

University of British Columbia

Social Ecological Economic Development Studies (SEEDS) Sustainability Program

Student Research Report

Student-Activists' Narratives on Organizing for Climate Justice in Institutional Settings

An Observational and Participatory Qualitative Study

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EXECUTIVE SUMMARY

This study aimed to ascertain a better understanding on how climate change fits into the everyday life of student-activists and strives to capture the unique experiences, challenges and emotions as encompassed by their dual identities as activists and students. Using a social justice framework lens applied to the concept of climate justice, this qualitative research relied on event ethnography of the global climate strike in Vancouver, British Columbia, alongside photo-voice participatory action research (n=5-10) and semi-structured one-on-one interviews (n=5-10) with student-activists who work or volunteer at the University of British Columbia to meet the research objectives. This climate justice-centred research is enabled by a partnership with SEEDs and is of great significance to the community partner, Climate Hub— alongside other stakeholders involved in the implementation of climate-related policies including UBC's Climate Emergency declaration, Campus Vision 2050, Wellbeing's Strategic Framework and Climate Action Plan 2030.

Key recommendations emerging from this work to better support student-activists included:

1. **Increased focus on climate justice;** including creating a unified definition of climate justice, investing more into initiatives to help establish an understanding of the link between climate change and their area(s) of focus and investing UBC's resources into the wider communities meaningfully to help build climate resilience and support just, equitable futures.
2. **Continuing to invest in capacity-building for student-centred initiatives;** by improving resiliency against turnover after individuals leave, addressing structures that perpetuate burnout and finding opportunities to invest in rest and promoting the use of unrestricted funding, particularly from sources outside of UBC.
3. **Focusing on uplifting Indigenous and racialized voices;** namely by spending more time speaking directly to members/ representatives of communities most impacted, diversifying the faculty and staff to better centre diverse ways of knowing beyond western science perspectives, and promote paid opportunities for students that are also safe enough for them to authentically work on issues.

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LIST OF ABBREVIATIONS

University of British Columbia (UBC)

Climate Justice at the University of British Columbia (CJUBC)

1. INTRODUCTION

1.1 RESEARCH TOPIC

Youth activists are seen as vital in their contributions for organizing events such as global strikes to advocate for climate action, to bring awareness to the urgency of the climate crisis and to apply pressure to those in positions of power (Boulianne, Lalancette, & Ilkiw, 2020; Martiskainen et al., 2020). This generation of activists has largely opted to operationalize and popularize the concept of climate justice, which utilizes an equity-centred human rights lens to address the upstream systemic causes of climate change and minimize the harms to structurally vulnerable communities who are and will increasingly be disproportionately impacted (Martiskainen et al., 2020; Piispa & Kiilakoski, 2021; Saraswat & Kumar, 2016). Consequently, a number of recent papers have identified the critical role of youth student-activists in propelling forth necessary change from their unique position within academic institutional settings for issues concerning climate change broadly (O'brien, Selboe, & Hayward, 2018; Sasser, 2014), alongside divestment from fossil fuels (Belliveau, 2018; Curnow & Gross, 2016), resource extraction (Sloan Morgan, 2020) and energy conservation (Senbel, Ngo, & Blair, 2014).

1.2 RESEARCH RELEVANCE

At the University of British Columbia (UBC), members of the student-led initiative Climate Hub were explicitly identified as being critical drivers behind UBC declaring a climate emergency in January 2021. They were also consistently cited in UBC's Climate Emergency Engagement report (2021) as being both instrumental in shaping the calls-to-action and necessary for the implementation of many of the recommendations. This was in part due to their ongoing "demonstration [of] the impact that student and youth empowerment can have in a large institution" and their scaling of "a model of social empowerment and advocacy which has been enormously successful in catalyzing ambitious action both within campus and beyond" (pp. 78).

In spite of their rich contributions towards progressive climate action within an academic institutional context, student-led climate initiatives need extensive support to continue to prosper. A key concern identified in UBC's Climate Emergency Engagement report (2021) included, "balancing workload and the lack of shared understanding among the student body around climate education, issues, impacts and action" (pp. 121). Students also have to navigate their activism work amongst the power dynamics of faculty, staff and administration. Given the great potential of youth student-activists' to promote climate justice, it is important to determine how institutions like UBC can better support student-activists in all aspects of their climate justice work. Moreover, it is critical to examine how this work impacts the quality of their everyday lives, given the urgent impacts of climate change on youth mental health (Majeed & Lee, 2017).

1.3 PROJECT CONTEXT

This study aimed to gain a better understanding of how climate change fits into the everyday life of student-activists at UBC as they juggle their roles as both students and as activists; illuminate upon what motivates young students to get involved; determine how to support these individuals in their work; and identify what they see as main priorities for climate justice moving forward.

1.4 PROJECT PURPOSE, GOALS AND OBJECTIVES

Using a social justice framework with a climate justice lens, this qualitative research used one observational and three participatory methods to address the four research questions (Table 1).

Table 1: Study Design

Research Question	Research Method(s)			
	Ethnography (Vancouver Climate Strike)	One-on-one Semi-Structured Interviews	Photo-Voice Activity	Photo-Elicitation Focus Group
How do student-activists' identities, narratives and priorities contrast between when they organize for climate justice inside an institutional	X	X		

setting (i.e., Climate Hub, AMS club at UBC, USI) versus the community at large (e.g., CJ UBC or broader community organizing, such as strikes)?				
Where are climate change and justice present within the everyday lives of student-activists, where do their motivations to get involved arise from and what is the impact of this upon their wellbeing?			X	X
What are opportunities for institutions to better support student-activists organizing for climate justice?		X		
How can the epistemic diversity offered by the perspectives of student-activists directly and intentionally contribute to institutional change with respect to climate justice?		X		

2. METHODOLOGY AND METHODS

2.1 RESEARCH SETTING, STUDY SAMPLE, ETHICS AND RECRUITMENT

To meet the research objectives, the study population and research setting was determined to be past and present students with climate justice-related volunteer or paid roles at the University of British Columbia. Eligibility criteria included student activists, organizers, leaders and youth staff (under 30) working on climate justice-related work, namely those with affiliations with a formal climate justice-related organizing body (e.g., Climate Hub (CH), Climate Justice at UBC (CJ UBC)). Ethics approval was obtained (Ethics ID H13-02273) prior to recruitment, which occurred through professional and personal networking with Climate Hub staff via email.

2.2 DATA COLLECTION AND ANALYSIS

First, event ethnography of the global climate strike in Vancouver, British Columbia was conducted on September 24th, 2021. This event was largely organized by youth climate activists

in Vancouver, including members of UBC's Climate Hub and Climate Justice UBC, who also provided speeches.

Following this, one-on-one interviews (n=5) were conducted online using Zoom using a semi-structured interview guide. These interviews were recorded, transcribed, anonymized and analyzed using thematic analysis (Braun & Clarke, 2012). Data analysis was supplemented and guided by detailed field notes taken throughout data collection (Miles, Huberman, & Saldana, 2019).

A photo-voice participatory activity (n=5) was conducted where participants were asked to take photos over the same one week to capture wherever climate change showed up in their day-to-day life, including events, news, thoughts, interactions and other instances. Participants then emailed in their self-chosen top five captured images alongside their artist statements. Consequently, a one hour-long photo-elicitation focus group (n=4) was held via Zoom where the top photos from all participants were shown in a slideshow (anonymized and in a random order), based on an established protocol for photo elicitation (Minthorn & Marsh, 2016). In this focus group, individuals in the session discussed the photos and co-created meaning for ten of the photos with the larger group (Miles et al., 2019) using an open-ended interview guide adapted from a prior study on youth (Wang, 2006).

The discussion was recorded, transcribed, anonymized then analyzed for emergent themes through a triangulation of the participants' artist statements, focus-group discussion and photograph content. SEEDs provided \$10 gift cards to each participant in remuneration.

2.2.1 POSITIONALITY

I am a cis neurodiverse woman of Punjabi descent who immigrated to Canada as a young child. I am grateful to live, work and thrive on xʷməθkʷəy̅əm territory. As an intersectional community organizer, my motivations for conducting this research were two-fold; firstly, I believe that youth perspectives are often not taken seriously, and I wanted to provide a safe opportunity for my peers to authentically share their insights to be showcased/ celebrated.

Secondly, I've been involved in organizing within institutional settings at every school I've attended, often in leadership roles. When I came to UBC, I took on the role of Climate Policy Lead at Climate Hub. I have also been recognized in the public eye for founding youth-led climate justice non-profit, Shake Up The Establishment. As such, I hope to amplify findings from this work within my spaces of influence to propel meaningful changes in policies/ practices to further enable safe/ supportive environments for youth student-activists, particularly those working in climate justice.

3. RESULTS

3.1 PARTICIPANT INFORMATION

There were a total of 6 participants in this research study, of which some individuals opted to participate in more than one of the three total participatory research methodologies (Table 2).

Table 2: Overview of Study Sample for Participatory Research Methods

Participant		Participated in		
Pseudonym	Relevant Past/ Present Affiliation(s)	Semi-Structured Interview (n=5)	Photo-Voice Participatory Activity (n=5)	Photo-Elicitation Focus group (n=4)
Summer	CH, CJ UBC	X	X	X
Blair	CH, CJ UBC	X	X	X
Robin	CH, CJ UBC	X	X	
Aaliyah	CH, CJ UBC	X	X	X
Ananya	CJ UBC		X	X
Aria	CH, CJ UBC, USI	X		

3.2 RQ 1: HOW DO STUDENT-ACTIVISTS' IDENTITIES, NARRATIVES AND PRIORITIES CONTRAST BETWEEN WHEN THEY ORGANIZE FOR CLIMATE JUSTICE INSIDE AN INSTITUTIONAL SETTING (I.E., CLIMATE HUB, AMS CLUB AT UBC, USI) VERSUS THE COMMUNITY AT LARGE (E.G., CJ UBC OR BROADER COMMUNITY ORGANIZING, SUCH AS STRIKES)?

