

# CSF - Mini Grant Final Application

Project name: Project Rethink Climate

## Grant Type

Mini Grant

## Application Type

Final Application

## Primary Project Manager

The Primary Project Manager is responsible for completing this application, answering questions posed by the Campus Sustainability Fund Committee, and completing all required reporting on project progress and outcomes. If the Primary Project Manager is a student who graduates in May 2023, the Secondary Project Manager must be a staff or faculty member OR a student who graduates after May 2023.

## Primary Project Manager Name:

Hunter Gibbs

## Primary Project Manager Status:

Student

## Primary Project Manager Email:

hgibbs406@arizona.edu

## Primary Project Manager Department

Department of Environmental Science

## **Secondary Project Manager**

The Secondary Project Manager is the back-up for the Primary Project Manager if they are unable to complete any of the requirements of the Campus Sustainability Fund, particularly completing required reporting on project outcomes. Alternatively, the Secondary Project Manager could be co-facilitating the project with the Primary Project Manager should the proposal require or desire to have two Project Managers.

### **Secondary Project Manager Name:**

Tyler Byland

### **Secondary Project Manager Email:**

tlbyland@arizona.edu

### **Secondary Project Manager Status:**

Student

### **Secondary Project Manager Department**

Department of Geosciences

### **Project Advisor Name:**

Projects where the Primary and Secondary Project Manager are both students require the involvement of a staff or faculty member within project's Fiscal Officer's department. The Project Advisor contact must be a staff or faculty member within your department who is responsible for monitoring the project's budget, communicating with the Fiscal Officer, and reporting if both project managers are unavailable. Please ensure you have received consent from this individual to be the Project Advisor for your proposal and have informed them of your proposal's intent and budgetary needs. If this does not apply to you, type N/A for these responses.

Carole Barnett

### **Project Advisor Email:**

carolb5@arizona.edu

## **Project Advisor Department:**

ASUA

## **Fiscal Officer:**

The Fiscal Officer is a staff member within your department who is responsible for financial transactions and who will support reporting by pulling requested expenses against awarded funding and ensuring that funding is spent within awarded categories. Please coordinate with your department to properly identify an individual who is a designated Fiscal Officer. If awarded, this will be the individual who will help you access your project's funding. Please ensure you have received consent from this individual to be the Fiscal Officer for your proposal and have informed them of your proposal's intent and budgetary needs.

Estella Trevers

## **Fiscal Officer Email:**

etrevers@arizona.edu

## **Fiscal Officer Department Name:**

ASUA

## **Request Funding Amount:**

\$3100

## **Official Project Name:**

Please be specific but concise as this name will appear on reports and our website. Creativity is encouraged!

Project Rethink Climate

## **Primary Project Category:**

Campus Life (Health & Wellbeing, Behavior Change

## Secondary Project Category:

Social Sustainability (including Social/Environmental Justice)

## Background and Context:

Please provide any relevant background about your organization/team including your mission and/or expertise. Please also lay out the rationale for the proposed project, focusing on the issue that your project would address. This section is meant to give us more information about you and the context for the project, while the questions below provide space to go into detail about your proposal's specifics.

