

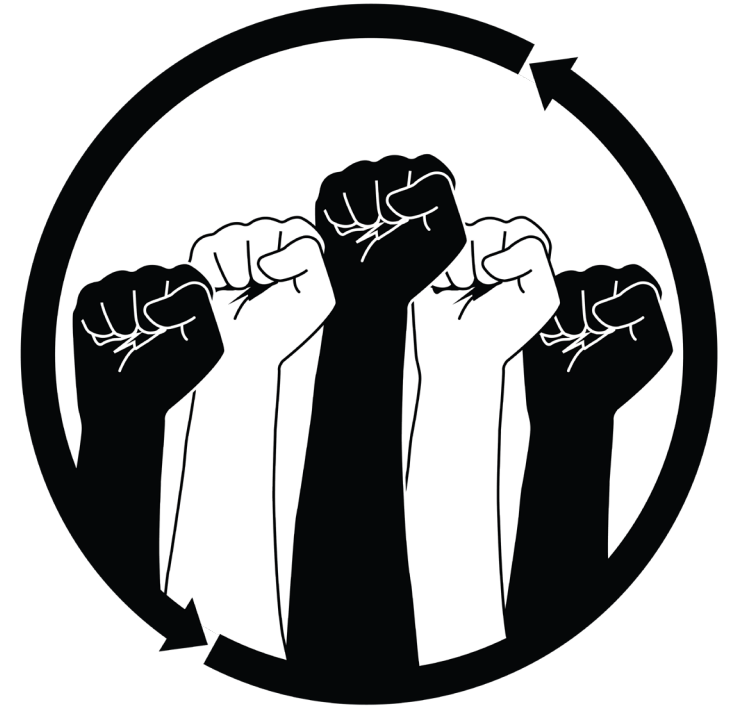


**Equity, Sustainability, and
the Environmental
Movement's Connection to
Higher Ed**

Derek Nichols, UB Sustainability

FLOW

- Introductions
- Connecting sustainability and climate justice
- Sustainability and climate justice on our campuses What you can do! Action items



Learning Objectives

- Understand **sustainability** from a **social justice** and **equity** lens
- Identify the role that **higher education institutions** play in perpetuating social injustice
- Explore the **basics of environmental justice**
- Develop ways to **integrate sustainability and environmental justice** into our work

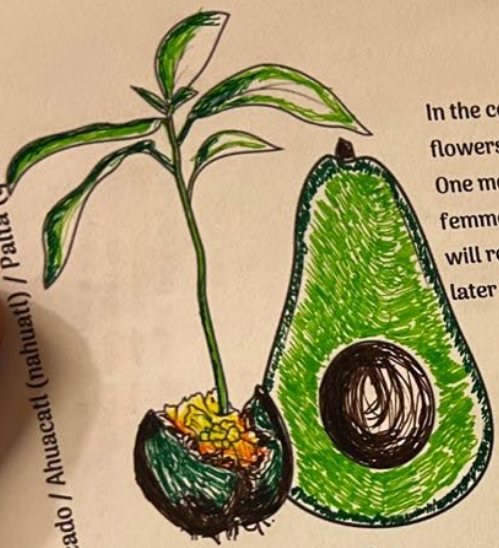
ORIGIN STORY







Avocado / Ahuacatt (nahuatl) / Patia



In the course of a day an avocado's flowers can shift gender expressions. One moment they'll open up in a femme form. After closing, they will reopen in a masc form later that same day.

What's your favorite plant friend? Learned any lessons from them? Draw a picture and write a little something here



Roses



Pansies

5% of all plants hold both "male" and "female" parts. 90% of all flowering plants share this quality.