I began to answer this research question through event ethnography of the Vancouver climate strike in September 2021. Based on my past experience with climate strikes and given my own extensive involvement in climate justice organizing both at UBC and within the voluntary sector, I

chose this event because I felt it would offer a glimpse into the most urgent priorities and underlying values of Vancouver youth. When I arrived near the event site in Jack Poole Plaza, I sensed that this strike would be different than the others I had attended because I did not notice any crowds or major signage indicating there was a strike occurring. I figured in large part that this is because of the COVID-19 pandemic, and the emergence of increasingly virulent strains.

As I neared the opening of the event site, cushioned on either side by pricy food establishments and closed off on the back end with a cerulean blue Pacific Ocean, I saw the first poster: "Climate strike [arrow pointing to my left]". The event had officially commenced only moments before I arrived, and the first speaker was up; it was a young feminine presenting person, but I could not clearly hear their words. As I began to walk towards the centre of the event, there was a stage surrounded by scattered tents with COVID-19 PPE, medical equipment and cloth banners. A man approached me and asked if I would be interested in participating in his study on youth climate activists. I chuckled because I said I was doing one too. It made me reflect upon how the media coverage offered to youth strikes has been impactful in drawing attention to their organizing efforts and has left many wondering how they have been able to pull off many of their actions with such efficiency.

I neared the stage and crouched on the ground and observed the audience. It would dwindle rapidly over the couple hours that I would spend there that day, but it began with an estimated 75 people who were holding signs, supervising tents, drawing with chalk, sitting pensively with their masks or eating lunch. Most were thoughtfully listening to the flow of speakers on stage. The crowd was mostly composed of white-passing individuals, with some visibly racialized individuals. By contrast, the speakers on stage were mostly racialized young people and older Indigenous men. Amongst the ocean of signs and chalk drawings, the most common messages surrounded conservation of old growth forests with references to Fairy Creek, settler colonialism's harmful extractive relationship with nature as a result of industrialization and anti-pipeline sentiments, mentioning TMX by name. I listened to most of the speeches and found that many were swirling around the topics of being aware of one's positionality – the privileges and

power it offered and of being mindful of taking up space – alongside anti-police sentiments, mistrust in government authorities to meaningfully act and a focus on mental health and wellbeing.

On one instance, a speaker mentioned that people should celebrate when they are arrested for protecting the land, and this kickstarted an uproar of applause followed by an anti-police cheer; all whilst pairs of police officers dolefully watched from each point of entry for the event. As a participant-observer, the underlying values I identified from my interactions with youth through informal conversations were that they want to foster an inclusive and accessible, equity-centred movement. However, many were indeed disappointed at the lower turnout as compared to past years. One UBC student representative urged on stage, “find a role, we need you”; another Indigenous Elder remarked, “don't call this work, call it a privilege”. Both highlighting that they view this issue as urgent and as everyone's shared responsibility. The word 'intergenerational' kept coming to mind - not only because of the children running around, who were often cited as motivators for adults to act – but because capacity-building within the movement was tied to the passing of knowledge down to newer members. Many adamantly pointed at the role of bureaucracy in perpetuating inaction. “Change doesn't take time, it takes pressure”, yelled one youth activist from SFU after they described how their university's administration opted to punish students for creating a washable mural on climate justice; a distraction from their administration's lack of action on the climate emergency.

After the unfiltered displays of passion by youth at the strike, I sought to determine if this same ferocity translated into their organizing within institutional settings. During one-on-one interviews, I asked participants to describe how organizing within institutional settings contrasts to that of grassroots settings. My first interviewee, Aaliyah elaborated on the conflict of interest between certain actions and being funded by the university.

[At] UBC, you have to be somewhat careful about what you say, and there's always limitations to what you can do because you are funded by an institution... 'The revolution will not be funded', so one of the striking differences is

that [grassroots work] is not paid [so] it becomes entirely voluntary. That means the people that are doing the work are often better as a whole, because you don't have anyone doing this just because it's lucrative. That's what liberalism does, right? It co-opts these movements in terms that are so powerful and then waters them down. I think the pace is a little bit slower and that's something that frustrates me sometimes, but it is unpaid work.

In agreement, Blair offered that despite working at Climate Hub (CH), “an official organization that is affiliated with the university, under USI”, she sought a role in the un-AMS affiliated club, Climate Justice UBC (CJ UBC) too. This was because it contrasted to CH’s “apolitical, professional environment” and was, “like getting in a room with a group of chaotic university students trying to do something.” She feels that “climate justice is inseparable from politics, especially in Canada where we have a lot of responsibility to address this problem”, so she had a desire to be involved in, “something that was more free; where we’re allowed to be really political and noisy”. She said that “incrementalism” is the perfect word to describe how she feels when she is working within the institution because, “you're making a small change, still significant, but it's not breaking boundaries or walls as opposed to actions that put pressure on people at the top.”

There are certain things you shouldn't do or say to offend the university. But what I really like about CJ UBC is that you can and you're almost trying to address the University on purpose or agitate them and to get them to do something. We did the protest outside of RBC which was very confrontational and provocative. We set up a huge inflatable balloon man, dressed him up as David McKay and did an award ceremony where we gave this balloon awards [for being] a colossal colonizer [with] a leading role in causing the climate crisis. We could only do it because we're a group of 20 teens and 20-something year old's coming together outside of any affiliation with the university.

Aaliyah described grassroots work as, “dreaming and imagining and ideating new ways of doing things... which is much more generative” but also that it is less structured and more spontaneous. Aria agreed saying usually it is, “in response something new that's happening which creates this momentum [that helps] bring people who are upset about that issue into [the

movement] in a 'come join us, we're going to do something!'" manner. Often actions are organized overnight in a haphazard 'who can do what' fashion, contrasting to a majority of CH's programming which often aligns with long-term strategic planning goals. Robin provided a different angle and said, "for UBC, an institution with a \$2 billion endowment that has a lot of social licence and a lot of sway on the province, being able to organize and claim to speak for UBC students and having that identity is strategic." However, she noted that the student body does not reflect the larger population given that it is mostly "18-25-year old's who often come from certain class backgrounds to obtain an education to pursue a professional career." Given this, she stated that at UBC, the focus is often on "structure-based demands around student engagement, mobilization, and financial divestment that relates to the university's role outside the institution."

3.3 RQ 2: WHERE ARE CLIMATE CHANGE AND JUSTICE PRESENT WITHIN THE EVERYDAY LIVES OF STUDENT-ACTIVISTS, WHERE DO THEIR MOTIVATIONS TO GET INVOLVED ARISE FROM AND WHAT IS THE IMPACT OF THIS UPON THEIR WELLBEING?

To address this research question, photo-voice and photo-elicitation via a focus group were used to capture the participants' unique experiences, challenges, emotions and perspectives. One of the most common themes that emerged was that students are overworked and under compensated for climate justice organizing, but feel they have no choice. They frequently compromise on aspects of their life (e.g., social life, health, diet, school) to be able to engage in this work.

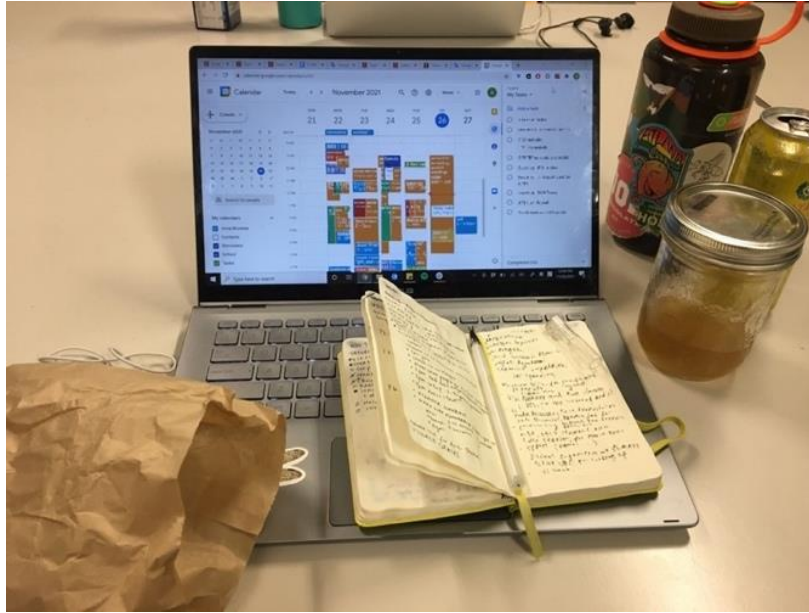


Figure 1: Taken by Robin

When shown Figure 1, Summer immediately said, “she’s showing how full her schedule is. I definitely relate to that... The paper bag also probably has food in it, likely a grab and go snack, because that’s what we can afford time to eat.” She joked that her own calendar is named Medusa because when people see it over her shoulder, they often exclaim, ““Oh, my God, I’m petrified!”” Blair agreed, referencing a similar photo she took of an open Red Bull next to her laptop.

A lot of student organizers are pushing their capacities or really are pushing themselves to do a lot of work and handle a lot at once, in order to address everything that’s happening. There’s such an urgency to deal with it. So, I was sitting there, and I cracked open my Red Bull, and I was like, ‘it’s kind of funny how I went out bought this to use to support me to get through all the work I have.’ I think students in the organizing space almost all face this dilemma of not wanting to perpetuate capitalist, toxic productivity culture, and yet find ourselves wrapped deeply in it as a result of the multiple roles we take on.

Ananya said that she feels burnt out, and organizers need to spend more time discussing how to maintain “a balance between your life as an organizer and your life outside of that.” Summer continued, “Doing climate stuff - everything happens really urgently. Everything is important and it’s really hard to say no to things. Someone said to try to just do things that you’re gonna get

paid for... But there's a lot of things where if I don't do them - even though it's not part of a job I do - then it's not gonna get pulled off. Volunteering plays an important part and... it's hard for me to understand the monetary system's importance because I'm like, 'Dude, it's about the values. Why does this situation exist? Capitalism?'"



