

EQUITY, DIVERSITY, AND INCLUSION (EDI) IN SUSTAINABILITY: FINAL REPORT

PRODUCING AND DISTRIBUTING AN EDI AND
SUSTAINABILITY MANUAL FOR UCLA
STUDENT ORGANIZATIONS

UCLA SUSTAINABILITY ACTION RESEARCH (SAR) 2022

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ABSTRACT

UCLA's Sustainability Action Research's (SAR) Equity, Diversity, and Inclusion (EDI) team is in its second year of researching EDI in sustainability at UCLA. Building off the research foundation established by the 2021 EDI team, the 2022 EDI team is researching the challenges undergraduate student organizations face when practicing EDI and sustainability, as well as the resources they need to overcome these challenges. Identifying such challenges and needed resources is essential for developing strategies that can help student organizations effectively practice EDI and sustainability and consequently for fostering a more equitable, diverse, and inclusive sustainability community at UCLA. By analyzing data collected through two surveys and two focus groups, our team found (1) commendable EDI and sustainability efforts by student organizations; (2) resources on EDI and sustainability, member interest and participation, and time as the most impactful challenges to practicing EDI and sustainability; and (3) the demand and need for EDI and sustainability resources for leaders of student organizations. We utilized our research findings and direct student feedback to produce an EDI and sustainability manual for student organizations, outlining how they can recruit, educate, and plan events based on the intersections between EDI and sustainability. We plan on distributing our manual to student organizations at the start of the 2022-2023 Academic Year.

LAND ACKNOWLEDGEMENT

As a land grant institution, the Sustainability Action Research Equity, Diversity, and Inclusion in Sustainability Team at UCLA acknowledges the Gabrielino/Tongva peoples as the traditional land caretakers of Tovaangar (Los Angeles basin, So. Channel Islands).

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ABOUT THE EDI TEAM: LEADERSHIP



Shailah Arreola-Bittner (she/they)

EDI Team Co-Lead

Shailah is transfer student in her third-year studying Environmental Science who has a passion for sustainability and intersectionality. She is excited to continue working to better the sustainability space at UCLA.



Priscilla Velez (she/her)

EDI Team Co-Lead

Priscilla is a fourth-year Geography/Environmental Studies major who is passionate about intersectional sustainability. She is excited to play a role in making the sustainability community at UCLA a more equitable, diverse, inclusive, and accessible space for students of all backgrounds and identities.



Brittany Pannell

EDI Team Stakeholder

Brittany has been working in UCLA Residential Life for 2.5 years and is passionate about student wellness and synthesizing education outside of the classroom. Her true goals are to assist in influencing daily considerations of identity and access to sustainability education and resources.

ABOUT THE EDI TEAM: RESEARCHERS



Gladys Nava-Jacobo (pronouns)

EDI Team Member

Gladys is a fourth-year Geography/Environmental Studies major who is passionate about environmental justice. She joined SAR to get experience in research and to learn more about how UCLA is working to become more sustainable and inclusive.



Ananya Masnaruemitr (she/her)

EDI Team Member

Ananya is a third-year Sociology major with a minor in Environmental Systems & Society. She joined SAR to learn how to effect real change on the UCLA campus.



Lilly Mitchell (she/hers)

EDI Team Member

Lilly is a second year Environmental Science major for Boulder, Colorado. She joined SAR to discover how research can be applied to environmental justice struggles at UCLA and beyond.



Nancy Nan (she/her)

EDI Team Member

Nancy Nan is a second year Environmental Studies major, planning to double major in Sociology. She is interested in promoting sustainability and environmental justice.

IMPORTANT DEFINITIONS

EQUITY, DIVERSITY, AND INCLUSION (EDI):

- *Equity*: providing the exact access, resources, and opportunities individuals need to thrive and succeed
- *Diversity*: creating a community full of people from diverse backgrounds and identities
- *Inclusion*: creating a safe, welcoming community where everyone feels valued, respected, and empowered to participate and contribute

EDI IN SUSTAINABILITY

- Fostering an inclusive, safe, and welcoming sustainability community for people of all backgrounds
- Including and elevating the voices and needs of historically underrepresented groups in sustainability efforts
- Recognizing and actively challenging the existence of structural racism and discrimination in sustainability

UCLA SUSTAINABILITY COMMUNITY:

All UCLA students, staff, and faculty invested and involved with sustainability initiatives, projects, education, and policies

STUDENT ORGANIZATION TYPES:

- *Sustainability Student Organizations*: student organizations centered around educating on or advancing sustainability, conservation, or environmentalism
- *Identity Student Organizations*: student organizations centered around social or cultural identities, including, but not limited to, ethnicity, gender, sexual orientation, national origin, socioeconomic status, disability, and religion/faith
- *Other Student Organizations*: student organizations that do not fall into the categories above, such as organizations centered around careers, recreation, or service

INTRODUCTION

BACKGROUND

Sustainability efforts have historically prioritized environmental conservation while failing to address the disproportionate impact of environmental issues and climate change on particular communities, such as low-income communities and communities of color, as well as the exclusion of particular identities from sustainability discussions. Therefore, integrating Equity, Diversity, and Inclusion (EDI) in sustainability is crucial for fostering a sustainability movement in which everyone's voices, experiences, and perspectives are heard, respected, and addressed and in which people of all backgrounds are included and empowered to participate and contribute.

RESEARCH SCOPE AND OBJECTIVE

As part of UCLA's Sustainability Action Research's Equity, Diversity, and Inclusion (EDI) in Sustainability Team, our research is centered around increasing the equity, diversity, and inclusivity of the sustainability community at UCLA. Our research project, "Producing and Distributing an EDI and Sustainability Manual for UCLA Student Organizations," is centered around the following research question:

"What challenges do student organizations face when practicing EDI and sustainability, and how can an EDI and sustainability manual help student organizations overcome these challenges to more effectively practice EDI and sustainability?"

Therefore, our research project aims to identify and analyze the challenges student organizations face when practicing EDI and sustainability (such as resources EDI and sustainability; member member interest and participation; collaboration with other organizations; funding; and time), as well as the resources student organizations need to overcome these challenges. In addition, our research project aims to explore the values and practices that can help make student organizations more safe, welcoming spaces.

INTRODUCTION (CONT.)

RESEARCH SCOPE AND OBJECTIVE (CONT.)

We analyzed data obtained through surveys and focus groups to create and distribute an EDI and sustainability manual for UCLA student organizations, outlining strategies and resources on how student organizations can recruit, educate, and plan events based on the intersections between EDI and sustainability.

Our research project's scope was inspired by two recommendations outlined in the 2021 SAR EDI Team's final report: (1) to open up sustainability efforts at UCLA beyond the traditional sustainability sphere, such as sustainability student organizations, and into student organizations centered around social, cultural, and other identities and (2) to provide leadership resources on EDI and sustainability for student organizations. Thus, we targeted our research to and produced our manual for sustainability, identity, and other student organizations with the intention of helping sustainability student organizations promote and practice a more inclusive, intersectional form of sustainability, while helping to propel identity and other student organizations into the sustainability community.

It is our hope that these two effects, in combination, will engage more diverse student voices in sustainability and advance a more equitable, diverse, and inclusive sustainability community at UCLA where students of all backgrounds are empowered to participate in sustainability dialogues and contribute to sustainability efforts.

METHODS

METHODOLOGY AND REASONING

Our methodology consisted of surveys and focus groups. We decided to use surveys as they allow for quick, easy data collection and can be distributed online to reach a diverse set of UCLA students. We felt focus groups were optimal for having the opportunity to hear in-depth and direct answers to our survey questions and to meet with the types of students who will be at the forefront of using and implementing our EDI and sustainability manual.

