Liesel Reinhart: [00:04](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=4.92) Welcome to the Magic Mountie podcast. This is a podcast that's dedicated to helping faculty and other college employees, as they try and navigate the challenging fabric of serving students. Especially at Mt San Antonio College, but everyone's welcome.

Christina Barsi: [00:23](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=23.47) Hello, welcome to the Magic Mountie Podcast. I'm Christina Barsi, your co-host and co-producer of this podcast. And today we are covering an interesting topic for you that was presented within a new faculty seminar. And that is sustainability. Specifically on the Mt.SAC campus.

Christina Barsi: [00:42](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=42.53) As listeners, you will be a fly on the wall of the seminar, presented to the new faculty about sustainability. As well as listen in on a snapshot of the tour they go on around the campus, highlighting the efforts that have been made so far in the direction of sustainability.

Christina Barsi: [00:58](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=58.04) Alright, let's jump in.

Liesel Reinhart: [01:00](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=60.81) Can you tell me a little bit about who you are and why you're here today?

Chisa Uyeki: [01:03](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=63.64) I'm Chisa Uyeki, I'm faculty from the library and a member of the campus Climate Commitment Implementation committee. That committee has been working to develop the climate action plan for our campus to become a zero emissions sustainable campus.

Chisa Uyeki: [01:20](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=80.88) Chris Briggs, who's also speaking today with me, is Biology faculty and he also serves on the same committee with me.

Liesel Reinhart: [01:28](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=88.76) And he's wearing purple pants today. What do you think of those?

Chisa Uyeki: [01:31](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=91.48) I love those pants, they're awesome. Even though he did say they're part plastic, but ...

Liesel Reinhart: [01:36](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=96.71) And, you know I think the philosophy of trying to make this fun, appealing, livable within our lives is going to be a big part of the presentation today.

Liesel Reinhart: [01:45](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=105.81) Why are you so committed to this endeavor?

Chisa Uyeki: [01:48](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=108.85) I ... You know it's interesting when I was a very committed feminist, anti-racist. And I came to a point where I really realized that I feel like environmental justice is a root issue. So impacts economic justice, racial justice, gender justice. So I felt like for me, it was where I wanted to commit my time and energy right now. To work on making a difference.

Chisa Uyeki: [02:19](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=139.01) As we talk about today, environmental issues being so huge. Being able to work on the campus context allows us to really do things. To really make changes and see changes and things implemented and come to fruition in a way that we can't always see on a bigger context. So it's been very rewarding for me.

Liesel Reinhart: [02:41](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=161.07) Great. Well thank you for you time and lets enjoy the presentation.

Chris Briggs: [02:46](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=166.41) Well good afternoon everyone. My name is Chris Briggs and I'm a faculty member from Biology.

Chisa Uyeki: [02:52](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=172.23) I'm Chisa Uyeki and faculty from the library. We have two other folk's names up here. Ashley Haynes is a, History faculty. I think she may be coming a little bit later, I'm not sure. But she's been working on integrating sustainability into professional development. And Rene Jimenez is going to be your tour guide this afternoon, so I wanted to put him on there as well. He's a student, he's been very active in climate issues, E.A.G.L.E student group and the sustainability committee on campus.

Chisa Uyeki: [03:22](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=202.15) So that's who we are and Chris and I also serve on the campus Climate Commitment Implementation committee. So we are two of the four faculty who are on that committee.

Chris Briggs: [03:33](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=213.8) Our starting activity was just asking you about some things that might connote sustainability to you. Our goal with this session overall, is to bring in this idea to what is happening at Mt.SAC to tell you about some of the things going on and some ways that you might be interested in getting involved or bringing some things into your classroom. And so we're definitely open to questions that you have about any of those aspects.

Chris Briggs: [03:56](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=236.84) So to begin with, are there any things, any ideas or concepts or words that you're willing to share that sustainability connotes for you?