Figure 2



Figure 3

Taken by Ananya

Digging deeper into values, all participants expressed an interest in learning about and maintaining a relationship with nature. Ananya's motivation behind capturing Figure 2 was because she's always had "such a huge interest in biodiversity and the idea of all these cool, tiny microorganisms present everywhere always boggles [her] mind." Without knowledge of this, Summer generated an alternative meaning which Ananya said that she came to appreciate more.

I would interpret it as nature coming for the human infrastructure. I don't know if that is particularly a good thing because this is growing over a manhole cover

for sewage, so that might interfere with waterways. There's this drainage hole by my house and if it gets covered in leaves, then my basement floods. The other thing we have to think about is how drainage holes also connect to the ocean and where the sewage goes to. A lot of drainage holes in Vancouver have a fish beside them to remind us that whatever is going down here is also like going to be affecting the fish and other organisms in our waterways. But also, how that infrastructure then can also affect working class people and our homes.

Aaliyah connected this to a photo they took of a leak in a subway station. They said that the concept of 'nature reclaiming' made them think about, "water remembering and always finding its way to the ground". They offered that we do not really consider that when we build infrastructure, and we should.

Consequently, tied to the theme of appreciation of nature, Figure 3 is an example of another emergent theme which surrounds community-building bringing about joy, and collective action helping to mitigate eco-grief. Ananya described that Figure 3 is a backyard garden which she "forced" her family to help create, but which ended up being a bonding experience.

I would never expect my dad to take care of the garden, but he had some sort of attachment to it and that's the first time he's shown an attachment to something that's not his business, so it was really cool. I feel like that's like the first time I connected with him in a long time, and it was over like gardening; which was cool. It felt like he finally understood why I'm so attached to my climate work.

Other participants resonated and offered tales of outdoor activities which brought them closer with their family; this transitioned to a discussion on how climate organizing in general helps them feel closer with community members that share their values.



Figure 4: Taken by Blair

Blair recounted how she sneakily took her favourite photo, Figure 4, of a CJ UBC meeting.

Sitting in this room always makes me feel at home, and yet funnily, if you asked me to name everyone in this photo and what they're studying, I would probably have a hard time. I think that the wonder of organizing is that everyone in that room was there to work towards our common goals and that alone makes it feel like a safe space. After a year of isolation and meeting people virtually, the ability to sit in a room with people and feel safe can be so rare.

Ananya strongly agreed that this photo resonated with her the most of them all and said, "I took a break from organizing after I graduated high school, and that's when COVID hit. So, for a whole year, I was doing nothing and was just sitting at home studying. It was really bleak because before, I was part of a group - I was part of something - and that year, there was nothing but a bunch of climate anxiety. So, sitting in [the CJ UBC meeting], everyone has all these cool stories, and they're so passionate about the work that they do. It's just so motivating to see."

Aligned with the discussions about human connections, **the most urgently felt theme that emerged from the focus group surrounded the need to humanize the climate crisis.** Alongside a number of images, Figure 5 most prominently sparked a discussion on how within academic settings, climate change and environmental issues are more often treated as objective scientific phenomena rather than systems issues with enormous impacts on human life as we know it.

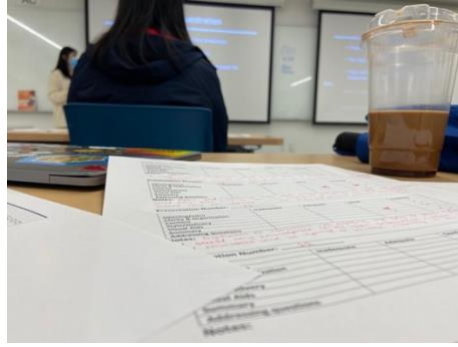


Figure 5: Taken by Blair

Blair explained, "I had to sit through roughly 30 presentations, each 5 minutes long on 30 uniquely different environmental issues. I was thinking, 'oh, my God - every single paper is an extremely important issue and that hit really hard because we're hearing about these catastrophic environmental science topics in such quick, short form and we had to consume them all at once because that's what we're studying. This takes a lot of mental strength to pull through and is really depressing'. I walked out of this 3.5 hour-long class with a lot of climate grief."

*The issues spanned from local ones in the Lower Mainland to the Great Barrier Reef, the Netherlands, and many more regions of the world. We discussed marine life, forest ecology, micro-plastics, and even sustainable burial options. It became very clear to me that environmental sciences as a field almost **forcefully desensitizes their students** to serious climate issues, and I still don't know how to navigate this. On one hand, **I feel as though allowing ourselves to be desensitized will lead to the normalization of climate catastrophe**, and yet, I don't know how else scientists could handle the amount of emotional labour and strain that their work requires. During this lecture, my professor actually said this is just the life of an American scientist. Once you go into the field and begin your professional life, you are going to get desensitized to these topics, it is inevitable because you're going to be working on it every day. We need to talk about climate emotion with climate grief more because he said it in such a nonchalant way. I didn't like how it was being presented to all the classmates, like, 'this is just something you have to deal with from now on'.*

Summer shared a similar story from her history of the environment in North America course.

We learned a lot about like settler colonialism and how that interacts with the environment and how nefarious and visceral the effects are. A lot of people have said to me, 'this is a really hard class; emotionally and mentally. We don't really get to talk out the emotional burden or weight of the knowledge that we're taking in.' [Similarly], someone once said to me, 'I used to tell people that I was in environmental sciences, and they would be like, 'Why would you do that? Why would you decide to be constantly depressed?' That's why we need more initiatives like YCAP, because the purpose of it is to create a space for people to process climate, grief and anxiety, and that emotional burden.

Finally, the most surprising image to generate a lengthy discussion was Figure 6 as the participants co-generated a meaning where the trashcan became symbolic of climate futures. Summer elaborated: "the trashcan itself looks empty and the cans are in the right spot in that [recycling] ring but the actual inside of the garbage can is empty and that speaks to a goal we have... to have very little waste and to not actually have to use these anymore."



Figure 6: Taken by Ananya

3.4 RQ 3: WHAT ARE OPPORTUNITIES FOR INSTITUTIONS TO BETTER SUPPORT STUDENT-ACTIVISTS ORGANIZING FOR CLIMATE JUSTICE?

Through the interviews, participants identified areas where they could be better supported, alongside enablers in existing spaces which help foster a supportive environment. For the former, all participants stated that there is a lack of support for student-led initiatives which are deemed “too political” by the university. Many believe this is because of the university’s close ties to various industries and funding sources, alongside their mandate to remain non-partisan and to strive to maintain legitimacy in as an unbiased source for education and research. As a result, groups such as CJ UBC are marginalized in the provision of formal support. As Blair put it, “CJ UBC’s work is done by students who spend our free time on this. It’s a lot of work, but it’s just completely driven by care and passion which says a lot about the exploitative nature of non-profit work and activism.”

However, Robin explained that students have come to see the positives. Although the absence of being recognized as an AMS club might mean it is more difficult to rent space, for example, it also means that there is greater distance from the university and its requirements. If not for this, the proximity to the university would restrict much of the activities that make CJ UBC so unique and liberated from structures that many student-organizers deem oppressive.

CJ UBC couldn't get institutional affiliation; we couldn't call ourselves an AMS club and we couldn't get the benefits that come with that. But I've got to say, it's also helped us a lot because it's been kind of a running joke. It's like, okay, let's be political. We've like held forums with [political] candidates and endorsed candidates, and [supported their] campaigns because we have the freedom. We're definitely not striving to become an AMS club anymore.

This is seen as one of the limitations of the Climate Hub; as it is seen as both a student-centred initiative, but also one that is directly funded by the university and thus is noticeably different in its activities and what it is permitted to comment on/ organize. Aria said, “organizing takes a lot of time [so] it's really nice to be in a position where you are paid for it, and I think being able to be paid for your labour also reflects how your labour is valued. I still struggle with this; [I have] this deep discomfort when organizing work becomes institutionalized, and becomes paid... [Our] funding constantly relies on whether or not we're able to convince UBC to renew funding for the Climate Hub and our hiring depends on the funding we get. We then have to conform to some

kind of like institutionalized practices and basically be okay with this form of precarity." Although, she states that working for CH was still better than USI where she often felt dissatisfied with the tasks she was doing as the tasks often lacked depth in their impact.

I didn't have the best experience because I didn't think that I had a lot of freedom or decision-making power in deciding what kind of content the USI could put out. And I think rightfully so - it took me a while to realize because I was working for an institution, even though there was a lot of talk around, like, you know, we want students to shape the rules, and to do what they want to do, there was a lot of limitations to what I could do in my position at USI.

Consequently, in terms of enablers, all participants strongly felt well supported in student-centred spaces like Climate Hub and Climate Justice UBC. These environments were perceived positively for their efforts in ensuring inclusivity, accessibility, equity, justice and capacity-building for a sustained movement are forefront priorities over deliverables (Table 3).

Table 3: Participants' thoughts on actions that can be taken to create more supportive spaces

Participant	Key thoughts on supportive environments
Aaliyah	<ul style="list-style-type: none"> • Climate justice is an inclusive movement which allows for us to care about issues outside of the scope of just textbook environmentalism (e.g., labour rights, gender-based violence, income inequity, housing) • Centring BIPOC voices, especially placing an emphasis on Indigenous and Black peoples to receive compensation • Incorporating paid rest into pay structures • Recognition for climate work being valuable and not just a hobby • Creating safe spaces which allow for conversations where you aren't tasked with an unfair amount of emotional labour to explain things
Aria	<ul style="list-style-type: none"> • Creating resources and structures to support everyone coming in from different entry points to climate justice work • Intentionally creating time in meetings to share how you are feeling about climate change and encouraging people to take time off as needed • Creating space for all climate feelings (e.g., anger, grief) alongside joy

Summer	<ul style="list-style-type: none"> • Taking time to appreciate others, and make them feel that their presence and contributions are valued (e.g., sharing warm and fuzzies about them) • Advocating for paid opportunities for others
Blair	<ul style="list-style-type: none"> • Creating a work culture where people of different skills, backgrounds and experience levels feel safe and comfortable asking other people questions • Offering opportunities to build new skills with support from experienced people whose roles allow for them to specifically set aside time for this (e.g., doing a mock interview and sharing tips for media training)
Robin	<ul style="list-style-type: none"> • Always centring capacity-building alongside to ensure that there is succession of knowledge and skills when leadership inevitably changes • Incentivizing active peer-to-peer mentorship to support new members

3.5 RQ 4: HOW CAN THE EPISTEMIC DIVERSITY OFFERED BY THE PERSPECTIVES OF STUDENT-ACTIVISTS DIRECTLY AND INTENTIONALLY CONTRIBUTE TO INSTITUTIONAL CHANGE WITH RESPECT TO CLIMATE JUSTICE?