SURVEYS

We created two surveys. Our first survey, the *Student Leader Survey*, was targeted at leaders of student organizations while our second survey, the *Member Survey*, was targeted at members of student organizations. Both of our surveys were hosted on Google Forms, contained a combination of quantitative and qualitative questions, and were open and distributed during Weeks 3 to 8 of the 2022 Spring Quarter.

The questions for both surveys can be found on Pages 30-38.

STUDENT LEADER SURVEY

Our Student Leader Survey included questions asking student leaders to discuss their respective student organization's current EDI and sustainability practices, the challenges their student organization faces when practicing EDI and sustainability, and the resources their student organization needs to overcome such challenges. To be specific, our Student Leader Survey was divided into three main sections focused on:

1. *Sustainability Organizations*: current EDI practices, challenges to practicing EDI, and resources needed to overcome EDI challenges
2. *Identity Organizations*: current sustainability practices, challenges to practicing sustainability, and resources needed to overcome sustainability challenges
3. *Other Organizations*: current sustainability practices, challenges to practicing sustainability, and resources needed to overcome sustainability challenges

METHODS (CONT.)

MEMBER SURVEY

Our Member Survey contained questions asking students from sustainability, identity, and other organizations to rate how included, represented, and welcomed they feel within their respective student organization, as well as questions inquiring about what type of practices and values they believe can make their organization a more safe, welcoming space.

FOCUS GROUPS

We held two focus groups over Zoom to discuss EDI and sustainability practices, challenges, and resources with leaders of sustainability and identity organizations. Due to limited interest, we were unfortunately unable to meet with leaders of other organizations.

The questions asked during both focus group sessions can be found on Pages 39-40.

SUSTAINABILITY LEADER FOCUS GROUP

Our Sustainability Leader Focus Group was designed to hear about sustainability leaders' personal experiences with and perspective of sustainability spaces at UCLA. In addition, it was designed to gain an insight into their sustainability organization's experiences with implementing EDI, including practices, challenges, and resources, and to receive feedback on our manual's usefulness and likelihood to be used and implemented by their organization.

IDENTITY LEADER FOCUS GROUP

Our Identity Leader Focus Group was designed to hear about identity leaders' personal experiences with sustainability and the connection between their identity and sustainability. In addition, it was designed to gain an insight into their identity organization's experiences with implementing sustainability, including practices, challenges, and resources, and to receive feedback on our manual's usefulness and likelihood to be used and implemented by their organization.

METHODS (CONT.)

MANAGING BIAS

We addressed any potential biases within our research in two ways. First, we attempted to manage our own bias by ensuring that our survey and focus groups questions were reviewed by others outside of our team. For example, we asked the SAR Program Advisors, Program Directors, and Communication Directors to provide feedback on our survey and focus group questions and also requested fellow SAR students take a test run of our surveys to provide feedback regarding its logic, consistency, and accessibility. This feedback process was essential for helping our team to finalize unbiased, non-leading survey and focus group questions that were easy to understand.

Additionally, we mitigated respondent bias by ensuring that our questions related to personal experiences and did not allow respondents to make generalizations about the experiences of others. For example, for one of our survey questions asking participants to rank statements, we asked "*Based on the identities you most identify with, please rate the statement: 'I feel included, represented, and welcomed within my student organization.'*" rather than asking "*My organization is welcoming towards students of X backgrounds.*" This ideally allowed us avoid any overly positive or negative perceptions from clouding our data.

INCORPORATING EDI

While our research project foundationally revolves around EDI, we also implemented EDI within our research method through various means:

1. Targeting our research to identity and other organizations in addition to sustainability organizations to ensure we uplifted students from non-sustainability and underrepresented backgrounds into the sustainability space
2. Compensating research participants with a \$20 BruinCard deposit for their time
3. Practicing and implementing accessibility measures within our work, such as including an accommodation request form in our focus group signup forms, using closed-captioning and image descriptions in our social media content, and producing an audio version of our EDI and sustainability manual

CHALLENGES

As we completed our research project throughout the Winter and Spring Quarters, we encountered various challenges. However, by learning how to be adaptable and flexible and by turning to our fellow SAR community for support, our team was able to successfully overcome these challenges.

CHALLENGE 1: NARROWING PROJECT SCOPE, IDENTIFYING TARGET AUDIENCE, AND DETERMINING DELIVERABLE

During the first few weeks of the 2022 Winter Quarter as our team began brainstorming ideas for our research project, we struggled in narrowing our project scope, identifying our target audience, and deciding on the type of deliverable to produce at the culmination of our research.

Our team was given a few potential project scopes to work on, such as researching the exclusion of marginalized identities from sustainability and the financial barriers preventing individuals from accessing and using sustainable products. However, after reviewing and considering the 2021 EDI Team's findings and recommendations, our team eventually decided to develop an entirely different project scope focused on improving the equity, diversity, and inclusivity of the sustainability community at UCLA.

Once we identified a general project scope, we then began considering our target audience. Our team struggled in deciding whether to target our research towards student organizations or towards residents on the Hill. In particular, targeting residents on the Hill would allow us to leverage the connections and jurisdictions of our project stakeholder, Brittany Pannell, who is the Community Director for UCLA's University Apartments North and works closely alongside Hill residents and Living Learning Communities (LLC). While we understood the benefits of choosing to target our research towards the community our stakeholder has a close connection to, we ultimately decided to target student organizations, once again due the 2021 EDI Team's findings and recommendations.

CHALLENGES (CONT.)

CHALLENGE 1 (CONT.): NARROWING PROJECT SCOPE, IDENTIFYING TARGET AUDIENCE, AND DETERMINING DELIVERABLE

We also had to decide on what type of student organization we wanted to focus on and ensure the selected student organization type related to our research project. Given the importance of uplifting the voices of students from all backgrounds as well as the intersections between sustainability and various identities, we decided to target sustainability, identity, and other organizations in our research.

Lastly, we had to decide on what specific type of deliverable we wanted to produce at the end of our research. We knew we wanted to make a product that could be distributed to student organizations. We discussed various formats such as infographics and toolkits, but we eventually settled on a manual because it would allow us to provide a valuable amount of information in a straightforward, easily understandable manner.

CHALLENGE 2: CREATING CONCISE, EFFECTIVE, AND UNBIASED SURVEY AND FOCUS GROUP QUESTIONS

With our scope, target audience, and deliverable all established, we began to develop the questions for our two surveys and two focus groups. Crafting these questions was particularly challenging for several reasons. First, we had to determine how to write our questions in a way that eliminated respondent bias as well as our own personal biases. Second, we had to determine how to write our questions in an effective, yet easily understandable manner. Finally, we had to refrain from creating leading questions. To address these challenges, we consulted fellow SAR community members, such as the Program Advisors, Program Directors, Communication Directors, and students to review and provide feedback on our questions. We then edited our questions accordingly.

CHALLENGES (CONT.)

CHALLENGE 3: GATHERING SURVEY DATA FROM A DIVERSE SET OF STUDENTS

One of the greatest challenges our team faced was receiving a sufficient number of responses for our Student Leader and Member surveys. Despite reaching out to nearly 200 student organizations by email, utilizing social media outreach methods, sharing posters around campus, and offering a financial incentive for students to take our survey, we were only able to receive 11 responses for our Student Leader survey and 13 responses for our Member survey.

While we were not completely able to overcome this challenge, our team was able to demonstrate its resiliency, adaptability, and flexibility by not becoming discouraged and by consistently developing new methods for increasing survey responses. In addition, the in-depth discussions we had in our Sustainability Leader Focus Group and Identity Leader Focus Group helped to compensate for our surveys' shortcomings.