Male audience: [04:06](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=246.35) Consuming while protecting.

Chris Briggs: [04:08](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=248.13) Great. Consuming while protecting. Was there anything in particular you were thinking of?

Male audience: [04:13](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=253.01) I had much longer but I thought three words might be better than my long.

Male audience: [04:17](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=257.86) I had maximizing the protecting and consumption of natural resources we have at our disposal. But then I thought, I'm not talking about things that we are using that aren't natural so I thought, let's just do consuming while protecting.

Chris Briggs: [04:30](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=270.75) Great. Thank you. Liesel?

Liesel Reinhart: [04:34](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=274.5) Not using up all the good stuff.

Chris Briggs: [04:36](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=276.46) Not using up all the good stuff. Great. So that sounds pretty good.

Chris Briggs: [04:41](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=281.09) So far anyone else wanna share?

Female audience: [04:43](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=283.01) Having the foresight to determine what you need for survival?

Chris Briggs: [04:49](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=289.87) Great so it's foresight which can be very difficult. One of the ideas ... I was just at talk last night in Claremont with Jay Abumrad from Radiolab. And he was pointing out that in stories that he tells, one the of the things that he has to try keep in mind, is that when he's talking about history, it's important not to describe history as though people were dumb back then. But for the most part people have been doing the best they can over time and sometimes the foresight is really difficult, you know, it's difficult to know what people will think in the future. But we can do pretty well I think.

Chris Briggs: [05:27](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=327.26) So thank you for sharing this. Chisa and I think about these ideas all the time, as well as other people on this team. And it brings up to me the potential for bringing some of these ideas right into this space just as a quick example. One thing we could do is look around us right now to see how we're doing and try to be, maybe kind of honest about it.

Chris Briggs: [05:55](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=355.35) But for instance, if I started with myself, this morning I ate breakfast, which is good. It was mostly plants. Probably those plants were grown using fertilizer that was likely produced through the Haber-Bosch process, which is a process that uses lots of natural gas, to fix nitrogen from the air and make it available to plants. And that process is very energy intensive and usually involves lots of burning of fossil fuels. And so when I was eating breakfast this morning I was thinking okay maybe I am consuming a little bit of fossil fuels this morning in my breakfast. There are other ways to make fertilizers but that's one of the most common ways right now.

Chris Briggs: [06:36](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=396.84) I think my pants are made out of plastic, I think they're polyester. I think my shirt is largely plastic also. And plastics can be made by plants, but most of the plastics we have now are extracts of oils from deep in the ground from about 400 million years ago and are not coming back any time soon. But, and then there's some other things that might be going on in the room.

Chisa Uyeki: [06:58](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=418.89) Franklin brought something up, almost immediately.

Franklin: [06:58](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=418.89) Our styrofoam plates.

Chris Briggs: [07:02](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=422.88) True. True so if we look at some of the materials we're using, sometimes the, it's ... We interact with something for a very short period of time, yet it might persist or might have persisted for long periods of time. So styrofoam is usually a product of, a bi-product of oil or fossil fuels and can last a very long time once we're done with it.

Chris Briggs: [07:26](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=446.77) And so one of the, one of the things we strive for in thinking about sustainability in our lives or on campus as a whole, is to think about some of these longer term issues. And even though they can be difficult and seemingly insurmountable, like oh gosh does that mean we need a sink in here to wash dishes? And who's going to wash dishes? I don't like washing dishes. Like how do I deal with that kind of difficulty is something that we consider fairly often.

Chris Briggs: [07:54](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=474.5) I find it much more encouraging to think about this long term viability of human society vs. a society that might use up everything that it has.

Chris Briggs: [08:04](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=484.41) Maybe I'll turn things over to you for a moment.

Chisa Uyeki: [08:07](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=487.37) So, one of the places that we often start when we're talking about this stuff is to kind of say well why, why do we have a climate commitment? What is the climate commitment? At Mt.SAC in 2014, the president signed on to what was then the American College and University President's Climate Commitment. The name has since changed and we're part of the Carbon Commitment. But what it, it means a couple of different things.

