Purpose:
The purpose of the Community Dialogue was to collect input from a wide diversity of University of Arizona (UA) faculty, staff and students, community nonprofits and others working on environmental and social justice issues.

The input from this forum will help develop the Haury Program strategic plan for the next five years.

The Haury Program supports an array of programming to further research, education, and partnerships for socially just solutions to environmental problems.

The Haury Program is advised by diverse voices such as the Community Listening Campaign, grant review panels, and various Haury Program boards composed of community activists, nonprofit organizations, UA faculty and staff, the UA Foundation and the Haury Program donors.

Agenda

Opening Presentation: The Community Dialogue began with all participants gathered in Room S107 for opening remarks by Anna H. Spitz, director of the Haury Program. She provided an overview of the program and the mission to leverage the power of university-community partnership to address environmental and social justice challenges. She also shared the Southwest Sustainability Doughnut which illustrates the focus areas and values of the program. This illustration (see top right, page 4) was referenced during the dialogue.

Dialogue Circles: The Dialogue Circles, facilitated by the Center for Community Dialogue, a program of Our Family Services, provided the method for participants to engage collaboratively in dialogue. There were 86 participants in 11 small groups, with participants that included UA staff, faculty, graduate and undergraduates, and community organizations. The groups were conducted in S107 and the Slot Canyon Café.

Step 1: Guidelines
The Dialogue format was explained as a different way to have a conversation with the focus on listening. The Intentions and Agreements provided the guidelines for participation.

Step 2: Reflect and Explore
Each of the small groups was conducted by trained, neutral, facilitators who asked a series of questions: 1) What is your name and work in the world? 2) How do you define social justice within the Haury Program social justice focus areas? 3) What do you consider to be the most pressing social justice issues and any linked environmental challenges? And, 4) What actions should be taken to address the issues identified in question 3? Questions 2-4 were scribed. Responses are combined as a total list. See pages 4-9.

Step 3: Issues, Action & Success
The final step had each of the 11 groups report out on the top three issues from question 3, the corresponding actions from question 4, and determine what success would look like for each of the issues. The report out responses are combined as a total list. See pages 2-3.
Report Out

Based on the responses to question 3 (What do you consider to be the most pressing social justice issues and any linked environmental challenges?) and question 4 (What actions should be taken to address the issues identified in question 3?), each group determined their top three issues, the corresponding actions for each issue, and then what success looks like for each of the three issues. Not all groups had three issues or completed each step. The groupings are in no particular order and no priority is implied.

<table>
<thead>
<tr>
<th>Issues</th>
<th>Actions</th>
<th>Success</th>
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<tbody>
<tr>
<td>Lack of voice and power/economic inequality</td>
<td>Use positions of privilege to elevate marginalized voices</td>
<td>Greater engagement and representation</td>
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<tr>
<td>Lack of education &amp; awareness</td>
<td>Prioritize education funding</td>
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<tr>
<td>Land use, and resource management</td>
<td>Refocus resources toward a shared goal of sustainability</td>
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| Capitalism                                                             | • Big systemic change  
• Protest                                                                                                       | Limited Capitalism so that profit is not always chosen over people/environment                                      |
| White Supremacy                                                        | • Created shared experiences  
• Being allies in respectful /brave way  
• Teach them to organize                                                    | • System that benefits everyone, not just big business  
• Everyone cares/less apathy  
• No social tier/hierarchy                                                  |
| Listening in segregated communities                                   | • Speaking to people different from you                                                                                               | • Action at youth level/education  
• A broader sense of community  
• Ongoing series of action @ community/local level                             |
| Representation and voices                                              | Breakdown sense of other                                                                                                               |                                                                                                                  |
| Inequity                                                               | • Criminal justice reform  
• Redistribution  
• Education opportunity                                                   |                                                                                                                  |
| Systems                                                                | • $ Out of politics  
• Change legal frameworks  
• Education reform                                                             |                                                                                                                  |
| Income Inequality                                                      | Education  
• To connect privilege and responsibility  
• Civic education for everyone  
• Empowering communities through educations  
• Incorporation of traditional knowledge                                       | Philanthropy, paying people living wages (practice what we preach)                                              |
| Environmental degradation                                              | Leadership – community trainings                                                                                                        | Empowered communities                                                                                           |
| Social inequalities, e.g., race, gender, nationality, age              | Institutional and structural changes e.g., organizations                                                                               | Cohesive communities and connectedness                                                                          |
| Climate Change                                                         | Truth telling about how we go here – voice for all                                                                                  | Livable and sustainable world in three generations                                                              |
| Violence to self and others                                           | Education, teaching nonviolence, praxis                                                                                                 | Justice/compassionate responses integrated into education and social systems                                    |
| Lack of connection to self, others and community, natural and world environments | Inter-generational community building and advocacy                                                                                   | Meaningful connection to self and others, to the natural environment                                            |
| Economic and political injustices resulting in inequitable wealth distribution | • Repeal NAFTA/re-examine trade agreement  
• Support policies  
• Capacity building  
• Reparations  
• Native land sovereignty  
• Taxes on the rich                                                                   | • “Good Life” – everyone has access to healthy/good life  
• Equitable representation                                                                                      |
| Restructuring education and social justice education                   | • Have social justice statement for the foundation  
• Anti-racist education  
• Support policies                                                                                               | • Tuition free education  
• Desegregated education (all levels)  
• All students being able to use justice lens/critical intersection                                                     |
### Report Out (continued)

