Second Nature

The Climate and Resilience Commitments

The Climate and Resilience Commitments state, "Within one year of the implementation start date, actively support a joint campus-community task force (or equivalent) to ensure alignment of the Plan with community goals and to facilitate joint action."

Reporting Platform Checklist

- ☑ Add Campus-Community Contacts to the Reporting Platform People Tab (Ongoing)

- ☑ Complete the Campus/Community Structure Report (Year 1)

- ☑ Keep the Campus/Community Structure Report up to date, after finishing the Campus Community Resilience Assessment (Ongoing)

Campus and Community Relationship Examples

The unique characteristics of the campus and community may determine how to create a joint structure and the best relationships. These may evolve and change over time. In general, these types of campus characteristics provide a starting point for consideration: **Urban or Rural, Large or Small, Public or Private, and 4-year or 2-year.**

The setting can be thought of as part of a sliding scale, with many permutations from urban to rural, large to small. These factors are likely just part of the context of how campuses relate to the community. Campuses should also take into consideration factors particular to their regional, cultural, economic, jurisdictional, demographic, or other settings when developing relationships.

Example implications of different relationship types:

1. Urban, Large, Public, 4-year

These campuses are often anchor institutions in the city. They have diverse student populations, use significant local resources, draw students locally as well as globally, and contribute significant knowledge and capacity to the city. These schools can often lead significant parts of the community efforts to examine resilience and sustainability, but will also likely be operating among many other influential and important higher education institutions in the same city. Therefore it

is likely that these campuses will need to work within some sort of collaborative multi-institution structure even while they can provide leadership.

See: _Portland State University (PSU)_, _University of California Los Angeles (UCLA)_

2. Rural, Small, Private, 4-year

These campuses draw students from across the world, so the students do not have a naturally strong connection to the surrounding community. Additionally, by virtue of their smaller size, they usually don't have strong research capacity to share with the community, or continuing education programs to engage the community. However, these colleges are often the only, or one of just a few higher education institutions in a small town and the role of these colleges can be critical in initiating and supporting planning efforts in their large rural region.

See: _Bennington College_, _Coe College_

3. Rural, Large, Public, 4-year

These campuses often define the town they occupy with more students than non-student residents in the town. They dominate the resource use, economy, demographics, and employment in the town and sometimes even also a larger region. Because of the significant footprint, as well as knowledge sharing capacity, it is usually appropriate for these schools to be in leading positions in creating or supporting resilience and sustainability planning at the community scale.

See: _University of Massachusetts Amherst_, _Oregon State University_

4. Rural, Small, Public 2-year

These campuses provide essential, community-accessible educational resources for a town or larger area and often also become a cultural hub. Students tend to be drawn from the local area and often stay for employment so there is stronger identity with the region. Usually these are not wealthy colleges, so capacity to lead regional sustainability efforts can be limited, but because of their central role in the community, they can be critical in local or regional planning, particularly as it relates to social and economic resilience.

See: _Lamar Community College_, _Skagit Valley College_

5. Urban, Large, Public, 2-year

These colleges are often part of a large metro urban area. This means they are not always the dominant institution of higher education in the city, but do serve a diverse population, engaging not only full time students but many additional community members. Many students remain in the area after graduation. Because of their size, they have significant footprints and use of local resources, though they do not usually house many residential students. Instead students are spread throughout the city and so any event that impacts the city, also impacts the college, including through disruption to transportation options. While these schools may not be leading resilience planning, they will likely need to work with multiple institutions and stakeholders throughout the city.

See: _Mt Hood Community College_, _Austin Community College District_

Campus-Community Structure:
Task Force and Coordination Examples

There are many possible relationship models that would satisfy the Commitment requirement for a Campus-Community Structure. These relationships may already exist on campus and with community groups. If none of these already exist, the campus can initiate a new joint committee on resilience.

See *University of Illinois Urbana-Champaign* for an example of a newly formed *Campus-Community Task Force on Resilience*.

Presidents' Leadership

> The president or chancellor signed the Commitment and should be playing a role in establishing relationships with the city, county or other community entity. Mayors and presidents will be able to talk together easily, support formation of working groups, and publicly champion the effort. It's important to get the president involved early and to use their influence on and off campus to engage and communicate.
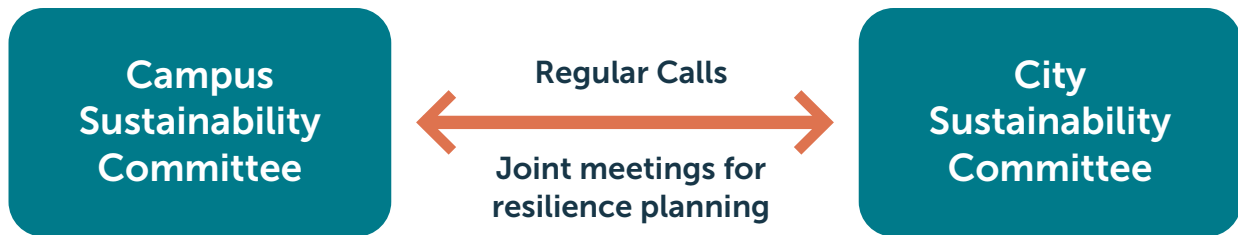
Consideration: Planning vs. Education Focus