RESULTS

The following pages show select results from our surveys and focus groups. While we obtained a significant amount of valuable data, we are limited in our scope to present them all here. Thus, we have selected to present the results we find most relevant and applicable to our research project's primary focus on EDI and sustainability practices, challenges, and resources. We used and analyzed the data not presented here to help us carefully produce our EDI and sustainability manual.

STUDENT LEADER SURVEY RESULTS

RESEARCH AUDIENCE



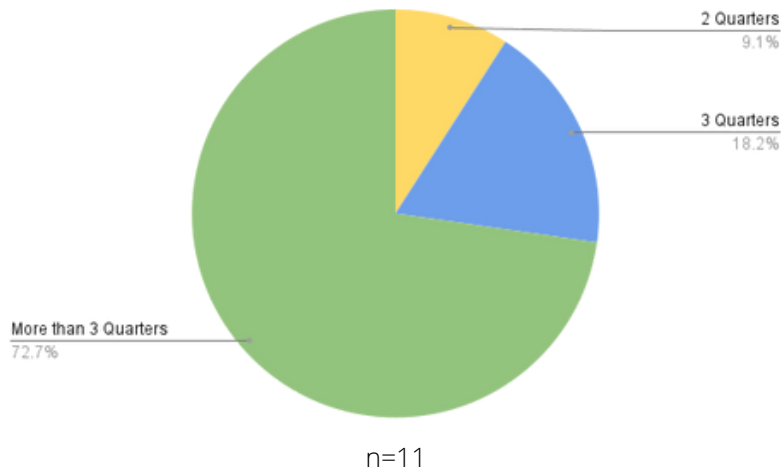
A majority (63.6%) of our Student Leader Survey participants were leaders of sustainability organizations, while the remainder were leaders of identity organizations (18.2%) and other organizations (18.2%).

RESULTS (CONT.)

STUDENT LEADER SURVEY RESULTS (CONT).

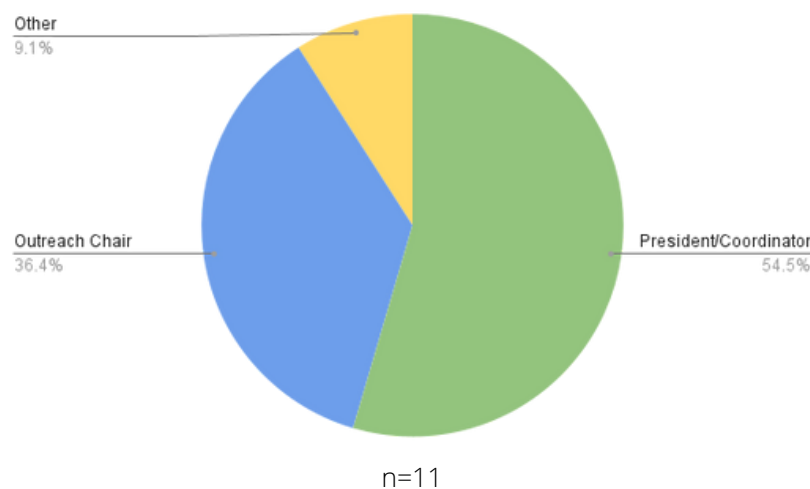
RESEARCH AUDIENCE (CONT.)

How long have you been involved with your organization?



An overwhelming majority (72.7%) of survey participants have been involved with their organization for more than 3 quarters, which suggests that those who have been involved with a particular organization for longer might be more motivated, incentivized, or interested in improving their organization.

What is your leadership position?

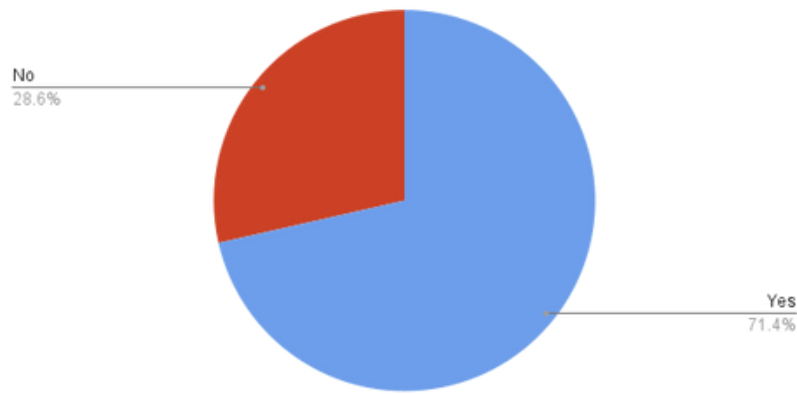


A majority (54.5%) of our Student Leader Survey participants were Presidents/Coordinators of their respective organization, followed by Outreach/Communication Chair (36.4%) and Other Leadership positions (9.1%).

RESULTS (CONT.)

RELEVANT FINDINGS: SUSTAINABILITY ORGANIZATIONS SECTION

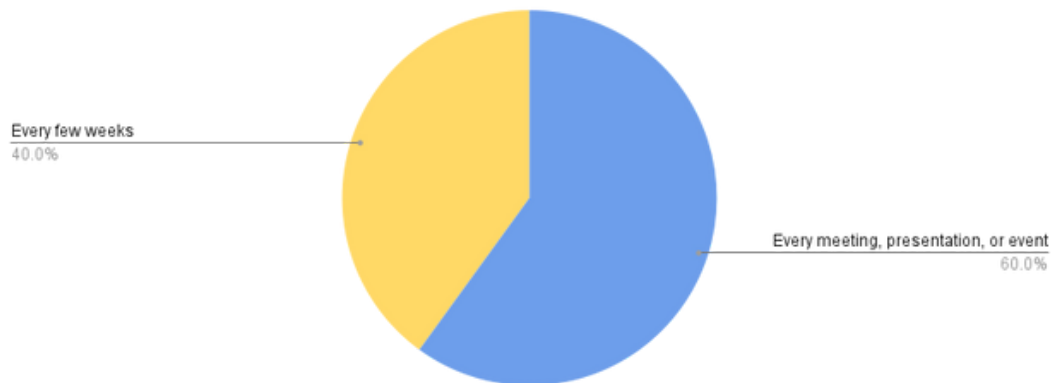
Does your organization address the intersections between EDI and sustainability during meetings, presentations, or events?



n=7

A large majority (71.4%) of sustainability leaders answered that their organization does address the intersections between EDI and sustainability, with the remainder (28.6%) answering “no.” This suggests sustainability organizations at UCLA are making promising progress towards equity, diversity, and inclusivity practices.

If you answered “yes” to the previous question, approximately how frequently does your organization address EDI?