Queer and Present Danger:
Understanding the Disparate Impacts of Disasters on LGBTQ+ Communities

Leo Goldsmith, Vanessa Raditz, and Michael Mendez

Queer Climate Justice Day-Long Institute - Sat Feb 18

Part of the **creatingchange** conference

February 17-21, 2023
San Francisco

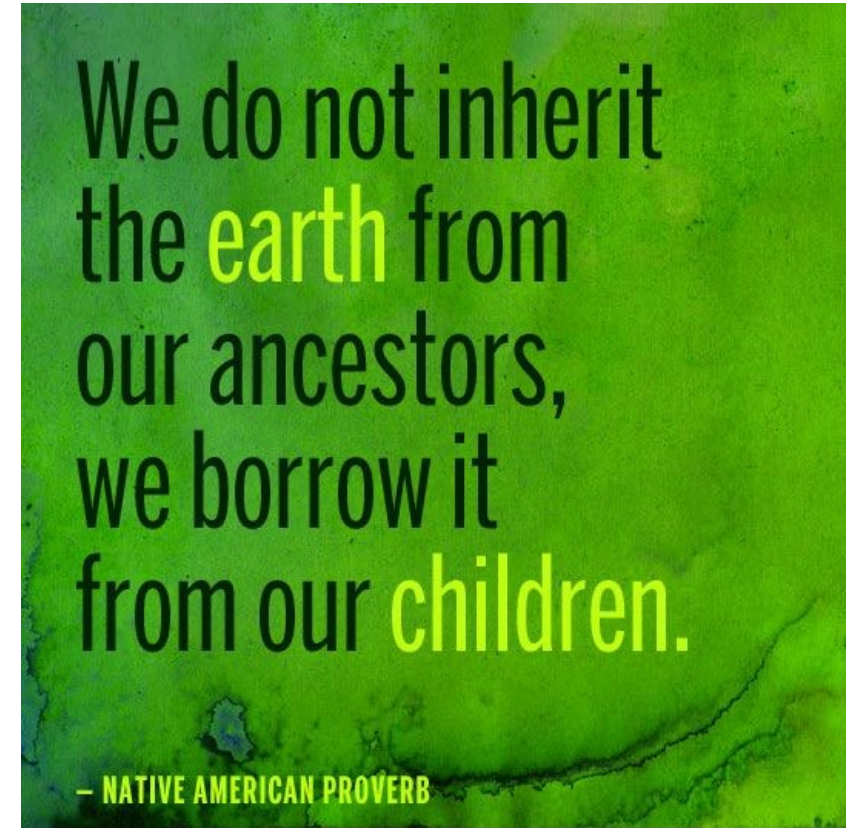


Environmental Justice 101



Environmentalism in America

- **Pre-1800's –**
- **1800's –**
 - Terms coined – “carrying capacity”, “ecology”, “acid rain”
 - US Dept. of Interior established
 - Yellowstone National Park established
 - Sierra Club founded



Environmentalism in America

■ 1900 - 1950's

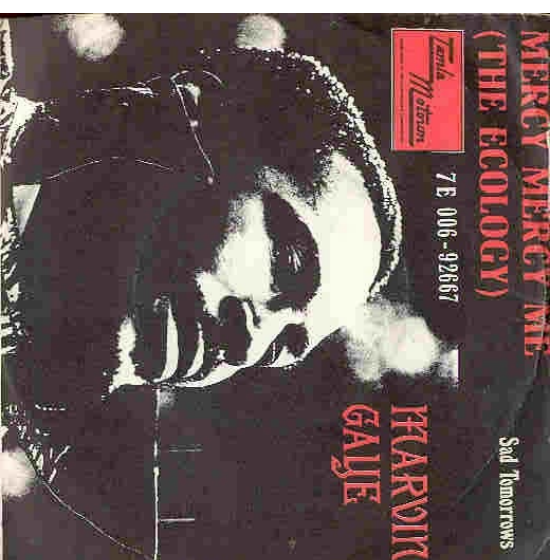
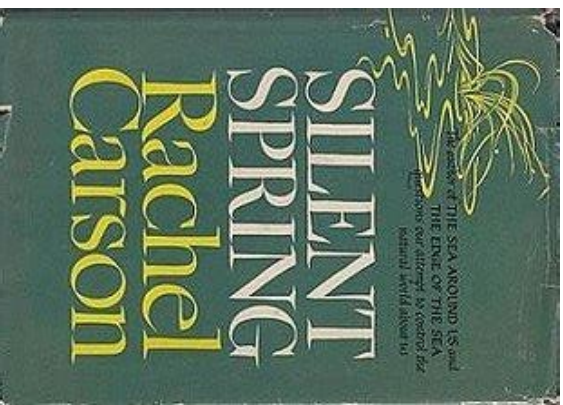
- Audobon Society founded
- President Teddy Roosevelt
 - Antiquities Act of 1906
 - National Conservation Commission
- National Park Service
- Wilderness Society
- The Nature Conservancy
- ... and more!

