We’re all in this together.

Incorporating Equity Considerations into Climate Action and Sustainability Planning
The University of Oregon is located on Kalapuya Ilihi, the traditional indigenous homeland of the Kalapuya people. Following treaties between 1851 and 1855, Kalapuya people were dispossessed of their indigenous homeland by the United States government and forcibly removed to the Coast Reservation in Western Oregon. Today, descendants are citizens of the Confederated Tribes of Grand Ronde Community of Oregon and the Confederated Tribes of the Siletz Indians of Oregon, and continue to make important contributions in their communities, at UO, and across the land we now refer to as Oregon.
Portland Community College

Background

- College opened in 1961
- Largest higher ed in Oregon - ~70,000 students & 5,000 employees
- PCC is the most racially and ethnically diverse college or university in Oregon, with 33.6% students of color
- Nearly half of students who apply for financial aid at PCC are eligible for Pell grants
- 4 campuses & 8 centers
- 2.6 million square feet
- 500+ acres
Portland Community College Mission

Portland Community College supports student success by delivering access to quality education while advancing economic development and promoting sustainability in a collaborative culture of diversity, equity and inclusion.

To fulfill its mission, the college focuses on these core themes:

- Access and Student Success
- Economic Development and Sustainability
- Quality Education
- Diversity, Equity and Inclusion
Sustainability is at our core

- Core theme of college mission & strategic plan

Milestones

- President signed onto ACUPCC in 2006
- Sustainability Leadership Council formed in 2006
- Students developed The Green Initiative Fund in 2008
- Climate Action Plan in 2009, 2013, working on update
- STARS Silver in 2013, 2017 (#1 CC in U.S.)
- Recent awards include:
  - AASHE Case Study Award
  - APPA Sustainable Excellence Award
  - Second Nature Climate Leadership Award
- Participated in COP23 & COP25!
Committed to Diversity, Equity & Inclusion

- Core theme of college mission & strategic plan

- Multitude of initiatives
  - Diversity Councils
  - Identity-based equity centers
  - Climate Surveys
  - Inclusion Advocates in Hiring
  - Annual two day Social Justice Training
  - Listening Intervention Team for Equity
  - Professional Development Opportunities & Trainings
  - Transforming White Privilege in Leadership Cohort
  - Take 5 Toolkit
Sustainability Office Program Current Practices

- Actively supports equity and anti-racist behavioral trainings as professional development
- Hired equity specialist
- Land acknowledgement
- Sustainability Leadership Council Meetings
  - Lead with pronouns
  - Take 5: CRT, Ground Rules, Collaborative Decision Making
  - Equity trainings at each meeting
    - Exercise identifying bias in mainstream sustainability movement
    - Training on characteristics of white supremacy/dominant culture
    - Centering the Impacted with Community Based Sustainability Solutions, Racial Autobiography homework for next meeting
Collaborative Efforts for Equity

- Publicize DEI, social justice events and resources through our sustainability hub and on social media
- Collaborate on events
- Provide financial support when needed
- Support student development and programs with intersectional focus
- Show up and participate
- Sit on DEI Councils
- Seek input on projects, planning etc.
Critical Race Theory

PCC adopted the use of CRT in its Strategic Plan as a paradigm to challenge dominant systems & institutionalized inequity

1. Centrality and intersectionality of race and racism
2. Challenge to dominant ideology
3. Commitment to social justice
4. Centrality of experiential knowledge
5. Interdisciplinary perspective

Derrick Bell is credited as father of CRT, but PCC has adapted its CRT materials from Kohli, R. (2009). Critical race reflections: valuing the experiences of teachers of color in teacher education.
Tools for Inclusive Planning

- Critical Race Theory - Take 5 Toolkit
  - CRT Litmus Test & Worksheet
  - Identity Cards
  - Fist of Five Voting

- Developed by PCC faculty and staff in collaboration with the Office of Equity and Inclusion to “operationalize” CRT in our decision-making process.

https://www.pcc.edu/about/equity-inclusion/documents/take-5-toolkit.pdf
Tools for Inclusive Planning

- Critical Race Theory - Take 5 Toolkit
  - CRT Litmus Test & Worksheet

1. Recognize Intersectionality:
   - With race at the center of the analysis, consider the identities of the individuals who will be impacted by the decision.
   - A. First of all, what are the implications of race in this particular policy?
   - B. Using the identity cards, list the other identities involved in addressing the issue (pick 5 most relevant).
   - C. How does PPC currently address this issue? How does that impact the identities involved?
   - D. Who has power in this policy? Who benefits from this power? Who has less power, and what do they have to lose in this interaction?

