



**HIGHLIGHTS AND  
RECOMMENDATIONS FOR  
DECISION-MAKERS**

# Climate Action in Higher Education R O A D M A P



Findings and recommendations from  
workshops for academic leaders at  
University of California Santa Cruz  
April 2024 and July 2025



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Workshop photos credit: Caroline Roffe, Packard Foundation

## Can we do more?

In 2024 and 2025, 50 United States and Canadian higher-education faculty and administrators met to discuss how a campus’s components could better respond to climate change. “Climate Action in Higher Education: Roadmap” discusses where we agreed and where we didn’t.

This document, “Highlights for Decision-Makers,” includes top recommendations, innovative ideas, and areas of debate to spur the next level of higher-education climate response.

**Read the full *Climate Action in Higher Education: Roadmap* at [Academics for Climate Action](#) for full discussion, more real-world examples, and over a hundred recommendations.**

### Along the way, we learned a few things:

- It was VITAL to check with experts in different disciplines. Solutions that sounded good to authors in one specialty often had flaws other experts quickly identified.
- Even well-meaning comments unwittingly recapitulated colonial and extractive patterns. We all needed to be humble when others pointed out where we had gone wrong.
- It was emotionally HARD to be honest and admit that current efforts are not sufficient.
- Sharp debate emerged over pace and urgency, with some calling for radical transformation while others argued for slow, steady change.



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After we had generated hundreds of recommendations, we realized we were unwittingly repeating a problem higher-education climate response already has – *too many fragmented ideas*.

So we consolidated and focused on:

- **2 Guiding Principles**
- **Easy-to-implement recommendations marked with a ☆**

### Guiding Principle 1: WHOLE-INSTITUTION LEADERSHIP

Leadership at all levels must dedicate resources to ensure that climate-related activities are operationalized in all aspects of higher education from teaching, research, leadership, service, and operations to policy.

### Guiding Principle 2: COORDINATION AND COMMUNICATION

To increase impact, **campus community members must work together and communicate climate information, policy, and activities** with each other, among campuses, and to society with intellectual honesty and transparency.

#### GP #1 IN ACTION: A WHOLE-INSTITUTION APPROACH TO RESEARCH

Consulting with hundreds of campus community members, **Simon Fraser University, Vancouver, Canada** created a five-year Strategic Research Plan with community-centered climate innovation as a primary [institution-wide research priority](#).

Executive leadership supported development of an innovative research-for-impact platform. Strategic units and staff support researchers and community partners in interdisciplinary research collaboration and transdisciplinary relationship-building.

The platform enables three main objectives:

- **Promoting interdisciplinary collaboration** – workshops, research development, seed funds
- **Advancing research co-creation with community-based partners** – outreach, design jams, community-engagement sessions
- **Mobilizing knowledge beyond research publications** – funding for policy briefs, op-eds, podcasts, videos, targeted reports

## GUIDING PRINCIPLE 1: Step Up and Lead

R1.1 **Create high-level, resourced leadership positions** (e.g. president/provost/academic senate level) to originate, communicate, and coordinate climate-related activities.

R1.2 **Create dedicated, overarching academic structures** (e.g. climate headquarters, institutes, schools, or meta-departments) to create space, time, permission and incentives for sustained high-level, interdisciplinary climate-related research, teaching, and outreach.

R1.3 ☆ **Rework incentives and support to enable faculty and staff to boost climate and sustainability research** by pivoting their focus or integrating climate-related topics into individual projects, teaching, or interdisciplinary collaborations.

R1.4 ☆ **Immediately begin to prioritize high-impact, easily implementable climate response strategies** to create rapid transformation, learning lessons from the COVID-19 response.

R1.5 **Transform campus operations, energy use, and supply chains** to prioritize reduced emissions, sustainability, and efficiency on timelines aligned with Intergovernmental Panel on Climate Change scenarios, consistent with international climate agreements.