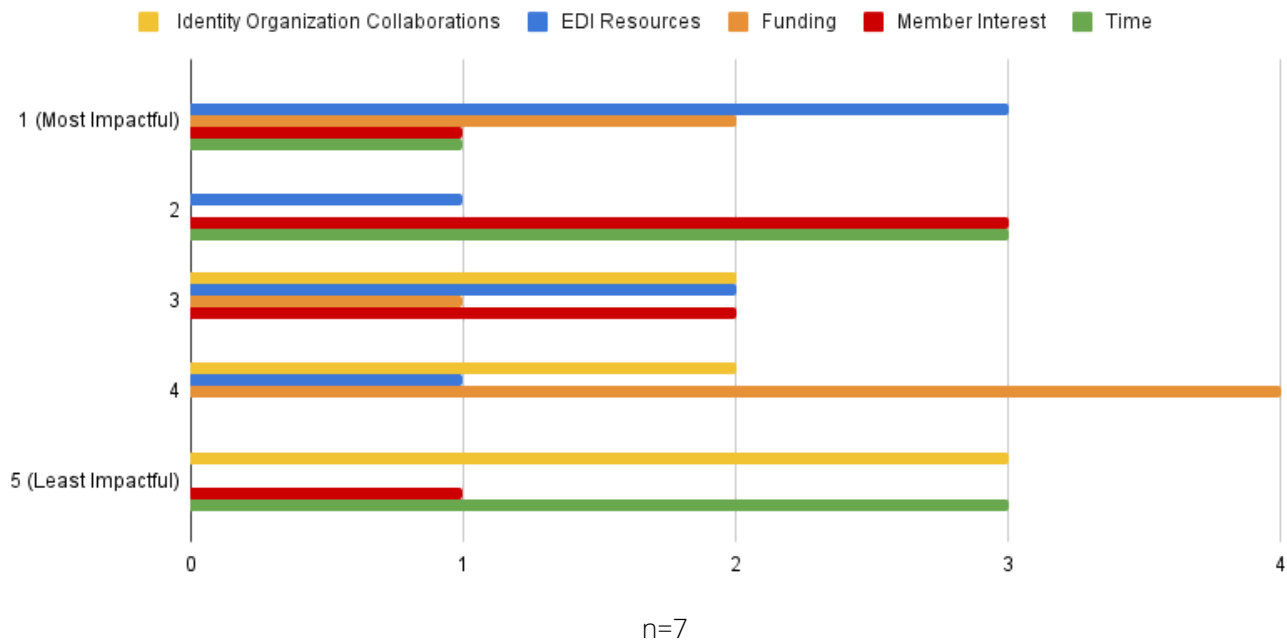
n=5

A majority (60%) of sustainability leaders answered that their organization addresses EDI every few weeks, with the remainder (40.0%) answering every meeting, presentation, or event. These results show commendable progress towards sustainability organizations regularly practicing EDI and sustainability. However, there is potential for sustainability organizations to more frequently practice EDI and sustainability.

RESULTS (CONT.)

RELEVANT FINDINGS: SUSTAINABILITY ORGANIZATIONS SECTION (CONT.)

Please rank the following challenges to practicing EDI within your organization from most to least impactful (from 1 to 5).

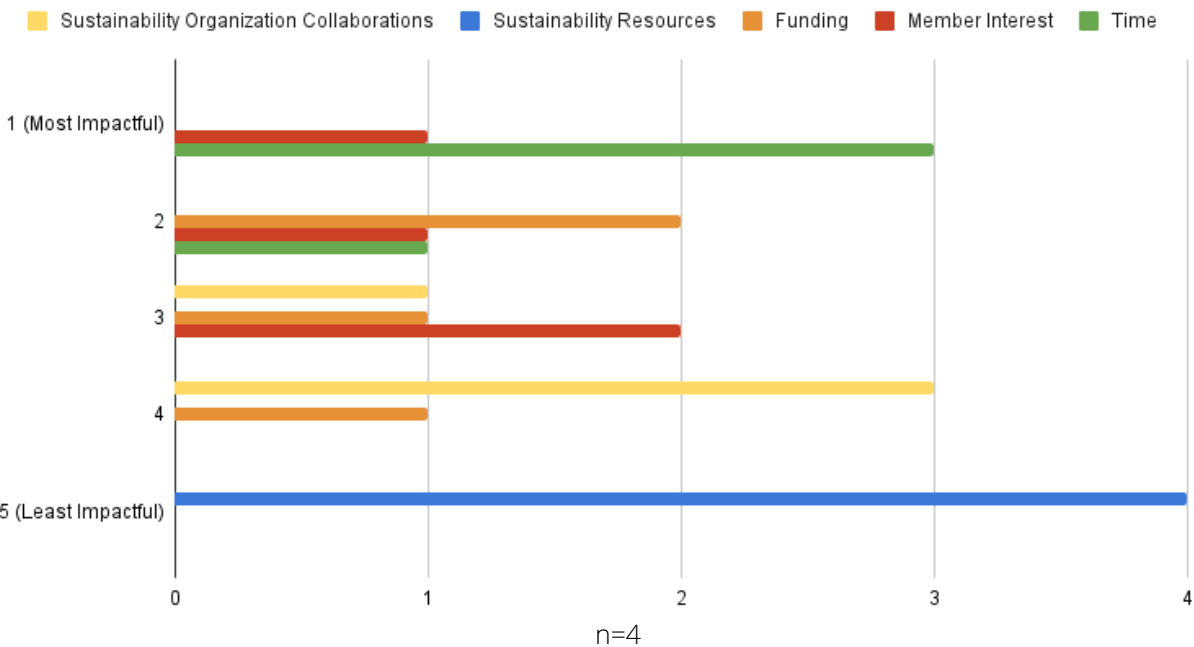


While there is great variation in how sustainability leaders ranked the following challenges to practicing EDI within their organization, EDI resources and member interest and participation rank as the most impactful challenges. Identifying these as the most impactful was essential for developing and providing strategies for overcoming these challenges in our EDI and sustainability manual.

RESULTS (CONT.)

RELEVANT FINDINGS: IDENTITY AND OTHER ORGANIZATIONS SECTIONS

Please rank the following challenges to practicing sustainability in your organization from most to least impactful (from 1-5).



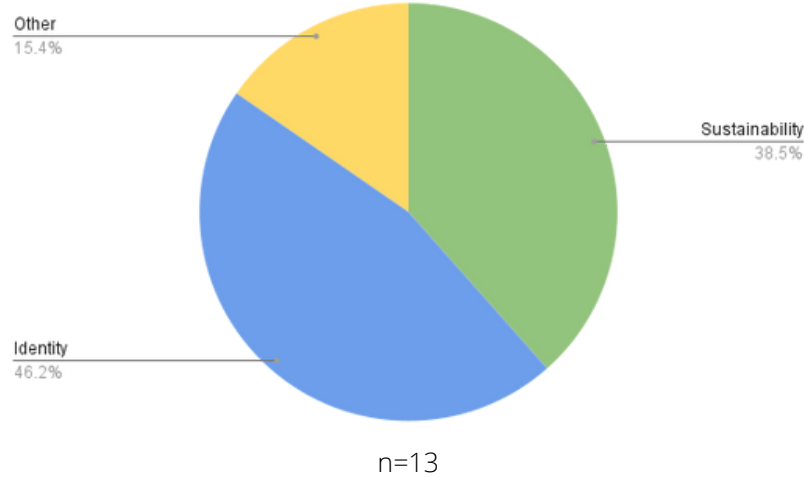
While there is great variation in how leaders of identity and other organizations ranked the following challenges to practicing sustainability within their organization, member interest and participation and time rank as the most impactful challenges. Identifying these as the most impactful was essential for developing and providing strategies for overcoming these challenges in our EDI and sustainability manual.

RESULTS (CONT.)

MEMBER SURVEY RESULTS

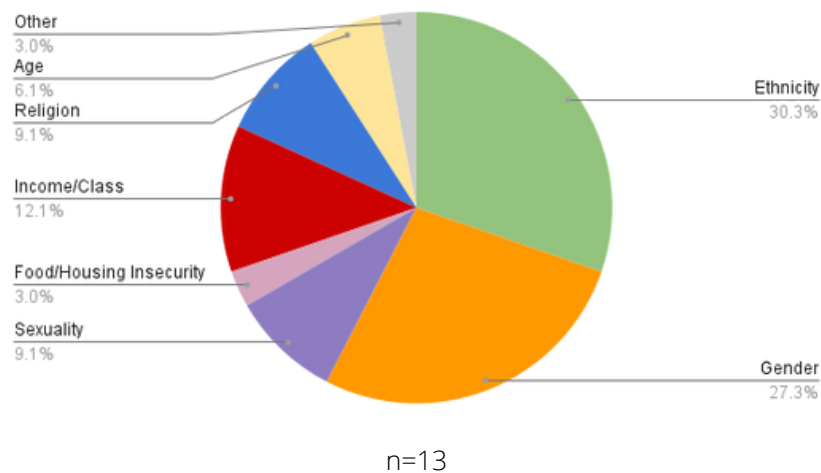
RESEARCH AUDIENCE

What type of student organization are you a member of?