Chisa Uyeki: [08:32](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=512.18) This is our answer to sort of why and we feel like, and this is a shared feeling on campus. The academic senates passed before that was signed, passed a resolution calling for the president to sign the commitment and really committing to, as an institution of higher education, working towards contributing to solutions and helping to create solutions, model solutions here on campus.

Chisa Uyeki: [08:57](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=537.38) So that is a goal for the whole campus. So it will require lots of transformation, there are some good models and so one of the things Chris and I have been involved in, is the process of trying to figure out well which models to we bring to Mt.SAC and how do we implement those.

Chisa Uyeki: [09:13](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=553.42) We feel like the higher education context is a really great one for looking at developing solutions, particularly I think in the community college setting. Where we have career and technology education that they're doing a lot of interesting stuff. And there's just such a range. So our hope is and the president really supports this idea of the campus being a living lab to support looking into sustainability.

Chisa Uyeki: [09:41](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=581.86) So as part of the process, the commitment was signed. We developed an implementation profile. We developed a campus community taskforce, that's the Climate Commitment and Implementation committee. And we did an assessment and that's a greenhouse gas inventory assessment. So we looked at, Chris is gonna talk about this in a second but we looked at all of the emissions on campus, so that we can know what do we need to do to get to zero. And that's the goal of the climate action plan is to get us to a zero emissions campus.

Chisa Uyeki: [10:15](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=615.14) And so then, the climate action plan is the plan to do that. And then it gets reviewed and adjusted as we go.

Chris Briggs: [10:25](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=625.99) This part of the work that Chisa and I have been involved with is concerned explicitly with greenhouse gas emissions. And you brought up some great examples of sustainability issues that are not explicitly atmospheric like human resources and human interactions and government systems. Those are also valuable parts of the plan that we're talking about but because of how the plan is, has been set up originally, one of the first things the campus did was try to figure out what emissions were associated with our campus activities.

Chris Briggs: [11:03](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=663.33) And for the most part our campus has been doing a lot of work to conserve energy in the past. And it's an ongoing process and our facilities department has been working hard at that for a long time. But still most of our emissions associated with campus have to do with travel to and from campus. And if we were to put those numbers into numbers that might make some sense to us, I'd try to come up with an analogy. A standard hot air balloon with the basket underneath and people with champagne underneath, the carbon dioxide associated with the travel for a year would fill about 10,000 of those. And over the course of a year, about 14,000 balloons could be filled with carbon dioxide emitted by various activities on campus.

Chris Briggs: [11:51](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=711.77) So part of, part of what the plan is meant to do is do this survey to see what the campus is doing, also to measure and report on progress. But there are some additional aspects that are incorporated into the climate action plan which include bringing sustainability issues to various groups of people on campus.

Chisa Uyeki: [12:13](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=733.65) So the overall commitment requires us to do that, getting to zero on carbon emissions. It also requires that we report our progress regularly. It kind of keeps us honest and on top of it. And then another piece of it that is where Chris and I have spent a lot of time working on, is looking at integrating sustainability into the curriculum and education experiences and they're explicit to every student.

Chisa Uyeki: [12:38](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=758.67) So that's pretty challenging. There are very few things that we do, that we make sure every single student has been engaged in, but this one of the things that we're trying to do. Also to integrate it into professional development. One of the ... There was a sustainability taskforce of the academic senate and one of the recommendations was to integrate sustainability into professional development and explicitly into the new faculty seminar.