R1.6 ☆ **Leverage “campus as a living laboratory” models** to boost climate research opportunities, enhance climate education, and trial low cost, real-life sustainability strategies.

### GP #1 IN ACTION: EFFECTIVE LEADERSHIP MODELS

**Distributed Leadership** – San Francisco State University's [Climate HQ](#) is as an interdisciplinary, justice-centered initiative spanning all campus colleges and units. Three co-directors serve as integrative leaders of a ten-member support team. Inclusive across race and ethnicity, gender, sexuality, rank, and discipline, the team invested significant time in foundational work: months of deliberation on success metrics, climate justice implementation, and optimal organization. *Each team member receives 1-2 course releases annually for their efforts.*

**Individual Leadership Positions** – The [Deputy Vice-Chancellor for Research and Innovation](#) has been a crucial player in helping **Strathmore University, Kenya** become the first educational institution in sub-Saharan Africa to achieve [a zero-carbon footprint](#). The [Vice President of Inclusion, Social Impact, and Sustainability](#) at **Tecnológico de Monterrey, Mexico** has driven significant institutional and regional impact, including securing a Second Nature Catalyst Grant in 2023 that supported the formation of the [Mexican Network of Universities for Climate Action](#).

**Academic Senate Leadership** – In 2019, **University of California San Diego** created the standing [Senate Committee on Campus Climate Change](#). It played an important role advancing the UCSD climate General Education requirement and proposing the Fossil Free Memorial, a system-wide petition from the University of California Academic Senate urging UC Regents to divest from fossil fuel companies and reduce on-campus fossil fuel combustion.

# Climate as a Core Campus Mission

## Embed Climate Across Campus

We believe that regarding climate as just one of many competing concerns on university campuses has fragmented academia's efforts and diminished its impact. To transform academia's approach and embrace a new, focused suite of potential strategies, *this white paper urges institutions to elevate climate action as a core campus mission.*

**Guiding Principle #1 Whole-Institution Leadership** recognizes that increased impact requires a more coherent, purposeful, "nose-to-tail" approach. Arguably, no other challenge spans such a breadth of disciplines. Equally, every other challenge impacts and is impacted by climate. A patchwork of uncoordinated, independent responses lacks both scale and urgency.

Leadership across campus must transition from intellectually acknowledging to actually operationalizing climate response, strategically promoting big-impact best practices on short timelines. Leaders must support campus-wide collaboration and coordination – including elevating existing grassroots efforts – and increase climate literacy to train engaged citizens and workers. We believe this multiplicity of needs demands far-reaching, total-mobilization.

## Where We Disagreed: Climate Activism

We defined **Climate Activism** as *direct and overt activities to raise awareness and spur change*, often falling outside traditional academic roles, sometimes challenging the status quo. But we disagreed about whether it was appropriate or helpful in an academic context.



**PRO:** The short window for change makes activism warranted and even morally required. Social transformations like the Civil Rights movement show the power of academic activism. It has already played an important role in holding universities accountable and spurring significant action.

**CON:** While it may bring about immediate advances, activism can undermine academia's credibility and its ability to recommend new and innovative policy options. Activism should not be encouraged because faculty statements and peer-reviewed publications must maintain a certain objective distance.

*Allowing for both positions as supported by each institution's consensus and values may create the strongest response.*

At minimum, universities should engage a campus-wide debate on questions such as:

- To what degree is the climate crisis a direct threat to the academic enterprise?
- Do universities have a role to play in climate activism?
- In what scenarios would climate activism be included in academic duties?
- Should climate efforts be treated differently from other forms of activism?

# Mobilizing University Research

## GP #1: INNOVATIVE IDEAS

**Establish a Meta-Department:** an economical way to boost collaborative research and support trans-disciplinary faculty

- A high-level, research-oriented, academic “think-tank” without discipline-based divisions.
- Home for multi-disciplinary faculty who might not fit into a single traditional department, it could also internally recruit post-tenure faculty ready to incorporate broader topics.
- Working on high-level questions, meta-department faculty would synthesize other faculty research, reflecting it back and generating a bigger picture.
- Situated at the Provost level, the meta-department could be connected with new climate leadership positions, giving them greater impact by adding a powerful, independent synthesis research body.
- With home-department teaching or service relief, meta-department members would have more time and flexibility for non-tenure-boosting collaborative research.