■ 1900 – 1950's

- Asbestosis death
- CFC's (non-toxic refrigerant)
- PCB's created by Swann Chemical Company for transformer coolant use
- DDT Pesticide

This is Where Change Begins.

Modern-Day Environmentalism



What's Going on - 1971



Love Canal - 1979



Warren County, NC – 1980's



Modern-Day Environmentalism



Exxon-Valdez Oil Spill - 1989



Flint Water Crisis - 2014



Global Climate Strike - 2019

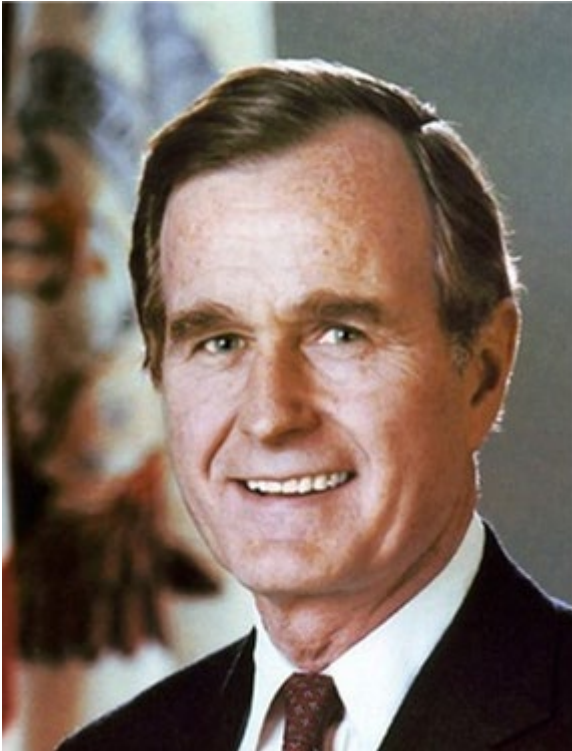


Kyoto Protests - 2001



Standing Rock Protests - 2016

Power, Privilege and the “American Way of Life”



- **1992 – Rio de Janeiro Earth Summit**

“The American way of life is not up for negotiations. Period.”

~ Pres. George H.W. Bush

Power, Privilege and the “American Way of Life”

- **CLASS**

- Classism
- Economic oppression



- “Owning” things
- Consumerism
- Endless, linear extraction of resources

- **GENDER**

- Sexism
- Gender oppression



- “Mother” nature
- We “own” nature
- We can dominate nature/influence natural systems

- **RACE**

- Racism
- Racial oppression



- “Saving the last great places”
- Stewardship of the planet as a concept of white supremacy

The American Way of Life upholds White Supremacy

Individualism

- Needs of individual over needs of the group
- People should be able to solve their own problems

Paternalism

- Inferring that a person or community is unable to make good decisions
- Making decisions on others without their consent

Neoliberalism

- Emphasizes replacing entitlements with market-based solutions to social problems
- Uses free market competition as an answer

Personal responsibility and hard work will solve problems. "Pull yourself up by the bootstraps."

Universalism

- Assumes that all values held by whites are normal and widely shared
- Non-conformers must be educated

Inhibits participation of non-white individuals

Helping individuals that have fallen into hard times instead of combating structural inequalities for long term solutions

Environmental Injustice stems from Social Inequality



Climate Action

- Who is leading on low emissions?