2. Challenge Dominant Perspective:
   - Identify inequities involved in the issue and consider what would challenge the dominant perspective, i.e., the usual way of doing things.
   - A. Brainstorm a list of ideas that would challenge dominant thinking or current practice at PPC.
   - B. Consider how non-dominant groups (Ex: Trans bathroom-users) benefit or don’t from the brainstormed list of ideas. [Facilitator note: indicate “yes”, “maybe”, “no” next to each listed idea. The group needs to determine whether there is a benefit or not]

3. Commit to Social Justice:
   - Address systemic inequities and commit to not do further harm.
   - A. Using the list of brainstormed ideas from step 2, ensure that the possible solutions or ideas from the list do not do further harm but rather benefit those impacted by inequities.

4. Value Experiential Knowledge:
   - Consider the real-life experiences of the individuals impacted to inform the issue/decision.
   - A. Use the identity cards to consider the potential life experiences of those impacted by the issue/decision.
   - B. Has anyone asked the individual(s) who are being impacted?

5. Use an Interdisciplinary Approach:
   - Identify all the stakeholders, collaborators and potential solutions.
   - A. Identify the multiple stakeholders.
   - B. Have multiple perspectives been considered and incorporated into the process? (Ex: Faculty proposes XYZ, Students propose ABC, PPC lawyers propose XXX, etc.)
Tools for Inclusive Planning

- Critical Race Theory - Take 5 Toolkit
  - Identity Cards
Tools for Inclusive Planning

- Critical Race Theory - Take 5 Toolkit
  - Fist of Five Voting

- 0 fingers (a fist): No way, terrible choice, I will not go along with it. A way to block consensus.
- 1 finger: I have serious reservations with this idea, but I vote to move forward, but I'd prefer to resolve the concerns before supporting it.
- 2 fingers: I have some concerns, but I'll go along and try it.
- 3 fingers: I will support the idea.
- 4 fingers: I like this idea, sounds good.
- 5 fingers: Absolutely, best idea ever! I'll champion it.
Tools for Inclusive Planning

- Dismantling Racism: A Workbook for Social Change Groups: White Supremacy Culture Characteristics (Jones & Okun)
  - Learn to identify where this shows up
  - Focus on antidotes
  - Practice!
Tools in Practice for Inclusive Sustainability Planning

- Space Matters project - applying Critical Race Theory to Facilities Planning & Sustainability
- Main Question: Are PCC’s priorities of equity and inclusion relayed in its built environment?
- Students in the Space Matters project “read” one of PCC’s learning garden applying a CRT lens
- Goal was to engage in conversation, learn, and inform current & future programming
Comments from Garden “Reading” (Paraphrased)

- “I’m conflicted. There is historical trauma associated with a garden especially for people of color. Exploitation, slaves, and the campus is the main house.”
- There’s a hierarchy of space. The garden is separated for efficiency. It feels male and dominant culture.
- Inaccessible – the pathways are bumpy, signage is in English only, the location of the garden on campus is not easy to get to.
- You have to be in the know to know what is taught here, how to participate, who belongs here.
- It’s a space for English speaking white people.
Comments from Garden “Reading” (Paraphrased)

Some thoughts to improve:

- Consider how to better orient, navigate the garden
- Explain the who, what, how of the garden
- Include art in the space as a way to pay homage to the history of land
- Add signage that is inclusive such as multi-lingual, different heights, and more frequent
- Reconsider bench placement by inviting different ways for people to be in the space
- Revisit best-practices and question why they are important to preserve
“The college has an obligation to demystify space. Relay what it is and how it should be used. Don’t put the burden on students to understand what is encouraged and how they can use the space. **Mystery can equal inequity.**”
Understanding Local Connections Between Climate Resilience and Social Equity

Environmental justice is “equal protection from environmental and health hazards, and meaningful public participation in decisions that affect the environment in which people live, work, learn, practice spirituality and play.” (State of OR EJ Task Force)
Ricardo Levins Morales, with permission
Regional Planning Efforts Inform PCC Thinking on Climate Equity

