CLIMATE RESILIENCE DELIBERATIVE FORUM REPORT-OUT RECOMMENDATIONS FOR PLANNING/ACTION

CAMPUS SHORT-TERM

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| TABLE |  |
| 1 | Form a committee to provide guidance on maintenance and use of the recent gift of forest acres to HSU |
| 2 | Provide more platforms where it’s possible for clubs to converse and act on common goals |
| 3 | Starting rainwater collection; coordinate with professor who wrote book on subject; Get rid of grass and replace with native plants; use the current grounds position to move beyond cutting grass and gardening  |
| 4 | Promote more outreach in the CSU by creating a paid outreach position CCAT |
| 5 | Focusing on outreach on campus; making resources available with newsletter, let us know how we can make a difference |

CAMPUS LONG-TERM

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| TABLE |  |
| 1 | Continuing a dialogue regarding the HSU forest, use it as space for learning by constituencies on campus, community and indigenous tribes |
| 2 | Prioritize sustainability information in curriculum; introduce in student orientation for first-year and transfer |
| 3 | Increase solar panels on campus; hosting more events with community members coming onto campus so that students can learn about local history, flora and fauna and relationships with tribes |
| 4 | Integrate and institutionalize CCAT principles across campus and the CSU system |
| 5 | 1-unit class to help us understand what we can take into the future and act in the community |

COMMUNITY SHORT-TERM

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| TABLE |  |
| 1 | More community forums bringing local government and HSU population together, especially to plan on climate resilience |
| 2 | More spaces within the community (such as Arcata) for discussions like this one |
| 3 | Utilizing more native plants Educate people about what is happening right now with climate-related events such as water-level rise in Humboldt Bay (potentially through a community liaison) |
| 4 | Rezone underutilized areas and impose new sustainable building regulations (for example to encourage high density sustainable building) |
| 5 | Increase in information through educational events to let community know what’s happening right now with climate-related events |

COMMUNITY LONG-TERM

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| TABLE |  |
| 1 | Reconcile relationships between community and indigenous tribes and bring indigenous knowledge into conversation with Western ways of knowing |
| 2 | Increase communication through additional social media platforms to carry-out more immediate and consistent conversations |
| 3 | Prepare for isolation due to climate-related events such as fire and storms; for example by growing more food locallyInvolving and educating youth to instill knowledge and awareness early on |
| 4 | Building more sustainable mid-rise or high density housing with integrated green spaces |
| 5 | Invite community members on campus to increase dialogue between campus and community around sustainability |