<table>
<thead>
<tr>
<th>Issues</th>
<th>Actions</th>
<th>Success</th>
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</thead>
<tbody>
<tr>
<td>Addressing climate change through/with climate justice work</td>
<td>• Attacking climate change as an issue of the global commons</td>
<td>• Fewer hurricanes</td>
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<td></td>
<td>• Alternative economic structures to address solving climate problems</td>
<td>• Many new jobs in clean energy</td>
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<td></td>
<td>• Fee and dividend economic structures provide $ incentive, transition from fossil fuels to clean energy</td>
<td>• Slow warming</td>
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<td></td>
<td>• Supporting policies that could do this</td>
<td>• Equitable access to renewal</td>
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<tr>
<td>POC (Person of Color) Mortality (purposely broad)</td>
<td>Demand comprehensive data sets</td>
<td>Determining what data sets/criteria are needed</td>
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<tr>
<td>Distribution of social resources (education, for example)</td>
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<tr>
<td>Generational Diversity</td>
<td>• Hiring/proper job training and mentoring</td>
<td>• Meaningful collaboration</td>
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<tr>
<td></td>
<td>• Intergenerational knowledge transmission</td>
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<tr>
<td>Diversity &amp; Equity</td>
<td>• Guaranteed minimum income</td>
<td>• Health</td>
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<tr>
<td></td>
<td>• Localization</td>
<td>• Personal</td>
</tr>
<tr>
<td></td>
<td>• Politics</td>
<td>• Community</td>
</tr>
<tr>
<td></td>
<td>• Economics</td>
<td></td>
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<tr>
<td>Obligation/Responsibility</td>
<td>• Education</td>
<td>• Sustainability</td>
</tr>
<tr>
<td></td>
<td>• Rebuild relationships</td>
<td>• Partnerships</td>
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<tr>
<td></td>
<td>• Reciprocity/two way learning</td>
<td>• Shift in what it means to be human</td>
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<td></td>
<td></td>
<td>• Acknowledgement and acceptance of different world views</td>
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<tr>
<td>Racism and social inequity as a result of us not recognizing each other’s humanity. Example: The Wall</td>
<td>Identify shared values</td>
<td>People feeling safe and productive in their communities</td>
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<tr>
<td>Prioritizing education K-20</td>
<td>Cultivating a culture that values and respects education and teachers</td>
<td>Access to equitable, quality education in K-20</td>
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<tr>
<td>People no longer feel they have a voice to make change</td>
<td>Supporting community organizing and advocacy</td>
<td>Increased voter participation and addressing/responding to local needs</td>
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<tr>
<td>Capitalism</td>
<td>Education and dialogue about equity</td>
<td>Equity based distribution</td>
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<tr>
<td>Lack of representation</td>
<td>• Identify the stakeholders</td>
<td>Collaborative Governance</td>
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<tr>
<td></td>
<td>• Collaborative governance</td>
<td></td>
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<tr>
<td>Environmental Degradation</td>
<td>• Intersectional social movement</td>
<td>Conscious cultural change toward living within our means</td>
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<td></td>
<td>• Starting locally</td>
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<tr>
<td>Linguistic and cultural silencing</td>
<td>Opening space for creativity and dialogue; increasing public awareness, and celebrating and representing diversity (cultural and linguistics)*</td>
<td>Empowerment</td>
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<td></td>
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<td>Happiness &amp; wellness</td>
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<td></td>
<td></td>
<td>Equitable distribution of resources</td>
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<tr>
<td>Violence and abuse of power</td>
<td>Legitimizing different types of leadership. Exercising power responsibly*</td>
<td>Representational leadership</td>
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<tr>
<td>Unequal access to resources and institutions</td>
<td>Combinations of above actions (*see two starred items above) will address Issue #3</td>
<td>New and expanded platforms for pressing claims…voice and agency</td>
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Question 2: How do you define social justice within the Haury Program social justice focus areas? (Note: The responses are in no particular order and no priority is implied.)

