Challenges

• We want our science valued and used
  – Ranges from wanting to inform decisions to have our way of thinking valued

• We want our graduates employed
  • We think there is/will be a demand for climate change adaptation guides
  • Students want a new kind of education – something they can't get online and immerses them in working together on solutions

• It is hard
  – No formal reward
  – No formal training
  – Climate is political
  – Small departments under seige
Vision

• We should be relevant to communities, including cities
• T-shaped student
  – Core disciplinary expertise and other skills
  – Do we add climate to economists or add economics to climate scientists?
• Shared Tools
• Listening and valuing
  – Connecting to other issues (e.g. pollution, energy)
  – Valuing current activities
  – Looking for early adopters (mayors, not representatives)
  – Understand the specific content
Lots to draw from

• Models exist
  – Don’s work with Chicago and his degree program
  – Alliance models, Repository models
  – Partners (religious and others)

To me, all that says we can figure out the how, so the focus needs to be on the what.
A new, shared co-developed and distributively taught curriculum...
...focused on top of the T
Capping the T

• How can I get my students engaged in climate adaption with
  – Authentic Case Studies
  – Adequate prep
  – Experience beyond what might be doable in classrooms (otherwise why do it)

• (with debt to Don) A distributed curriculum that is motivated by real-world problems and culminates in diverse, multi-disciplinary student teams that work with stakeholders on real problems.