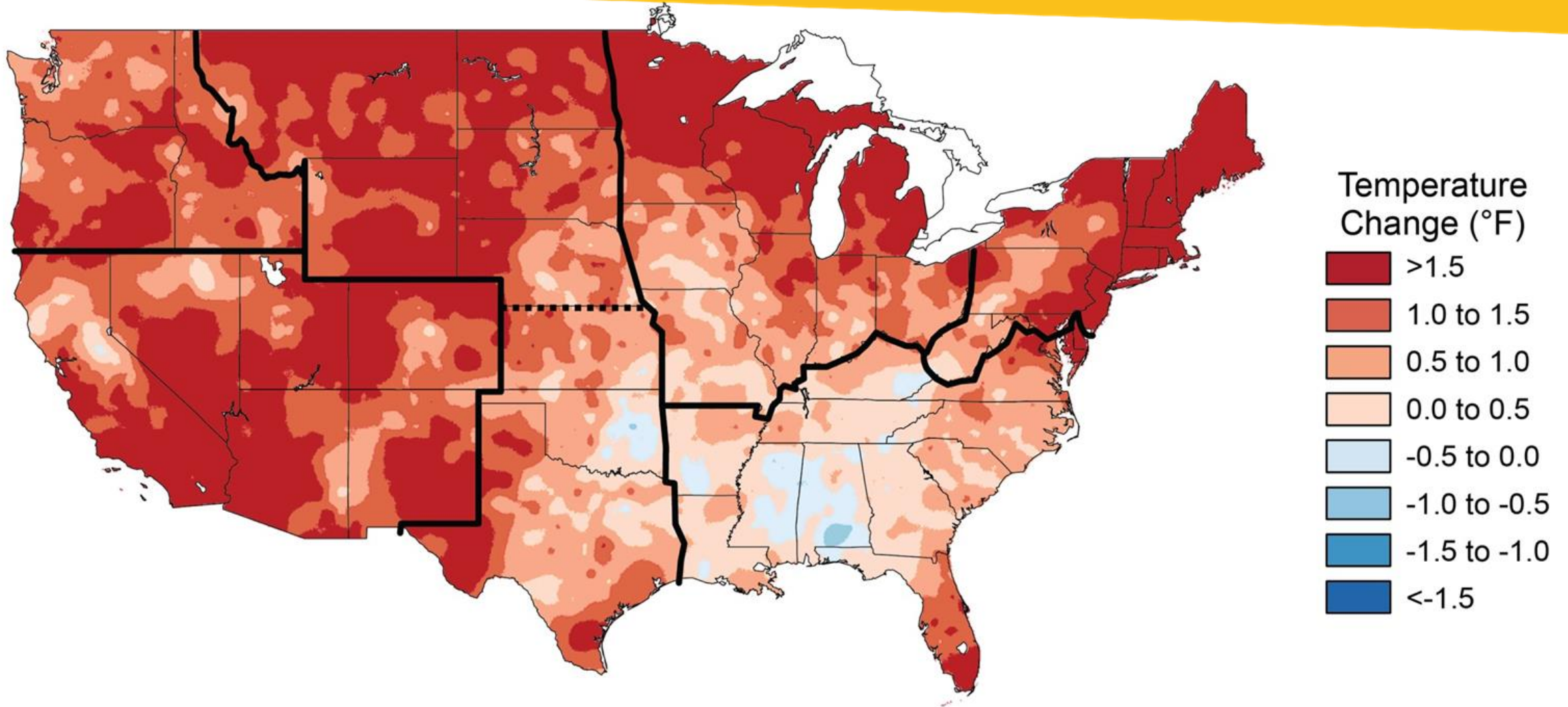


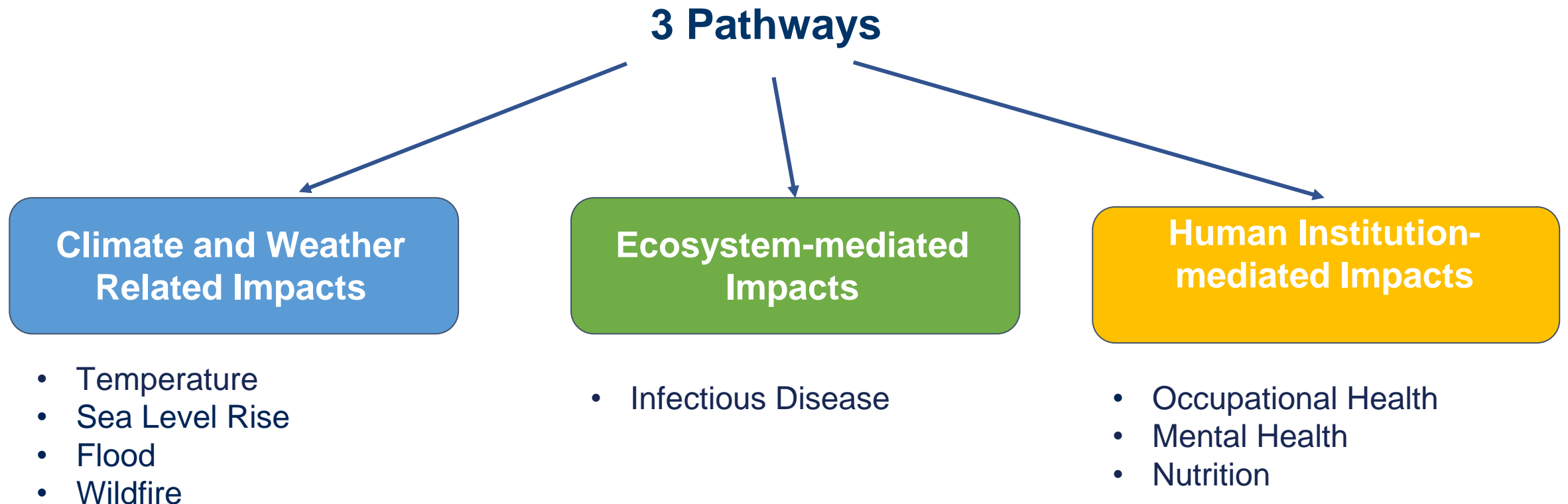
Environmental Justice and Inclusion

NAU Office of Sustainability

Climate Change

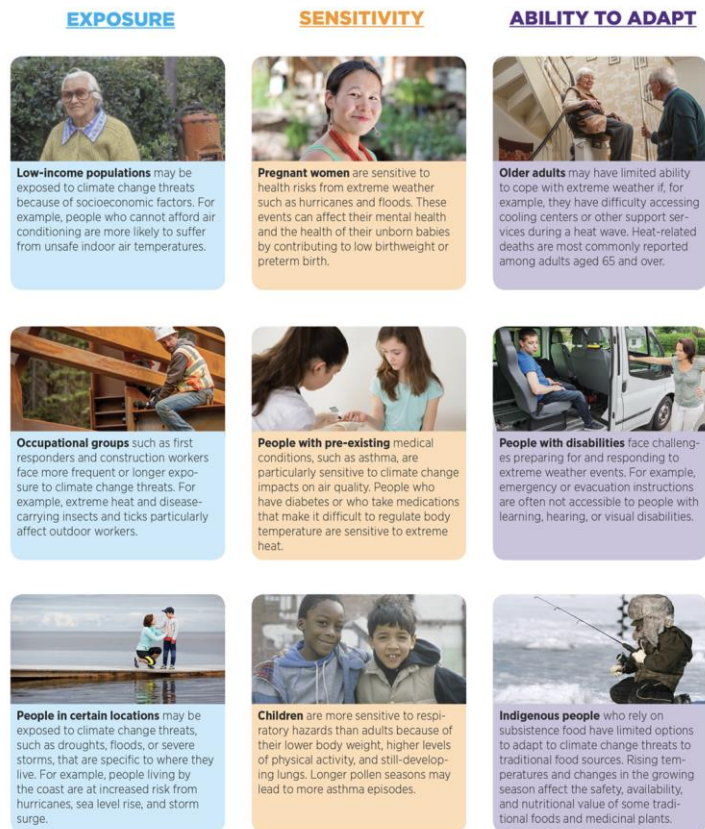


Climate Change Exposure



The Most Vulnerable

Figure 4. Examples of Climate Change Vulnerability



1. Exposure

- Low-income populations
- Occupational Groups
- People in Certain Locations

2. Sensitivity

- Pregnant Women
- People with pre-existing medical conditions
- Children

3. Ability to Adapt

- Older Adults
- People With Disabilities
- Indigenous Peoples

The Most Vulnerable

African Americans

- 40% more likely to live in areas with highest projected deaths from Extreme temperatures
- 34% more likely to live in areas with the highest projected increases in childhood Asthma