- To have access to all four areas regardless of social economic status, demographic status, etc.
- Social justice should involve all beings, not just people. Give voice, health, educating younger generations about kinship between all beings.
- To have young future farmers educated and heard so they can be farmers impacting energy, gender equality, etc.
- Help educate: to give the opportunity to tell their story, so indigenous and other groups can learn their own history.
- All available to all beings. Finding balance to provide for everyone equally in sustainable manner.
- All focus areas are necessary for human development: education, water and food should be available for all in order to have social justice.

- Voice emerges as strong point. Human rights – they are all basic human rights for everyone. To achieve human rights for all everyone needs a voice.
- Start from voice. Not just access but also representation in various institutions. That connects to voice.
- Encompassing all in a circle. Social equity equals understanding difference (i.e. culture) standing up for, fighting for, those who haven’t received that equity, for those that have suffered those injustices.
- Both recognizing and addressing inequities. It starts with recognition.
- Equity, taking action/informing towards an equitable chance at everything in life. Equitable information to as many as possible and combating bias.
- Two goals: 1) systematic and equitable redistribution of wealth and power focusing on over accumulation of wealth; 2) Natural democracy sharing responsibility with all – nature, humans, animals.
- Striving for something that should already be but isn’t. Human rights – the right to be happy, safe, healthy. Include and recognize we are all part of same ecosystem.
- Equity, also action. Need a plan in order to address injustices when they arise.
- Many more things than in the circle. Ecosystems, all the things that go together to support safety and health.
- All elements contribute to a healthy happy human being-everybody has a right to these.
- Social equity tied to education – every child has right to first class education.
- Attempt to acknowledge and accommodate all facets of human life and where attaches to the world. Enable all voices heard.
- Both basics of survival and resilience, equity, creativity, “Bread and Roses.”
- Can’t address on issue of social justice without addressing everything.
- Access to all facets. Equal access and empowerment to access safe, clean and resilient environment.
- Basic necessities of life tied together with basic necessities of social justice.

- Combine these issues, we can create a better world for our children.
- Access, sustainable for all.
- Making a strong community.
- Equity – live in a place where everyone is thriving.
- Education can be used to improve the other pieces of the puzzle.
- Systems of power and privilege function on a broad level.
- Equity/fairness stands out.
- Food waste in people’s backyards is also water and land waste. Connecting resources to where they are needed (fruit is an example).
- Equity = safety. But equity is different for each person.
- Right to live with dignity. Opportunity to reach fullest potential.
- Basic needs are met and opportunity to become what they want to become.
- Need to recognize environmental limits, but make sure distributed equitably, managed equitably.
- Intersection of social equity and voice.
- Thinking broadly about systems and inter-relationships. Value each component and relationship among them.
- Spaces for social equity and resilience using the other factors in the social justice areas.
- Social equity and voice with the other pieces fitting up under those two main areas.
- Opening space for creativity and emerging opportunities that are acceptable to everyone interested in any category and keeping space open.
- Equity of access to all of these things for all groups to have a voice.

