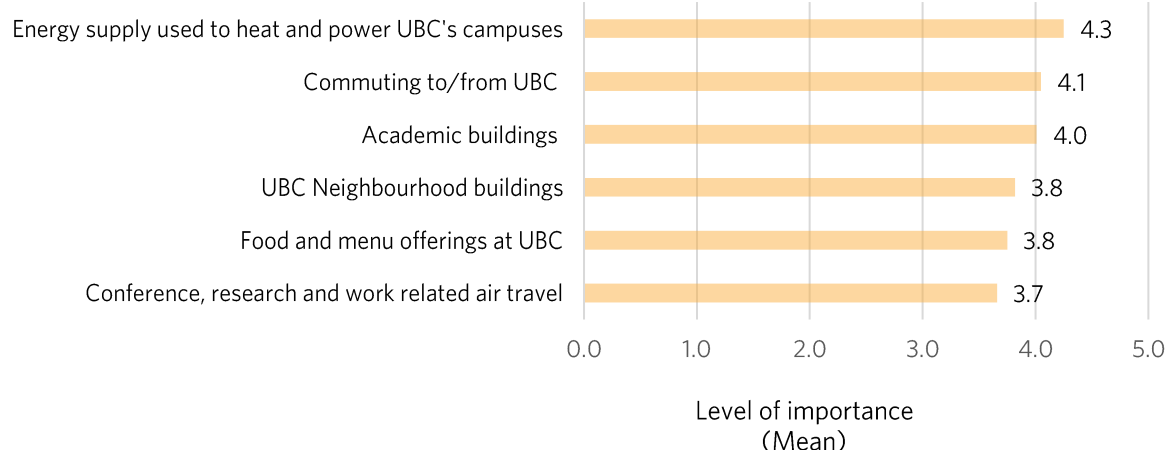
Figure 4: How important do you think it is for UBC to develop plans and requirements to:



INVESTING IN PROGRAMS AND PROJECTS THAT ACCELERATE GREENHOUSE GAS (GHG) REDUCTIONS

Participants were also asked to rate different projects and program areas to reduce greenhouse gases, shown in Figure 5.

Figure 5: How important do you think it is for UBC to invest in programs and projects that accelerate GHG reductions associated with:



Actions related explicitly to reducing emissions associated with the *energy supply to heat and power UBC campuses* and *commuting to and from UBC* were among the highest levels of importance for participants (4.3 and 4.1, respectively). However, all options were deemed as important to respondents with fairly high ratings, with a difference of just over 15 per cent between the lowest and highest rated options. UBC Okanagan and Vancouver participants were again aligned in their responses, although *conference, research and work related air travel* was slightly less important for the UBC Okanagan participants (more than a 5 per cent difference).



PART 3. GATHERING IDEAS FOR UBC'S CLIMATE ACTION

The project team did a deeper dive through the following two open-ended questions to understand ways UBC could take climate action and support people and communities in taking their own action:

- What would you like to see UBC do to address the climate emergency? (Both on and off campus)
- How can UBC support its community members in responding to the climate crisis? What barriers exist right now for UBC community members to take action?

We received 2,038 online comments in the individual surveys, 219 comments through the Okanagan pop-ups, 294 comments through the Vancouver pop-ups, and two email submissions from the Department of Geography and individuals from the Institute for Resources Environment & Sustainability.

This section reports back on the themes we have gleaned to date.



Within this section, this symbol is used to indicate themes that had a strong and recurring number of supporting individual comments from participants.

The themes have been grouped within the following focus areas, and are detailed in the following pages:



Teaching, learning and research: Themes within UBC's strategic core and mandate areas



Campus operations: Themes related to UBC's buildings, infrastructure and services on campus



Administration and investment: Themes relating to UBC's administrative processes and policies



Commuting: Themes relating to getting to and around UBC campus locations in sustainable ways



Community support and engagement: Themes regarding UBC's role in supporting its community to take climate action



Advocacy and partnerships: Themes speaking to the external roles UBC could play as a climate leader

FOCUS AREA 1: TEACHING, LEARNING AND RESEARCH



UBC's core areas are primarily those within its mandate as a public university. A margin of comments expressed that climate action is not within UBC's jurisdiction, and that it should only focus on its mandate and not on issues where it has no power or control.

This focus area was the most prevalent for the UBCO pop-ups, speaking to better integrating climate change research and teachings into curriculums, improved UBCO-specific programming and facilitating climate research partnerships.

Theme: Climate-focused research



This was one of the strongest emerging themes to date. Comments supported climate research areas, from green technology to clean energy alternatives, and ways to incentivize this for students and faculty, from simplified approval processes, to awards to credits. We heard support for interdisciplinary research approaches and networks, internally across Okanagan and Vancouver campuses, and externally with other public and non-profit agencies, universities and institutions.