**Internal Reconfiguration:** a cheaper pathway than new units or hires

- **Reconfigure TA-ships to Boost Climate-Research Funds** - Specifically tying some teaching assistantships to climate-related research topics would incentivize climate research and innovation projects and tie cutting-edge climate study directly to classroom teaching.
- **Encourage Faculty to Pivot Their Focus** – Incentives and rewards for faculty reorienting towards climate-crisis response activities could include collaborative frameworks to help faculty transition to new research foci, one-time climate sabbaticals like the [Pivot Fellowship from the Simons Foundation](#), and a campus-wide award or lecture series to recognize individuals engaging in significant climate-action related activities.

## ADDITIONAL RECOMMENDATION: CAMPUS-WIDE RESEARCH STRATEGY

A coherent, targeted, clearly articulated, campus-wide research strategy could provide:

- **3-4 research themes around which faculty and student climate-related research could coalesce**, broad to provide space for academic freedom in choosing research topics but targeted to inspire real action and catch the imagination of campus members and donors.
- **Support for faculty** who want to pivot research focuses or engage in interdisciplinary work
- **Pathways to translate research into new teaching initiatives and interdisciplinary courses**
- **Strategies to communicate research results** to other institutions and the general public in a way that informs and also *inspires action and social transformation*
- **A funding plan to help campus members** pursue these themes
- **External marketing materials** to leverage donor excitement about contributing directly to climate-related research for the greater social good

It may be tempting to create a campus research policy driven by administration, faculty, and staff. However, to prepare graduates to engage with climate challenges, universities must engender student enthusiasm. The campus research strategy might include a student-driven component, revised every four years. This would help universities stay relevant to evolving student interests and provide a competitive advantage to draw applicants to their institution.

## Consensus Recommendation: CAMPUS AS A LIVING LAB

The “campus as a living laboratory” concept applies core university missions of research, teaching, and service to solving real-world problems. Campus facilities, procedures, and policies act as laboratories for learning in real-world settings. Students apply skills, theories, and models and design research projects targeted toward campus sustainability. Implemented at a few institutions for 10 years or more, this approach is now being adopted worldwide.

### LIVING LAB OPPORTUNITIES

- **Appeal to students** who want value-aligned education that prepares them for future careers
- **Provide roles for humanities and the arts** alongside engineering and sciences
- **Make universities more relevant** through integrated climate solutions, sustainable campus initiatives, research and experiential learning.
- **Open novel funding opportunities** as campus operations budgets can support teaching and increase staff engagement
- **Educate students in complexity, social justice, equity, and adaptability**
- **Trial campus decarbonization approaches** with less commitment, less investment and more student engagement and interest



### GP #1 IN ACTION: LIVING LABORATORY MODELS

The **University of California System** embraced “[campus as a living lab](#)” as its primary mechanism for engaging campus-wide resources in decarbonization.

- UC Davis improved campus energy efficiency, integrating research- and project-based education. Co-curricular activities include faculty-sponsored, staff-supervised research positions in the Energy Conservation Office and workshops to transfer knowledge to off-campus energy managers.
- UC Santa Cruz engaged art students to develop creative designs for distributed decarbonization stations that serve buildings not connected to the central heating system.

**Stellenbosch University, South Africa** uses its [Facilities Management Division as a living laboratory](#) to pursue its net-zero commitment, resulting in improvements in smart metering and performance as well as a partnership with its Department of Mechanical Engineering to advance complex-system data integration technologies.

