

ConSOLIDated Climate and Civic Action Plan: 2022-2026

The ConSOLIDated Climate and Civic Action Plan (referred to as the ConSOLIDated plan) updates, connects, and combines two significant existing plans at Kapi‘olani Community College. These two plans have both been formally approved, and both in need of update. The ConSOLIDated plan focuses on the most urgent action items from both plans and acknowledges the accelerating climate crisis and the intertwined nature of climate action and equity-centered community and civic engagement.

1) [Sustainability and Climate Action Plan](#) (“Ho‘omauō Kapi‘olani”) (2017-2021)

2) [Civic Action Plan](#) - 2018-2021

Both plans remain foundational living documents with metrics connected to campus vision, values, mission, and strategic planning and to which the campus remains committed. The ConSOLIDated plan builds on the two previous plans, responding to new UH System contexts such as Covid 19 and general education revisions, and to the amplification of weaving indigenous and western knowledge systems.

In addition, the ConSOLIDated plan provides guidance on implementing curriculum, active learning and course redesign strategies aligned with current institutional and general education learning outcomes, as well as the coming general education redesign.

Institutional Learning Outcomes (ILO)

“Within professional, civic, and personal contexts, and in the pursuit of their current individual learning goals, KCC students are able to:

1. Use critical and creative thinking and reasoning
2. Communicate clearly and appropriately.
3. **Demonstrate an active awareness of the Hawaiian Islands and the rich diversity of its peoples, in particular the values and history of the indigenous culture.**
4. Make contributions to their communities.

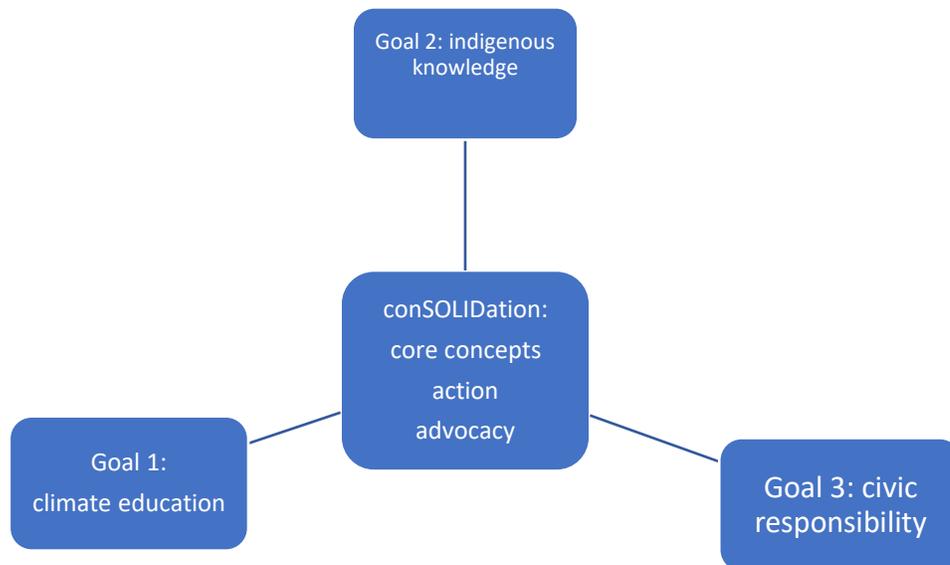
General Education Learning Outcome (GELO): The Student:

- A. Ethically and clearly composes texts for a variety of audiences and purposes.
- B. Describes numbers and applies them to real world problems, including calculation, analysis, and interpretation of data.
- C. Develops knowledge of the self in relation to the world.
- D. Describes the connections between science, nature, and their own lives.
- E. Based on scientific research, describes, analyzes, and explains social systems and applies social science theories to local or global issues.
- F. **Applies core concepts of civic responsibility as a lens for taking action on social or environmental opportunities for local or global change.**

Through professional development, faculty, staff, and student imagination and innovation, and the development of authentic and durable community-based partnerships, the ConSOLIDation plan aligns with all four ILO and all six GELO.

However, we propose that the strongest alignments are with **ILO 3** and 4 and **GELO F**.

Consolidated Plan Goals: 2022-2026



GOAL 1: Broadening and deepening educational approaches for climate, sustainability and resilience learning.

The eight core concepts of sustainability articulated by the UH System Sustainability Curriculum Coordination Council, and used as criteria for designating a Sustainability Focused or Sustainability Related course section are:

1. Sustainable Economics
2. Ecosystem Services
3. Ecological Footprint,
4. Traditional Ecological Knowledge (TEK), Indigenous Knowleges
5. Equity
6. Sustainable Community Food Systems,
7. Sustainable Materials Management,
8. Climate Change Mitigation, Adaptation, and Resilience

GOAL 2: Acknowledging, amplifying and weaving indigenous and western knowledge systems.

Areas of focus to maintain and strengthen relationships with indigenous and western scholars and communities are focused on:

1. Traditional ecological and indigenous knowledge (TEK, IK).
2. Biocultural restoration.
3. Cultural ecosystem services.
4. Native science, culturally-responsive education, creative strategizing in teaching and learning.
5. Self-determination through community engagement with and ownership of science.
6. Climate change, indigenous realism, collective continuance and decolonization efforts.