Chisa Uyeki: [13:02](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=782.68) So yay, we are meeting one of those recommendations today which is really exciting. So this presentation has never been done for new faculty before. You're a new group of new faculty, the first ones to get this as part of new faculty seminar. And then also to integrate sustainability into research done both by students and by faculty, as well as to engage with a larger community. So Second Nature, the group that overseas this climate commitment, feels it's really important for educational institutions to provide leadership in their communities. So that's also a component for us in and whole segment of the climate action plan is on how to engage the community. The surrounding community

Chris Briggs: [13:43](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=823.3) So that earlier we were bring up a few different aspects of sustainability you already mentioned some of the environmental issues, but you're not alone in also considering economic sustainability, like the finances that Diana was bringing up and social sustainability in terms of human resources and how well society are functioning. Because we know if we use up our good will toward each other, then it's hard to implement just about anything else.

Chris Briggs: [14:09](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=849.96) So sometimes this is described as a multiple legged stool, parts of a pyramid, parts of a triangle. And it's important to remember that all of these parts are inner connected. And as a result, one benefit of this is that there are multiple opportunities to bring these ideas into the campus in ways that don't necessarily disrupt what is already happening in various programs. And part of what we're trying to share is some of the ways that these varied aspects of sustainability might be able to show up in your experience here at Mt.SAC.

Chisa Uyeki: [14:45](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=885.51) We've got here a couple of educational experiences that are already available to students. There is the student sustainability tour, which you all are going to be able to go on today and it's something that has been integrated into some bridge classes. Its been integrated into other classes on campus. Its going to ... We're working with student life to get it integrated into some of the club work that they do.

Chisa Uyeki: [15:12](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=912.09) The really wonderful thing about the sustainability tours, is that it's completely student initiated, developed, presented. This was not, it's a student' who we've worked with and who has been a part of the sustainability committee. But this was really her idea, she brought it to fruition. She met with the people, the places where she'd wanted to do the interactions. She gathered the information, did the research, planned it. She trained other students to do it. It's a really, really neat project.

Chisa Uyeki: [15:42](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=942.62) So I'm excited for you all to be able to witness that. There's also lots of potential in that. So that's a thing you could think of, okay how could I integrate this into class? Could I have my students take part in this or do something similar to this? So there's lots of options with that.

Chisa Uyeki: [15:59](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=959.57) So another thing that is coming, is Leaf Designated courses. So this is something that passed through the academic senate. And we've give you all a sneak peak to some of the content from the climate action plan that has not been shared yet across campus. So that you'll get a sense of it. And that the Leaf Designated classes are really ... I don't know if you are all aware of the teacher prep program? But there's a program on campus where you can take courses that have content having to do with teaching and education. It doesn't have to be necessarily the content of the class, but you, a student does their assignments on it. And then that helps prepare them for being a teacher.

Chisa Uyeki: [16:40](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=1000.36) So this, we modeled similarly after that. So these could be courses like environmental politics, where every single section of the class is going to talk about environmental politics and therefore all sections would be leaf designated. Or it could be an English 1A, where you decide to develop the entire course around environmental issues.

Chris Briggs: [17:03](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=1023.22) This is one way that we thought that we might bring sustainability into the educational experience for a bunch of different students. But another initiative is that we're piloting the bringing sustainability into Speech 1A classes, where students give speeches on various topics. There's a lot of open ... It's a very open ended as to which topics students give speeches on. And if a few students were giving topics on it, speeches on a particular topic, then we might be able to bring that experience to every student who goes through Speech 1A.

Chris Briggs: [17:39](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=1059.71) I'm curious also whether you have questions about anything we've been talking about so far?

Arch Teacher: [17:42](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=1062.82) You know I teach over at architecture so, just wondering how ... I love seeing your studies here for campus use and the CO2 footprints of all aspects. Did you guys look at new construction as well as having an impact on that? And has that discussion ever been brought up?

Arch Teacher: [18:12](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=1092.39) Like new construction as oppose to renovation as we continue to develop and maintain the campus?

