



Air Justice:

Bringing Equity, Democracy, and Participation to the Air Quality Conversation

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Image 1 | Salt Lake Valley from Ensign Peak: Danielle Endres photo

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Air pollution is on the minds of many Utahns, particularly those living in the Salt Lake Valley. One need only look out across the Salt Lake Valley from higher ground to see the build-up of brown haze on red air days or read a headline such as “Utah Ranked As One of the Worst Cities For Air Quality in the World” to seek answers about the quality of our air in Utah.¹ Increasingly, community members are calling for more action from the Utah Government to strengthen air quality regulations, address the health impacts of bad air days, encourage individual behavioral change (e.g., idle free campaigns), and spark broad systemic policy changes (e.g., transportation infrastructure and planning). While we wholly support the work of state policy makers, researchers, and non-governmental advocacy groups to address air pollution in the State, our purpose in this report is different.

¹ ABC4 Utah. (September 7, 2020). “Salt Lake City Ranked as One of the Worst Cities for Air Quality in the World, Utah Doctor Weighs In,” <https://www.abc4.com/news/salt-lake-city-ranked-as-one-of-the-worst-cities-for-air-quality-in-the-world-utah-doctor-weighs-in/>

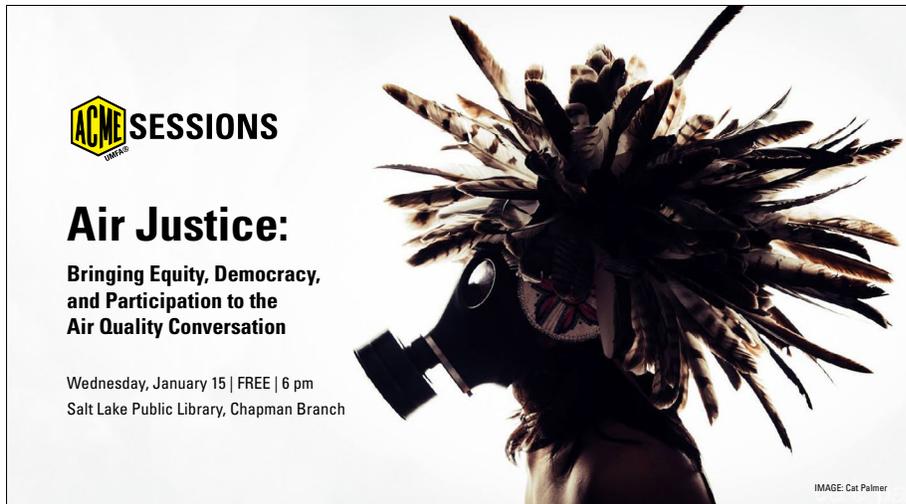


Image 2 | ACME Sessions
Air Justice digital
announcement

In collaboration with UMFA/ACME we offered a Listening Session with two purposes:

1. Listen to community members’ perspectives about air quality, particularly in relation to perceived inequities and injustices.
2. Provide a response to the those who attended the listening session that offers suggestions for future action.

This report is the product of a Listening Session held on January 15, 2020 at the Chapman Branch of the Salt Lake City Library (Image 2).² What brought us into collaboration with the UMFA’s ACME project was a shared concern about the injustices and inequities in the distribution of harms from air pollution in our state. Research shows that under-resourced communities—including Black, Indigenous, Latinx, Homeless, poor, and otherwise marginalized, and underrepresented communities—are disproportionately harmed from the effects air pollution.³ This is linked to the concept of environmental injustice, which demonstrates that long-term material impacts of structural racism, settler colonialism, classism, and other systems of oppression contribute to marginalized communities disproportionately living and working closer to sources of toxins and pollution than privileged groups.⁴ As such, the Listening Session’s focus was Air Justice.

² This listening session is one part of a broader event on Air Justice, sponsored by the University of Utah Museum of Fine Arts (UMFA) Art Community Museum Education (ACME). Other portions of the event were facilitated by the Salt Lake Air Protectors, Utah Physicians for Clean Air, and the Salt Lake Permaculture Guild in order to share information about ongoing efforts to address air quality in the State.

³ Collins, T. W., & Grineski, S. E. (2019). “Environmental Injustice and Religion: Outdoor Air Pollution Disparities in Metropolitan Salt Lake City, Utah,” *Annals of the American Association of Geographers* 109(5): 1597–1617, <https://doi.org/10.1080/24694452.2018.1546568>; Morello-Frosch, R., & Jesdale, B. M. (2006). “Separate and Unequal: Residential Segregation and Estimated Cancer Risks Associated with Ambient Air Toxics in U.S. Metropolitan Areas,” *Environmental Health Perspectives* 114(3): 386–93, <https://doi.org/10.1289/ehp.8500>; Zou, B., Peng, F., Wan, N., Mamady, K., & Wilson, G. J. (2014). “Spatial Cluster Detection of Air Pollution Exposure Inequities across the United States,” *PLOS ONE* 9(3): e91917, <https://doi.org/10.1371/journal.pone.0091917>.