**University of British Columbia's** [Campus as a Living Lab](#) initiative has generated a number of “first of a kind” innovations: a timer-framed high-rise residence hall, a waste-wood bioenergy center, and, in 2025, seed grants competitions for climate-related projects and collaborations.

# Thorny Issue: Campus Decarbonization

## GP #1 IN ACTION: LESSONS FROM THE UNIVERSITY OF CALIFORNIA

**1) Statements do not create reality.** In 2013, the UC President's office pledged net-zero Scopes 1-2 emissions by 2025. However, 19 years after signing the climate commitment, UC now hopes to make the investments needed *20 years after the initial stated deadline*.

**2) Because resources do not automatically translate into change, leadership at all levels must pull together.** UC Davis earmarked \$180 million for its 3-stage "Big Shift" and is on track to realize a projected %40 emissions decrease by 2027. UC Berkeley found state funding for its campus heating transformation. But UCLA and UCSD, two of UC's wealthiest campuses, claim they need longer to progress towards net-zero. In a 2025 [evaluation of UC's decarbonization strategies](#), the Pathways to a Fossil-Free UC Task Force co-chairs noted, "Some campuses, in our view, tackled the considerable operational and financial challenges with greater commitment, imagination, and alacrity.... Others do not appear to be ready..."

**3) Even amidst overall progress, some units require special attention.** While UC Davis has taken bold steps toward net-zero, emissions at its health campus have increased.

**4) There are many opportunities for decarbonization.** The University of California is also decarbonizing its financial investments. UC now screens out companies with any amount of "proved and probable" fossil fuel reserves. Investments are part of Scope 3 GHG emissions.

## ADDITIONAL RECOMMENDATIONS

**Learn From Prior Campus Decarbonization Efforts.** The working paper from Barron et al. 2025 documents the progress and the limitations of two decades of U.S. higher education decarbonization efforts.

**Prioritize Electrification as a Primary Path.** Aside from a handful of exceptions, most institutions have struggled to significantly reduce Scope 1 emissions due to onsite combustion of natural gas. *This means that the primary thrust of campus decarbonization is really phasing out natural gas and electrifying the campus* so that it can transfer to %100 clean electricity.

### Be Transparent about Decarbonization Complexity and Justice

- Reduce emissions without adversely impacting student tuition or programs.
- Support campus labor forces through transitions to renewable energy.
- Incorporate justice, equity, and inclusion around who is hired to plan, design, and build and where off-campus clean energy projects are located.

**Develop a Low-Emissions Climate Resilience Plan.** Plans to decarbonize must dovetail with enhancing campus resilience to climate-related emergencies like power outages, wildfires, and air quality issues. Planners must partner with on-campus experts in facilities management, planning/design/construction, and student life and integrate with community systems like local emergency response and transportation networks.

## GUIDING PRINCIPLE 2: Talk and Work Together

R2.1 ☆**Engage campus community members in discussion on climate communication and tone.** Recognize and discuss genuine differences in opinion about balancing optimism and realism, radical transformation and incremental change.

R2.2 ☆**Use a two-tier approach to impart climate education** from multiple lenses:

*Tier 1* – broad-based mandatory climate Gen Ed requirements or choice-based options

*Tier 2* – discipline-specific content, including professional and workforce education

R2.3 ☆**Develop and deploy staff and faculty climate literacy training** to ensure that every employee understands climate impacts and mitigation activities in their campus role.

R2.4 ☆**Strengthen cross-university collaborations on research and teaching** to develop best practices and share effective, freely available climate-education materials.

R2.5 ☆**Normalize and support climate action, advocacy, and constructive activism** by all campus-community members (see Section 3 in the [Roadmap](#) for definitions).

R2.6 ☆**Expand climate-related innovation to include resilience mindsets and social transformation** as well as advances in materials and technologies.

R2.7 **Implement and strengthen research and partnerships with government agencies, NGOs, industry, and local community groups**, drawing from best practices modeled by existing entities, including the United States public university cooperative extension framework and boundary organizations that translate research to action.