Chisa Uyeki: [18:21](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=1101.17) Okay so that, the question, so we've looked at standards for new construction. We've looked at a number of the architecture classes are immediately Leaf Designated. It just makes sense. In terms of new construction as opposed to, I think really the, there's the challenge here as I'm sure you're aware, is the balance between cost benefit analysis and a return on investment analysis looking at. There are, I'm trying to think of an example of a building where they were like, like the student life building might be one, where the decision was made to make a, build a new one. That they weren't going to be able to renovate it. And, you know like obviously Chris and I didn't do that analysis, right? So I can't tell you exactly what went into it. But what has been presented is that, it makes more sense to build the new.

Chisa Uyeki: [19:10](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=1150.6) Once piece of it maybe and one piece that has to be balanced in any of this is funding. Like in some ways it's easier to get funding for a new building if we have, if we can make an argument for it, than for the renovations through state funds. So that's always a challenge too.

Chisa Uyeki: [19:28](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=1168.18) I was surprised by, sorta the time that we been maybe working on this for 4 years, I'm not sure but in that time, how the discussions with facilities have changed some. And I feel like they are taking leadership in a way that they were not, in terms of looking at, really looking at the environmental impact. Really looking at can we recycle or reuse 100% of what we take out of buildings we tear down.

Chisa Uyeki: [19:56](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=1196.35) So sort of then where we come in is saying okay if we're going to do new construction, let's do it in the best way that we can and the most environmentally sound way that we can. And so there is, like with all of it, give and take.

Liesel Reinhart: [20:09](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=1209.51) I want to know, you know, what in your wildest dreams would faculty do to support our commitment in bearing sustainability. You know what would you like to see us do to help advance this specifically from a role as faculty?

Chisa Uyeki: [20:26](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=1226.77) Yeah. I think that's a great question. I immediately, I think there are so many opportunities for integrating sustainability into the curriculum. And faculty taking leadership in your own departments to do that can make a huge difference. You know, I'm in the library, Chris is in Biology, we work with a chemist and a political scientist on the committee. Ashley's a historian. We've had different levels of success in our department with doing different levels of things. But I think that really you faculty taking it to your own department, coming up with ideas, developing curriculum or including it in curriculum that you're currently teaching and sharing that, I think that can have a really big impact.

Chisa Uyeki: [21:08](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=1268.66) We actually have a list of opportunities for further involvement in here. Of course being part of the committees, being part of that work, but really it's much broader than that. Certainly participating in professional development, encouraging your students to submit to the president's sustainability awards. So the president has developed an award that's given every spring during earth week. It's an award for 5 students projects or events or assignments. Last year we had a range of students and one student was a fashion student and she had done an entire set of clothing all out of recycled materials. She won.

Chisa Uyeki: [21:48](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=1308.8) One student had done a project about bugs eating styrofoam. It was more detailed than that, but very cool. So arrange a different thing. So encouraging your students and including that in your curriculum. So any course really could say and it's very broad, it could be an art piece, it could be you know there's lots of different things. So encouraging your students to do that.

Chisa Uyeki: [22:10](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=1330.55) Also one of the things that we worked on a couple of flex days ago, that is going to be integrated into the cap and that everyone could do is doing a sustainability assessment in your department. And that goes from the things like, Franklin was mentioning the styrofoam plates. So when your department has meetings, do you have styrofoam plates? Can we put pressure on Sodexo to not have styrofoam plates anymore? To not have plastic flatware anymore. And what, like if you imagine how many meetings you've been at, how much reduction we'd have from that?

Chisa Uyeki: [22:44](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=1364.14) So there's, were doing both the really big picture of looking at big changes in transportation. Like for instance, getting the transit center on campus. Supposed to be all electric buses coming to the transit center so that should help cut the bus emissions. Hopefully it means also more direct trips directly to campus, not students waiting down the hill at Cal Poly to transfer for 45 minutes or whatever, right? So hopefully that'll help increase bus transportation.