### Response:

Modern media tends to gravitate towards negativity despite situations not being as severe as portrayed. This is done in an attempt to engage the general population to maximize profit for these companies. This has led to a significant infiltration of said negativity into every aspect of our beliefs and sentiments, however, which is harmful for two primary reasons. Not only does it introduce toxic pessimism into the lives of all, but it also leads humanity to become resolute in the idea that certain systemic problems are too severe to be resolved. There is perhaps no greater example of this than with climate change. I've initiated several service projects throughout my high school years, including constructing a trail of nest boxes for a threatened local bird species, the bluebird, to protect them from predators, and a one acre removal of buckthorn, a noxious invasive bush species, while also creating educational materials for use by my beneficiary (my local zoo). But it was not until I read Factfulness by Hans Rosling, describing the idea that things are better than they are portrayed, that situations can be bad AND improving simultaneously, that I escaped the mindset above. It was when I discovered this viewpoint all across campus that I decided to do something about it. My project is simple - to provide students the means to visit Biosphere 2. The primary object is to show students not only that meaningful action is not only taking place to dispel climate impacts, but also the fact that it is being actively done by their own university. For me, Biosphere 2 is partially responsible for why I am studying environmental science. Growing up in Montana meant being surrounded by forests and mountains while backpacking, skiing, biking, and more, which I came to love dearly. Only after Biosphere 2 demonstrated our existing understanding of our Earth and the potential to make even further strides in research, advocacy, and research, translating into calculated, deliberate action to mitigate all aspects of human influence on this planet did I more effectively envision humanity's and my own role in saving our planet. As a freshman in college, this is my first time writing a grant. Thus, the simple yet effective nature of the project will hopefully pave the way to spreading Rosling's message campus-wide.

## Project Description:

Please provide a thorough description and explanation of your project. Describe the objective(s) and what will be accomplished. Describe how each objective will be achieved (listed as steps or goals, with anticipated timeframes for each). Explain how the project will be implemented (who does what?). Finally, please identify the core goals of your project and how you will measure the degree of its success includes the metrics you will track to measure the success or impact of your project (e.g., number of kWh saved, gallons of water saved, number of student training hours, etc.). Responses are limited to 3,000 characters including spaces.

### Response:

The primary objective of this project is to demonstrate the importance of sustainability and the need to continue fighting for our environment by facilitating a field trip open to all students to Biosphere 2. This would be an optional and free service for students provided by the U of A advertised campus-wide and in general education classes (in order to capture as many people as possible with little overlap). This would serve the dual purpose of demonstrating the U of A's ongoing research efforts in climate efforts and helping students realize that climate mitigation is not only still feasible, but is something they can actively participate in while on campus. Responsibilities for individual people and how objective will be achieved is covered in the timeline. As to how what metric will be used to determine the degree of success, this will be done through a follow-up survey that questions whether the experience positively impacted their impression of humanity's capability to combat climate change. Ultimately, it is the written responses providing anecdotal feedback that will prove most impactful --- for it is individual narratives like these that not only feed into our understanding of people's perception of this matter, but also weave the tapestry of what it means to be human.

## Project Summary Snapshot:

Please provide a short summary of your project. This summary will be used on our new website and other Office of Sustainability materials, if approved. Think of this as a hyper-concentrated summary to capture your project's scope and impact.

### Response:

To demonstrate the importance of sustainability and the need to continue fighting for our environment by facilitating a field trip open to all students to Biosphere 2. This is an optional and free service for students provided by the U of A advertised campus-wide, particularly general education classes to capture as many students as possible. This served the dual purpose of demonstrating the U of A's ongoing research efforts in climate efforts, with the hope of helping students realize that climate mitigation is not only still feasible, but that they can be the next generation of changemakers.

## Project Feasibility and Logistics:

Please provide a description of the work that has been completed so far to make this project feasible. Have all relevant partners been contacted/coordinated with? Have you received consent or authorization from relevant departments or offices to complete your project (Housing and Residence Life, Facilities Management, Parking and Transportation, etc.)? Please identify them in your response. For example, have you received reasonable quotes for supplies? What research has been completed to lay the foundation for this project?

### Response:

Thus far, Biosphere 2 has been contacted and are very excited to host university students at a reduced rate of \$10/student. Biosphere 2 has accepted our request to host small group tours each weekend, with no requirement for a reservation ahead of time. Most importantly, initial conversations have been started with both students and staff -- whether they are interested in going, and if they are willing to advertise this opportunity in their classrooms, respectively. Both groups exhibited high interest and excitement in not only showing off the cutting edge research of Biosphere 2, but also the opportunity to help students feel empowered to join the fight against climate change. A survey of 50 professors and cultural resource centers regarding their interest in advertising this opportunity to students yielded 20 responses indicating positive interest. Tours will run starting Saturday, January 21st, starting around 10:00 AM and ending