Theme: Climate-related curriculum and learning

This theme also garnered strong support for incorporating more climate content in curriculums, from supporting transitions to a green economy to learning from Indigenous guidance, history and culture. Many spoke to students being required and incentivized to take climate-related courses, and facilitating the process for faculty to incorporate climate content in curriculums.

FOCUS AREA 2: ADMINISTRATION AND INVESTMENT



Emerging themes within this section speak to processes and strategic investment decisions that could enable short- and long-term action and progress on the climate emergency.

Theme: Air travel frequency



Participants expressed many concerns of air travel being a significant carbon emitter for the university. We heard support for ways to discourage air travel, from faculty promotion criteria, to local and remote conferences and knowledge sharing opportunities rather than international travel.

Theme: Divestment and sustainable investment



This theme builds upon the long-time and ongoing work of student-led initiatives like UBCC350. We heard wide support for divestment, ceasing financial support for companies associated with climate degradation (particularly at the Okanagan pop-ups), and using these funds to local, long-term and impactful sustainable initiatives.

Theme: Long-term and tangible commitment on climate action



Participants at both campuses expressed concern and suggestions for UBC to truly *'walk the talk'* to make long-term systemic change. Comments suggested prioritizing time, attention, financial and non-financial investment, and regularly and transparently reporting on progress updates as ways for UBC to demonstrate its commitment to the climate emergency.

FOCUS AREA 3: COMMUNITY SUPPORT AND ENGAGEMENT



Themes within this focus area speak to actions UBC can take around building awareness and promoting dialogue to support individual and institutional education and systemic change.

Theme: Climate education and engagement opportunities



There was strong participant support for inclusive, creative, multilingual ways to build shared understanding and dialogue on climate change impacts and sustainable practices among students, faculty and staff. Okanagan participants in particular suggested education through art and communication campaigns, Indigenous and guest speakers and lectures. Education, as well as enabling student, staff, and faculty participation in climate advocacy, were among the top ways participants felt UBC could enable its community to take action and leadership roles in the climate emergency.

Theme: Student-led initiatives and involvement

We heard the importance of student involvement in leading climate action, which could be enabled through support for student-led organizations, and more student incentives, credits, flexibility and opportunities for climate courses and research. We also heard concerns around the lack of shared understanding around climate issues, impacts and action among the student body, so many suggested more learning for those who have had less exposure and opportunity to learn.

Theme: Community well-being and resiliency

Some participants expressed a desire for UBC to provide mental health and emotional support and resources for anxiety, grief and trauma related to climate issues, including increasing access to these resources. Other comments spoke to supporting community resilience more broadly through disaster contingency planning and investing in community mobilization and leadership for emergency response.

FOCUS AREA 4: CAMPUS OPERATIONS



Emerging themes within this focus area speak to more sustainable campus practices, building upon the existing priorities and upcoming update to the UBC's Climate Action Plan 2020 for Vancouver and the Okanagan's first Climate Action Plan. This focus area garnered strong interest across the engagement activities.

Theme: Community and campus growth



We heard many individuals requesting UBC manage, or even reduce, its overall campus footprint. Suggestions included curbing construction and development, and leveraging land-use planning, engineering and climate impact analysis to assess and ensure climate resiliency in new projects. Many spoke to managing UBC's land to encourage food security (such as the UBC Farm) and protecting campus biodiversity (with the Okanagan requesting for more gardens and trees).

Theme: Carbon neutrality

Participants spoke to UBC committing to and taking measures to become carbon neutral, including eliminating dependence on natural gas, and tracking and monitoring GHG emissions across UBC as a whole, across departments, or across its community.

Theme: UBC buildings and energy



As seen in Part 2, reducing building-related greenhouse gas emissions was, on average, one of the participants' most important actions for UBC's focus. Many comments spoke to managing, auditing, and reducing current building energy and resource use. Several other comments spoke to renovating and retrofitting old buildings before building new ones, transitioning to electricity for heat, and moving to renewable energy sources, with particular interest in solar from the Okanagan campus.

Theme: Waste management



This theme also garnered strong support, where many comments spoke to waste management as a way to empower individuals to make choices for their environment. Participants spoke to reducing single-use items, plastic, and free giveaways on campus, and instead, having incentives for reusable items and having digital over printed materials. We heard requests for promoting, auditing, educating on waste and recycling facilities, reducing food waste, and for the Okanagan, improving composting systems in residences.

Theme: Campus food accessibility

As seen in Part 2, this area was an emerging theme to inform UBC's climate action, where participants requested campus and catering offerings to be limited to or serve more vegetarian and vegan choices (particularly heard from Okanagan participants), limit meat options, and procure selectively from locally sourced, grown or ethical vendors. Comments also spoke to more education around the importance and impact of food in climate change.