Chisa Uyeki: [23:12](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=1392.58) But, so there's these big picture, you know like changing how we use energy on campus from the plant perspective. But then there's also small things and I think it really does take a range of things and when we do things like say, oh we're only gonna buy biodegradable dish detergent in our department, it also has a place of awareness, right? So, so I think there's a range and I think some of it is knowing what makes sense for you, that you can implement. Chris is really good at saying, "that doesn't sound like fun so I can't ask someone to do that."

Chisa Uyeki: [23:48](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=1428.73) So, which I think is a great way to think of it. Like what would be fun for you? What would you like to do? What would feel to accomplish? How would you like to introduce this topic to your students? Or involve your students in this. And what do you think your students would like and enjoy?

Chris Briggs: [24:03](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=1443.81) I can extend a little bit, you were asking about our wildest dreams also and okay, I won't share all of those with you but one that I was thinking of was; When I was being trained in environmental sciences, I felt like a lot of the news and information I was getting as a student was about how the world is going to end and this is a huge problem and you need to deal with and who knows going to happen and I'm signing out, good luck with all of that. And I feel like in our roles as educators, that we have such an opportunity to present big issues optimistically.

Chris Briggs: [24:43](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=1483.93) And I know even sometimes when things are really bad it could be tempting to say, yeah it's really bad, but but like look at this that's happening. Or look at this that's happening. Or here, if we structured this system where we tried to account for the true cost of building a landfill. Maybe it'd be really expensive to throw things away? Maybe people would choose to buy something that lasts a long time so they don't have to pay to throw it away later when it's busted. And I have found that to be a very encouraging mindset, mainly selfishly for myself because it makes it easier to get up in the morning. But also I've heard from students on a number of occasions that it's helpful to them because they have a lot longer to live in the world that we're leaving them. And it's really easy for them I think, for anybody to get beaten down by the doom and gloom perspective of what might be happening.

Chisa Uyeki: [25:34](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=1534.84) Thank you so much of allowing us this time and to come into this space with you all.

Liesel Reinhart: [25:40](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=1540.02) Let's thank them for their time.

Christina Barsi: [25:47](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=1547.77) Okay, next we have for your an abridged version of the sustainability tour that the new faculty went on. And if you want more information on how to go on this tour yourself or with your class, there will be details in the show notes. Let's join in.

Rene Jimenez: [26:01](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=1561.7) Thank you very much for joining us, this afternoon. My name is Rene Jimenz. We're having another park cleanup this semester, it's gonna be towards the end of May. Last Spring actually, we cleaned all the city's, all the parks in the city of Walnut in one day. So all 11 parks in one day. This year we're gonna try to get all of La Puente parks, but also the streets as well. Some of their streets could use the help.

Rene Jimenez: [26:27](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=1587.4) So it's gonna be an entire student endeavor. We're gonna talk to the La Puente city council, see if they can come out, give a few inspiring words to our students. But it's gonna be a park clean up and community clean up so, if you would like to encourage your students to participate, extra credit is always welcome. Professor Stone and a few other faculty members last year provided some extra credit so that really helped us get numbers. We had about 55 students last year come by and we knocked it out in a morning.

Rene Jimenez: [26:52](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=1612.6) So a lot of power that a few students and a few people can make. It's gonna be May 19th. I'm very proud to be a part of the campus sustainability tours. My personal friend Carol Martinez, she actually started this in our environmental club E.A.G.L.E. E.A.G.L.E stands for the Environmental Action Group For A Livable Earth. One of the things that stood out earlier in the presentation is what Chris mentioned about kind of being hopeless when we really look at what we're facing as a society, right? The climate change, the deforestation and just the apathy in our younger generation. Yeah, so as we approach our 9E building, it's one of our newest buildings.

Rene Jimenez: [27:35](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=1655.19) Anybody know how much it cost to make? 20 mil? That's not, that's not bad. About 16 million in 2016, yeah so $16 million dollars. This big building 9B right here, our Student Services building can anyone guess how much that building cost? No? Okay, about $50 million dollars so big difference in size and also look but this one is a Lead Silver building so they've met those standards to become a Lead Certified building. And we're actually gonna highlight a few of those key components that made it a Lead Silver building.