Southwest Sustainability Doughnut
Question 2: How do you define social justice within the Haury Program social justice focus areas? (continued)  (Note: The responses are in no particular order and no priority is implied.)

- Multi-faceted, including the environment. A way of giving voice to those who aren’t normally heard in decision-making.
- Social inequities that create hunger. Not feeling like you have the right to have a voice. Creating tools for people to be able to participate.
- Critical consciences that play a role in life. How we think about our role in this. Understanding where we stand in social justice areas and being able to balance all these areas.
- Everyone having access to these social justice areas. Everyone respect everyone’s rights to achieve these areas.
- Understanding the barriers to achievement.
- Environmental justice doesn’t always incorporate social justice.
- Equitable access to all spokes (as on a wheel) and across generations.
- Benefits and burdens are equitably divided – currently unequitable.
- Seven qualities as birthright. How and where you are born in the world means being nurtured or an obstacle.
- Visually appealing – struggling with the center. Broad concepts, where do people enter in? Humans too small in this model.
- Defined to include people of all abilities, gender and race, etc., promoting, participating in access to food and environment.
- How women and people of color have access to those listed and advocate for a community within those frameworks.
- In this context, equal access, opportunity to all members of our community. Where inequality exists, strive to improve.
- DACA (Deferred Action for Child Arrivals), gender and social equity.
- Inter-related-connections between issues.
- Equity to access.
- Anti-racism (racism is a big contributor).
- DACA.
- Words are very soft. Need to have “racism” present, need to name the problem.
- Educating to build better resilience in communities.
- Cohesive, informed neighborhoods
- Sustainable development – who defines and decides what is “sustainable?” Related to this is who has a voice and who gets funding to do this work.
- What does “voice” mean? Individual? Community?
- Education for all children. Equal, high quality, basis for state economic income.

Question 3: What do you consider to be the most pressing social justice issues and any linked environmental challenges?  (Note: The responses are in no particular order and no priority is implied.)

- Lack of safe drinking water linked to environmental issues.
- Voice and climate change: voice hampered by money and politics. Climate change cannot be addressed because politicians bought off.
- Voice: Now we can press issues with social media and connect everyone. Some don’t have access to that. Opportunity to have voice might make issues easier to handle.
- Education: Lack of education. People won’t know they are harming the environment. Poor parts of city people might not bike as much because of lack of education.
- Cannot get out of situation or exceed their expectations. Better part of the city is that staff cares about students.
- Oppression interconnected. Capitalism big problem – set up to benefit off of oppression of certain identities. Living in society that is focused on monetary gain and people as commodity sets us up for failure.
- Climate Change: Caused by inequity, over consumption, lack of education and seeing effect of climate change impacts on people who don’t occupy privileged classes who get to protect themselves.
- Connection between social equity and land use: Social class power struggle – maintain their position. Others pushed to land less fertile and close to pollution. How we use land affects water and land. People not put to the side and face disparity if we managed land use better.
- Western framework of justice/ideals – need to ask needs of those impacted.
- Dramatically differential impact that is happening in the world.
Question 3: What do you consider to be the most pressing social justice issues and any linked environmental challenges? (continued) (Note: The responses are in no particular order and no priority is implied.)