R2.8 **Designate an enduring office or center as a point of community contact** to support long-term community engagement and expertise.

R2.9 ☆**Create public spaces for open and honest discussion of difficult ethical and moral questions** raised by the climate crisis, including activities to build consensus on research priorities and a campus-wide dialogue on climate-related academic activism.

R2.10 ☆As much as possible, **seek consensus with like-minded institutions** to speak with a more coherent voice and leverage the power of collective action.

R2.11 ☆**Expand capabilities and channels for academics to communicate with policy makers and the general public**, translating climate research into accessible, evidence-based messages that counter misinformation, build trust, and empower action.

R2.12 **Engage campus members from science to the arts to translate Shared Socioeconomic Pathways into “future stories” that illustrate real-lived experience** under predicted emission scenarios. Beyond statistics, graphs, and numbers, we must make the future come alive.

## Top Recommendation: INCREASE CLIMATE LITERACY

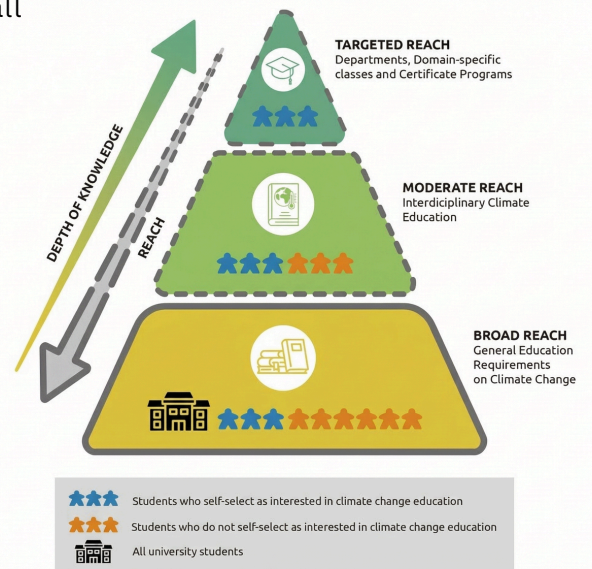
Our top recommendation is increase climate literacy for all campus-community members through multiple lenses:

### For Students

- **Tier 1** – basic climate literacy and understanding of climate solutions, mitigation, adaptation, and societal transformation
- **Tier 2** – discipline-specific climate content, including major, career, and workplace connections

### For Faculty, and Staff

- Develop and deploy climate literacy training to ensure that every university employee understands climate impacts.
- Train climate response and emissions mitigation as standard components of campus roles and duties.



## ADDITIONAL RECOMMENDATIONS

**Center Students' Futures and Agency Featuring Equity and Social Mobility.** Universities must recognize students as knowledge producers and change agents, serving those historically underrepresented in higher education or disproportionately affected by climate change.

**Incorporate Climate Into Every Department, including Workforce Training.** Cal Poly San Luis Obispo's [Initiative for Climate Leadership and Resilience](#) gives students professional experience through local climate and sustainability projects that fit into existing courses.

**Boost Faculty Teaching Capacities.** Offer encouragement, incentives, and professional development. Chico State launched [Teaching Climate Change and Resilience](#), a multi-campus program that supports faculty who want to integrate more climate-crisis content.

**Develop and Share Teaching Materials and Resources with the Broader Community.** Collaborate with boundary organizations that support climate education to create free online materials and minimize “reinventing the wheel.” Offer training for local K-12 teachers. Incorporate Indigenous and traditional perspectives, as permitted by the knowledge-holders.

**Institute Interdisciplinary Teaching Expectations** for new climate-related faculty hires. Rework incentives to support and reward co-curriculum development and team teaching.

**Expand Climate Education from Classroom Learning to Training and Research** by offering hands-on experience through undergraduate and graduate research, capstone, and thesis projects. Build internal efficacy and resilience while teaching discipline-specific content.