Many existing committees on climate resilience focus their community work on education. While education on the impacts of climate change may be an important component of increasing a campus and community's resilience, the Commitments are designed to facilitate planning and action. The Campus-Community Task Force should be oriented toward developing an actionable plan to measure and increase climate resilience.

Consideration: Ownership versus Participation

Consider the implications of creating a Campus-Community Task Force that is housed at and facilitated by the school ("ownership") versus participating in a group that is run by another organization ("participation"). The ideal scenario likely depends on the campus type and whether or not there are existing groups working on resilience.

Example 1: Existing Committees or Offices

The campus has a sustainability committee (possibly already tasked with carbon neutrality efforts), the city has their own separate sustainability committee or initiative, and regular calls or meetings occur that include resilience planning. In this example, there are no sub-committees, rather the interaction on resilience occurs as part of the overall sustainability committee agendas.

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┌─────────────────┐                              ┌─────────────────┐
│     Campus      │       Regular Calls          │      City       │
│  Sustainability │ ◄──────────────────────────► │  Sustainability │
│   Committee     │    Joint meetings for        │   Committee     │
│                 │    resilience planning       │                 │
└─────────────────┘                              └─────────────────┘
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Advantage: This structure likely already exists in each case, and is simple to convene periodic joint meetings.

Disadvantage: There may be too many other sustainability issues to routinely collaborate on resilience.

See *Coe College* for a Campus-Community Structure similar to this example. Coe College has an existing Sustainability Committee on campus that is collaborating with the city of Cedar Rapids through the city's Sustainability Coordinator and existing sustainability programs.

Example 2: Subcommittees focused on Resilience

The campus sustainability or climate action committee decides to create a sub-committee focused particularly on resilience. The city also has a similar sub-committee or staff person focused on resilience. The main interaction occurs at the sub-committee level. Each individual sub-committee has the responsibility to ensure the plans developed jointly are also internally consistent and integrated with their own sustainability goals. In this scenario it is important to have at least one member of the committee on the sub-committee to ensure plans don't stray too far from overall strategic sustainability and climate mitigation goals.

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┌─────────────────┐    Each sub-committee        ┌─────────────────┐
│     Campus      │    coordinates with its own  │      City       │
│  Sustainability │    sustainability committee   │  Sustainability │
│   Committee     │    to ensure integration with │   Committee     │
│                 │    overall sustainability goals.│                 │
└────────┬────────┘                              └────────┬────────┘
         │                                                │
┌────────┴────────┐       Regular Calls          ┌────────┴────────┐
│ Sub-committee on│ ◄──────────────────────────► │ Sub-committee on│
│Climate/Resilience│    Joint meetings for        │Climate/Resilience│
│                 │    resilience planning       │                 │
└─────────────────┘                              └─────────────────┘
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Advantage: There is more dedicated focus on resilience and the sub-committees are likely to develop specific goals and plans more rapidly.

Disadvantage: Integration may be difficult depending on connections between sub-committees and main committees. In addition, approving proposals from sub-committees by higher level committees may be time consuming.

See *California State University Long Beach (CSULB)* for a Campus-Community Structure that resembles this example. CSULB created a Resilience Working Group, a sub-committee of the campus Sustainability Task Force. The Resilience Working Group collaborates with city partners focused on resilience within the City of Long Beach Department of Planning and the Aquarium of the Pacific.

See also *Clarkson University*'s Campus-Community Structure. Clarkson's structure includes collaboration between a resilience sub-group of the campus' Sustainability Committee and a Task Force in the town of Potsdam, NY.

Example 3: The City has a Resilience Office or Chief Resilience Officer

The city has created a separate Resilience Office or Committee. This is already occurring in several cities; for example 100 Resilient Cities must hire a Chief Resilience Officer. The campus uses a sub-committee to focus on resilience, so the primary interaction and joint planning occurs between the campus sub-committee and the City Resilience Office. The city must coordinate between resilience and sustainability offices, and the campus must ensure coordination between the sub-committee and the main sustainability committee.


Advantage: Both entities have more dedicated focus on resilience. The city may already have experience to share and may already be looking more closely at beneficial partnerships with higher education on resilience.

Disadvantage: The city, with dedicated resources and an office, have considerably more capacity than the campus, and expectations may outstrip ability to move forward at the same speed or intensity.