- Land use is central: Land includes life, water cycles. Need a broader sense of what land is, and how to manage it. Biodiversity totally linked to land use. In the past land management took other issues – the broader system – into consideration.
- Threats to clean air, water, and food insecurity.
- Placement of factory farms – wastelands typically in low-income areas.
- Environmental racism.
- Profits over people.
- Capitalism.
- White supremacy.
- North American culture = individualistic.
- Can't pick one issue.
- Listening to people.
- Target groups differently.
- Puerto Rico highlights some of the inequity in access to resources. We also take for granted our infrastructure. There is privilege in the way we access resources. Framing our use of resources in terms of privilege.
- Poverty and connections to environment – lack of access to amenities and exposure to pollution.
- Environmental justice issues occur where people don't have voice. Haves/resource users impact environment greatly. (3 additional votes by the group participants).
- Capitalist economic system leads to everything being a commodity (3 additional votes by the group participants).
- Representation – whose voices are not at the table? We have very few people of color in this room. (1 additional vote by the group participants).
- School to prison pipeline. Minority students more likely to be imprisoned. Once in the system, they can't get out.
- Our political leadership – it's ok to bully, lie, marginalize people. It is changing the way people think. Now there is very little [this is the complete sentence] (1 additional vote by the group participants).
- Education in sustainability has been lacking. So many problems with the current system can lead to lack of hope. A great inequity in our society is in education. One can predict success by socioeconomic status (3 additional votes by the group participants).
- southwest/Border Region AZ: Immigration huge issue – environmental challenge is climate change and connection with migration patterns. People may leave home due to changes in environments as well as other issues.
- Voice is central to so many issues. Climate, water and income are key concerns.
- Gerrymandering to halt full democratic participations – and claims about injustice – having impact that they want to have.
- Health and Wellness: Access to healthcare and rights/choice around healthcare. Wellness – access to education, transportation, environmental implications on health and wellness where you live, pollution, etc.
- Places people are able to live. Economic or voice or circumstances about where they can live. Places are affected by environmental injustice.
- Linguistic injustice touches on many areas of injustice, e.g., educational achievement. Revitalization efforts impact resilience.
- Silencing and demonizing and distorting of cultural practices are all linked.
- Abuse of power of law enforcement without any consequences and now with approval at highest level of government. Killing with impunity.
- The 1% of wealth making and influencing so much. Capitalism.
- Capitalism, also water. Looking at what has happened with oil and dams, but all comes back to money and equitization of wealth. Link = water use.
- Capitalism – neutral resource and decision making power is controlled by distribution of wealth. Water is life – shows capitalistic-ness in its ugliest form.
- Water – distribution of wealth. With contaminated water effects all ecosystems, people, everything.
- Voice within these social issues and having representation at the table.
- Capitalistic system leads to causes of climate change, water, money priority mentality affects everything!
- Human cognition – evolution of humans having our thought processes then we caused so many issues, pollution and biodiversity loss.
- Education: linked to legislature in Arizona. Inclusive and sustainable development.
- The Wall: Human rights and environmental impact.
- Inclusivity: Access to legal help and justice legal system is exclusive and discriminatory.
- Traditional knowledges disconnected from Earth. People don't remember how to take care of Earth.
Question 3: What do you consider to be the most pressing social justice issues and any linked environmental challenges? (continued) (Note: The responses are in no particular order and no priority is implied.)