Most (46.2%) of our Member Survey participants were members of identity organizations, while the remainder were members of sustainability organizations (38.5%) and other organizations (15.4%).

Which identity or identities do you identify the most with? (select all that apply)



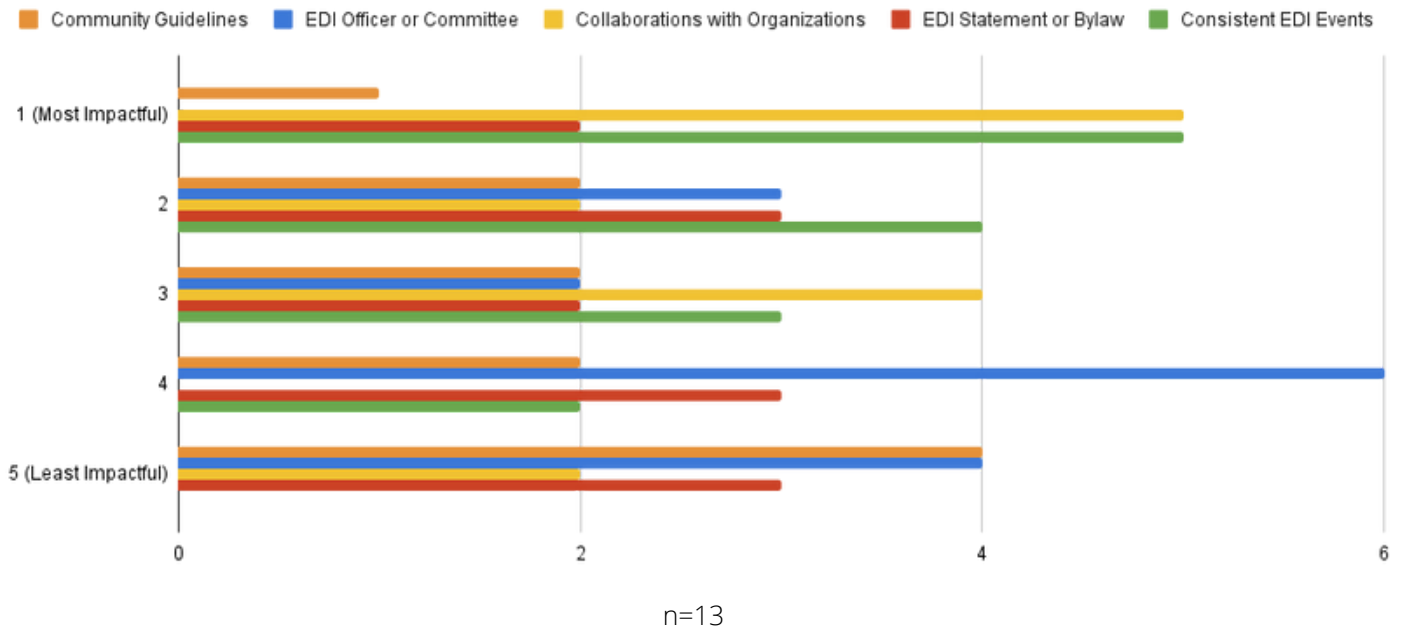
Our Member Survey participants mainly identified with the following identities: ethnicity (30.3%), gender (27.3%), income/class (12.1%), sexuality (9.1%), religion (9.1%), age (6.1%), and food/housing insecurity (3.0%).

RESULTS (CONT.)

MEMBER SURVEY RESULTS

RELEVANT FINDINGS

Please rank the following equitable practices you believe will help a student organization create a more inclusive and welcoming space from most to least impactful (from 1 to 5).



While there is great variation in how members of sustainability, identity, and other organizations ranked the impact of the following equitable practices in creating a more inclusive and welcoming space within a student organization, collaborations with organizations and consistent EDI events consistently ranked as the most impactful, whereas EDI statement, EDI officer/committee, and community guidelines ranked as less impactful. This suggests that organization members find EDI initiatives revolving around direct activities and events to be more impactful than EDI initiatives revolving around organizational structure. Identifying members' stronger support for and interest in direct EDI initiatives was essential for ensuring our EDI and sustainability manual placed more emphasis on providing strategies and resources for helping student organizations implement EDI and sustainability into their organizational activities.

RESULTS (CONT.)

SUSTAINABILITY LEADER FOCUS GROUP RESULTS

RESEARCH AUDIENCE

4 Sustainability Leaders From:

- Access Clean Water Anywhere (ACWA)
- Ecology, Economy, Equity (E3)
- Environmental Student Network (ESN)
- jane b semel HCI Community Garden

RELEVANT FINDINGS: MAIN THEMES

- 1. The equity, diversity, and inclusivity of the sustainability space/community at UCLA can be increased (4/4)**
 - Sustainability space at UCLA is predominately white (2/4)
 - Sustainability space at UCLA is not inclusive to international students, as it mainly focuses on local environmental issues and not global issues (1/4)
 - Sustainability space at UCLA can improve its inclusion and representation of queer and trans people (1/4)
- 2. There are notable and commendable EDI actions practiced by sustainability organizations (4/4)**
 - Hybrid modality (2/4)
 - Discussions centered around identity and sustainability (2/4)
 - Organization open to students of all backgrounds and majors (2/4)
 - General accessibility measures and inclusive language (2/4)
- 3. The most impactful challenges to practicing EDI and sustainability are:**
 - Gaining and retaining membership (4/4)
 - Collaborating with identity and sustainability organizations (¼)
 - Increasing diversity of leadership and membership (¼)
- 4. The most useful resources needed for practicing EDI and sustainability are:**
 - Leadership trainings on EDI (2/4)
 - How to effectively and appropriately facilitate conversations on EDI and environmental justice (2/4)
 - How to successfully engage and retain membership (1/4)

RESULTS (CONT.)

IDENTITY LEADER FOCUS GROUP RESULTS

RESEARCH AUDIENCE

2 Identity Leaders From:

- Mixed Student Union at UCLA
- National Society of Black Engineers (NSBE)

RELEVANT FINDINGS: MAIN THEMES

1. **There are notable attempts by identity organizations to practice sustainability in their activities and events (2/2)**
 - Reducing, reusing, and recycling supplies and materials (1/2)
 - Occasionally bringing in speakers from sustainability fields (1/2)
2. **The most impactful challenges to practicing sustainability are:**
 - Applicability/relevance of sustainability to organization's goals (1/2)
 - Limited time means prioritizing organization's focus and goals over sustainability (1/2)
3. **The most useful resources needed for practicing sustainability are:**
 - How to encourage members to practice sustainability (1/2)
 - Resources and knowledge on how to make meetings and events sustainable (1/2)
 - Information about the relationship between identities and sustainability (1/2)

DISCUSSION

A. RESEARCH IMPLICATIONS

Our research project provided a strong insight into three aspects regarding EDI and sustainability practices by UCLA student organizations:

1. The current extent to which UCLA student organizations are practicing and promoting the intersections between EDI and sustainability through their organizational structure and activities
2. The most impactful challenges student organizations face when practicing EDI and sustainability
3. The resources student organizations need to overcome these challenges to more effectively practice EDI and sustainability

1. CURRENT EDI AND SUSTAINABILITY PRACTICES BY STUDENT ORGANIZATIONS

Our research revealed that there are notable and commendable EDI efforts and practices by sustainability student organizations, as well as sustainability efforts and practices by identity and other student organizations.