Sectors

DRAWDOWN

Electricity Generation, Women and Girls, Buildings and Cities, Land Use, Transport, Materials



email sign up

donate

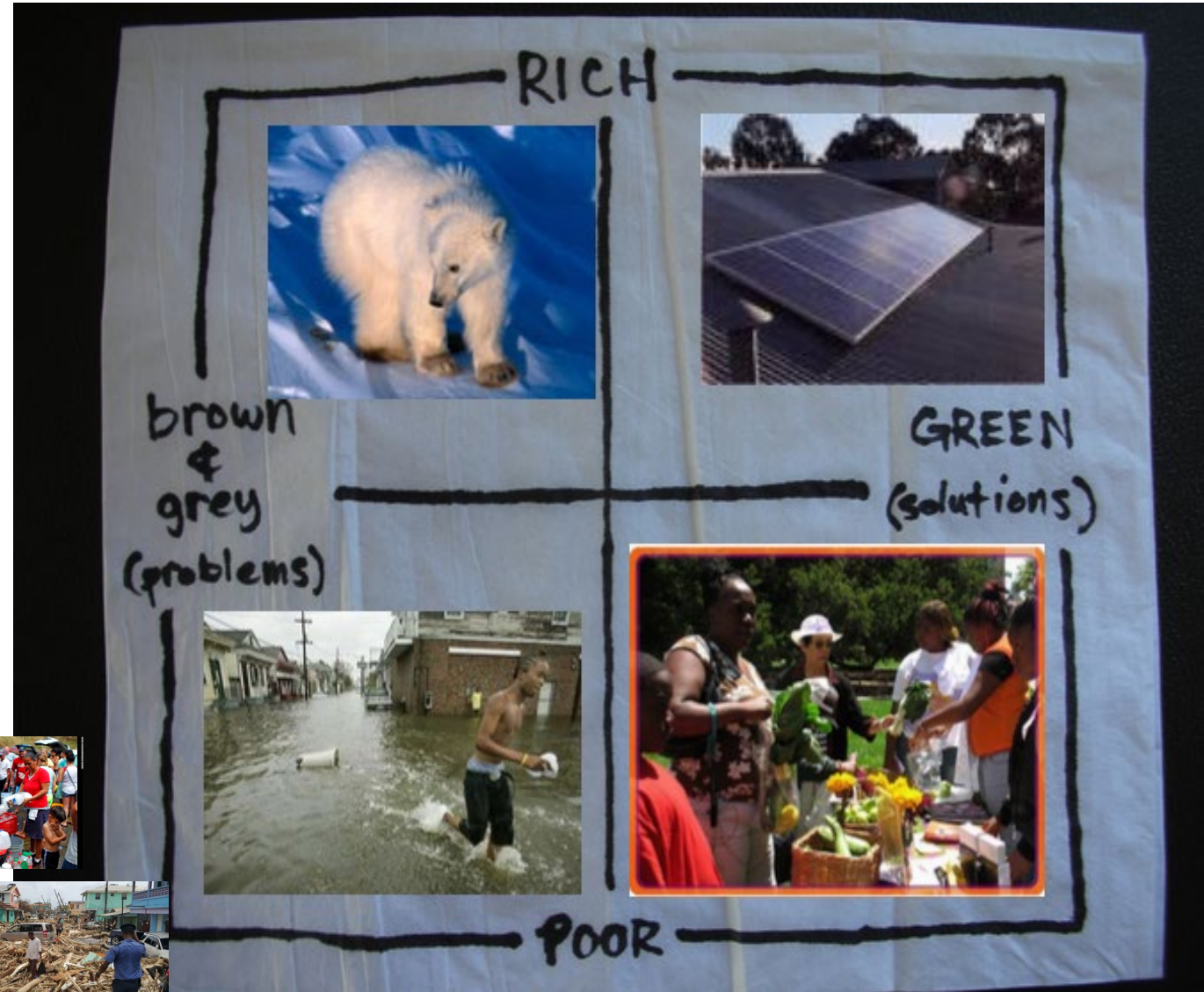


Solutions by Rank

Rank	Solution	Sector	TOTAL ATMOSPHERIC CO2-EQ REDUCTION (GT)	NET COST (BILLIONS US \$)	SAVINGS (BILLIONS US \$)
1	Refrigerant Management	Materials	89.74	N/A	\$-902.77
2	Wind Turbines (Onshore)	Electricity Generation	84.60	\$1,225.37	\$7,425.00
3	Reduced Food Waste	Food	70.53	N/A	N/A
4	Plant-Rich Diet	Food	66.11	N/A	N/A
5	Tropical Forests	Land Use	61.23	N/A	N/A
6	Educating Girls	Women and Girls	51.48	N/A	N/A
7	Family Planning	Women and Girls	51.48	N/A	N/A
8	Solar Farms	Electricity Generation	36.90	\$-80.60	\$5,023.84
9	Silvopasture	Food	31.19	\$41.59	\$699.37
10	Rooftop Solar	Electricity Generation	24.60	\$453.14	\$3,457.63