Rene Jimenez: [28:06](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=1686.23) Our Bridge Program has a nice little area where we can kinda look in the interior and also the paneling. But early on folks we're gonna see this bioswale right here and that's intended to catch water when it rains right? Southern California, hopefully those 2 days that it rains, we'll get all the water. And these are actually drought tolerant plants, but are also sub-submerging. So basically they're able to kind of when it rains, retain their composure and absorb the moisture, but also when it's dry, they're not gonna die out on us.

Rene Jimenez: [28:38](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=1718) So it's really good for aesthetics, especially when those sycamore trees get a little big bigger, you're gonna find sycamores around any riparion habitats. So we're trying to recreate that on this corner. And as we approach the side of this building folks, you're gonna see these panels anybody know what these panels are or can guess? It's actually for sunlight so it channels the sunlight when we need the ambient light inside the building. But also at the hottest point of the day it's gonna block out the sun. So we spend less money on energy and cooling right, so it works in multiple ways by just letting light in, so.

Rene Jimenez: [29:15](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=1755.91) That's one of the factors that made it a Lead Silver building and as we climb up, they have reflective paneling on the side of the buildings that also act as, it also reflects heat, you know? So there we go once again spending less money on overall structure because it is lighter, but also spending less money on energy and cooling.

Rene Jimenez: [29:38](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=1778.67) And before I talk about Bridge, any new faculty in the group? Oh okay, awesome. But as we look inside folks, anybody see anything out of the ordinary? That might make it sustainable or anything like that?

Tour guest: [29:55](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=1795.27) High ceilings?

Rene Jimenez: [29:55](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=1795.87) High ceilings, okay? So the upholstery on all the furniture is actually recycled. So that's all reused including the carpet as well. Does anybody know what V.O.C stands for?

Tour guest: [30:08](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=1808.27) Volatile Organic Compound?

Rene Jimenez: [30:09](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=1809.75) Correct. Absolutely. So every new building will have low V.O.C paint so that provides better indoor air pollution. I guess not better, but it reduces indoor air pollution right? So those are some of the distinguishing factors that every new building at Mt.SAC will have which is recycled upholstery and low V.O.C paint. For the building to be so sustainable it shows what direction Mt.SAC is going.

Rene Jimenez: [30:33](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=1833.65) So folks, does anybody feel anything different when they walk on these brick type deals?

Tour Male: [30:39](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=1839.2) Cork.

Rene Jimenez: [30:39](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=1839.36) Corky?

Tour Male: [30:39](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=1839.36) Corky.

Tour guest: [30:39](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=1839.36) It's corky.

Rene Jimenez: [30:40](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=1840.37) Yeah. Little bit bouncy right? So these are actually called permeable pavers. And what they do is they allow water to percolate underneath the soil and it actually allows the soil to breathe. So the unfortunate side effects of cement is it basically kills the soil underneath it right, it prevents oxygen so the bacteria eventually dies. But this allows air and water to just kinda seep through the cracks. On the few days that it does rain, we're gonna lose all that water, it's gonna go into the sewer system and eventually go out into the ocean so instead of having things like this, we're kinda shooting ourselves in the foot living in the arid climate that we live in.

Rene Jimenez: [31:18](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=1878.23) So luckily for the permeable pavers they also have little bioswales on the flanks of this one. So all the water when it rains kind of gets absorbed by the soil underneath and it kinda channels it into the plants, so. We're really utilizing our resources well.

Chris Briggs: [31:35](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=1895.03) But what Rene is bringing up is that with these huge areas of land that are paved, so much of that water shoots out to the ocean. Southern California has huge amounts of ground water, underground that we've been pumping out and not recharging, so this yet another way to potentially to recharge those ground water resources. And if Southern California can capture the rain that does fall, we wouldn't need to import water from Northern California and elsewhere. But just currently, if everything's paved it all shoots out to the ocean, this is an effort to recapture that.