For example, sustainability organizations like Access Clean Water Anywhere (ACWA) explicitly and intentionally address and integrate discussions centered around EDI and environmental justice, while sustainability organizations like Ecology, Economy, Equity (E3) and Environmental Student Network (ESN) practice accessibility and inclusivity measures such as providing hybrid modality options, opening their organizations to students of all backgrounds and majors, and using inclusive language in their internet and social media presence.

Similarly, while identity and other student organizations are not centered around sustainability, identity organizations like the Mixed Student Union at UCLA and the National Society of Black Engineers (NSBE) practice easy and accessible sustainable measures such as reusing materials, reducing waste production at meetings, and inviting speakers from sustainability sectors.

DISCUSSION (CONT.)

1. *CURRENT EDI AND SUSTAINABILITY PRACTICES BY STUDENT ORGANIZATIONS (CONT.)*

These EDI and sustainability efforts by sustainability, identity, and other student organizations alike are crucial, as they demonstrate the progress the sustainability community at UCLA is making towards fostering a more inclusive space that includes the participation and contribution of students from diverse backgrounds, identities, and interests.

2. *CHALLENGES TO PRACTICING EDI AND SUSTAINABILITY WITHIN STUDENT ORGANIZATIONS*

There are many challenges that student organizations face when practicing EDI and sustainability, including knowledge and resources on EDI and sustainability; member interest and participation; collaboration with student organizations; funding; and time. While all of these challenges impact the ability of student organizations to effectively practice EDI and sustainability, they vary in the level of impact.

Our research revealed that (1) knowledge and resources on EDI and (2) member interest and participation are among the most impactful challenges to practicing EDI within sustainability student organizations. For example, leaders from sustainability organizations expressed in both our Leader Survey and Sustainability Leader Focus Group their organization's interest in practicing and discussing EDI but their inability to do so due to a lack of clear and accessible resources and knowledge on EDI. In addition, sustainability leaders described in our Leader Survey and Sustainability Leader Focus Group the challenges their organization has faced in recruiting and retaining members, particularly from diverse backgrounds.

DISCUSSION (CONT.)

2. CHALLENGES TO PRACTICING EDI AND SUSTAINABILITY WITHIN STUDENT ORGANIZATIONS (CONT.)

For identity and other organizations, (1) applicability and relevance of sustainability to the organization's focus and goals, (2) time, and (3) member interest and participation were among the most impactful challenges to practicing sustainability. While leaders of identity and other organizations acknowledged the importance of sustainability in our Leader Survey and Identity Leader Focus Groups, they also explained that sustainability is not a priority for their organization given their perception that sustainability is not relevant to their organization, their members' low or lack of interest in sustainability, and the limited time their organization has to promote sustainability.

These challenges to practicing EDI and sustainability within student organizations are urgent, as they all can significantly affect the ability and capacity of student organizations to promote EDI and sustainability and therefore potentially delay progress towards a more equitable, diverse, and inclusive sustainability community at UCLA.

3. RESOURCES NEEDED BY STUDENT ORGANIZATIONS TO OVERCOME EDI AND SUSTAINABILITY CHALLENGES

Finally, our research revealed the resources student organizations need the most to more effectively promote and practice EDI and sustainability. In particular, all of our research participants in our Leader Survey stated that an EDI and sustainability manual and EDI and sustainability trainings are both needed resources that would be helpful in helping their organization to practice EDI and sustainability. In addition, some research participants listed strategies for increasing and retaining diverse membership and for holding and facilitating appropriate, safe conversations about EDI as additional necessary resources.

DISCUSSION (CONT.)

3. RESOURCES NEEDED BY STUDENT ORGANIZATIONS TO OVERCOME EDI AND SUSTAINABILITY CHALLENGES (CONT.)

These resources for practicing EDI and sustainability within student organizations are imperative as they can help student organizations address and overcome their EDI and sustainability challenges, increase the ability of student organizations to effectively practice EDI and sustainability, and most importantly, help advance a more equitable, diverse, and inclusive sustainability community at UCLA.

B. SIGNIFICANCE OF OUR RESEARCH

VALUABLE DATA ON EDI AND SUSTAINABILITY CHALLENGES AND RESOURCES

Our research provides valuable and crucial information regarding the most impactful challenges to practicing EDI and sustainability within student organizations as well as the resources student organizations need to overcome these challenges to more effectively practice EDI and sustainability.

In particular, identifying and understanding the most impactful challenges to practicing EDI and sustainability is imperative for developing and providing potential strategies and resources for overcoming such challenges. Our manual, “A Guide to Practicing EDI and Sustainability Within Student Organizations,” was carefully crafted and designed to provide strategies, recommendations, and additional resources that directly address EDI and sustainability challenges. For example, our manual outlines strategies such as providing hybrid meeting and event options; holding social and informal events like movie nights or arts and craft activities; and hosting collaborative events with UCLA centers/offices or other student organizations as methods for increasing member interest, participation, and recruitment. Our manual also outlines strategies such as participating in events organized and hosted by UCLA centers/offices or other student organizations or inviting a guest speaker to give a presentation or lecture on EDI and sustainability as methods for addressing limited time within organizations.

DISCUSSION (CONT.)

B. SIGNIFICANCE OF OUR RESEARCH (CONT.)

VALUABLE DATA ON EDI AND SUSTAINABILITY CHALLENGES AND RESOURCES (CONT.)

Similarly, identifying resources needed by student organizations to overcome EDI and sustainability challenges is essential for creating resources or establishing a need to create such resources in the future to address such challenges. In fact, our team immediately addressed one of these needed resources by producing an EDI and sustainability manual, and our team outlines the need for EDI and sustainability trainings later in this report.

PRODUCING AN EDI AND SUSTAINABILITY MANUAL FOR STUDENT ORGANIZATIONS

Finally, our research allowed us to produce an EDI and sustainability manual that outlines strategies, best practices, and resources for helping UCLA student organizations to recruit, educate, and plan events based on the intersections between EDI and sustainability. Our team was able to include EDI and sustainability strategies directly recommended to us by our research participants in our manual, while using careful research analysis to develop additional EDI and sustainability strategies.

We hope this manual will help sustainability student organizations promote and practice a more inclusive, intersectional form of sustainability while helping to propel identity and other student organizations into the sustainability community, given the important intersections between sustainability and identities. We hope that these two effects, in combination, will engage more diverse student voices in sustainability and advance a more equitable, diverse, and inclusive sustainability community at UCLA where students of all backgrounds are empowered to participate in sustainability dialogues and contribute to sustainability efforts.

DISCUSSION (CONT.)

C. FUTURE WORK

Our team acknowledges that EDI work is an ongoing learning process that requires transparency, reflection, and accountability, and that our manual is only a small step in truly fostering a more equitable, diverse, and inclusive sustainability community at UCLA. Therefore, our team hopes to see future SAR EDI teams potentially undertake any of the following project areas:

1. Gauging and Updating EDI and Sustainability Manual

- Measure and gauge the extent to which our EDI and sustainability manual is being used and implemented by student organizations
- Update our EDI and sustainability manual with additional and more effective strategies and resources, ensuring to integrate and uplift diverse student voices and feedback into the updating process

2. Developing EDI and Sustainability Leadership Trainings:

- Research and assess best practices and tools for teaching student leaders how to implement EDI and sustainability into their organizations
- Design EDI and sustainability leadership trainings initiated and led by UCLA students

3. Assessing Integration of EDI in UCLA's Environmental Science and Environmental Studies Curriculum

- Assess the extent to which UCLA's environmental science, environmental studies, and related science courses integrate content and discussions centered around social equity, environmental justice, and diversity
- Identify and outline potential methods on how such courses can integrate more content and discussions centered around social equity, environmental justice, and diversity

SPECIAL THANKS AND CONTRIBUTIONS

Our team would like to give our sincerest thanks and gratitude to the many individuals who provided us with support, guidance, assistance, or feedback throughout our research project. Our research and our EDI and sustainability manual would not have been possible without the contributions of our wonderful community members.