See the *University of Illinois at Chicago (UIC)* for a Campus-Community Structure that resembles this example. Chicago is part of the 100 Resilient Cities and has a Chief Resilience Officer. UIC has a Climate Resiliency subcommittee of the Chancellor's Committee on Sustainability and Energy that coordinates with city groups, including the Chief Resilience Officer.

Example 4: The City has Multiple Commissions on Climate

The city has created multi-partner commissions on climate or sustainability. In some cases where this exists (e.g. Boston), there are already higher education working groups that focus on the role higher education plays in sustainability at the municipal scale. If there is no higher education working group, the interaction might be directly between the campus sustainability committee and the city commission. In either case, it will be beneficial to have interaction between the campus and city sustainability offices. However, the main coordination on resilience planning is likely best accomplished through the higher education panel, which may also include other colleges/universities.

Regular Calls

Joint meetings for resilience planning

City Climate/ Sustainability Commission

Higher Education Panel/Working Group

City Sustainability Office

Campus Sustainability Committee
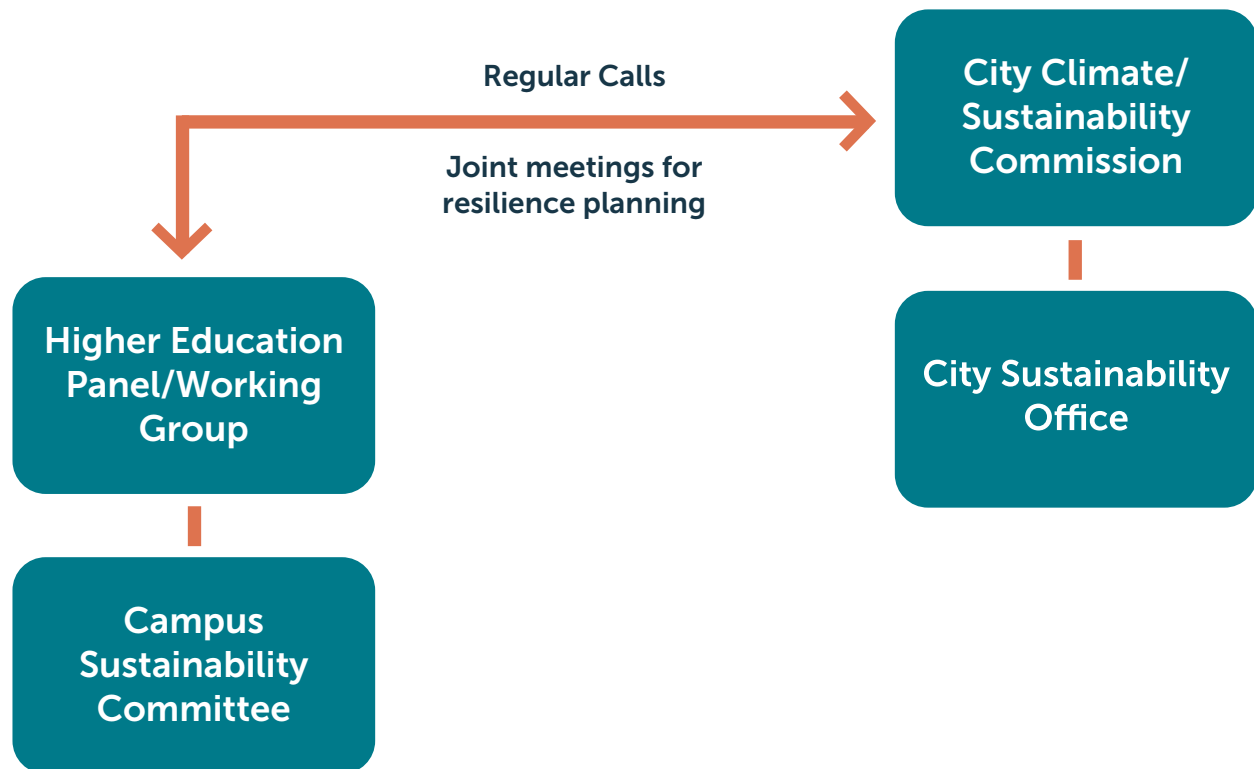
Advantage: There is already an established collaborative approach within the city that is easily used for introducing collaborative resilience planning (if it isn't already part of the agenda)

Disadvantage: If this is a more general sustainability commission there is a potential lack of dedicated focus on resilience. Coordination with internal campus committees is crucial and overlapping representation should be a goal.

See _American University_ for an approach that resembles this example. Washington D.C. has many initiatives focusing on sustainability and climate resilience, including the _District of Columbia Mayor's College and University Sustainability Pledge_. This group of higher education institutions works collectively to address sustainability and climate change. American University's sustainability officer collaborates with this group, as well as with other city partners.