around 3:00 PM, accounting for the length of the tour itself and transportation. One bus will be sent each weekend, hosting 25 kids each. The number of weeks the program will run for is entirely dependent on how many students RSVP. An RSVP form gauging general interest will be sent out December 2022, far in advance of the start of tours so bussing can be reserved. , A secondary RSVP form will be sent out to the same group later on to yield a more accurate approximation of attendance.. These RSVPs will be Google Forms that consolidate contact information and provide statistics on interest in a readable format. Students will have the opportunity to select which weekend they want to attend until the 25 person cap is reached. This entire process will be overseen by the project manager. As for securing transportation for these dates, we are still with the Cat Tran Charter Service under Parking and Transportation Services and a definitive answer to this question will be emailed to Emily no later than the evening of Monday, October 31st. There will not be any permits required outside of written interest from Biosphere 2. Email exchanges with Kendra Decker, Manager of Visitor Experience, and Dr. Kevin Bonine, Director of Education and Outreach with Biosphere 2, revealed that they both believe this particular trip will make instilling values of sustainability and inspiration to fight climate more conducive than if it didn't happen. My role in orchestrating this whole process is securing the funding and advertising this opportunity. As described in greater detail below, SFS members will lead the rest of the experience, from directing participants to the right place for the tour, to facilitating discourse on individuals' experience after the tour.

## Environmental Sustainability Outcomes:

Please provide a description of how you expect your project to advance environmental sustainability on campus. A definition of environmental sustainability is provided on our Resources webpage.

### Response:

The project's central goal is to provide an engaging educational experience for students on campus. To focus the content for this project, we will work with Biosphere 2 and their Director of Education and Outreach, Dr. Kevin Bonine, to conceive a unique set of programming that focuses on eco-anxiety, current solutions on climate change, and what the future realistically holds. By participating in the program, students will learn about what is happening now to address the climate and ecological crisis on multiple levels. The program will highlight research at Biosphere 2, but will also inform students about research and advocacy opportunities on campus and in the community. The end goal of the project is twofold. First, the project will ease anxiety surrounding climate change. Second, the project will encourage advocacy and involvement as an active way to work on socially just environmental projects. In order to accomplish this, the educational experience at the biosphere will focus on multiple components outlined below. Research at Biosphere 2 will be highlighted through researcher or student presentations during the tour. This will serve to demonstrate that solutions relating to biodiversity and climate resiliency exist and are being expanded upon. Specific examples include agro-voltaics and the Landscape Evolution Observatory, among others. This is both an example of effective solutions and an opportunity for involvement, advocacy, and activism. Upcoming environmental events will be incorporated throughout the tour to provide more opportunities for involvement in the community. The project will work directly with SFS for this component of the tour to source and advertise opportunities on campus and in the Tucson community including research, advocacy, climate action planning, and volunteerism. The structure and goals of Biosphere 2 will also be highlighted in the unique educational experience. This will go in-depth as to how climate controlled environments provide a model of how climate resiliency can be developed and implemented through research. Finally, the project will include a realistic vision for the future of climate resiliency. Specifically, the tour will direct students from where we are now to where we can be in the future when advocacy efforts implement current research and technologies related to climate change. The key component of this part of the tour lies in the delivery of the information so that it encompasses and summarizes the rest of the tour while being realistic in what will be achieved. Each of these separate components (research presentations during the tour, community involvement opportunities, the overarching goals of Biosphere 2, and how the research and community involvement combine to create a realistic future of climate resiliency), contribute to a program that couples

advocacy with solutions to realize sustainability and will be provided in partnership with Dr. Bonine and Biosphere 2.

## **Social Sustainability Outcomes:**

Please provide a description of how you expect your project to advance environmental sustainability on campus. A definition of social sustainability is provided on our Resources webpage.