Through the one-on-one interviews, four critical perspectives emerged that illuminated the unique worldviews and priorities of youth student-activists. Firstly, all participants agreed that reflection upon their unique positionalities and recognizing how they situate amongst structures of power and privilege informed their activism. As Aaliyah describes below, many also shared that lived experiences of oppression functioned as gateways into climate justice activism.

Through their experiences, they were able to make connections between climate change and settler-colonialism, structurally vulnerable groups and societal inequities.

My queerness was my intro to activism and organizing, and one of the main identities that informed my practice. Queerness built a framework from which I went on to understand other things. Being a Muslim and a brown person added other layers to my queerness. I didn't fit into certain white spaces, even though for a long time I tried. I found that a lot of white queer spaces were also environmentalist spaces. I know that there are colonial roots [in] my family. We were not just immigrants or refugees; we actually had a settler influence [in East

Africa]. I think we were able to be closer to whiteness, and that gave us some power. [Originally] my family were kicked out of our home in India, but we're also oppressors in India. We lost our home in East Africa because Canadian oil companies wanted the land on which we lived, which wasn't even our land to begin with! Then, we come to Canada and we're on stolen land. My family came to Toronto very, very poor. These kind of layers where we are fleeing oppression, but also being oppressors, ourselves are parts of my identity that I have to carry with me, and I have to hold.

This tied into the next theme of intersectionality being a forefront consideration that should be integrated into all climate programming and education. For example, Aria described when she provided feedback to CH's Climate Wellbeing Series to help highlight white centrism.

There was really big, really dominant narrative [that] eco-anxiety is people saying, 'Oh, I've been hiking since I was 10 with my family in the mountains, and I'm so afraid of losing that,' and I just felt really unattached [from that narrative] because that was not my experience at all. I didn't grow up in a family or place where that was the norm. I never hiked until I moved to Canada.

Blair also pointed out that she has mostly had white men as professors, and that offers a limiting worldview on climate change which often under-emphasizes the equity and justice angles.

When they're teaching us... a lot of professors talk about issues through a lens of white guilt. You can sense it a lot when they're talking and it's interesting because okay, you can speak with white guilt, but still, you're not really providing a great analysis or a holistic analysis. If you really are not able to cover a specific topic fully, you can invite a guest speaker or talk to your faculty about getting someone to come in here and present this lecture to us [instead].

Aligned with this, the third major theme was that all participants felt that climate action is simply not enough, and that we need to focus on climate justice-oriented actions that have systems-level impacts. Blair outright said, "climate justice is the most important part of environmental activism because it's considering how people are being affected." She provided an anecdote which represents the strong underlying ethical orientations of youth activists. Many critically feel that there is no time left for the cognitive dissonance of those who, actively or by way of inaction, support extractive practices or hinder progressive climate justice actions.

I feel like in most of my classes, surprisingly, climate justice isn't really incorporated. I feel something needs to be changed, especially since I'm in environmental sciences so you would expect that climate justice is something that we center in my courses, but it certainly isn't actually. A lot of my classes approach environmental sciences through a 'this is a scientific fact' lens. But inherently, environmental sciences can't really be only about physics and chemistry. It has to include some sort of social justice angle, frankly, especially Indigenous perspectives and knowledge. Almost like with every science course, it feels like, there's the need to be like, 'we are impartial. Science is fact' like, you know, the Ben Shapiro quote: 'facts don't care about your feelings'. That's kind of science courses feel. 'These are the facts, and you can interpret them however you want,' And then, like all environmental sciences, in scientists are just looking at the data and then they draw conclusions. But environmental scientists are humans too. We had this conversation in class about what it would mean to graduate with an environmental sciences degree and then work as a consultant for a fossil fuel company. And I was really surprised that the narrative my professor framed it as was, 'well, you got to do what you got to do! You could graduate with this degree and work as consultant for one of those companies, but you can still do good within the company.'

Similarly, Aria said that we cannot solve the climate crisis if "we are not like tackling at its root."

Part of my degree in geography was looking at the past trying to figure out the root causes of climate change. It gave me a lot of the language of being able to explain why we need collective action, systemic action, and to question where power exists. But I'm trying to move from what caused climate change to what's next? We keep talking about building back better. In the just energy transition, we don't often talk enough about how a lot of these renewable energy solutions continue to perpetuate climate injustice. How can we make sure that now that we've convinced our universities to divest from fossil fuels, that the money's not going into weapons manufacturing, and prisons and policing systems?

Participants also had heated points surrounding the overpopularized 'sustainability' movement which Aria described as "hyper focused" on individual-over-systems actions.

I felt very disillusioned by zero waste initiatives with individual surface level actions. How much can I recycle? Or how much less meat can I eat in order to 'save the world'? For me, climate justice is acknowledging that I need to take action as an individual, but on a more systemic and collective level, what else

can I do? I think my intro to justice was through the divestment campaign. That was really illuminating because I never knew that universities had money in fossil fuels. I never knew that part of it was from our tuition, people were sitting around a table making decisions about where the money should be going, and that universities were profit making institutions rather than institutions that were really meant to be reinvesting back in its community, and especially the Indigenous nations that the university itself is sitting on. The divestment movement also introduced me to organizing for Indigenous sovereignty. Through sit-ins and protests, I heard from Indigenous Knowledge Keepers and Elders, that made me realize that they are and always have been the people on the front lines. Not the Greens or climate influencers that we see on Instagram.

Aaliyah mentioned that “[compared to USI], Climate Hub is a space that is very helpful for students to understand how all of these fights are connected,” while Robin expressed that there is, “a lot of funding and attention in programs related to sustainability, but not a lot specifically talking about climate justice.” Many associated ‘sustainability’ with greenwashing or performative activism enabled by climate celebrity culture.

I would just love to see more climate justice content in general, and climate justice content that goes beyond just, ‘did you know that climate change can sometimes also be a social issue?’ and actually goes into the details of the mechanisms and how that works. I feel like the word ‘sustainability’ is more apolitical and more sanitized and lends itself more to being an individual issue. A lot of people talk about sustainability as kind of an aesthetic or as something they enjoy being part of because sustainability really has an image and a quality to it. But it’s not very political and not very conducive collective change. That’s my sense of how I engage with the word sustainability, versus seeing the word climate justice. I think I would love to see more language about how students can affect systemic change and be part of collective action. Rather than just a lot about how we need to bring our own water bottles for UBC sustainability.’

Consequently, **the fourth theme is that organizing offers opportunities for peer-to-peer learning of skills but also opportunities to learn of more non-Western worldviews.** Blair, like all of the other participants, gushed about innumerable skills and knowledge gained through the “eye opening experience” of organizing for climate justice.

I think student leadership's not just about people employing their knowledge to do things, but it's also about actively learning things as you go even as you're in the leadership position. The biggest thing I've taken away from organizing is I've learned so much more about every single issue; everything that I know, I have learned from other organizers. It's a beautiful space where knowledge is shared. Arguably, I've learned more in that space than I have my university courses, but in a different sense. Specifically, with CJ UBC, I'm really happy that there's always speakers from First Nations in BC, for every action that we do, and that has taught me so much about climate justice, specifically in the context of BC. I think more than reading about it could ever have taught me. When I joined Climate Hub as volunteer [and in being a new settler to Canada in general], for one of my first workshops that I facilitated, I had to do the land acknowledgement at the start of this workshop, which meant that I needed to do research for myself and reflect on what it meant to give it and the purpose of those in the first place, which is a really deep question to contemplate. That was a moment that really shifted my perspective on things here. My illusion of Canada broke, or my illusion of North America, broke in that instance, where I truly started to understand what it meant for this country to be like this settler colonial state, and the consequences of that.

Many noted that with an uptick in media coverage for climate change, there has been an increased focus on experts/ researchers, but also climate/ sustainability influencers, sharing their takes on the issue. Aria felt that the best learning opportunities came not from those that took up unduly space but instead those with underrepresented and excluded ways of knowing, such as Indigenous land defenders, Knowledge Keepers and racialized community leaders.

When I started getting involved in the environmental movement, people who are deemed as experts -people who are deemed as 'activists' and 'real organizers' were people who went to COP 25. I was idolizing these people. Like, you're so cool, like how do I get to the next COP? And now with COP 26. I am at a point now where I am very critical of even the whole point of COP.

4. DISCUSSION AND CONCLUSION

This work captured the expansive narratives, perspectives, experiences and emotions of a total of six very involved student-activists under the age of 30 at UBC. Critically, it shed light on how grassroots climate justice organizing is less structured and underfunded but freer to do 'radical' actions (Smith, 2017), whereas institutional organizing relies on longer-term strategic priority-

oriented actions. In the latter setting, UBC student-activists often work towards meeting structure-based demands to increase student engagement, mobilization, and financial divestment/reinvestment that relates to the university's impact outside the institution.

Although it was expressed that activists' 'student identity' by way of their affiliation with the university can be leveraged to push the university to act in the best interests of students and wider community, as seen in divestment campaigns across the world (Curnow & Gross, 2016), there are also instances where conflict of interests exist inhibiting certain actions if they are funded by the university. Many reflected upon the non-profit industrial complex as a microcosm of the influences of capitalism as a hindrance for meaningful climate justice organizing, given that it is often seen both as a tool of oppression and a core reason why we are in the climate crisis (Klein, 2015; Smith, 2017). In congruence with literature on connections between climate change and capitalism, all participants identified that institutions need to transition from their passive approach towards minimizing their fossil capitalist interests towards a more active 'energy democracy' approach that actively divests and re-invests in research and development and resources to support post-carbon futures and build resilient communities (Carroll, 2020).