- Each Area has Own Problems: 1) People don’t feel they have a voice; 2) People don’t think they can share their ideas and make a change. People’s lack of awareness of others’ social challenges. Wealth/income gap, racism, need for healing.
- Border issues. Vulnerable populations.
- Economic justice. Families work hard – capitalist system isn’t working for all.
- Resource overuse and inequitable distribution - energy and agricultural degradation.
- Income inequality and wealth is concentrated. Exploitation leads to environmental degradation and loss of birds.
- Most pressing social justice issue is climate change. Many social justice issues are associated with this.
- Climate change and social justice access to clean water and food. How to deal with a variety of environmental issues and ability to preserves one’s culture due to encroachment of Western Culture.
- Climate change for the most vulnerable populations and availability of clean water and habitable areas of land where those vulnerable populations can subsist-live.
- Looking at layers of needs. Social Justice has to address all those needs – food, water, health aspects are directly tied to water use from chemical pollution. Although climate change is severe and pressing, we only survive 3 days without water. Water is always #1.
- Violence and aggression in the way we talk to each other, especially teens. Online violence is a health issue for teens. We must support ethical responses in how we treat each other.
- Climate change is most pressing social justice issue. Current and historical power structures that have led us to where we are now. Allow for a diversity of solutions - no one person may have the solutions.
- Climate change is the challenge of our generation, but the incredible amount of social isolation and lack of connection keeps us from being creative in solving this huge problem.
- Climate change impacting all but different parts experiencing more. Historically, former colonies experiencing effects of climate change more and these areas don’t have infrastructure to be resilient.
- Low income and communities of color most impacted in terms of health and overall need to deal with this inequity
- Racism embedded in systems – DAPL (Dakota Access Pipeline), climate change, Puerto Rico. Racism determines where resources go and environmental injustices.
- Colonialization, neoliberal policies and resource extraction.
- Culture of poverty. Need adequate allocation of resources such as land use and affordable housing.
- Getting needed resources to people.
- Transparency in media coverage. What stories get covered?
- Education and Outreach. People don’t realize how quickly things are changing.
- Grassroots surveys. People need to hit the street.
- Get more community involvement.
- Develop voice.
- Need more education on issues.
- Speaking up. Naming structural racism.
- Speaking to white supremacy.
- Naming issues and problems. Action item: if there is social justice in this space, use social justice pedagogy and theories.
- Help people transition out of jobs in dirty industries to jobs that are clean energy.
- Restructuring how we live especially areas that have had industrial revolutions focused on energy consumption, food, and transportation. Restructuring wealth by investing money in areas that need infrastructure taking a global commons approach. Gather initial information through focus groups and surveys).
- Creating more spaces like this that allow for exchange of ideas/knowledge as a means of getting people more politically involved.
- Immigration and the ways we perceive our neighbors from Mexico and immigrants, Wall, private investments, militarization; context (issues) in Mexico.
- Help leaders advocate for clean, safe, affordable, renewable energy jobs.
- Economic inequality; toxic spills in areas economically deprived.
- Uranium mines on Navajo Land.
- Globalized countries that have industrial wealth create scarcity in other countries leading to culture, land, food, and water displacement; need corporations to address those people most impacted with biodiversity loss.
- Voices: indigenous languages in English speaking state: voice silenced without access to venues of representation and voice; unable to voice concerns around water and land use.
- Men of color dying from many things on daily basis. PO ps (people of color) second class citizens.
- The impact on the land from use, fracking and mining. Commodification.
- Lack of education about the environment leaves many people isolated.
- Poverty – basic needs are not being met. Society moral compass.
- Food and food security. Need ways of sharing knowledge and identify the lens for viewing cultures, health and economics.
- Government does not recognize the environment. The big players, US corporation leaders, need to join basic laws
- Mental health – prisons are filled with people with mental issues. Need to empty the river.
- Shift entire way we conceive what it means to be human.
Question 4: What actions should be taken to address the issues identified in the previous question? (Note: The responses are in no particular order and no priority is implied.)