### **Response:**

This project will provide an excellent opportunity to address social inequities and advance social sustainability through hands-on education. The project will provide a free trip to Biosphere 2 for members of the University of Arizona community. The trip will be particularly targeted towards two distinct communities: those that have doubts and anxieties around the feasibility of reversing climate change and those that have experienced the most setbacks and negative impacts from climate change in addition to systemic and structural disparities. Lying at the heart of this project is a hope to provide educational outreach to the groups that have been most affected by climate change through an interactive, visual, and, most importantly, tangible experience at Biosphere 2. By achieving an understanding of the solutions that currently exist, the project will instill an envisionable future of hope that climate change can be overcome. Beyond providing the educational opportunity to these communities, the project also advances social sustainability by removing the financial cost associated with visiting the Biosphere and provides transportation, a vastly underprovided resource to university students. This will consequently provide groups that experience systemic economic inequities equal access to participate in the project. Moving beyond how the project will advance social sustainability and justice, the project will also use comprehensive marketing to attract individuals from certain groups. Specifically, the project will build on existing SFS relationships with Cultural Resource Centers. The advertising campaign will take many forms including posters located at the centers' physical locations, a collaborative social media campaign, and other media including emails to student cultural groups. The resource centers that we will work with include African American Student Affairs, Asian Pacific American Student Affairs, the Guerrero Student Center, Native American Student Affairs, LGBTQ+ Affairs, and the Women and Gender Resource Center. It should also be noted that by targeting these historically underserved populations, the project also targets those that are most affected by climate change because of inherent systemic inequalities these groups face on political, social, and economic levels. For example, Black American or Latinx individuals are expected to experience the largest increases in temperature related deaths and illness while facing socioeconomic barriers that prevent the anticipated and necessary climate migration to cooler and healthier living environments as climate change worsens (EPA). These groups also currently make up a vast majority of climate refugees (NRDC) and will continue to experience accelerated social instability, food and water scarcity, and environmental degradation (WH). Thus, by working with the resource centers, the project will target those that are both most affected by climate change and from diverse backgrounds.

## **Student Leadership & Involvement:**

Please provide a description of how you expect your project to benefit students on campus regarding the creation of leadership opportunities or student engagement. What leadership opportunities exist within your proposal? If you plan to hire/ or involve students, please describe in what capacity. For example, if you plan to hire students, create an internship, or seek student involvement, please describe relevant details thoroughly (wages, responsibilities, duration of job, extent of involvement, how you will solicit/ market these opportunities etc.).

## Response:

Each week, a volunteer from SFS will coordinate the group of 25 students. The SFS volunteer will primarily gather feedback of students' overall experiences through a facilitated civil discourse before and after the tour, both taking place on the bus rides. Volunteers can be an SFS member from any committee and will contribute towards their required volunteer hours for the semester. This obligation will last about 5 hours and will be advertised in SFS general meetings and newsletters. SFS directors Stella, Samantha, and Poulami along with Energy and Climate Chairs Sara, Tyler, and Avery have and continue to provide me with advice on who to connect with to ensure the success of the project along with proofreading my grant responses. Ultimately, this project will provide a fantastic opportunity for members of Students for Sustainability to grow their leadership skills, whether seasoned or new to such experiences. We also hope this will expand SFS's presence on campus through direct interactions with students and cement them as prominent changemakers on campus.

## Education, Outreach, and Behavior Change:

What opportunities does this project provide for members of the campus/ community to learn about sustainability? How will your project educate the campus community and/or incorporate outreach and behavior change? How are you reaching beyond the "sustainability choir?" Please provide a description of how you expect your project will communicate its impacts to the campus community. What is your plan for publicizing your project on campus? How visible and accessible will your project be to the general campus population?