In their everyday lives, student-activists at UBC feel overwhelmingly overworked and under compensated for climate justice organizing, but feel they have no choice and often compromise on aspects of health/ wellbeing (e.g., sleep, diet, socializing) to be able to keep up. A key implication for this for institutions is to look at sustainable funding models for youth organizers, and to co-design structures within which these individuals can better juggle their involvements with community organizing and academics.

As aforementioned, there is however also a discomfort to have certain grassroots work funded for fear it will become watered down or 'institutionalized', so many are willing to volunteer their time out of passion for the cause (Smith, 2017). Consequently, a plus side associated with this labour was seen to be that climate justice organizing enables community-

building which brings about joy. Collective actions also help to mitigate eco-grief and generally being around people with shared values is motivating; this has been validated in the wider literature on climate emotions as motivators for youth navigating their apathy to anxiety to action (Bright & Eames, 2021).

To continue to better support student-activists doing climate justice work at UBC, the most important aspects identified are the continued implementation of equity and accessibility informed practices across all departments/ organizations and the need for more safe spaces for people to process climate, grief and anxiety, and the emotional burden of knowledge of this issue. One practical strategy to begin to put this into practice is to audit existing accountability measures surrounding equity, diversity, inclusion, accessibility and justice and to put in place safe work space policies, whistle blower reporting strategies, third party oversight over conflict resolution and mandatory trainings to ensure staff and students, regardless of their existing interest and knowledge on these topics, have a common basic understanding and can use appropriate language.

Interestingly, Climate Hub leadership past and present were reported to have demonstrated a strong implicit awareness of the latter through actions where they actively advocated for paid rest hours for staff, advised students to take time off as needed without apology and by creating intentional time/ space in meetings to process issues and centre joy. These actions are well-aligned with the Healing Justice Framework which is presently a core focus of Indigenous Climate Action (Melina Laboucan-Massimo, 2020), and which has also been studied to be critically needed to best support youth organizing in general (Chavez-Diaz & Lee, 2015). Hence this work found that it is pertinent to incorporate these principles into future programming.

Student-activists also urged for increased efforts to humanize the climate crisis and recognize both that we are not insulated from the impacts of climate change, but also that the impacts will not be borne equally across all populations highlighting the need for a justice-

oriented approach (Saraswat & Kumar, 2016). Within academic settings, participants felt that climate change and environmental issues are more often treated as objective scientific phenomena rather than also systems issues with enormous impacts on human life as we know it; they expressed fear that this will lead to the normalization of the climate catastrophe. Through organizing many student-activists were able to learn of more non-Western worldviews, such as those offered by Indigenous land defenders, Knowledge Keepers and racialized community leaders; however, these ways of knowing are largely underrepresented in and excluded from many institutional/ academic settings. Similarly, conferences like COP which are highly regarded in academic were seen as a microcosm of pervasive hegemonic knowledge-informed approaches towards climate mitigation, adaptation and resilience (Grosse & Mark, 2020). All this presents a great opportunity for UBC's new Centre for Climate Justice to continue to build out a stronger climate lens and climate awareness across the university's many departments, disciplines and academic research areas by increasing opportunities to increase awareness for the aforementioned linkages.

Student-activists offered in the interviews that climate futures to them look like reinvesting meaningfully into building resilient communities (e.g., divestment money from fossil fuels does not go into harmful practices such as policing or weapons, but instead goes towards relationship-building practices which strengthen communities), taking collective and systemic action over prioritization of individual acts alone (e.g., funding more climate justice work for Indigenous and racialized youth over broad strokes sustainability initiatives), consideration for the natural environment's tendency to reclaim its space when approaching development of our built environment (e.g., not building homes on a flood plain) and the eventual redundancy of some infrastructure that exists because of a larger issue (e.g., trash cans exist because we generate waste). Student-activists also frequently reflected upon their unique positionalities and claimed that the practice of recognizing how they situate amongst structures of power and privilege informs their activism (Rose, 1997). This also facilitates better awareness for the consideration of intersectionality (Crenshaw, 1990) in all climate programming and education efforts.

5. RECOMMENDATIONS FOR ACTION AND IMPLEMENTATION

This research was enabled by SEEDs and is of significance to the community partner, Climate Hub alongside stakeholders involved in the development/ implementation of climate-related policies including Campus Vision 2050, Climate Action Plan 2030, UBC's Climate Emergency Engagement report, Campus Sustainability plans and the Wellbeing Strategic Framework. Given the participatory nature of this research, recommendations emerging from this work (Table 4) were identified from participants.

Table 4: Recommendations to foster progressive student-led climate justice actions at UBC

Key Point	Recommendations
Increased focus on climate justice	<ul style="list-style-type: none"> • Create definition of climate justice for UBC so we can develop a unified actionable framework • Invest more into initiatives that help UBC students, faculty, and staff establish an understanding of the link between climate change and their area(s) of focus • Acknowledging, challenging and critically thinking about how UBC's vast resources, money and support can be invested into the wider communities meaningfully to help build climate resilience and support just, equitable futures
Continuing to invest in capacity-building for student-centred initiatives	<ul style="list-style-type: none"> • Building knowledge sharing structures resilient to the turnover of student-led roles after individuals leave (e.g., incentivizing mentorship opportunities from experienced individuals whose roles allow for them to set aside time for this) • Changing structures that perpetuate burnout and finding opportunities to invest in rest alongside (e.g., paid rest hour incorporated within pay structures) • Increased access to funding opportunities or university support to obtain outside funding from ethical sources which come with the least 'strings attached' to allow for authenticity in approaches towards holding actions
Focusing on uplifting Indigenous and racialized voices	<ul style="list-style-type: none"> • Spending more time speaking directly to members/ representatives of communities who are or will be disproportionately impacted by the climate crisis, and working with them to co-design policy recommendations in a transdisciplinary manner rather than just centring the voices of those who are able to access post-secondary institutional education in shaping what recommended courses of action should look like (i.e., decentralizing the power of knowledge generated solely from scholarly endeavors) • Invest in the diversification of faculty and staff to better centre diverse ways of knowing beyond western science perspectives; in the meantime, ensure that courses are appropriately audited, and

	<p>professors are actively seeking opportunities to bring in historically excluded/ presently underrepresented perspectives</p> <ul style="list-style-type: none">• Promote paid opportunities for Indigenous and racialized students that, through the presence of extensive accountability measures and a cultural shift towards equity-informed practices/ policies, are also safe enough for them to authentically work on issues• Increased considerations for intersectionality in all programming and education• Operationalization of the Healing Justice Framework in programming and strategic priority setting across UBC, but in particular for student-centred work
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APPENDICES

APPENDIX A: WORK PLAN

General	For RES 505	For SEEDs/partner(s)
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Work plan	Week of	Oct 11	Oct 18	Oct 25	Nov 1	Nov 8	Nov 15	Nov 22	Nov 29	Dec 6
Prep	Submit research proposal/ ethics	Oct 14 11:59pm								
	Share ethics details with SEEDs									
Ethnography	Finish ethnography data analysis (from climate strike)									
	Present ethnography findings at Climate Slamposium on Oct 15									
Recruitment	Share emails/ posters									
Photo-Voice	Set up photo-voice exercise									
	Hold photo-voice focus group									
	Finalize focus group data (
Interviews	Conduct interviews									
	Finalize all interview transcripts									
	Interview progress report due						Nov 18 11:59pm			
Results	Finish all data analysis									
	Present findings in class (Thu, Dec 2 at 2-5 pm)								Dec 2 2-5pm	
	Submit final research paper and share with community partners									Dec 10 5pm



APPENDIX B: PHOTO-VOICE ETHICS DOCUMENTS

Principal Investigator:

Manvi Bhalla

PhD Student IRES

manvi.bhalla@ubc.ca

Co-Investigator

Dr. Leila Harris

Professor, IRES

Professor, Institute for Gender, Race, Sexuality and Social Justice

lharris@ires.ubc.ca

Photo-Voice: Centring Student-Activists' Narratives on Organizing for Climate Justice in Institutional Settings

RMES 505 Qualitative Methods in Interdisciplinary Contexts

Ethics ID H13-02273

The University of British Columbia has a rich, diverse student population; many of whom are passionate advocates for climate justice. This study aims to gather the perspectives of student-activists who work or volunteer at the University of British Columbia and who are affiliated with the UBC Climate Hub. The purpose is to ascertain a better idea about how climate change fits into the everyday life of student-activists and to capture the unique experiences, challenges and emotions as encompassed by their dual identities.

What does participation involve?

You are being invited to participate in this research project because of your involvement with UBC Climate Hub. You will be asked to take photographs of when/where/how climate change and justice fit into your everyday life as a student-activist. Following the two-week period of photo collection, you will be asked to pick your top 5 photos and send them alongside an artist statement (a caption) to the investigator. The investigator will compile photographs from all the study participants, randomize them and then they will be shown in a focus group with all study participants. The focus group will be conducted via Zoom or by telephone, in October-November, at a time suited to everyone's availability. The session will require approximately one hour of your time, and the group will discuss/ co-create meanings behind the photographs. When using Zoom, you should login using only a nickname, substitute name or research code given ahead of time by the researcher. You can turn off your camera and mute your microphone if it is not needed. You are welcome to not answer any questions, or end the interview at any time, depending on your comfort level.

All participants be asked to provide permission to have the focus group recorded and then transcribed to accurately record your views and opinions. If an individual would prefer the interview/focus group not to be recorded, written notes alone will be taken. All interviews/focus groups will be conducted either online or by telephone in line with current COVID guidance. If you feel that it would be more appropriate for you to participate in this interview/focus group in person, please contact a member of the research team to advise them of your preference. However, please be advised that in order to participate in this research project in person, UBC will require all parties to provide proof that they are fully vaccinated. **You will be provided \$10 gift card in remuneration for your participation, and this is being provided by SEEDS.**

How will the findings be reported?