FOCUS AREA 5: COMMUTING



Recommendations within this focus area speak to more sustainable and less carbon-intensive ways of getting to and from campus, and within UBC campuses.

Theme: Active and public transportation



Reduced congestion was among the top transportation-related comments heard from participants. Participants spoke to active, rapid and public transportation options to, from, and around campus as a way for its community - particularly in the Okanagan - to reduce car dependency. Suggestions included U-pass subsidies, more pedestrian and bikeways, more bike sharing, parking and shower facilities.

We also heard strong support in Vancouver for rapid transit to UBC, particularly the Skytrain, and UBC's role in advocating and lobbying for this as a means of sustainable transportation.

Theme: Fossil-fuelled vehicles

Many participants raised ideas to disincentivize fossil-fuelled vehicle use through car bans, carpool, parking lot reductions and taxes. We also heard support for electric vehicles and charging facilities, as well as advocacy for electric bus fleets coming into and around campus.

Theme: Commuting to campus

As seen in Part 2, endorsing and promoting policies and tools to reduce emissions was rated second-highest among the actions that UBC could take to reduce GHG emissions. To reduce commuting, we heard suggestions to enable flexible or remote work arrangements and schedules for staff and faculty, and more remote online learning and exam options for students, facilitated by advanced tools and technology. Participants also suggested offering more campus housing for students or more satellite campuses location for staff, students and faculty.

FOCUS AREA 6: ADVOCACY AND PARTNERSHIPS



Emerging themes within this focus area speak to the external roles UBC could play as a climate leader, from local to global platforms and influence.



Theme: Climate advocacy

This theme reflects participants' desire for UBC to use its power and privilege to be a climate leader, and amplify leadership opportunities for communities and its staff, students and faculty. Participants also spoke to ways UBC could advocate and partner with local and international non-profit organizations, TransLink and BC Transit, corporations, and government levels on initiatives like a national Green New Deal or the City of Vancouver's Greenest City Action Plan.

Theme: Indigenous partnerships and learning

Participant comments spoke to recognizing, listening and learning from Indigenous peoples as knowledge keepers and long-time stewards of the land, and being an advocate and partner in ensuring climate justice. This was also heard and woven into the above mentioned themes of climate-related curriculum and learning, and climate education and engagement opportunities. For participants, this looked like committing to meaningful reconciliation and Indigenous self-determination (like adopting UNDRIP), exchanging knowledge and technologies, and examining how UBC's local and global research or operations may be oppressive.

Theme: Involvement of marginalized groups

This theme spoke to inclusive and non-paternalistic ways to reach, hear from and that would benefit marginalized groups that are often left out of climate change conversations. Participants spoke to acknowledging, involving and learning from the lived experiences and expertise of individuals that have or will be most impacted by climate change to create climate solutions, and collaborating with and sharing innovations to help local and global communities grow their economies and live sustainably.

Theme: Information and knowledge sharing

Some participants suggested ways to share climate research, lessons learned and successes, and innovations beyond its boundaries. Many suggested sharing information and taking action outside of academic circles in accessible ways, from partnerships with local communities and external UBC networks, to piloting research findings or practices with businesses, to leveraging art as climate education for all ages (raised by Okanagan participants).



Next steps

UBC continues to be a leading university committed to climate action through teaching and learning, research, engagement and operations. There are 80,000 within the UBC community who are its strength, particularly its students who pushed UBC to take a bold step further in this climate emergency.

Given the scale of the climate emergency, we are not expecting to find all the answers immediately. This is the beginning of a conversation with its community, drawing on your collective expertise, knowledge and lived experiences, to understand what UBC's role as a climate leader, locally and globally, should look like in action.

This interim report will be presented to the new Sustainability and Climate Action Committee, a subcommittee within the UBC Board of Governors, in June. Emerging findings to date will be considered and included in existing plans, like the upcoming Climate Action Plan Update, where appropriate.

The climate emergency engagement process to date was adapted in response to COVID-19. Given the uncertain length of the social distancing restrictions, the team will continue promoting and gathering ideas through virtual community dialogues until the end of June 2020, with particular effort to create intentional spaces to gather input for marginalized and Indigenous voices to inform the final recommendations. The team will pause and revisit in-person dialogues in the early fall, or until such time there is clear guidance from the BC Provincial Health Authority.

The content of this interim report, along with the input gathered from the community dialogues, will be one piece in shaping the final report and recommendations. This final report will be submitted by the UBC Climate Emergency Task Force to the Board of Governors in November 2020. From there, UBC will be accountable in deciding and reporting back on how the recommendations will be resourced, implemented and monitored through the emerging and existing plans and processes.

You can stay in the loop about updates and engagement opportunities for the climate emergency engagement by signing up at climate.emergency@ubc.ca.