**Prioritize Faculty and Staff Climate Training.** Every citizen is responsible for learning about and respecting long-term planetary sustainability. However, academic practices like siloing and “publish or perish” imperatives focus climate response in certain, select disciplines. [A 2024 survey](#) of 2,000 UK researchers indicated that nearly 50% were uncertain whether their colleagues saw climate action as a priority or knew how to address climate change at work. A Whole Institution Approach to climate response requires onboarding all campus-community members, regardless of department or job description.

## Where We Disagreed: Our Debate Over Tone

Attempts to find the most productive way to discuss the dangers and difficulties of climate change provoked sharp debate. Tensions emerged around pace, urgency, and radical transformation versus incremental change.

This highlighted difficulties encountered by many well-informed, earnest climate actors trying to build consensus on intellectually and emotionally challenging topics.

Ultimately, two preferences emerged:

1. **Optimism with Solution-Oriented Language** – Honesty about needed transformation is important, but instead of focusing on obstacles or challenges, it is better to present solutions or opportunities.
2. **Unfiltered Assessments of Difficulties** – Intellectually honest about obstacles focuses attention on needed analysis and problem-solving. Too much optimism obscures the need for change.

Concerns that “alarmist” or “negative” language is potentially less likely to generate climate action vied with experience that premature celebration of small wins can derail necessary, deeper transformation.

We did agree, however, on two core principles:

- **Celebrating progress can encourage more campus climate participation**, which is good.
- **It is vital to remain intellectually honest about scale and complexity, making realistic, science-based evaluations of needed change.** Small accomplishments should not be emphasized over the hard work of broader transformation.

Humans respond differently to a crisis. Every campus unit has to find its own balance between optimistic solutions and unfiltered assessment. Our experience suggests that climate actors benefit from acknowledging and discussing their own communication preferences.

As one workshop participant said, *“In my opinion, the best approach is to somehow merge these or hold them in one's mind and heart at the same time.”*



Consensus Recommendation:  
SUPPORT DISCUSSION  
AND DEBATE

# Respectful Co-Creation and Co-Development

Local communities have long memories of bad practices, failed promises and extractive relationships with academia. Overcoming this will take time, trust, and sensitive attention to:

- **Investigating local communities' wisdom and priorities to create new, ethical engagement**
- **Understanding the sensitivities of people outside of academia**
- **Focusing on *useful deliverables communities want*, not just published papers or citations**
- **Designating an enduring office or center as a long-term point of contact**

## ADDITIONAL RECOMMENDATIONS

**Dedicate Resources for Training and Expertise in Community Engagement.** Look to the **California State University System's** [Center for Community Engagement](#) and the [Carnegie Classification for Community Engagement](#) for examples and resources for application.

**Avoid Historical Patterns of Extraction and Exploitation.** Embrace respectful, open-minded investigation, regarding the wisdom of local communities and Indigenous peoples. Over-ask for clarification and permission about acceptable uses, following rubrics like [CARE](#) (Collective Benefit, Authority to Control, Responsibility and Ethics).

**Work With Boundary Organizations To Bring Research To Those Who Need It.** At the interface of research and societal action, community groups boost technology innovation and transfer; policy acceleration; connections between researchers and local, state, and national policymakers; and community partnerships and engagement. University partners can provide supporting research to climate justice organizations who explicitly pursue political advocacy.

## Consensus Recommendation: SOCIAL AND MINDSET INNOVATION

In the past, it might have seemed sufficient for academics to investigate and share what they discovered, but knowledge alone does not move the needle on climate change. Universities must contribute solutions. In addition to new technologies and materials, researchers must also consider mindsets and social systems that can enable societies to thrive within planetary limits.