- **Brittany Pannell:** SAR EDI Project Stakeholder
- **Dr. Carl Maida** and **Dr. Cully Nordby:** SAR Advisors
- **Maddie Wilson** and **Phoebe Chiu:** SAR 2022 Program Directors
- **Eric Ha** and **Ruhena Randhawa:** SAR 2022 Communication Directors
- **Terry Giang:** Assistant Director of Communication and Design for UCLA
- **The Green Initiative Fund**
- **Research Participants**
- **Fellow SAR Teams**

APPENDICES

APPENDIX A: STUDENT LEADER SURVEY QUESTIONS

SECTION 1: INTRODUCTION

1. What is the name of the student organization you are a leader of? (Please choose one student organization to fill out this survey for.)
2. What is your leadership position? (If your position is not listed here, please select a position that is most closely related to your position or list your position title in the "Other" answer choice.)
3. How long have you been involved with your organization? This includes total time as both an organization leader and member.
4. What type of student organization are you a leader of?

SECTION 2: SUSTAINABILITY ORGANIZATIONS: EDI AND SUSTAINABILITY PRACTICES

1. Does your organization have an official definition for sustainability?
2. If you answered "yes" to the previous question, what is your organization's official definition of sustainability?
3. Does your organization have a mission statement? (If your organization does have a mission statement, please answer the following two questions.)
4. Does your organization's mission statement include an Equity, Diversity, and Inclusion* (EDI) component? (*see below for the EDI team's definition of EDI.)
5. Please provide your organization's mission statement.
6. Does your organization address the intersections between EDI and sustainability during meetings, presentations, or events? (For example, this can include discussing how certain social and identity groups are disproportionately affected by environmental injustices.)
7. If you answered "yes" to the previous question, approximately how frequently does your organization address EDI?
8. Does your organization address issues pertaining to environmental justice* during meetings, presentations, or events? (*see below for a definition of environmental justice.)

APPENDICES (CONT.)

APPENDIX A: STUDENT LEADER SURVEY QUESTIONS (CONT.)

SECTION 2: SUSTAINABILITY ORGANIZATIONS: EDI AND SUSTAINABILITY PRACTICES (CONT.)

1. If you answered "yes" to the previous question, approximately how frequently does your organization address environmental justice?
2. Within the time you have been involved with your organization, has your organization collaborated with or is planning to collaborate with any identity-oriented student organizations* for events or projects? (*Identity-oriented organizations refer to student organizations focused on social or cultural identities such as ethnicity, gender, sexuality, or documentation status.)
3. If you answered "yes" to the previous question, please briefly describe the collaboration.

SECTION 3: SUSTAINABILITY ORGANIZATIONS: CHALLENGES AND RESOURCES

1. Please rank the following challenges to practicing EDI within your organization from most to least impactful, where 1 is the most impactful and 5 is the least impactful.
2. Please elaborate on your ranking choices in the previous question and on any of the above challenges to practicing EDI. Why did you choose the option you did for most impactful?
3. Which of the following resource(s) would be helpful to your organization to promote EDI in sustainability?
4. The EDI team is planning to create a resource manual addressing EDI in sustainability. What topics do you think should be included in it that would be helpful to your organization?
5. Regarding the EDI in Sustainability manual that the EDI team is creating, express the likelihood of your organization using the manual and implementing the recommended strategies.
6. If you selected "unlikely" or "extremely unlikely" for the previous question, please explain your reasoning. Are there other resources your organization has found more helpful in implementing EDI?

APPENDICES (CONT.)

APPENDIX A: STUDENT LEADER SURVEY QUESTIONS (CONT.)

SECTION 4: IDENTITY ORGANIZATIONS: EDI AND SUSTAINABILITY PRACTICES

1. What type of identity organization are you a leader of?
2. Does your organization have an official definition for sustainability*? (*see below for an example of a definition for sustainability.)
3. If you answered "yes" to the previous question, what is your organization's official definition of sustainability?
4. Does your organization have a mission statement? (If your organization does have a mission statement, please answer the following two questions.)
5. Does your organization's mission statement include an Equity, Diversity, and Inclusion* (EDI) component? (*see below for the EDI team's definition of EDI.)
6. Please provide your organization's mission statement.
7. Does your organization address sustainability during meetings, presentations, or events?
8. If you answered "yes" to the previous question, approximately how frequently does your organization address sustainability?
9. Does your organization address issues pertaining to environmental justice* during meetings, presentations, or events? (*see below for a definition of environmental justice.)
10. If you answered "yes" to the previous question, approximately how frequently does your organization address environmental justice?
11. Within the time you have been involved with your organization, has your organization collaborated with or is planning to collaborate with any sustainability student organizations for events or projects?
12. If you answered "yes" to the previous question, please briefly describe the collaboration.

APPENDICES (CONT.)

APPENDIX A: STUDENT LEADER SURVEY QUESTIONS (CONT.)

SECTION 5: IDENTITY ORGANIZATIONS: CHALLENGES AND RESOURCES

1. Please rank the following challenges to practicing sustainability in your organization from most to least impactful, where 1 is the most impactful and 5 is the least impactful.
2. Please elaborate on your ranking choices in the previous question and on any of the above challenges to practicing sustainability. Why did you choose the option you did for most impactful?
3. The EDI team is planning to create a resource manual addressing EDI in sustainability. What topics do you think should be included in it that would be helpful to your organization?
4. Regarding the EDI in Sustainability manual that the EDI team is creating, express the likelihood of your organization using the manual and implementing the recommended strategies.
5. If you selected "unlikely" or "extremely unlikely" for the previous question, please explain your reasoning. Are there other resources your organization has found more helpful in implementing sustainability?

SECTION 6: OTHER ORGANIZATIONS: EDI AND SUSTAINABILITY PRACTICES

1. What type of "other" organization are you a leader of?
2. Does your organization have an official definition for sustainability*? (*see below for an example of a definition for sustainability.)
3. If you answered "yes" to the previous question, what is your organization's official definition of sustainability?
4. Does your organization have a mission statement? (If your organization does have a mission statement, please answer the following two questions.)
5. Does your organization's mission statement include an Equity, Diversity, and Inclusion* (EDI) component? (*see below for the EDI team's definition of EDI.)
6. Please provide your organization's mission statement.
7. Does your organization address sustainability during meetings, presentations, or events?

APPENDICES (CONT.)

APPENDIX A: STUDENT LEADER SURVEY QUESTIONS (CONT.)

SECTION 6: OTHER ORGANIZATIONS: EDI AND SUSTAINABILITY PRACTICES (CONT.)

- 1.If you answered "yes" to the previous question, approximately how frequently does your organization address sustainability?
- 2.Has your organization collaborated with or is planning to collaborate with sustainability student organizations for events or projects?
- 3.If you answered "yes" to the previous question, please briefly describe the collaboration.

SECTION 7: OTHER ORGANIZATIONS: CHALLENGES AND RESOURCES

- 1.Please rank the following challenges to practicing sustainability in your organization from most to least impactful, where 1 is the most impactful and 5 is the least impactful.
- 2.Please elaborate on your ranking choices in the previous question and on any of the above challenges to practicing sustainability. Why did you choose the option you did for most impactful?
- 3.The EDI team is planning to create a resource manual addressing EDI in sustainability. What topics do you think should be included in it that would be helpful to your organization?
- 4.With the EDI in Sustainability manual that the EDI team is creating, how likely will it be for your organization to use the manual and implement the recommended strategies?
- 5.If you selected "unlikely" or "extremely unlikely" for the previous question, please explain your reasoning. Are there other resources your organization have found more helpful in implementing sustainability?