The main findings will be summarized and submitted as a graduate course assignment for RES 505 (Qualitative Methods in Interdisciplinary Contexts) at the University of British Columbia and made available to relevant stakeholders at the University of British Columbia, including UBC Sustainability and UBC Climate Hub. Additional products could include a journal article, report, a brief for relevant stakeholders, and plain language summaries.

How will your privacy be maintained?

Only the investigator (Manvi Bhalla) will have access to the focus group transcripts. All electronic files will be kept password-protected on the investigator's computer. Focus groups will be audio-recorded and transcribed for qualitative analysis. The transcripts will be anonymized to protect your identity. No information that discloses your identity will be released or published. However, research records identifying you may be inspected in the presence of the investigator or his or her designate by representatives and the UBC Research Ethics Board for the purpose of monitoring the research. Pursuant to UBC policy, the data will be kept in storage for five years after the completion of the study. At the end of the five years, the records will be destroyed. If you choose to take part in a focus group, only limited confidentiality can be offered. Although we encourage all participants to refrain from disclosing the contents of the discussion outside of the focus group, we cannot control what other participants do with the information discussed.

Is there any way being in this study could be bad for you?

Participation in this study involves answering questions about your experiences as a student-activist at the University of British Columbia as well providing access to photographs taken by you for wider viewing by investigators, fellow participants and potentially a wider audience at the University of British Columbia. The investigator will be taking extra care to ensure anonymity by assigning pseudonyms to all participants, and by reporting any participants' characteristics univariately to not associate more than one characteristic with an individual at a time to minimize the chances of any identification. The risks associated with completing this interview are not greater than what would be experienced as part of everyday life; however, it is possible that it may raise issues or feelings that you would like support in dealing with. If this happens, the researcher can refer you to a free counsellor, or to other resources in the community that can help you. You can leave the focus group at any time, and you do not have to answer any questions that make you feel uncomfortable. You can also withdraw your participation in the project at any time. After November 15th, however, all identifiers will

have been removed from the focus group data and so it may not be possible to remove your contributions from the amalgamated data set at that point.

What are the benefits of participating?

Your responses will contribute to the generation of important knowledge to better inform climate change-related policies and plans as well as student engagement strategies at the University of British Columbia.

Who can you contact if you have questions or concerns about the study?

- If you have any questions or concerns about what is being asked of you, please contact the graduate student investigator Manvi Bhalla (manvi.bhalla@ubc.ca or 905-928-1244).
- If you have any questions or concerns with this study, please feel free to call Dr. Leila Harris at (604) 822-4182. Dr. Harris is the instructor for the course for which this project is being undertaken.
- If you have concerns about your rights as a research participant and/or your experiences while participating in this study, contact the Research Participant Complaint Line in the UBC Office of Research Ethics at 604-822-8598 or if long distance e-mail RSIL@ors.ubc.ca or call toll free 1-877-822-8598.

To participate in this study, please sign the enclosed consent form (page 4) and return to manvi.bhalla@ubc.ca. Upon receipt of this I will contact you to arrange a time for the interview at your convenience.

Sincerely,

Manvi Bhalla (she/her), under the supervision of Dr. Leila Harris

PhD Student, Institute of Resources, Environment and Sustainability, UBC

Climate Policy Lead, UBC Climate Hub



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

The University of British Columbia

Vancouver Campus

Vancouver B.C.

Canada, V6T 1Z4

CONSENT FORM for Photo-Voice

Ethics ID H13-02273

Please return to **Manvi Bhalla (she/her)** at manvi.bhalla@ubc.ca signed at your earliest convenience.

Participating in this study is entirely up to you. You have the right to refuse to participate in this study. If you decide to take part, you may choose to pull out of the study at any time without giving a reason and without any negative consequences.

Your signature indicates that you

- consent to participate in this study.
- consent to recording of the focus group session.
- consent to the use of photos you choose to provide in focus group and throughout this research's products.
- have received a copy of this consent form for your own records.

Participant signature

Date

Printed name of the participant signing above

After you return this signed consent form, I will contact you to follow up on your participation within this study.

RECRUITMENT FOR PHOTO-VOICE/ FOCUS GROUP

EMAIL

Dear [insert name],

I am a PhD Research Student at the Institute of Resources, Environment and Sustainability at the University of British Columbia, and I am Climate Policy Lead at UBC Climate Hub. I am conducting a research study aiming to capture the experiences of student climate justice activists (aged 18-30) at UBC Vancouver as part of RES 505: Qualitative Methods in Interdisciplinary Contexts. This work is being supported by UBC Sustainability's SEEDs sustainability research lab and UBC Climate Hub is a primary stakeholder.

I was given your contact information by [e.g., Meghan Wise, who is currently the coordinator at UBC Climate Hub], and I was wondering if you would be interested in participating in the photo-voice participatory research I am conducting. It would involve you taking photos that encompass where climate change and justice fit into your everyday life over the span of two weeks, and then sending your self-chosen top five captured images alongside your artist statements (which is just a caption of any length) to me via email. At the end of the two-week period, we will have a one hour-long online (Zoom) focus group where all the study participants will discuss the top photos from everyone, which will be shown to a slideshow (withholding name of who took the photo and their artist statements to anonymize them). The focus group will be audio-recorded with permission from all participants.

My goal is to produce a paper on this topic that I plan to submit to RES 505, as well as relevant stakeholders at University of British Columbia, including UBC Sustainability and UBC Climate Hub to help to inform how to best support students working on this issue. All participants will receive a \$10 gift card for their participation in this study.

If you are interested in participating, please review the letter of information/ consent (attached) and return it signed via email to manvi.bhalla@ubc.ca. You are also welcomed to review and/or circulate the poster amongst people who you think would be interested in this study (attached). I can send you a copy of the paper once a draft has been completed so you can confirm its final content and how you've been quoted, if you would like, before I submit the paper to my course and send to relevant stakeholders. I can also share the final version with you if you would like.

I look forward to speaking with you soon!

Regards,

Manvi Bhalla (she/her)

Manvi.bhalla@ubc.ca

905-928-1244

POSTER

ARE YOU A STUDENT-ACTIVIST FOR



AT UBC VANCOUVER?

If you are between 18–30 years of age, you are invited to participate in **photo-voice** research aiming to centre narratives on how climate change-related advocacy fits into your everyday life. You will be asked to take photographs over two weeks, then participate in an **online one-hour long focus group**. You will receive \$10 gift card for your time.

Interested participants can email researcher **Manvi Bhalla (she/her)** at **manvi.bhalla@ubc.ca** for more information on participation.

This study is being supported by UBC Sustainability's SEEDS program and UBC Climate Hub.



INTERVIEW GUIDE FOR PHOTO-VOICE FOCUS GROUP

Background: The focus group will comprise of a slide show of the top 5 self-selected images by each participant, randomized and without the name of the participant and artist statement provided by the participant. The photographs will be numbered. Participants will be asked the following broad questions, which will likely lead to open discussion to help to identify emergent themes, identify issues and engage participants in storytelling. This focus group will take approximately one hour and will be held online via Zoom.

Questions:

For each photo, based on Wang (2006)'s SHOWeD mnemonic, participants will be asked to choose and answer one of these (or to provide any other thoughts/ feelings/ emotions that emerge):

- What do you See here?
- What's really *Happening* here?
- How does this relate to *Our* lives?
- Why does this situation, concern, or strength exist?
- What can we *Do* about it?

After all photos are reviewed:

1. Which photograph (provide the number) resonated the most with you? Why?
2. Did any photos surprise you?
3. Is there anything missing that you wish you captured now?

Reference:

Caroline C. Wang DrPH, MPH (2006) Youth Participation in Photovoice as a Strategy for Community Change, *Journal of Community Practice*, 14:1-2, 147-161, DOI: 10.1300/J125v14n01_09



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The University of British Columbia

Vancouver Campus

Vancouver B.C., Canada, V6T 1Z4

APPENDIX C: INTERVIEW ETHICS DOCUMENTS

Principal Investigator:

Manvi Bhalla

PhD Student IRES

manvi.bhalla@ubc.ca

Co-Investigator

Dr. Leila Harris

Professor, IRES

Professor, Institute for Gender, Race, Sexuality and Social Justice

lharris@ires.ubc.ca

Interview: Centring Student-Activists' Narratives on Organizing for Climate Justice

RMES 505 Qualitative Methods in Interdisciplinary Contexts

Ethics ID H13-02273

The University of British Columbia has a rich, diverse student population; many of whom are passionate advocates for climate justice. This study aims to gather the perspectives of student-activists who work or volunteer at the University of British Columbia and who are affiliated with the UBC Climate Hub. The purpose is to ascertain a better idea about how climate change fits into the everyday life of student-activists and to capture the unique experiences, challenges and emotions as encompassed by their dual identities.

What does participation involve?

You are being invited to participate in this research project because of your involvement with UBC Climate Hub. The interview will be conducted via Zoom or by telephone, preferably in October, at a time suited to your availability. The interview will require approximately one hour of your time. During the interview you will be asked a range of questions related to your experiences as a student-activist for climate justice at the University of British Columbia. You will be provided \$10 gift card in remuneration for your participation. All interviews/focus groups will be conducted either online or by telephone in line with current COVID guidance. If you feel that it would be more appropriate for you to participate in this interview/focus group in person, please contact a member of the research team to advise them of your preference. However, please be advised that in order to participate in this research project in person, UBC will require all parties to provide proof that they are fully vaccinated.

When using Zoom, you should login using only a nickname, substitute name or research code given ahead of time by the researcher. You can turn off your camera and mute your microphone if it is not needed. You are welcome to not answer any questions, or end the interview at any time, depending on your comfort level.

How will the findings be reported?

The main findings will be summarized and submitted as a graduate course assignment for RES 505 (Qualitative Methods in Interdisciplinary Contexts) at the University of British Columbia and made available to relevant stakeholders at the University of British Columbia, including UBC Sustainability and UBC Climate Hub. Additional products could include a journal article, report, a brief for relevant stakeholders, and plain language summaries.