- City of Portland, Multnomah County joint Climate Action Plan, 2015
- Climate Action Plan Equity Working Group, City of Portland
- Climate Planning Through Equity, City of Portland 2015
- Portland State University founding signatory to the Climate Commitment (resiliency added), 2015.
- Climate Resilience in Urban Campuses and Communities (CRUX), Portland State University/City of Portland (2015-2018)
- Portland Clean Energy Fund (passed November 2018).
# People of the Color and Perspectives on the Environment

<table>
<thead>
<tr>
<th>Low Income People of Color experience higher exposure to traffic pollution and drinking water contamination.</th>
<th>59% of Latinos believe that stronger environmental laws would improve economic growth and create new jobs.</th>
<th>70% of Asian Americans polled consider themselves environmentalists.</th>
<th>8% of African Americans belong to an environmental group (compared to 9% of whites).</th>
<th>More than 50% of People of Color polluted rank climate pollution and loss of natural areas as serious problems (compared to less than 50% of white people polled).</th>
</tr>
</thead>
<tbody>
<tr>
<td>56% of people living within 3 kilometers of a large commercial hazardous waste facility nationally are People of Color.</td>
<td>86% of African American voters support presidential action on climate change.</td>
<td>76% of Latino voters support presidential action on climate change.</td>
<td>2 out of 5 children in Oregon are People of Color.</td>
<td>More than 800,000 People of Color live in Oregon (nearly 25% of the population).</td>
</tr>
<tr>
<td></td>
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<td>Air toxic exposure and high lifetime cancer risk is greatest in low income Latino immigrant African American and Asian-Pacific Islander communities.</td>
</tr>
</tbody>
</table>

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**Resources for Understanding Equity, Diversity, and Inclusion**

Briar Schoon & Stephania Fregosi | Portland Community College
Climate Through Equity
- City of Portland, 2015, Desiree Williams-Rajee

- Low income populations and communities of color
  - Will be disproportionately impacted by climate change
  - More likely to live in areas with less greenspace and be more vulnerable to heat related and respiratory illnesses
- Without an explicit equity focus, environmental solutions can create additional inequities
- Under-resourced populations and communities of color often have decreased access to healthy and energy efficient housing, transit, safe bicycling
Climate Through Equity, Equity Considerations
- City of Portland, 2015, Desiree Williams-Rajee

- Disproportionate impacts -if yes, are there mitigation opportunities
- Shared Benefits
- Accessibility
- Engagement
- Capacity Building
- Alignment and partnership
- Relationship building
- Economic opportunity and Staff diversity
- Accountability
Early Thoughts on Social Equity in Our Climate Plan Focused on Student Engagement

• Acknowledge environmental racism plays in today’s existing conditions
• Support historically marginalized and oppressed voices in the regional decision making process
• Find ways for students to have a voice in the regional discussion on climate change and resiliency
• Draw connections that demonstrate how risks from climate change impact student success
• Tighten the relationship between outreach and operations projects
Multnomah County Climate Risks

MULTNOMAH COUNTY’S PRIMARY CLIMATE RISKS

HOTTER, DRIER SUMMERS WITH MORE HIGH-HEAT DAYS
- Risk 1: Increased temperatures (both day and night) and frequency of high-heat days
- Risk 2: Increased incidence of drought
- Risk 3: Increased wildfire frequency and intensity

WARMER WINTERS WITH THE POTENTIAL FOR MORE INTENSE RAIN EVENTS
- Risk 4: Increased incidence and magnitude of damaging floods
- Risk 5: Increased incidence of landslides

From the City of Portland’s 2015 Climate Action Plan
Drinking Water & Drought

- Water use and water scarcity is of increasing importance in the Pacific Northwest

- Increased drought will also result in increased energy intensity of water consumption
Climate Risks Are Not Shared Equitably

- Higher temperatures
- Longer periods of high heat
- Increased incidence of drought
- Increased wildfire frequency and intensity
- Increased incidence and magnitude of floods
- Increased risks of landslides

- Increased risk from heat related disease
- Ground level ozone turns to smog
- Food insecurity increased
- Air pollution effects worsen on those already effected
- Housing market tightens
- Stresses on older infrastructure

Briar Schoon & Stephania Fregosi | Portland Community College
Local Climate Action Planning Efforts Incorporating Equity

Community Solar * Affordable Housing * Access to Transit * Car Sharing * Tree Programs * Canopy Targets * Community Alignment * Workforce Development * Career Development * Metrics
Resilience, Second Nature

“What is Resilience?
Increasing the ability to survive disruption and to anticipate, adapt, and flourish in the face of change.”