APPENDICES (CONT.)

APPENDIX B: MEMBER SURVEY QUESTIONS

SECTION 1: INTRODUCTION

1. What type of student organization are you a member of? (Please choose one student organization to fill out this survey about.)

SECTION 2: SUSTAINABILITY ORGANIZATION

1. What is the name of the sustainability organization you are a member of and answering this survey about?
2. How long have you been a member of this organization?
3. Which identity or identities do you identify the most with? (You will be rating the next 2 questions based on the identity/identities you choose in this question.)
4. Based on the identity/identities you selected above, please rate how you feel about the following statement: "I feel included, represented, and welcomed in my student organization."
5. Please elaborate on your answer choice to the previous question. Why did you select the answer choice you did? Share only what you feel comfortable sharing.
6. Based on the identity/identities you selected above, please rate how you feel about the following statement: "My organization welcomes, recognizes and includes my identity or identities within club meetings and events."
7. Please elaborate on your answer choice to the previous question. Why did you select the answer choice you did? Share only what you feel comfortable sharing.
8. Please rank the following equitable practices based on what you believe will help a student organization create a more inclusive and welcoming space. (1 is the most impactful and 5 is the least impactful) (*Community guidelines: a code of conduct that members are expected to follow.)
9. Please elaborate on your ranking choices in the previous question. Why did you rank the options in the order you did?
10. Please check the following values you believe are necessary to create an inclusive and welcoming space within your organization.

APPENDICES (CONT.)

APPENDIX B: MEMBER SURVEY QUESTIONS (CONT.)

SECTION 2: SUSTAINABILITY ORGANIZATION (CONT.)

1. Please elaborate on your answer choices in the previous question. Why did you select the options you did?
2. Are there any other equitable practices and/or values not listed above that you believe can help you or fellow members feel more included and represented within your organization? If so, please list and briefly explain the practices and/or values.

SECTION 3: IDENTITY ORGANIZATION

1. What type of identity organization are you a member of and answering this survey about?
2. Name of identity organization:
3. How long have you been a member of this organization?
4. Which identity or identities do you identify the most with? (You will be rating the next 2 questions based on the identity/identities you choose in this question.)
5. Based on the identity/identities you selected above, please rate how you feel about the following statement: "I feel included, represented, and welcomed in my student organization."
6. Please elaborate on your answer choice to the previous question. Why did you select the answer choice you did? Share only what you feel comfortable sharing.
7. Based on the identity/identities you selected above, please rate how you feel about the following statement: "My organization welcomes, recognizes and includes my identity or identities within club meetings and events."
8. Please elaborate on your answer choice to the previous question. Why did you select the answer choice you did? Share only what you feel comfortable sharing.
9. Please rank the following equitable practices based on what you believe will help a student organization create a more inclusive and welcoming space. (1 is the most impactful and 5 is the least impactful) (*Community guidelines: a code of conduct that members are expected to follow)

APPENDICES (CONT.)

APPENDIX B: MEMBER SURVEY QUESTIONS (CONT.)

SECTION 3: IDENTITY ORGANIZATION (CONT.)

1. Please elaborate on your ranking choices in the previous question. Why did you rank the options in the order you did?
2. Please check the following values you believe are necessary to create an inclusive and welcoming space within your organization.
3. Please elaborate on your answer choices in the previous question. Why did you select the options you did?
4. Are there any other equitable practices and/or values not listed above that you believe can help you or fellow members feel more included and represented within your organization? If so, please list and briefly explain the practices and/or values.

SECTION 4: OTHER ORGANIZATION

1. What "other" organization are you a member of and answering this survey about?
2. Name of organization:
3. How long have you been a member of this organization?
4. Which identity or identities do you identify the most with? (You will be rating the next 2 questions based on the identity/identities you choose in this question)
5. Based on the identity/identities you selected above, please rate how you feel about the following statement: "I feel included, represented, and welcomed in my student organization."
6. Please elaborate on your answer choice to the previous question. Why did you select the answer choice you did? Share only what you feel comfortable sharing.
7. Based on the identity/identities you selected above, please rate how you feel about the following statement: "My organization welcomes, recognizes and includes my identity or identities within club meetings and events."
8. Please elaborate on your answer choice to the previous question. Why did you select the answer choice you did? Share only what you feel comfortable sharing.

APPENDICES (CONT.)

APPENDIX B: **MEMBER SURVEY QUESTIONS** (CONT.)

SECTION 4: OTHER ORGANIZATION (CONT.)

1. Please rank the following equitable practices based on what you believe will help a student organization create a more inclusive and welcoming space. (1 is the most impactful and 5 is the least impactful) (*Community guidelines: a code of conduct that members are expected to follow)
2. Please elaborate on your ranking choices in the previous question. Why did you rank the options in the order you did?
3. Please check the following values you believe are necessary to create an inclusive and welcoming space within your organization.
4. Please elaborate on your answer choices in the previous question. Why did you select the options you did?
5. Are there any other equitable practices and/or values not listed above that you believe can help you or fellow members feel more included and represented within your organization? If so, please list and briefly explain the practices and/or values.

APPENDICES (CONT.)

APPENDIX C: SUSTAINABILITY LEADER FOCUS GROUP QUESTIONS

1. Thinking about the social and cultural identities you identify the most with, do you feel like the sustainability space at UCLA is inclusive and welcoming to students sharing your identity/identities? Why or why not?
2. Please describe if and how your organization attempts to regularly incorporate EDI into its activities and events (day-to-day basis, weekly basis, or monthly basis).
 - Please describe if and how your organization has incorporated EDI into its organizational structure (mission statement, bylaws, etc).
3. If your organization does incorporate EDI, what do you think are the most challenging and least challenging aspects of practicing EDI and sustainability within your organization, and why?
 - If your organization does not practice EDI, what is your organization's position towards EDI going forward?
4. Given the challenges your organization faces when practicing EDI, what resources do you believe can help your organization address and overcome these challenges?
5. How likely is it that your organization will use this manual for EDI and sustainability recommendations, strategies, and resources and why?
 - If you stated unlikely or extremely unlikely to the previous question, please state why and what incentives or manual qualities could increase your organization's likelihood of using the manual?

APPENDICES (CONT.)

APPENDIX D: IDENTITY LEADER FOCUS GROUP QUESTIONS

1. Thinking about the cultural and social identity/identities you identify the most with, please describe the intersection between your identity/identities and sustainability.
2. If you have experience with the sustainability space at UCLA, please describe the extent to which you believe the sustainability space at UCLA is inclusive and welcoming to students sharing your identity/identities.
3. Please describe if and how your organization has tried to incorporate sustainability into its activities and events?
 - Please describe if and how your organization has tried to incorporate sustainability into its organizational structure (mission statement, bylaws, etc)?
4. If your organization does practice sustainability, what do you think is the most challenging aspect of practicing sustainability within your organization, and why? Least challenging aspect?
 - If your organization does not practice sustainability, what is your organization's position toward sustainability going forward?
5. Given the challenges your organization faces when practicing sustainability, what resources do you believe can help your organization address and overcome these challenges?
6. How likely is it that your organization will use the EDI team's EDI and sustainability manual for sustainability recommendations, strategies, and resources?
 - If you stated unlikely or extremely unlikely to the previous question, please state why and what incentives or manual qualities could increase your organization's likelihood of using the manual?