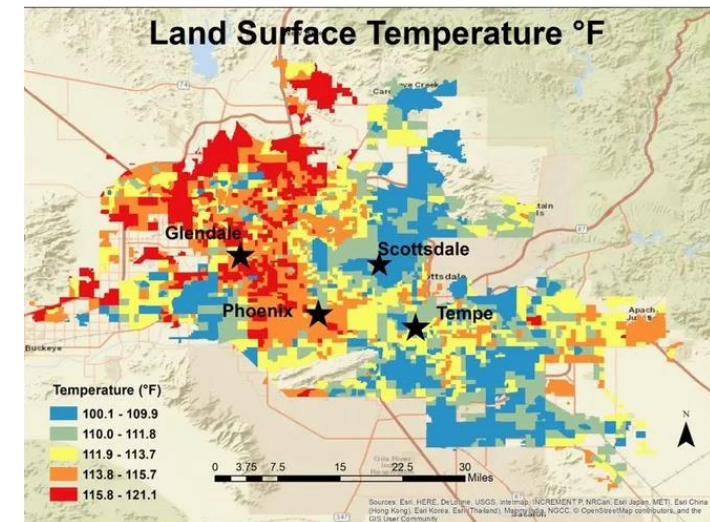
Latinx/Chicanx

- 43% more likely to live in Areas with highest projected labor hour losses in work exposed to the weather
- Phoenix and Tucson areas with large Latino and low-income populations shows temperature 3-5 degrees warmer on average compared to predominantly white populations.

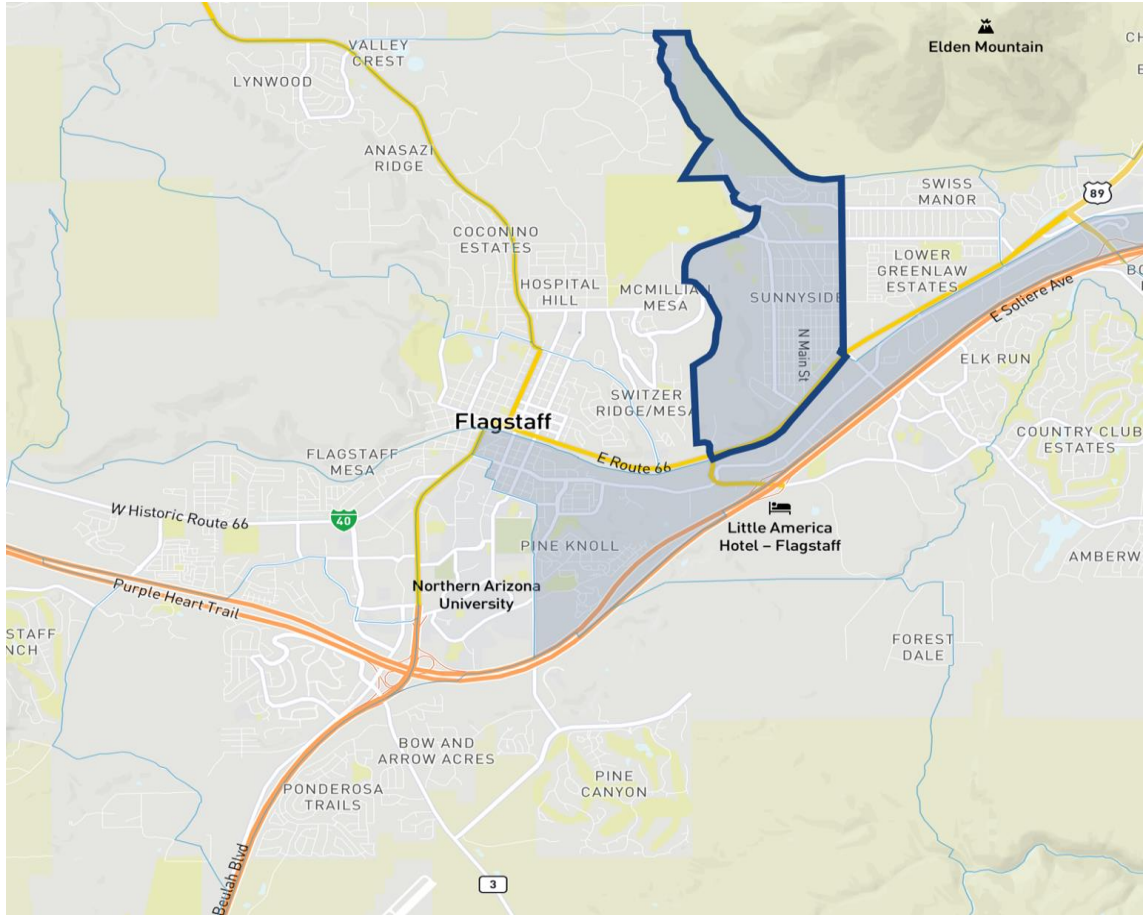
Native American

- 48% more likely to live in areas where the highest percentage of land is overwhelmed by sea level rise

NORTHERN ARIZONA UNIVERSITY



Environmental Justice Map of Flagstaff



Projected flood risk

90th

above 90th percentile

Projected risk to properties from projected floods, from tides, rain, riverine and storm surges within 30 years