Climate Change Perspectives



Examples of Environmental Injustice



Flint, MI - Water Crisis



West Oakland, CA – Gentrification



Dakota Access Pipeline



Puerto Rico – Hurricane Maria



Cancer Alley - Louisiana

Examples of Environmental Injustice



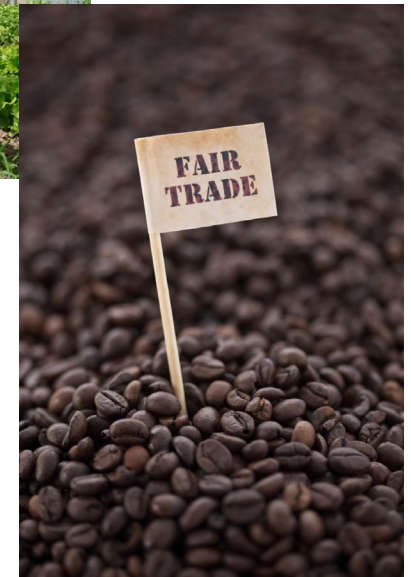
What we wear



FAST FASHION

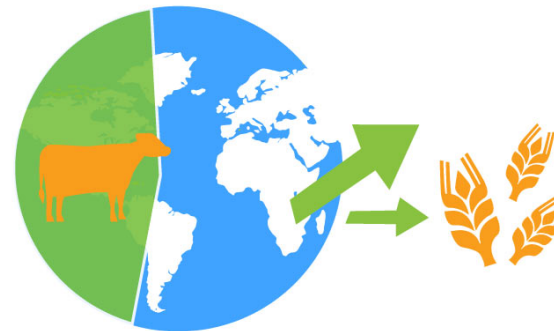


What we eat



Raising animals for food (including land used for grazing and growing feed crops) now uses a staggering **30%** of the Earth's land mass.

30%



Examples of Environmental Injustice



What we buy, and where we buy it



Where does our waste go?



Social/Environmental Injustice – Buffalo, NY

- **Whose land do we occupy?**
- **Polluted Waterways**
- **Lead Poisoning**
- **Food Apartheid**
- **Legacy of Urban Renewal**
- **Industrial Past**
- **Air Quality and Asthma**
- **UB's history with the city of Buffalo**

Higher Education and Social/Environmental Justice



Injustice on College Campuses

What are examples of injustices in higher education?



Injustice on College Campuses

- **Rising tuition costs, cost of textbooks, etc.**
- **Consequences of GHG's and campus expansion**
- **Food insecurity**
- **Housing insecurity**
- **Transportation and parking infrastructure**
- **Campus placement**
- **Underrepresentation of POC, marginalized groups**

HOW do we address injustice on campus?

- **Using a “social justice” lens**
 - How is the gender/class/race narrative being framed on your campus?
- **Resources – from whom are resources being taken, and to whom are they being given?**
 - Context of the larger communities your campus is situated in
- **Who are the most vulnerable members of our community? What are their needs?**
 - Put this at the heart of our work and beyond. How what does our work now look like?