⁴ CBullard, R. D., (2005). *The Quest for Environmental Justice: Human Rights and the Politics of Pollution*. San Francisco, CA: Sierra Club Books.

In this report, we respond to the themes and questions that came up in the Listening Session. As such, the primary audience of this report is the people who attended the Listening Session. The biggest issue that was raised by participants was a collective desire to get involved in taking meaningful action to address air pollution. A secondary audience of this report is other community members interested in listening to community members' perceptions about air pollution or interested in addressing air pollution with an eye toward justice.

In what follows, we elaborate on the problem of air pollution in Utah. This is followed by a brief discussion of environmental and air justice. Next, we describe our methods, that is, how we collected and analyzed a variety of types of information from the Listening Session that allowed us to produce this report. Then we will present our results in terms of the themes that emerged in the Listening Session and by charting out pathways for further engagement in air pollution collective action based on the themes. The report concludes with a summary of our key findings and audiences.

Air pollution in Utah

Air pollution—which is anything that can harm humans, non-human animals, and plants—has numerous consequences for public and ecosystem health throughout the state of Utah. Of particular concern for air quality in Utah are two of the “critical pollutants” as defined by the Environmental Protection Agency’s National Ambient Air Quality Standards (NAAQS): ozone and particulate matter (including PM 2.5). Ozone pollution is more prominent in summer months and particulate matter pollution is more prominent in winter months, particularly during an inversion.⁵ This pollution comes from different sources including vehicles, area sources, and industry. The Utah Department of Environmental Health estimated the vehicles emit approximately 48%, area sources such as gas stations, home heating, and dry cleaners emit approximately 39%, and large manufacturing industries emit approximately 13% of pollutants.⁶ While our air quality is better than it was in the 1970s due to the Clean Air Act and other federal regulations, several regions in Utah at times exceed the national standard for ozone and particulate matter pollutants.⁷

Harms from exposure to air pollution vary depending on the particular pollutant. Ozone and particulate matter contribute to the following impacts on public and

⁵ Utah Department of Health (n.d.). Air Pollution and Public Health in Utah, http://health.utah.gov/enviroepi/healthyhomes/epht/AirPollution_PublicHealth.pdf, p. 9.

⁶ Utah Department of Health (n.d.). Air Pollution and Public Health in Utah, http://health.utah.gov/enviroepi/healthyhomes/epht/AirPollution_PublicHealth.pdf, p. 5

⁷ Utah Department of Health (n.d.). Air Pollution and Public Health in Utah, http://health.utah.gov/enviroepi/healthyhomes/epht/AirPollution_PublicHealth.pdf

Air Quality Conditions	AQI Range	Health Recommendations
Good	0-50	Air quality is considered satisfactory, and air pollution poses little or no risk.
Moderate	51-100	People who are unusually sensitive to air pollution should consider limiting prolonged or heavy outdoor exposure. The general public is not likely to be affected.
Unhealthy for Sensitive Groups	101-150	People with respiratory disease (such as asthma), children, older adults, and people who are active outdoors should limit prolonged or heavy outdoor exertion. The general public is not likely to be affected.
Unhealthy	151-200	People with respiratory disease (such as asthma), children, older adults, and people who are active outdoors should avoid prolonged outdoor exertion. Everyone else, especially children, should limit prolonged outdoor exertion.
Very Unhealthy	201-300	People with respiratory disease (such as asthma), children, older adults, and people who are active outdoors should avoid all outdoor exertion. Everyone else, especially children, should limit all outdoor exertion.
Hazardous	301-500	Everyone should avoid all outdoor exertion.

Image 3 | The Utah Department of Health Air Quality Index (AQI)

environmental health: increased exposure to UV rays that can cause cancer or harm plants; eye/nose/throat irritation, headaches, chest pain, coughing, congestion, difficulty breathing, and irregular heartbeat; intensification of asthma, heart disease, chronic obstructive pulmonary disease, and emphysema; increased acidification of lakes and streams; greater risk of low birth weight and infant mortality; and haze.⁸ An article in the Salt Lake Tribune reported on research done by Isabella Errigo and an interdisciplinary team that shows that air pollution in Utah causes between 2500 and 8000 premature deaths per year and decreases median life expectancy by 1.1 to 3.6 years.⁹ In terms of the risks to human health, one way to understand air quality on a daily basis is to use the Air Quality Index, which links a calculation of the amount of air pollutants with public health recommendations (Image 3).