Projected wildfire risk

97th

above 90th percentile

Projected risk to properties from wildfire from fire fuels, weather, humans, and fire movement in 30 years

AND

Low income

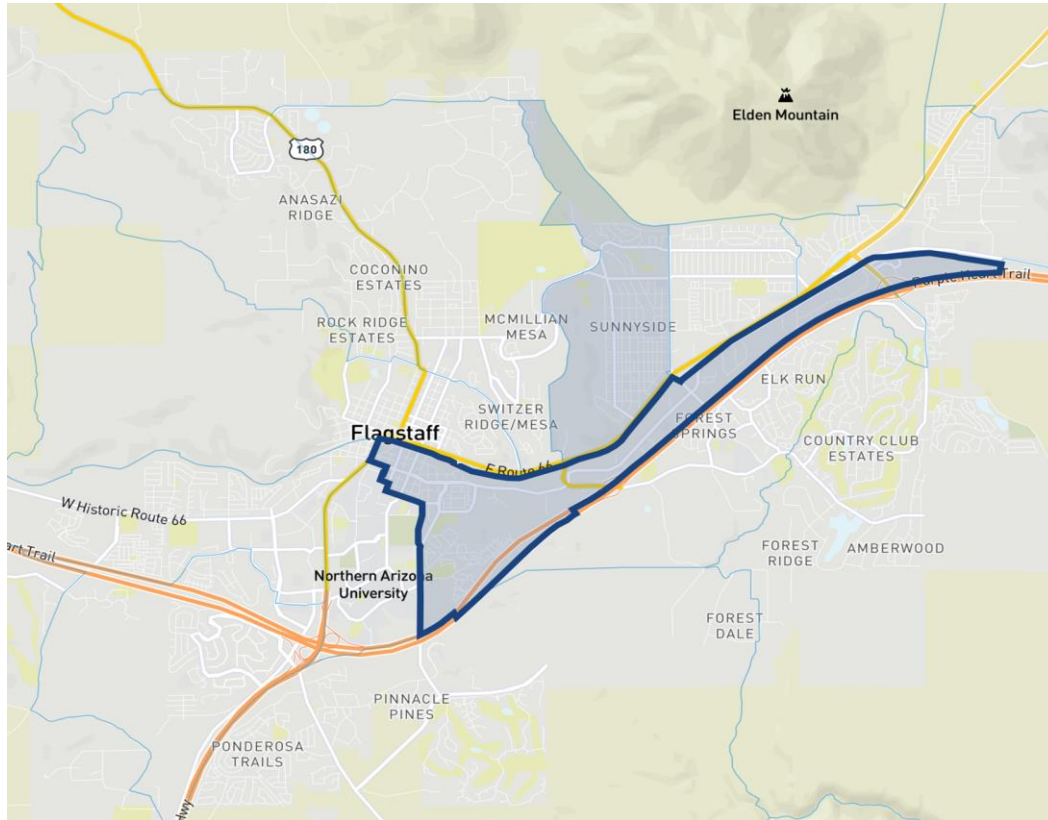
68th

above 65th percentile

People in households where income is less than or equal to twice the federal poverty level, not including students enrolled in higher ed

NORTHERN ARIZONA UNIVERSITY

Environmental Justice Map of Flagstaff



Poverty

Share of people in households where income is at or below 100% of the Federal poverty level

96th

above 90th percentile

Wastewater discharge

Modeled toxic concentrations at parts of streams within 500 meters

94th

above 90th percentile

Asthma

Share of people who have been told they have asthma

87th

not above 90th percentile

Expected population loss rate

Fatalities and injuries resulting from natural hazards each year

97th

above 90th percentile

Projected flood risk

Projected risk to properties from projected floods, from tides, rain, riverine and storm surges within 30 years