## Response:

The goal of this project is to promote a more positive mindset on the state of mitigation efforts through demonstrated progress, because it is only when we have faith in our efforts and continue advocating and innovating that we will save our planet. This project will be advertised in the Building Connections general education courses and in the SFS newsletter as well as to cultural and resource centers on campus advocating for underrepresented groups. All parties have expressed 100% interest in advertising this cause. While some professors will offer extra credit, we believe our advertising efforts and the prospect of touring such a cutting edge, novel facility in of itself is enough of an incentive to inspire students to sign up. In short, there are plenty of opportunities for members outside the "Sustainability Choir" to participate to maximize the benefits described above. We look forward to sharing our results meaning student responses and changes in mindset in numerous newsletters and emails, ideally through CALS, AIRE, SFS. Aside from being connected to SFS through my membership, I am also an ENVIS major with close contact with Kathleen Landeen, the general advisor who advertises opportunities and news to all CALS students, and I am already working with Kevin Bonine on making the experience more educational. If successful, we hope to renew this project in future years for students who read these results and become interested in participating. Because it will be shared in many newsletters and social media pages of the entities mentioned above, we expect to be visible to many parts of campus, both the "Sustainability Choir" and those outside of it, especially those in general education in credits (a huge proportion of the student population). Ultimately, the tour does delve into the fascinating science that is Biosphere 2, but the discussion surrounding what is learned and personal experiences, both on the bus and through a follow-up survey run through Google Forms, is the real benefit. Students will first share their anxieties with one another surrounding climate change, which is therapeutic in of itself due to being able to get it off one's chest and also knowing one is not alone in the fight. Students will then share their findings and interpretations of the tour with one another, how their viewpoints may have changed, and details that were meaningful to them. The UA's capability to simulate entire ecosystems such that they are fundamentally understood information that better allows us to hone in and condemn human behaviors



that harm these systems – coupled with exposure to the great strides of advocacy made by Students with Sustainability will equip participants with nuanced perspectives that will remind them that the fight is not over, rather, it is stronger than ever and that they have the power to be a part of the effort as well.

## Timeline:

Please describe the timeline of your project. The timeline may be estimations at the point of this Preliminary Application but providing this is especially important if your project is a time-sensitive event. Funds may not be used as reimbursement for projects already completed, therefore a realistic amount of lead time should be given in order for proposals to be eligible for review. Please describe when your project will take place, key dates for when certain elements must start or be completed by, or any other known dates. Timeline extensions will be granted on a case-by-case and limited basis.

## Response:

1. Gauge interest in participation through surveys emailed to volunteering professors and then to their students. This is done to garner a preliminary number of participating students (Late October 2022), done by Project Manager.
2. Finalize date with Biosphere 2 when tour will take place (Early November 2022), done by Project Manager.
3. Securing Transportation: Reach out to Parking and Transportation Services to secure transport. This will be done via a request form with their Cat Tran Charter Service. Questions can be directed to mace@arizona.edu (Early November 2022), done by Secondary Project Manager.
4. Reach Back out to Biosphere 2: Discuss in greater detail how tours will be catered towards meeting the Overall Objective with Kimberly Land, discuss timeline of the day of (including time to arrive, tour, a potential food break, and the ride back to campus) (Early November 2022), done by Project Manager.
5. Advertising: Utilize Eva Quintanar, the SFS Marketing Chair, to design posters that can be emailed out. Attempt to secure a spot on one of the UA's general emails and calendar. Ask a list of gen ed professors if they would be willing to invite SFS representatives in to discuss this opportunity just before the class starts or if they could on behalf of us. By reaching out to Gen Ed professors, we capture a significant portion of students while minimizing potential overlap (students hearing the announcement multiple times) (Early November 2022), done by Ava.
6. RSVP Form: Students will fill out an RSVP Form to obtain a final estimate on attendance on the day of tour (Early January 2022), done by Project Manager.
7. Reflection: Discuss whether the first run of this was successful or not in achieving the overall objective, and if so, whether it should be repeated in future years. This will be done from anecdotal responses from student attendees on their experience (follow-up survey, in-person interviews, etc.). Positive and negative reviews will be quantified (Mid-February 2023), done by Primary and Secondary Project Managers.