Utah has made progress in addressing air pollution. The EPA recently proposed removing Utah from its non-compliance list for PM 2.5 pollution levels, in recognition that the State's air quality is no longer out of compliance with EPA regulations.¹⁰ Moreover, during the State's 2019 General Legislative Session, the State Legislature funded the Kem C. Gardner Policy Institute at the University of Utah for "the development of an air quality and climate research

⁸ Utah Department of Health (n.d.). Air Pollution and Public Health in Utah, http://health.utah.gov/enviroepi/healthyhomes/epht/AirPollution_PublicHealth.pdf, p. 5

⁹ Maffly, B. (November 18, 2020). "Study Finds Air Pollution Reduces Life Expectancy in Utah," The Salt Lake Tribune, <https://www.sltrib.com/news/environment/2020/11/18/study-finds-air-pollution/>.

¹⁰ Maffly, B. (November 18, 2020). "Study Finds Air Pollution Reduces Life Expectancy in Utah," The Salt Lake Tribune, <https://www.sltrib.com/news/environment/2020/11/18/study-finds-air-pollution/>.

study” that would provide the sort of positive solutions to a changing climate called for the 2018 House Concurrent Resolution 7. The result of the Garner Institute’s study is the *Utah Road Map*.¹¹ Yet, there is still work to be done. Utah DEQ has indicated that we need continued work on reducing pollution. In response to the EPA’s proposal, the director of the Utah Department of Environmental Quality Scott Baird noted: “Through partnerships, innovation and clear decision-making, we can move forward as we work towards our next goal of reducing emissions by 25% across the state by 2026.”¹² Further, despite the great efforts put into the *Utah Road Map*, it was not adopted by the State Legislature. Air pollution, then, remains an issue for the Salt Lake Valley and State of Utah.

Environmental Justice and Air Justice

Environmental justice (EJ) is a policy goal that works toward the fair and equal treatment of marginalized and underrepresented people to promote their ability to live and work in a safe and healthy environment.¹³ If you understand why people living in the foothills of the Salt Lake Valley experience better air quality than those living on the valley floor, then you understand a central tenet of EJ: distributional justice. Distributional justice is concerned with how environmental benefits and harms are distributed and affect people differently.¹⁴ David Schlosberg, a researcher at Northern Arizona University has extended research about EJ to include issues of process. While just distribution of harms and benefits may be an ideal goal, it alone does not address the underlying assumptions and systems of power that cause the problem. If under-resourced and underrepresented communities are not recognized as stakeholders in decision making, then just and equitable participation in decision-making processes about the environment cannot happen. So, processes of participation in decision-making about environmental harms and benefits must make great efforts to include anyone who will be affected by the decision, aligning with a goal of environmental justice that everyone should have a say in their environment. As a form of environmental justice, the concept of air justice focuses attention on distributional equity and just processes of participation as key principles in responding to air pollution.

¹¹ Kem C. Gardner Policy Institute. (2020). “The Utah Road Map: Positive Solutions on Climate and Air Quality.” Salt Lake City, UT: University of Utah, <https://gardner.utah.edu/wp-content/uploads/TheUtahRoadmap-Feb2020.pdf>

¹² Maffly, “EPA: Wasatch Front Air Now in Compliance with Pollution Standards.”

¹³ Sze, J., & London, J. K. (2008). “Environmental Justice at the Crossroads,” *Sociology Compass* 2(4): 1331-1354.⁶ Utah Department of Health (n.d.). Air Pollution and Public Health in Utah, http://health.utah.gov/enviroepi/healthyhomes/epht/AirPollution_PublicHealth.pdf, p. 5

¹⁴ Martin, A. (2013). “Global Environmental In/Justice in Practice: Introduction,” *The Geographical Journal* 179(2): 98-104.⁶ Utah Department of Health (n.d.). Air Pollution and Public Health in Utah, http://health.utah.gov/enviroepi/healthyhomes/epht/AirPollution_PublicHealth.pdf, p. 5

Purpose of Listening Session

We conducted this Air Justice Listening Session because we want to learn more about how people experience and think about the inequities and injustices related to air pollution in the Salt Lake Valley, and Utah more Broadly. A listening session is a structured conversation where facilitators invite the audience to share their thoughts, perspectives, questions, concerns, and experiences with the primary goal being to listen to what participants have to say. Unlike a presentation or report, a listening session starts by recognizing the democratic premise that responses to community issues, such as air injustice, need to start by listening to the needs of community members. Listening sessions are recorded so that facilitators may identify important themes and then disseminate results and responses after the session. We understand that air quality issues amount to much more than knowing how much PM 2.5 is in the air on a given day. Where we live, who we are, and how we experience air pollution all come together in the voices of community members. Because of that, our goal was to hear from participants, in their own words and through their own experiences, about air quality and air justice. We hope this report provides participants in the session as well as other members of our community with an enhanced understanding of air pollution based on the lived experiences of the community members that attended this session.