- An action should be education even if not in a school because people don’t know about the issues. It is important to be conscious about the actions so they take them.
- You need education from a grass roots level. Get money out of politics to get more people to influence law makers.
- Not to be silent, and speak up even if from a grass roots movement. People need to be heard.
- Agree with not being silent and speaking up. Get young people to know they can speak and their actions can make a difference. Plus care about others in the community.
- Essential for everyone to be engaged and speak up. Engage in the system to change the system. Engagement: educated, considered, walking the talk, know what’s going on.
- Need to know what or not to participate in regarding a specific program/action. Need to create the safe places to act in order to tackle the environmental challenges. Listen and fund the needs of those who are oppressed.
- Need to remember privilege people may not have the best solutions. Need to spend less on military/weapons and put into environmental issues.
- Raise awareness of social issues so they will want to bring about changes. Give knowledge to many so together solutions can be created.
- America was built on racism.
- Racism isn’t new, it’s always been here.
- Protest and see what parts of our system act. Consciousness raising and resistance.
- Listening to our communities and speaking with people who aren’t the same as you.
- Supporting spaces that foster resistance, solidarity
- Address the many issues through support for actions and projects at a neighborhood level.
- Acknowledgement and education.
- Creating shared experiences.
- Promote healing.
- Being the model for what we want our kids to grow up in.
- Electing new people into office.
- Big systematic change.
- Listening – letting people’s voices be heard – change at a systemic level.
- Identify ways to prevent issue-fatigue. Show people a way to not feel overwhelmed.
- Very difficult! These are deeply embedded in deeply entrenched systems. It is a shared conversation not a list of activities.
- Get money out of politics. This will have impact on many other issues. Term limits. Now people act to get re-elected.
- Educate young students – what are the issues? Find out what community issues are.
- Time of crisis – crisis breeds opportunity. More joint solutions will be better adapted to a changing world.
- A problem cannot be solved doing the same kind of thinking that created it.
- Need to change the system. Invent a new system.
- Daniel Quinn – most people are not even aware of the story we are living in the assumptions in our culture. Education has an important role to play, e.g., our dominance over nature is part of our cultural story.
- Diversity in many realms is lacking. Diversity is politics as well. Our group is not diverse in this way either.
- Giving people voice is hard to do. There are unfair circumstances.
- Break down the sense of other. Our impulse is to try to find common ground in a safe place.
- Get rid of prisons. We are incarcering the leaders we need.
- Criminal justice needs radical reform. There are 8 year olds in prison. School to prison. Need help to care for these children – groups of mothers. Critical thinking. Thinking differently. Look for root causes and solutions. Band together. Include all voices.
- Review how congressional districts are drawn in Arizona and elsewhere and not done by political parties.
- Changes in tax laws to redistribute funding to more broadly support more parts of the population.
- Eliminate lobbying.
- Increase public awareness and normalization, and educate educators about the critical importance of multi-lingualism.
- Creating a linguistic landscape that reflects multi-culturalism in Southwest, e.g., signage/media/TV programs in multiple languages.
- Better ways to dialogue and include diverse voices and cultures with resources and investing in those communities and practices. Plus listen to them!
- Transportation helps ability of people to get access to means of transportation.
- More funding opportunities for Native communities to revitalize or reclaim their language (to avoid loss of language/traditions).
- Make a salon movement –space to explore cutting edge ideas.
- Offer general operating support to organizations not tied to programs. Investment in sustainability and capacity of organizations.
- “Burn it all Down!”
Question 4: What actions should be taken to address the issues identified in the previous question? (continued) (Note: The responses are in no particular order and no priority is implied.)