How will your privacy be maintained?

Only the investigator (Manvi Bhalla) will have access to the interview transcripts. All electronic files will be kept password-protected on the investigator's computer. Interviews will be audio-recorded and transcribed for qualitative analysis. The transcripts will be anonymized to protect your identity. No information that discloses your identity will be released or published. However, research records identifying you may be inspected in the presence of the investigator or his or her designate by representatives and the UBC Research Ethics Board for the purpose of monitoring the research. Pursuant to UBC policy, the data will be kept in storage for five years after the completion of the study. At the end of the five years, the records will be destroyed.

Is there any way being in this study could be bad for you?

Participation in this study involves answering questions about your experiences as a student-activist at the University of British Columbia. The investigator will be taking extra care to ensure anonymity by assigning pseudonyms to all participants, and by reporting any participants' characteristics univariately to not associate more than one characteristic with an individual at a time to minimize the chances of any identification. The risks associated with completing this interview are not greater than what would be experienced as part of everyday life; however, it is possible that it may raise issues or feelings that you would like support in dealing with. If this happens, the researcher can refer you to a free counsellor, or to other resources in the community that can help you. You can leave the interview at any time, and you do not have to answer any questions that make you feel uncomfortable. You can also withdraw your participation in the project at any time.

What are the benefits of participating?

Your responses will contribute to the generation of important knowledge to better inform climate change-related policies and plans as well as student engagement strategies at the University of British Columbia.

Who can you contact if you have questions or concerns about the study?

- If you have any questions or concerns about what is being asked of you, please contact the graduate student investigator Manvi Bhalla (manvi.bhalla@ubc.ca or 905-928-1244).
- If you have any questions or concerns with this study, please feel free to call Dr. Leila Harris at (604) 822-4182. Dr. Harris is the instructor for the course for which this project is being undertaken.
- If you have concerns about your rights as a research participant and/or your experiences while participating in this study, contact the Research Participant Complaint Line in the UBC Office of Research Ethics at 604-822-8598 or if long distance e-mail RSIL@ors.ubc.ca or call toll free 1-877-822-8598.

To participate in this study, please sign the enclosed consent form (page 3) and return to manvi.bhalla@ubc.ca. Upon receipt of this I will contact you to arrange a time for the interview at your convenience.

Sincerely,

Manvi Bhalla (she/her), under the supervision of Dr. Leila Harris

PhD Student, Institute of Resources, Environment and Sustainability, UBC



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The University of British Columbia

Vancouver Campus

Vancouver B.C.

CONSENT FORM **for Interview**

Ethics ID H13-02273

Please return to **Manvi Bhalla (she/her)** at manvi.bhalla@ubc.ca signed at your earliest convenience.

Participating in this study is entirely up to you. You have the right to refuse to participate in this study. If you decide to take part, you may choose to pull out of the study at any time without giving a reason and without any negative consequences.

Your signature indicates that you

- consent to participate in this study.
- consent to recording of the interview.
- have received a copy of this consent form for your own records.

Participant signature _____ Date _____

Printed name of the participant signing above _____

After you return this signed consent form, I will contact you to follow up on your participation within this study.

RECRUITMENT FOR ONE-ON-ONE INTERVIEWS

EMAIL

Dear [insert name],

I am a PhD Research Student at the Institute of Resources, Environment and Sustainability at the University of British Columbia, and I am Climate Policy Lead at UBC Climate Hub. I am conducting a research study aiming to capture the experiences of student climate justice activists (aged 18-30) at UBC Vancouver as part of RES 505: Qualitative Methods in Interdisciplinary Contexts. This work is being supported by UBC Sustainability's SEEDs sustainability research lab and UBC Climate Hub is a primary stakeholder.

I was given your contact information by [e.g., Meghan Wise, coordinator at UBC Climate Hub] and I was wondering whether you would be interested in talking to me about your experiences as a student-activist and how institutions can improve their strategies/ plans surrounding climate justice, alongside better supporting students working on this issue. The one-on-one interview (online via Zoom or by telephone) would last approximately one hour and would be audio recorded with your permission.

My goal is to produce a paper on this topic that I plan to submit to RES 505, as well as relevant stakeholders at University of British Columbia, including UBC Sustainability and UBC Climate Hub to help to inform how to best support students working on this issue. **All participants will receive a \$10 gift card for their participation in this study.**

If you are interested in participating, please review the letter of information/ consent (attached) and return it signed via email to manvi.bhalla@ubc.ca. You are also welcomed to review and/or circulate the poster amongst people who you think would be interested in this study (attached). I can send you a copy of the paper once a draft has been completed so you can confirm its final content and how you've been quoted, if you would like, before I submit the paper to my course and send to relevant stakeholders. I can also share the final version with you if you would like.

I look forward to speaking with you soon!

Regards,

Manvi Bhalla (she/her)

Manvi.bhalla@ubc.ca

905-928-1244

POSTER

HAVE YOU ADVOCATED FOR



AT UBC VANCOUVER?

If you are between 18–30 years of age, you are invited to participate in a **1 hour one-on-one online interview** where you will be asked about your experiences on being a student-activist. You will receive \$10 gift card for your time.

Interested participants can email researcher **Manvi Bhalla (she/her)** at **manvi.bhalla@ubc.ca** for more information on participation.

This study is being supported by UBC Sustainability's SEEDS program and UBC Climate Hub.



 INTERVIEW GUIDE FOR SEMI-STRUCTURED ONE ON ONE INTERVIEWS

**Subject to adjustments as needed due to emergent themes*

INTRODUCTION

Thank you so much for agreeing to take part in this study. Do you have any questions about the study, or about the consent form you signed?

(Wait for their response)

Great! If at any point you have a question you'd like to pass, or that which you require great clarification on, please feel free to ask, and I'd be happy to move on or elaborate as necessary.

Part 1: Personal introduction

1. For starters, I would love to learn a little bit more about you. Tell me a little bit about yourself; feel free to mention anything you feel is relevant!

(Wait for their response)

Thank you for sharing that! I'll follow up on a few threads, and you're welcome to elaborate however you see fit. You're welcome to skip any question or ask for clarification as needed!

Potential follow-ups depending on what they mention:

- What is your educational background?
 - E.g., degree(s)/ area of study/ research interests?
 - Would you say your positionality/ identity (e.g., age, gender, race/ ethnicity, etc.) informs your activism? How so?
2. Why climate justice?

Part 2: Student-activist experiences

Now, I'll shift towards discussing your experience as a student-activist. Please tell me more about your position at (UBC Climate Hub, or other related affiliation).

1. What is your official title?
 - a. What are your main responsibilities?
2. What other affiliations have you held/ things have you been involved in during this time, if any?
 - a. What are your previous experiences/positions you've held related to climate justice activism?
3. What motivated you to get involved in organizing with a group on campus?
4. How does organizing for climate justice outside of UBC contrast to organizing within the institutional setting? Why?

Part 3: Developing a road map for student leaders to play roles in shaping the future of the institution

1. How would you describe your experience as a student organizer so far?
 - a. Lessons learned?
2. Provide (an) example(s) of a time you felt supported?

- a. Not supported?
3. What are some opportunities to support students in terms of how we think about climate?
 - a. How do you think the university can better support students with their feelings about climate change?
4. What are your thoughts on how climate justice is incorporated into present policies at UBC?
 - a. Do you think the language in policies is appropriate?

Part 4: Only for those who have moved past their roles at UBC Climate Hub – investigating how have they transferred their skills beyond the university to other communities

1. Now that you're no longer with (UBC Climate Hub or relevant affiliation), are you still engaging with climate justice?
 - a. If yes, how?
 - b. If no, why not?

CONCLUSION

Amazing! That concludes my questions. Is there anything you would like to ask me, or anything further you'd like to share? (Pause to let them respond).

Would you like a copy of this when it is done? (Pause to let them respond).

Thank you so much for your participation in my study. I am immensely appreciative of your time, and if you happen to know of anyone else that would be a good fit for my study population, please be sure to pass along the recruitment poster, or feel free to pass along my contact. If you have any follow-up questions or concerns, please do not hesitate to reach out to me as well.

APPENDIX D: CORE CERTIFICATION

PANEL ON
RESEARCH ETHICS

Navigating the ethics of human research

TCPS 2: CORE

Certificate of Completion

This document certifies that

Manvi Bhalla

*has completed the Tri-Council Policy Statement:
Ethical Conduct for Research Involving Humans
Course on Research Ethics (TCPS 2: CORE)*

Date of Issue: **22 September, 2019**

APPENDIX E: SEEDS RESEARCH CHARTER

This SEEDS Research Project Charter serves to develop a preliminary project definition, describes participant roles and responsibilities, and SEEDS Principles of Collaboration. It typically goes through a few drafts before finalized to ensure operational and academic goals and constraints are identified.

INSTRUCTIONS:

1. Complete **Part 1: SEEDS Research Project Description** and **Part 2: Project Team**. If you are opening this form with software that does not allow you to check boxes, please highlight the choice or put an “X” next to it.
2. Review **Part 3: Project Team Roles & Responsibilities** and **Part 4: Principles of Collaboration**
3. Return the form to your SEEDS contact by e-mail; if you are not sure who that is, please send to seeds.info@ubc.ca and we will reach out to you with next steps.

PART 1: SEEDS RESEARCH PROJECT DESCRIPTION

Research Project Working Title: Student-Activists’ Narratives Organizing for Climate Justice at UBC

Primary Research Priority Area: Accelerate Climate Action	Secondary Research Priority Area: Foster Community Wellbeing and Inclusion
---	---

Primary Research Focus Area: Climate Justice	Secondary Research Focus Area: N/A.
---	--

United Nations Sustainable Development Goals (SDGs) research advances:

Choose one or more SDGs this research project aligns to from the following list.

Good Health and Wellbeing
Climate action

Campus Sustainability & Wellbeing Plans/Policies research informs or implements:

Using the link above, list the UBC plans, policies, and guidelines that this research project contributes to informing or implementing. Each SEEDS research project must have a formal alignment with one or more UBC Sustainability and Wellbeing Plans and Policies.