92nd

above 90th percentile

Projected wildfire risk

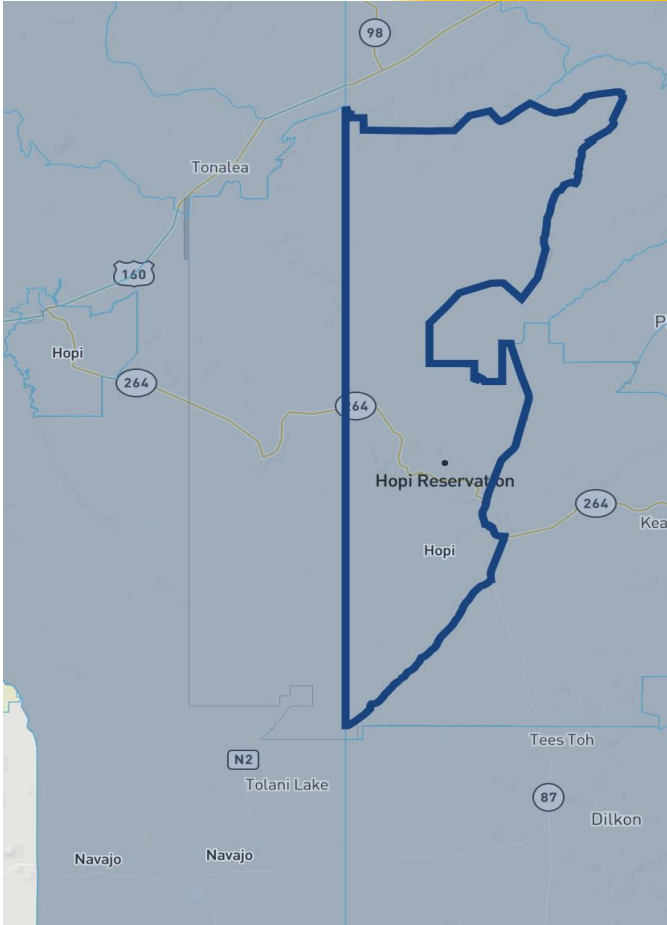
Projected risk to properties from wildfire from fire fuels, weather, humans, and fire movement in 30 years

95th

above 90th percentile

NORTHERN ARIZONA UNIVERSITY

Environmental Justice Map Indigenous Land



Asthma

Share of people who have been told they have asthma

97th

above 90th percentile

Diabetes

Share of people ages 18 years and older who have diabetes other than diabetes during pregnancy

96th

above 90th percentile

Heart disease

Share of people ages 18 years and older who have been told they have heart disease

97th

above 90th percentile

Low income

People in households where income is less than or equal to twice the federal poverty level, not including students enrolled in higher ed

93rd

above 65th percentile

Expected agriculture loss rate

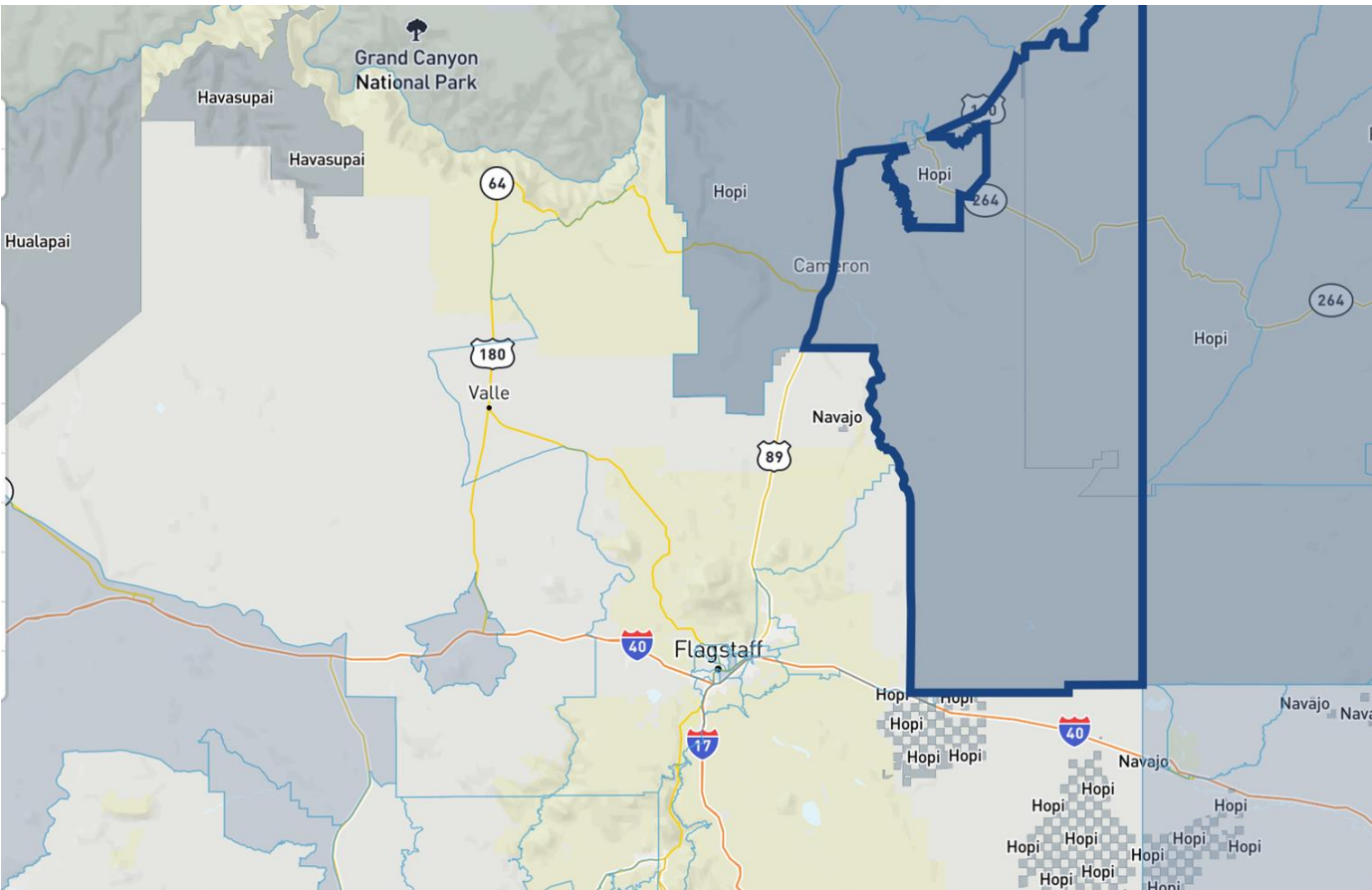
Economic loss to agricultural value resulting from natural hazards each year