GOAL: 3: Advancing Equity-Centered Community and Civic Engagement: Students Acting and Advocating

There are five Core Concepts of Civic Responsibility (adapted from Campus Compact Civic Action Commitments)

1. **Empowering** our diverse students, faculty, staff, and community partners to co-create mutually respectful partnerships in pursuit of a just, equitable, sustainable, and resilient future for our island communities in an evolving global community.
2. **Embracing** our responsibilities as an indigenous-serving and place based institution, contributing to the health and strength of our island communities—economically, socially, environmentally, educationally, and politically.
3. **Preparing** our students for productive futures in their professional, personal, and civic lives, with the motivation and capacity to deliberate, act, and lead in pursuit of the public good.
4. **Fostering** an environment that consistently affirms the centrality of the civic purposes of higher education by encouraging and supporting deeper public service engagements by members of the campus.
5. **Harnessing** the capacity of our College —through teaching, service, research, partnerships, and institutional practice—to challenge the prevailing social and economic inequalities that threaten our democratic future.

At Kapi'olani Community College, students learn about concepts of civic responsibility across a variety of courses, and then learn how to **take action** and **advocate** about them (Civic Action).

Table 1: *ConSOLIDating* Core Concepts in Sustainability and Civic Responsibility

Core Concepts: Sustainability and Climate Education	Active Learning (Acting and Advocating)	Civic Responsibility
Sustainable Economics	Provide opportunities for students to research local business and assess their triple bottom-line: ecology, equity, and economics, and to report their findings back to these businesses.	Empowering, Embracing Preparing
Ecosystem Services	Restore ecological services provided on land, water and ocean.	Embracing
Ecological Footprint	Reducing campus ecological footprints in energy, transportation, food waste, waste reduction	Empowering, Preparing
TEK/IK	Amplify Native Hawaiian knowledge systems related to sustainability and resiliency through service, ‘āina-based learning, undergraduate research experiences and internships.	Preparing
Equity	Ensure that the needs and assets of vulnerable groups are included in campus, city and county, and state policies.	Harnessing
Sustainable Community Food Systems	Serve and support Hawaii Food Bank, Farm to School initiatives, and the Ike ‘Āi food system transformation plans.	Empowering, Embracing and Preparing,
Sustainable Materials Management	Campus waste audits and waste reduction	Harnessing
Climate Change, Mitigation and Resilience	Track campus energy use and advocate for reducing ecological footprints Follow and contribute to policy at local, state and federal level. Work with Neighborhood Boards to identify primary and secondary resilience hubs and networks.	Preparing and fostering Fostering and harnessing

The ConSOLIDated plan can be useful for course and assignment design, supported by professional development efforts and the Sustainability Committee:

SAMPLE: Climate Mitigation, Adaptation, and Resilience:

Examples: core concept of civic responsibility (Action and Advocacy)	Examples: core concept of sustainability (Knowledge)
Attend neighborhood board meetings Engage in resilience planning Submit legislation testimony Mentor high school students Work with City & County Office of Climate, Sustainability, and Resiliency Follow city council policies Follow state legislative policies Communicate to neighborhood boards	Learning about climate change Understanding climate impacts Know definitions of mitigation and adaptation

Sample: Ecosystem Services:

As a core concept of civic responsibility (Action and Advocacy)	As a core concept of sustainability (Knowledge)
Restoration activities (algae removal)	Understanding Hawaii's ecology and geography

Sustainable Materials Management (Waste management)

As a core concept of civic responsibility (Action and Advocacy)	As a core concept of sustainability (Knowledge)
Advocate for zero-waste Advocate for plastic-free oceans	Learning about Hawai'i's waste management, beach and ocean debris, landfill, and other issues.

Sustainable Community Food Systems

As a core concept of civic responsibility (Action and Advocacy)	As a core concept of sustainability (Knowledge)
Support Hawaii Food Bank Support Farm-to-School Legislation	Study and participate in efforts such as the Ike 'Āi food systems transformation plan; create learning pathways with UHWO Food Systems BAS.

Traditional Ecological Knowledge (TEK) and Indigenous Knowledge (IK)

As a core concept of civic responsibility (Action and Advocacy)	As a core concept of sustainability (Knowledge)
Collaborate with Native Hawaiian non-profits	Model TEK and IK on campus and utilize new pedagogies

Ecological Footprint

As a core concept of civic responsibility (Action and Advocacy)	As a core concept of sustainability (Knowledge)
Advocate for reducing carbon footprints and ecological footprints at home and on campus.	Teach resources such as footprint calculators and Ecological challenges, and Overshoot Day.

Sustainable Economics

As a core concept of civic responsibility (Action and Advocacy)	As a core concept of sustainability (Knowledge)
Assess business triple-bottom line and report findings back to businesses.	Circular economy

Equity and Justice

As a core concept of civic responsibility (Action and Advocacy)	As a core concept of sustainability (Knowledge)
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Act to ensure perspectives of vulnerable populations perspectives are heard, valued and acted upon	Learn about local neighborhood boards, City & County initiatives, State legislation and policy
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Raising Resources: The Center for Resilient Neighborhoods (CERENE) within OFIE

In a challenging institutional resource environment, the Kapi‘olani ConSOLIDated plan provides a roadmap for developing CERENE as a revenue generating center for urgent student, staff and faculty development to tackle climate change on O‘ahu, throughout Hawai‘i, regionally in Oceania, nationally, and globally. CERENE will focus its revenue generating efforts on faculty engagement, service learning, community and civic engagement, undergraduate research and internship opportunities for students. CERENE will continue to provide leadership with the Global Council for Science and the Environment, Hawai‘i Science and Civic Engagement (SENCER) initiatives, Hawai‘i-Pacific Islands Campus Compact, Western Region Continuums of Service Conference (March 2023), and Youth Service Hawai‘i. Further, CERENE will work closely with the UH Sustainability Office, the UHM College of Social Sciences, Department of Urban and Regional Planning, and the Institute for Sustainability and Resilience,