Climate Emergency Declaration
Wellbeing Strategic Framework (potentially)

Research Purpose:

Briefly state the broad intention of the research (E.g.: Increase Waste Diversion; Baseline Tree Species at UBC, Increase food security among graduate students)

N/A. See research proposal for all relevant information.

Research Objectives:

What are 3-5 objectives that would help achieve the main purpose? (E.g.: To conduct an environmental scan of current policies in post-secondary institutions; Design and administer a survey)

N/A. See research proposal for all relevant information.

Project Background:

Please describe background information and context for this project. Aim for 1-3 paragraphs.

N/A. See research proposal for all relevant information.

Contribution to Advancing Societal Issues

Please identify how the research project can contribute to advancing broader societal issues/advancing sustainability.

N/A. See research proposal for all relevant information.

Outline of Project Details

Please provide central tasks that students need to complete to succeed. Suggested tasks for a typical research project include:

1. Conduct background and literature review

[What kind of background research do the students need to undertake? [E.g., environmental scan, identification of best practices, methodology review, review of market landscape?]

N/A. See research proposal for all relevant information.

2. Attend stakeholder meetings

[Who do students need to meet? About what? Include kick-off meeting with you]

N/A. See research proposal for all relevant information.

3. Identify and develop research methods

[How do you envision the students collecting the data – visual observations, field work, interviews, focus groups, questionnaires, secondary data analysis? Any key questions to help guide the research?]

N/A. See research proposal for all relevant information.

4. Conduct research and collect data

[What is the process for students to obtain data from you or other departments to succeed? Who is the target audience/sample? Should teams collaborate for data collection?]

N/A. See research proposal for all relevant information.

5. Complete preliminary data analysis, verification and testing

[Any preferred method of data analysis or testing?]

N/A. See research proposal for all relevant information.

<p>6. Develop recommendations for action and future research <i>[Add details - recommendations to whom? About what?]</i></p>
<p>Communication Deliverables (please check all that apply) X Critical Milestones (please click on link for more information) X Executive Summary (1 pages max.) X Recommendation for further action and research) X Presentation (e.g., prototypes, a demonstration, associated data, conceptual designs, full build, video, application, installation, etc.)</p>
<p>Anticipated Outcomes: <i>N/A. See research proposal for all relevant information.</i></p>
<p>Potential Information Sources: <i>Please specify any documents, literature or other sources that can be used to inform the students work.</i> <i>N/A. See research proposal for all relevant information.</i></p>
<p>Anticipated Initiation and Completion Date (MM-DD-YYYY): Dec 10, 2021</p>
<p>Special Considerations/Constraints (if applicable): <i>E.g.: equipment, location, constraints, existing material, etc.</i> <i>N/A</i></p>
<p>Budget (if any): \$10 gift cards for 5-10 participants for photo-voice and for interviews, each.</p>
<p>Funding: Students interested in funding opportunities for this project, please check out the AMS Sustainability Fund at: amsustainability.ca</p>
<p>Desired Student Qualifications (if applicable): <i>Please include experience, background and skillset qualifications</i> <i>N/A</i></p>
<p>PART 2: SEEDS PROJECT TEAM MEMBERS</p>
<p>Primary Staff Clients or Community Partners: Enter Names, department, and preferred contact info Meghan Wise, Coordinator, Climate Hub at UBC</p>

<p>Secondary Staff Clients or Community Partners: Enter Names, department, and preferred contact info N/A</p>
<p>Faculty Members: Enter Names, faculty/school and department, and preferred contact info Leila Harris, Professor of RES 505, IRES</p>
<p>SEEDS Project Manager/Coordinator: Enter Names, office location and preferred contact info David Gill, Program and Policy Planner, SEEDS</p>
<p>Have you read <u>Part 3: Project Team Roles & Responsibilities</u> and <u>Part 4: Principles of Collaboration</u>? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>

PART 3: SEEDS PROJECT TEAM ROLES & RESPONSIBILITIES

SEEDS Sustainability Program Representative:

- Support scoping of “Research Project Charter” and alignment with campus sustainability and/or wellbeing commitments and teaching and learning goals
- Advise on curricular development (upon request) to integrate community-based action research best practices
- Support coordination of communication and meetings between project team
- Support and monitor project progress, including providing guidance throughout the project as needed, support any budget or informational resources requests, and be available to respond to any team member questions
- Provide feedback on project submissions as needed
- Attend final presentation and follow up on research project outcomes with project clients
- Publish final research project deliverables
- Follow up with clients and other stakeholders to determine potential to implement findings and recommendations and identify areas for further research and action.

Project Clients/Community Partners:

- Attend project team “kick-off” meeting to:
- Collaboratively review “Research Project Charter” and any subsequent research proposal/concepts developed by the student(s)
- Discuss expectations, set agreed-upon project milestones, establish ongoing communication process and schedule, and identify any informational or budget resources needed
- Commit to a communication schedule with the project team (e.g., meetings, email, scheduled in-class sessions)
- Provide feedback on project research proposals, any submitted progress reports, draft final report and other supporting materials
- Attend final research project presentation
- Inform SEEDS of any sensitive and/or confidential work content, and any measures needed to help manage this work
- External Communication/Media:
- If contacted by the media, or if contact is self-initiated, please inform them that you are not speaking on behalf of the SEEDS Sustainability Program. If media coverage is anticipated, please inform SEEDS

Faculty Members:

- For curricular SEEDS research projects, evaluate the associated project deliverables
- Support student throughout research project with expertise and advice as needed.
- Ensure students understand their reports will be published on the SEEDS Sustainability Library and UBC cIRcle Digital Repository. Upon publication, authors will receive an email notification. If the authors do not want the research published they can respond to the publication opt-out options in the email notification or email SEEDS.opt.outs@ubc.ca.
- Attend student final presentation and meetings as needed.
- External Communication/Media:
 - If contacted by the media, or if contact is self-initiated, please inform them that you are not speaking on behalf of the SEEDS Sustainability Program. If media coverage is anticipated, please inform SEEDS

Students:

- Meet all research project requirements outlined in the “Research Project Charter” and as agreed upon in any subsequent research proposal or concepts developed
- Propose and commit to an ongoing project team communication schedule with the project team – typically clients and SEEDS representative (e.g., meetings, email, scheduled in-class sessions)
- Copy your SEEDS representative on all email communications with your clients so they have an opportunity to monitor and support progress. If you have any questions, need advice, experience any challenges or need support be sure to connect with your SEEDS representative.
- Send research project proposal, any progress reports, other materials, and draft report prior to submission to project clients so they can have an opportunity to review and provide feedback
- Attend final meeting with clients and present final research deliverables including your recommendations for implementation and future research
- Submit final research project, including an executive summary and any associated documents, deliverables, and project photos (with [photo consent forms](#)—see below). Please:
 - Use [SEEDS Cover Page template](#)
 - Make final report look professional: please refer to [SEEDS Report Template](#), which we encourage you to use if not designing your own.
 - Ensure there is no personal information in the body of the final project report
 - Note that reports and additional project-related documents will be published and publicly available. Upon publication, authors will receive an email notification. If the authors do not want the research published they can respond to the publication opt-out options in the email notification or email SEEDS.opt.outs@ubc.ca.
- Communication:
 - Media: If contacted by the media, or if contact is self-initiated, please inform them that you are not speaking on behalf of the SEEDS Sustainability Program. If media coverage is anticipated, please inform SEEDS. If using your own social media, see last bullet in this list.
 - Photos: If taking photos in your research, please get [photo consent forms](#) signed by anyone you photograph. Submit consent forms to SEEDS representative upon project completion and assign photo credit accordingly.
 - Social Media: We encourage you to promote your research project via social media
 - Please use #UBCSEEDS so we can track your project and help share your project with others.

- Please ensure that you give your SEEDS representative the heads up that you've posted something online so that we can re-tweet, like or comment on your original social media content.

PART 4: SEEDS PRINCIPLES OF COLLABORATION FOR STUDENTS

Before reaching out to your clients please review the following principles for effective collaboration with your project team:

Understand Community Based Action Research

- The process for collecting information from clients will be one that demonstrates a steady, open dialogue.
- Clients are sharing their time generously and opening themselves and their area of operation to students. This process involves various levels of risk to individuals and their areas of operation. We ask students to act as professionals and demonstrate respect for this generosity. If unsure of the risks involved in comments or critiques, it is important to check with the SEEDS representative.

Streamline Communication

- To help with streamlining communication, please identify a communication lead/liaison from your team to serve as the main point of contact between the client and your team.
- If there is more than one team working on a project with the same client, it is encouraged that you connect with representatives from other teams and identify a coordinated approach to communication with your clients. For example, identify any similar information requests and submit one joint email versus sending separate emails to the clients.
- To avoid unnecessary questions, we request that students seek and access information from literature, readings, websites and any other resources before contacting clients.

External Communication

- If you are contacted or initiate contact with the media please inform them that you are not speaking on behalf of the SEEDS Sustainability Program. If you expect your project will receive media coverage or have the opportunity to publish an article about the program or your project, please inform your designated SEEDS Sustainability Program representative.
- If you conduct primary data collection (e.g., surveys, interviews, focus groups, observation) please make sure to disclose that you are doing so as part of a SEEDS research project. The SEEDS Representative can assist with reviewing introductions to your research, and providing SEEDS collateral (e.g., a sign of flag) for any data collection done at tabled booths (note during COVID pandemic no in person data collection will take place).

Document Your Research

- Sources of information (website, literature, interviews) must be appropriately referenced
- Assumptions, if made, must be documented
- Confidentiality must be maintained
- The outcome of the research projects is public; however, projects that do not meet the required standard will not be made published or if requested so by the client(s).

Stay Open and Stay Curious

- Keep in mind that it is easy to find fault and make assumptions, especially when we perceive that the values displayed by others are not in alignment with our own
- It is felt that the greatest learning opportunities come from being open and willing to explore and understand the reasons why individuals and organizations make the choices they do. Each person can then use that understanding to create the changes we may want to make.