Identifying Opportunities



UB's 10 IN 10



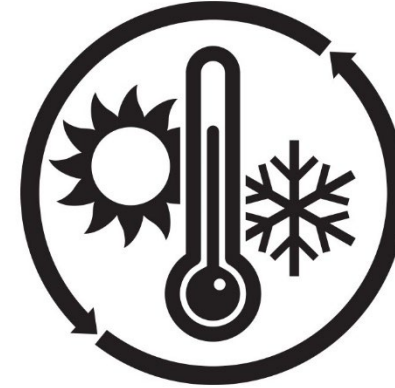
PUT A PRICE ON POLLUTION



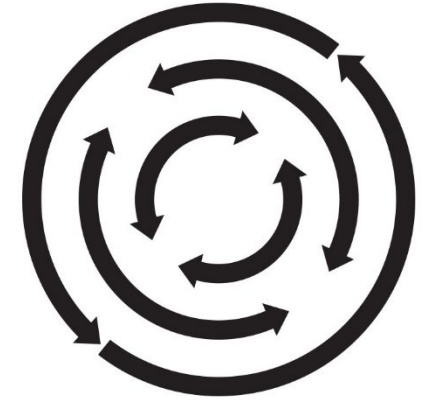
NOT ALL ELECTRICITY IS CREATED EQUAL



ZERO CARBON MOBILITY



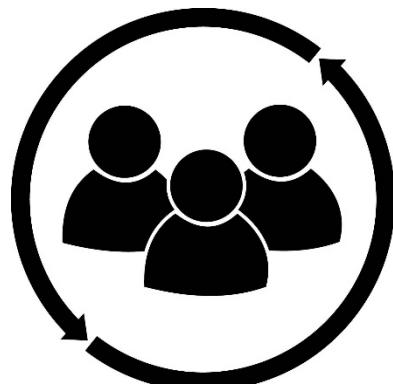
KEEP IT COZY AND GREEN



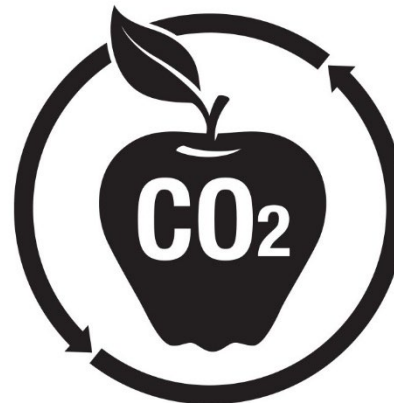
WASTE NOT



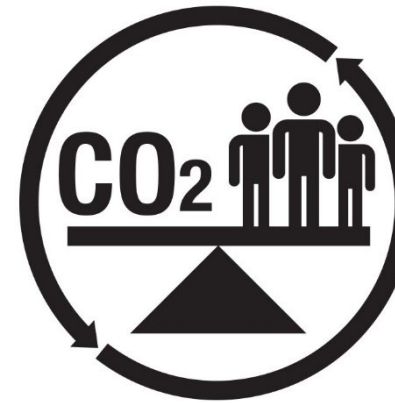
INCREASING EFFICIENCY



EVERY ACTION COUNTS



TAKING STOCK OF OUR FOOD



INVESTING LOCALLY TO PROVIDE FLEXIBILITY



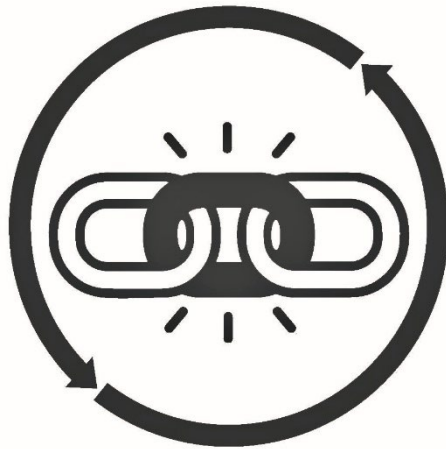
RESPONSIBLE INVESTING

THE THREE INTEGRATORS

CLIMATE JUSTICE



RESILIENCE



MAKING IT HAPPEN



Discussion and Reflections

Identify some ways that we can address environmental injustice on campus and in our community. List as many as you can.



Discussion and Reflections

Where should we go from here?

Other topics/ways to engage?

More information in order to change practices?



Ways to get involved on campus

- Hired
- Food Recovery Network
- Student Sustainability Impact Team
- Climate Justice Coalition
- Interested in continuing this work?
Follow our social media



Contact

Derek Nichols
djn2@buffalo.edu