99th

above 90th percentile

NORTHERN ARIZONA UNIVERSITY

Environmental Justice Map Indigenous Land



NORTHERN ARIZONA UNIVERSITY

Asthma

Share of people who have been told they have asthma

98th

above 90th percentile

Diabetes

Share of people ages 18 years and older who have diabetes other than diabetes during pregnancy

94th

above 90th percentile

Heart disease

Share of people ages 18 years and older who have been told they have heart disease

97th

above 90th percentile

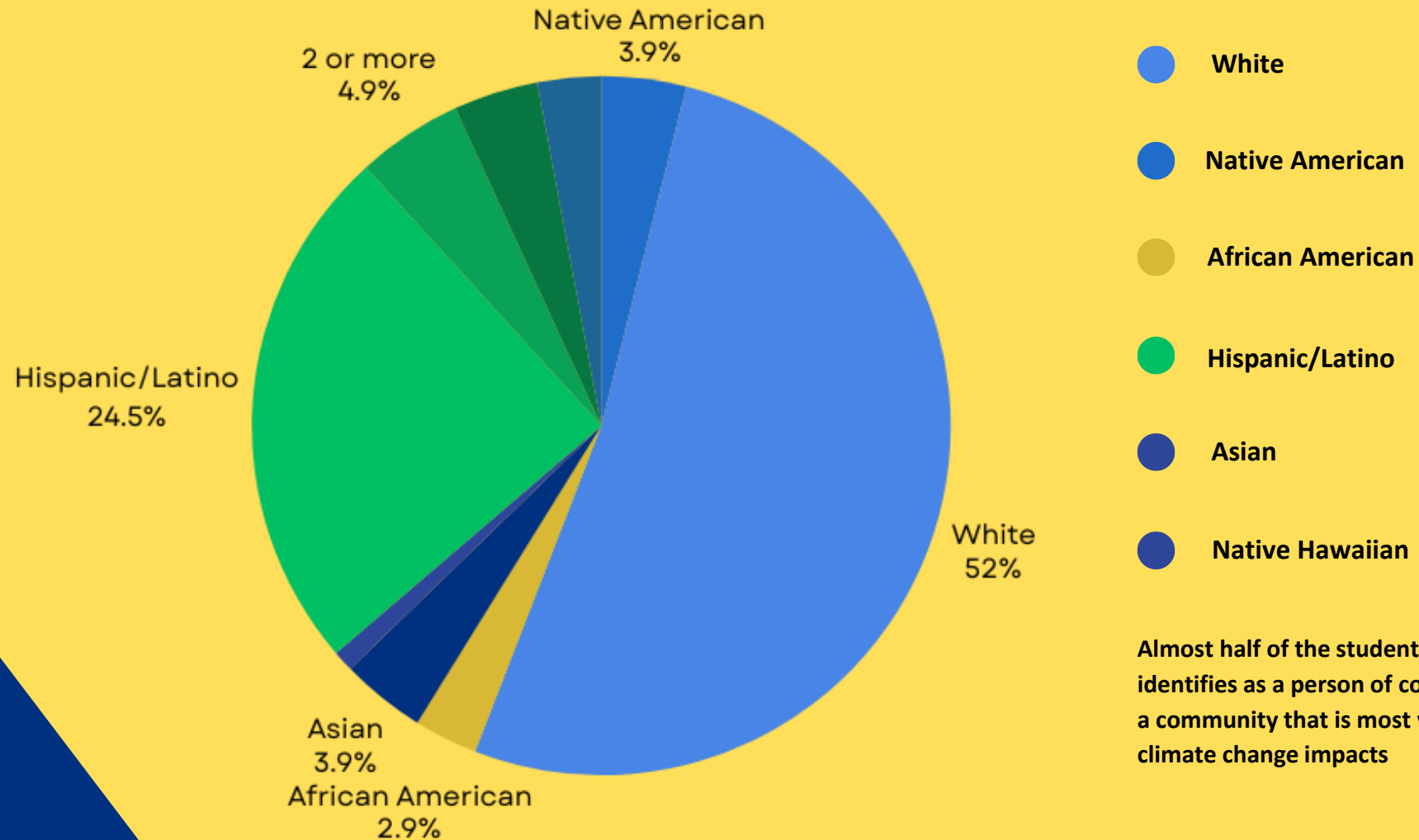
Low income

People in households where income is less than or equal to twice the federal poverty level, not including students enrolled in higher ed

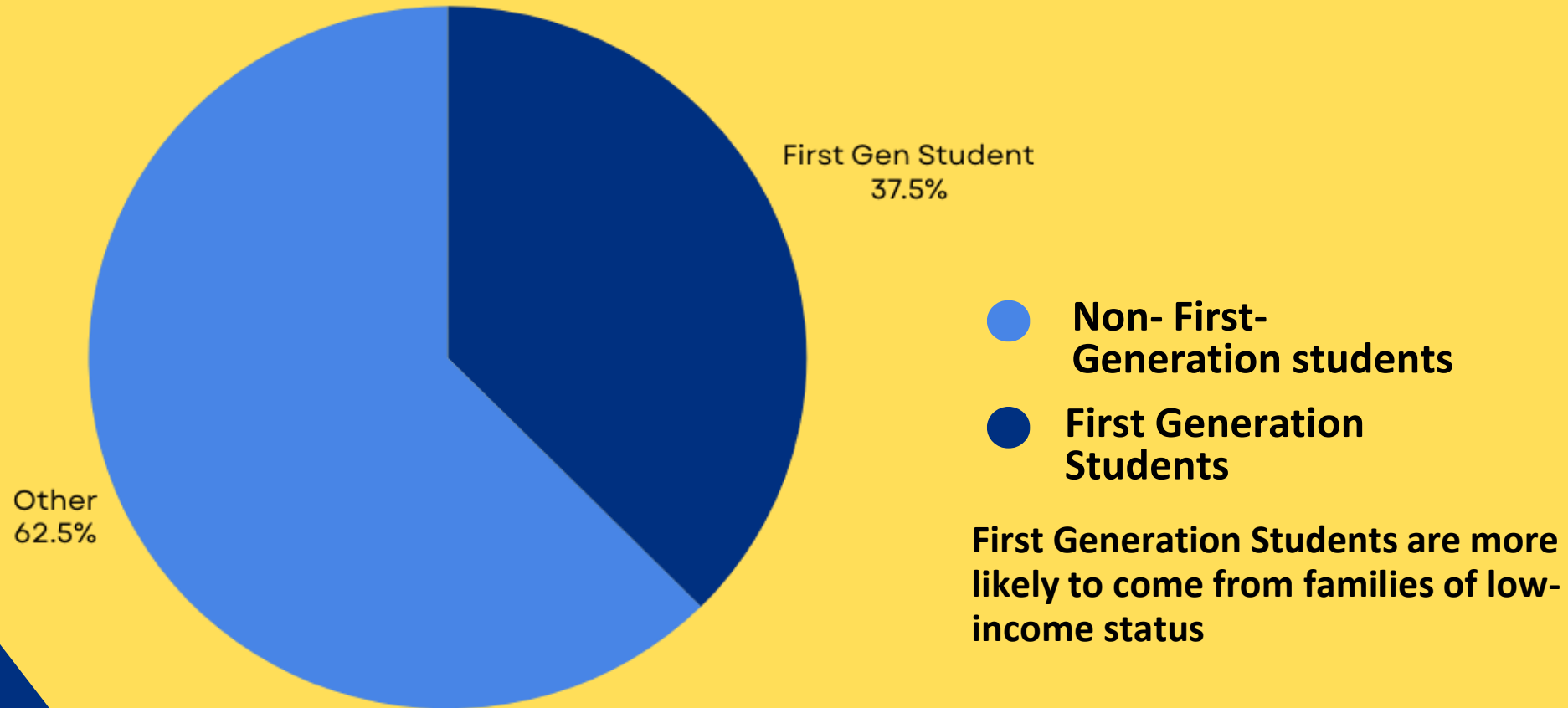
92nd

above 65th percentile

NAU STUDENT DEMOGRAPHICS FALL 2023



NAU STUDENT SOCIOECONOMIC STATUS FALL 2023



How Does this Affect NAU?