- There has to be consciousness raising. We need to think outside ourselves before we can even institute a new system. Saying this is “ours” instead of this is “mine.”
- Teach your children we are not as powerful externally as we think we are but we are in our families. Always take action, speak out, and vote.
- Mass mobilization and social movement building that is cross sectional to bring intersectional social movements. Start with building community locally. Start at the community level so we are more vested in the things we see. People need to be able to see the pain in their communities before they can create change. Communities feeling pain that causes mass mobilization.
- We need change within our government. Vote. Act locally on issues such as water by evaluating and creating risk management plan.
- Education and also open and meaningful dialogue between and with-in communities and with their representatives.
- Stronger outreach to underrepresented populations for how they define environmental problems and solutions. Bottom up or diagonal vs top down. Listening and talking: Identifying shared values. Voting. Joy in civic engagement, effort to elect better leaders and laws.
- Voice and listening: We erase history too easily. Need to keep history alive.
- Focus on intentionality and outcomes one’s actions produce. Greater common respect. Structurally focus on education.
- Education about environmental issues. Can’t make a difference if you don’t know problems or what is going on in the world.
- Education tied to advocacy that encompasses all age groups. Focus on youth participation.
- Philanthropy reform. Find a way to be more rapidly responsive to needs. More responsive and flexible to local needs. Reduce bureaucracy.
- Teaching communities low-cost techniques to reduce their vulnerability to climate and environmental risk.
- Cross-border learning about low-cost techniques to reduce their vulnerability to climate and environmental risk.
- Starts with us, with privilege, to own up and bring those at risk to the table.
- Learning from communities and civic engagement.
- Need to do more collaborative work and projects, e.g., in classrooms and take students to community for education.
- We, with privilege, need to be self-aware and aware of what other communities are experiencing.
- Education to discourage 1%ers from keeping to themselves. Making people aware of the trajectory we’re on (toward revolution).
- Campaign finance reform.
- Institutions need to think about how they perpetuate these structures.
- Connect privilege with responsibility.
- Imaginative and effective education for everyone, e.g., re-education for ex-coal miner to give them life skills specific to each population’s issues.
- Empower communities to empower themselves. Education and collaborative work. Participants and trainers.
- Educate policy makers on impacts of climate change to most vulnerable. Create community around this issue so each community can tailor their regional approach through political, economic, social, education means. Huge proponent of advocacy and education to empower folks to take action.
- I would attribute a lot of environmental social issues to a flawed way of thinking about the world; humans separate from nature; human above nature and therefore nature to be exploited; and some humans above other humans and therefore to be exploited. Open our minds to how we see the world including other cultures that see the world differently than we do.
- Foster community conversations on how folks are experiencing climate change. Need to reclaim the power of the vote for accountable government solutions.
- Start a 6-month gathering of teens to discuss online violence and develop a document with values to share with the community on addressing this issue.
- Conduct thoughtful, truthful conversations to understand the beliefs and choices that are different from mine on climate change. What is in-common? Then engage real people in the region to build a program with an action plan that honors the urgency of climate change.
- Have to find solutions that each person will find personally beneficial.
- Power of example is key. Poor leadership brings pushback on some levels, but also complacency that falls into that power structure.
- Use innovation and resiliency of marginalized people who thrive despite circumstances.
- Opportunities for truth telling and a way for that conversation to happen in the US. We’ve really good at not telling the truth in our policies. It’s really hard to imagine a new future without a good grasp of the past.
- Common thread is how to change system that’s affecting all of us. Political injustices affects predominately non-white, non-privileged people (example is hurricanes). Not listening to voices.
- Making clear, documenting agreements, in our relationship with different communities, for example, with tribal communities, students from different countries.
Question 4: What actions should be taken to address the issues identified in the previous question? (continued) (Note: The responses are in no particular order and no priority is implied.)

- It takes a community to do justice by collaborating, building networks. Think outside the box, push the institutions we are part of.
- Ground up/grassroots based actions utilizing our power of choice. Choose where to put our money; use our partnerships in places that are under-resourced; plant native-plants; rainwater harvesting; recycling; local business movement; and sustainable issues at home.
- Light bulbs to LEDs. Save money in electric bills.
- Get youth to understand how important voting is.
- Involve youth in civics class.
- Put out a list of products you do not want to buy (not support those how would take away rights).
- Education on what to do. Presence in the community (put info in people’s hand).
- No common ground for education (so many sources of fake news).
- More political action.
- Communicate with people with lived experience. Don’t assume you know the best course of action for them.
- For grants - Look at qualitative numbers; look for narratives about real change not just quantitative numbers.
- Be mindful of intentions. Create authentic partnerships for something lasting.
- No white savior complex approach.
- Understanding larger global structure and how business affect environment issues.
- Discover what is affecting folks and assess the needs by talking with communities. What do you care about and what do you want to solve?
- Shift resources in areas.
- Address educational institutions’ contribution to re-segregation.
- Section 106 in consultation with tribes. This is not well-defined. Some stakeholders meet, while tribes left out. This needs to be mandated. Shift in commodification of land. Flipping houses, land no respect.
- Giving a say to communities – they need to be consulted at the forefront.
- Youth: Hard to get jobs to provide a basic living income. “I’m so busy trying to survive.” One of many millennials like me – we can’t make needed change.
- Power not consultation. Shift to localization, authentic power sharing within human scale communities.
- Old guard be receptive to outside ideas, leveling out new and old, but also, wisdom, leadership from different sectors (age, genders, education, and backgrounds). Simplifying. Need growth.
- Implement environmental education in schools.
- Commodification of water, too. Need to shed light on who is at which tables. Demand transparency, inclusiveness.
- Shift funding from prison’s/mental health to the environment.