### GP #2 IN ACTION: CLIMATE SOCIAL TRANSFORMATION RESEARCH

Founded in 2011, the **University of Cape Town's** [African Climate and Development Initiative](#) illustrates multiple components of successful research into social transformation:

- **Merging climate change and development issues**, combining research and teaching previously separated in scientific, social, science, and humanities departments across campus
- **Taking a focused, site-specific perspective** in creating sustainable development that also meets local and regional climate change challenges
- **Incorporating local expertise** in community dynamics and technology and production ownership alongside social sciences, economics, and natural science
- **Uniting the needs of the environment and ecosystem with the capacities of local communities** to generate and sustain adaptations



## Make the Future Come Alive

Engage all campus members, from science to the arts, to translate Shared Socioeconomic Pathways (SSPs) into stories that convey predicted real-lived experience under future emission scenarios.

To move from sharing knowledge to changing societies' trajectories, universities must produce compelling visions of the future. Without these, motivating widespread social change will be difficult.

### FACTUAL STATEMENT

Many climate experts estimate a 3°C probable global temperature rise by the end of this century.

### FUTURE VISION

According to one study, when global temperature rises by 3°C, one third of people worldwide will be forced to migrate.

Facts land differently when there's an impact, a relatable image, not just a number or a statistic. Thus, we propose that universities should undertake a new type of academic endeavor:

***Marshaling expertise from all disciplines, universities should create concrete, coherent roadmaps of future landscapes that students, academics, and societies can use to plan.***

**1) Investigate real-life implications of SSPs through “focusing questions”** like:

- *How will potential supply chain disruptions affect medical care?*
- *What will local farmers be growing, and who will buy their produce?*
- *What is a realistic immigration policy for countries that may receive climate migrants?*

**2) Make answers come alive with “future stories.”** Partner with artists, writers, and filmmakers to bring scenarios to life. Tailored to intrigue and capture interest, “future stories” would help people understand how their societies and their lives might be impacted by climate scenarios.

**3) Stimulate society-wide debate.** Tradeoffs depicted in “future stories” like more people living marginally vs. fewer with more energy per capita would trigger needed large-scale discussion of what constitutes a “good” future for Earth and its inhabitants.

**4) Create a farther-future vision to guide and inspire.** Bringing planetary boundaries into every Earth citizen's awareness, farther-future scenarios highlight the question: *sustainable for how long?* This is almost never addressed in current debates where “sustainable” is largely shorthand for “less resource-intensive.” Farther-future thinking will highlight how well near-term strategies mesh with where we have decided we need to go.

**5) Align teaching outcomes with consensus future scenarios.** “Focusing questions” and “future stories” will bring society's challenges alive in the classroom, shifting teaching strategies and content to focus on our best predictions of what future generations will need.



**“YOU MUST BE THE CHANGE YOU WANT TO SEE IN THE WORLD.”**

**Mohandas K. Gandhi**

Compiling two documents on climate action in higher education, we discovered that it is common to feel both encouraged by potential ways to improve *and* overwhelmed by the number of areas that need attention. We found passionate colleagues across disciplines ready to work hard to engage with climate solutions.

To implement **Guiding Principle 1: Strategic Leadership** and **Guiding Principle 2: Coordination and Communication**, we urge readers to keep three things in mind:

1. **Limitations can change.** A plate that seems impossibly full at the moment may open up in six months when a current project wraps up.
2. **No matter what our circumstances, we can all start thinking about our futures now.**
  - **What actions could our current capacities support** with thoughtful resource management and a hopeful approach?
  - Starting to plan now, **what could be fertile ground for change in two, three or five years?**
  - What is our best-case scenario for our own participation in climate action, advocacy, or activism? **In 10 years, where would we love to see ourselves and our campuses?**
3. **We don't have to do this alone.** In workshop discussions, desires for more community, conversation, and connection were consistent themes. Participants asked, *“How can we work together to support strategic leadership, coordination, and communication?”*

If you're intrigued by these ideas or would like more recommendations, discussion, and real-world examples, explore the full ***Climate Action in Higher Education: Roadmap***. You can find it and information about our working group at [Academics for Climate Action](#). Please consider joining us in the next generation of higher-ed climate response.