- Impacts affect learning
- Fears about climate change, the future, and uncertainty
- impacts low-income students
 - Housing or food too expensive
 - Furthermore, Environmental-friendly food is more expensive which results in poor nutrition
- Physical health of students and adaptation to weather-related climate change

The problem with our industrial food system



99¢



\$5



What Can We Do?

Education

1. Infuse climate literacy across campus
2. Learn how climate change impacts your life
3. Integrate Indigenous knowledge

Awareness and Support (Be an Ally)

1. Center equity in efforts to engage and support communities
2. Learn about other communities and how they might be impacted by climate change
3. Support other students' well-being and mental health

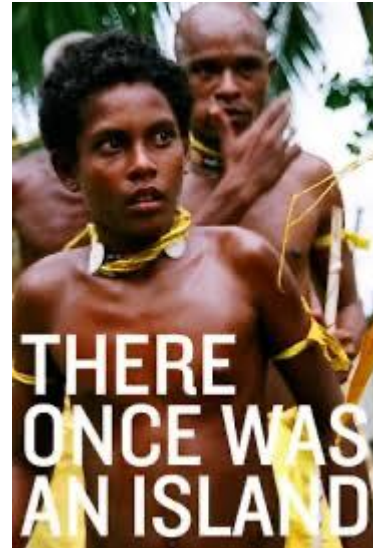
Action

1. Bring together community leaders to solve local climate change
2. Offer and provide feedback to NAU
3. Take part in EJ or inclusion events on campus and share your voice/needs



Upcoming Actions!

Better World Film Series



Upcoming Actions!

EJ Toolkit!

Includes

- Environmental Justice Books and Readings
- EJ events and Outcomes
- Films used in Better World Film series plus discussions

Operational Checklist

The operational checklist are areas that NAU will take into consideration when making decisions or operations that address climate actions. These considerations are derived from the City of Portland's *Climate Action Plan* and converted to serve useful to NAU.¹

- Disproportionate impacts: Does the proposed action generate burdens (including costs), either directly or indirectly, to communities of color or low-income populations? If yes, are there opportunities to mitigate these impacts?
- Shared benefits: Can the benefits of the proposed action be targeted in progressive ways to reduce historical or current disparities? Are the benefits dispersed not only equally, but equitably?
- Accessibility: Are the benefits of the proposed action broadly accessible to households and businesses throughout the campus—particularly communities of color, diverse identities, and those with disabilities?
- Engagement: Does the proposed action engage and empower communities of color and low-income populations in a meaningful, authentic, and culturally appropriate manner? Are community stakeholders involved and engaged in implementation?
- Capacity: Does the proposed action help build community capacity through funding, an expanded knowledge base, or other resources?
- Alignment and partnership: Does the proposed action align with and support existing communities of color and low-income population priorities, creating an opportunity to leverage resources and build collaborative partnerships?
- Relationship Building: Does the proposed action help foster the building of effective, long-term relationships and trust between diverse communities and NAU Advisory Board?
- Economic opportunity and staff diversity: Does the proposed action support communities of color and low-income populations through workforce development, contracting opportunities or the increased diversity of NAU faculty?
- Accountability: Does the proposed action have appropriate accountability mechanisms to ensure that communities of color, low-income populations, or other vulnerable

¹<https://www.portland.gov/bps/climate-action/history-and-key-documents>

[Operational Checklist Link](#)

This is not a final or accepted drafted yet.

Environmental Justice Club

Student run Club that will help facilitate workshops and provide an area for students to gain support in Climate Change.

COG

Colors Of Green, Turning the COGs to the Environment



Fact Sheets and Infographics

Heat and Health: <https://www.cdc.gov/extreme-heat/media/pdf/beat-the-heat-2017.pdf.pdf>

Ozone Health:
https://www.epa.gov/sites/default/files/2015-06/documents/ozone_and_your_health.pdf



Eco-Emotions (Stress and Anxiety):

- Website
 - <https://therapy-central.com/2022/04/18/what-is-eco-anxiety-and-how-to-manage-it/>
- Infographic:
 - <https://drive.google.com/file/d/1IZcdCkVGFxtGbwETiZeMKhXDcSxPF6hr/view?usp=sharing>

Survey

And thank you for your time!

Please fill out the survey using the QR code below!



Survey will be used for data analysis and help pioneer our campus to a more just and equitable environment

Thank You!