Rene Jimenez: [32:08](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=1928.29) Yeah so hopefully we see more of this. But that's basically it folks. That's 9E in a nutshell.

Rene Jimenez: [32:14](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=1934.5) Alright folks so this is the Mountie Café. Another thing we're very proud of is our oil recycling system. So we actually have plumbing that pumps out the used oil and pumps in some fresh oil. That actually cuts down on a lot of costs. But as well as cardboard use, plastic use that typically, you know you package up oil and we prevented that cost so the plumbing really helps with that.

Rene Jimenez: [32:41](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=1961.75) So we're actually gonna go take a look in the back folks. So we're gonna go through the door. So another thing we like to highlight folks is our D.M.O our Dish Machine Operator. How's it going sir? Thank you for your hard work, appreciate it. But we actually steam clean our dishes so less water waste right, so we're really trying to be the most sustainable and cost effective approach that we could take, we're taking.

Christina Barsi: [33:06](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=1986.32) Hi so I'm here with some of the faculty that just took the sustainability tour. And I just wanted to ask them, what do you think you could utilize in your own class that is sustainability driven.

Danielle : [33:20](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=2000.47) My name is Danielle Manikien in Biology. And I think that creating projects where they're encouraged to choose topics that relate to sustainability would be pretty easy in a biology course. I also have students do a community service project, so you know part of their project can be going with the, Rene and the park cleanups that he was talking about on May 19th, so I'll be telling my students about that.

Diana Churchill: [33:39](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=2019.09) Hi my name is Diana Churchill and I am in the Biology department. One of the things that I implement in my own classes is I heavily utilize our canvas learning management system to reduce the amount of paper that I'm passing out to my students. It also has the secondary benefit that my students can't lose anything because they always have access to canvas.

Franklin Reynol: [33:57](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=2037.88) Hi, Franklin Reynolds, Communications. I currently have students in my Speech 1A class do a tour guide speech. So they have to point out an office on campus and something that we should know about it and give us some background info on the services they provide. So I'm gonna now, as we're walking through point out everything we learned today on the tour to the as we go through and even encourage students who might pick an office that's what we saw today, like to prompt them to highlight the sustainability function of it.

Sun Azelle: [34:29](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=2069.39) I'm Sun Azelle, I teach writing classes and students in my class do a project to try a new habit for 21 days and I think that could do a sustainability themed project so they can try a new habit that helps us to meet our campus climate goal, would be really cool and allow them to explore issues of sustainability.

Liesel Reinhart: [34:46](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=2086.39) This is Liesel and Chris, thank you so much for everything you did today. Now that we've sort of had the classroom session and the tour, what do you think you'll report back to your sustainability team members about what we accomplished today?

Chris Briggs: [35:04](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=2104.29) This was the first time we gave this talk to new faculty and to other faculty as part of our renew session. I found it really encouraging that our participants seem to have already been thinking about a lot of these issues and had relevant input on their ideas about sustainability as well as ways that they thought the campus could be improved. And so I think, it was a great start to long conversation.

Liesel Reinhart: [35:36](https://www.rev.com/transcript-editor/Edit?token=HzXZMJ9XdXXzCI6qi_DMX2hpuvPyFRoZWEa8tvhSxKErX6kFMe9oIHJqRTiUi9iCwTbABg&loadFrom=DirectLink&ts=2136.05) Hey thanks so much for joining us for the Magic Mountie podcast. We love your likes, we love your shares and we love your comments. So please engage with our community. Download from wherever you love to get your podcasts; Itunes, Google, RateMyProfessor , we're there. And we want you to be back with us next week. Remember any opinions that are expressed in this podcast do not necessarily represent Mt. San Antonio College or any of it's agents. We'll see you next time.