

Notes: Involving campuses in social justice aspects of climate adaptation

- Facilitators asked for attendees to introduce themselves and say why they chose to attend this particular session.
 - The following are the key themes that attendees expressed.
 - This topic isn't well represented in politics and needs to be brought forward.
 - Not only is there separation between environmentalists and justice advocates which influences policy, but there is also under-representation of POC in environment positions.
 - The link between the environment and economics. Many times, there are consequences of environmental degradation in communities that are either poor and/or majority POC. However, there are also times in which environmental policy can impact the economic situation of POC or poor working class. It can be on both ends.
 - People want to learn more about the ability to make change.
 - Environmental linked - health impacts disproportionate to most vulnerable.
 - There is an intersection of economic/community development and the environment that needs more discussion.
 - Want to learn more about integrating social justice into curriculum
- Facilitator tells her story
 - It's not environmental justice – it's just justice
- Winona – Engagement story: Silica mining – after years of engagement and conversations the County banned the activity.
 - Campus: Winona State professors withdrew and stayed neutral. Students were actually more engaged. Professors were less likely to be involved. It can be challenging, as a public employee, to know how much to push and what is appropriate.
- Another example of students leading
 - Dakota Access Pipeline at Bemidji State University
- When engaging communities/populations impacted by environmental injustice – it is very important to listen and not talk.
 - BSU – ran into “white privilege” card a lot when engaging Native populations.
- This generation of students seems to be more aware of justice issues and more effort should be put towards putting them in leadership positions.
 - Educators should be open to having students identify their own research topics that are social justice related.
- There is a large social issue – urban/rural divide.
 - It's important to meet rural people where they're at.
 - Are we “entering dialogue with a willingness to change?”
 - Need to enter into a conversation with “allies” to help bridge the gap.
- Environmental conversations have a sense of urgency and throwing in justice ups the energy and urgency.
 - This can lead to issues with white people wanting to fix right away.

- In order to be better listeners, we need to learn to spend some time in the “groan zone”. Essentially, be quiet, listen, learn, and build relationships. Don’t just go for “action” immediately. This can lead to misunderstandings, false starts, etc.....