Second Nature breaks resilience into five areas: Ecosystem Services, Infrastructure, Social Equity & Governance, Health & Wellness, and Economic

Second Nature just announced new resilience tools (Feb. 8).
“Many African-American residents have moved from East Portland from N/NE Portland over the past 20 years and have not benefited from the green investments that have taken place in their former inner neighborhoods. To address this, the 2015 Climate Action Plan emphasizes in investing in people as well as infrastructure.” -2015 Portland Climate Action Plan
Considerations: Urban Heat Islands in Portland

East Portland

City of Portland and PSU together show that East Portland has

❖ Higher Poverty Rates
❖ Reduced / Lower Transportation Access
❖ Improved walking and biking infrastructure will reduce carbon emissions (lacks sidewalks)

Analysis from researchers at PSU show that there is a potentially emerging environmental justice issue in East Portland around risks from increased heat

-Sourced from the City of Portland Climate Action Plan and Climate Action Through Equity. 2015
Local Social Justice Leaders Are Actively Working on Climate Change

Coalitions between communities of color led to the creation of the Portland Clean Energy Fund.

The Portland Clean Energy Fund Steering Committee:
Early Strategies for Incorporating Equity in Climate Action Planning

- Apply critical race theory beyond stakeholder engagement
- Host an evaluator throughout the process
- Consider neighborhood and community impacts in setting priorities
- Examine intercampus equity in choosing projects and supporting staffing efforts
- Build an Equity and Social Justice Lens into contracts
Portland Community College has four comprehensive campuses, eight education centers or areas served and approximately 200 community locations that encompass 1,500 square miles total in the Portland metropolitan area.

PCC serves more than 70,000 part- and full-time students in Multnomah, Washington, Yamhill, Clackamas and Columbia counties. We offer two-year degrees, one-year certificate programs, short-term training, alternative education, pre-college courses and lifelong learning.
Climate Action Plan Request for Quote

Use of an **equity and climate justice lens** is mentioned throughout the RFQ for our Climate Action planning services including in the description, description of required services, deliverables including both stakeholder engagement, as well as in the selection of mitigation and adaptation strategies.

Firms experience with equity in planning included in award criteria.
Climate Action Plan Deliverables

Stakeholder Engagement

The successful firm shall develop a stakeholder engagement plan utilizing an equity lens and facilitate multiple stakeholder engagement sessions.... Stakeholder engagement should:

- Be conducted through an equitable process that supports the College’s commitment to diversity, equity and inclusion
- Incorporate a plan to engage diverse student populations in the outreach and planning process in alignment with the planning for the college’s Equity Plan
Climate Action Plan Deliverables

Education and Outreach

- Develop the outreach and education section with stakeholders to include equity principles in both educational delivery and as a topic in climate change education
- Align with the college’s YES to Equitable Success Plan

Resiliency

- Discuss and address local inequities and how they are exacerbated by climate change while amplifying the voices of those most impacted
Climate Action Plan Process

Beyond diverse and inclusive stakeholder engagement...

- Evaluator role to identify unintended consequences
- Applying an equity lens: strategies ranked prioritizing equity
Source Material

- Climate Action Through Equity, City of Portland
- City of Portland
- Coalition of Communities of Color
- Oregon Environmental Council: Resources for Equity, Diversity and Inclusion
- Oregon Health Authority Climate and Health Profile
- Portland Clean Energy Fund (https://www.youtube.com/watch?v=TtDCvGmThKs&feature=youtu.be)
- PSU Climate Action Progress Report
- PSU Climate Resilient Urban Campuses and Communities (CRUX) Project Summary, October 2018
- Verde Northwest
Breakout Discussion

- Break into groups by region.
- Spend remaining time assessing campus sustainability strengths, weaknesses, opportunities, and threats using worksheet and applying an equity lens.

Tools:
- Urban Adaptation Assessment (UAA): [https://gain-uaa.nd.edu/](https://gain-uaa.nd.edu/)
Resources - Personal Growth

Resources - Racism and Environmentalism


Resources - Organizations & Speakers

Organizations

- Center for Diversity and the Environment
  http://www.cdeinspires.org/resources/
- Climate Justice Alliance (national, lists local partners):
  https://climatejusticealliance.org/members-of-the-alliance/

Speakers

- Diverse Environmental Leaders Speakers Bureau
Thank you!

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