Methodology and Results

Data: Information collected during the session include transcripts of the listening session audio, notes taken by UMFA co-organizers, and art clouds made during the session. We recorded the listening session and had it professionally transcribed to have an accurate record of what was said. We used notes taken by UMFA personnel to capture occurrences in the room that could not be represented in an audio recording (i.e. how participants react to what is said, people's body language etc.). During the listening session, participants had art materials with which they created stylized clouds (Image 4, following page). We asked participants to decorate their art clouds in a way that represents what air quality means to them. This part of the activity gave folks who were not comfortable speaking right away, or at all, a way to participate that did not require them to jump into the spotlight. We took pictures of the art clouds for our analysis. The art clouds themselves will be part of a future UMFA Air Quality Exhibition.

Themes from Listening Session

Our overarching assessment of the listening session is that participants sought more information about and ways to take meaningful action to address air pollution. We analyzed the transcript from the listening session along with the art clouds to develop the following themes. (Image 6).

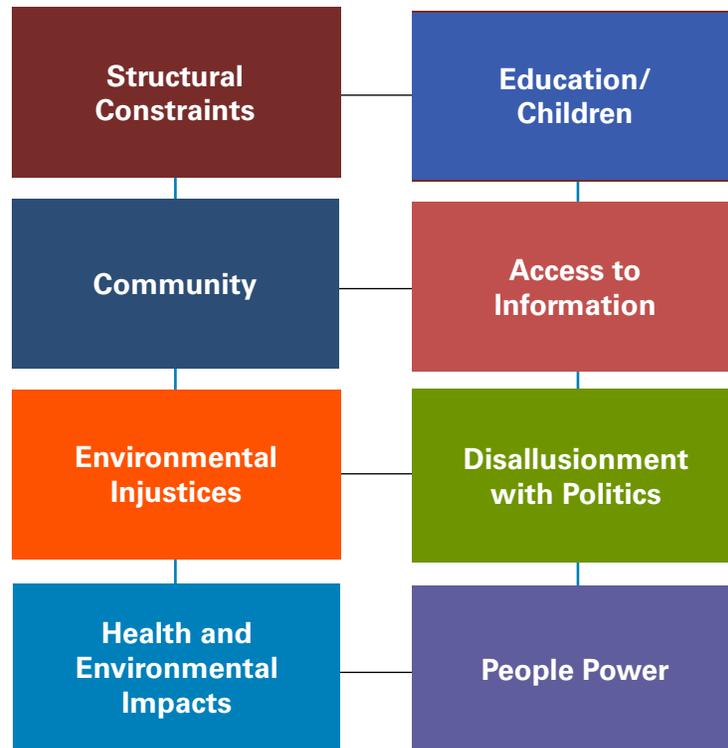


Image 6 | Listening Session Themes

Each of these eight themes emerged from our analysis because they were repeated in multiple comments made by different Listening Session participants. We did not count the iterations within each theme because our purpose was not to have a precise numeric accounting of the comments but rather to have a qualitative picture of the salient themes that came out of the discussion. Comments categorized as **education/children** were those that referenced the importance of both understanding how air quality impacts children specifically and in educating PK-12 children about air quality in our State. Listening Session participants often expressed a desire for **better access to information** about air quality and its impacts, as well as a desire for information to be presented in an easily accessible format. Related to information, participants were concerned about the

health and environmental impacts of air pollution, often citing information they had encountered via various forms of media, telling personal stories about their own and their family/friends' experiences with negative health and environmental impacts, and posing questions about how to get more specific or accurate information about effects from air pollution. There was a strong current of comments that expressed frustration and **disillusionment with politics**—in terms of specifically how State politicians were not taking enough action to address air pollution. Likewise, participants identified numerous **structural constraints** to political action by the State to address air pollution, including lack of technology, infrastructure, and public participation in decision making about air pollution. There was also a countervailing theme of **people power**, stressing the various ways that everyday people can influence politicians and policy through activism, lobbying, and communication with political representatives. Similar to people power, participants expressed the ways that air pollution is not only a community problem for the State—that disproportionately affects some communities and neighborhoods more than others—but also that communities could play a role in creating solutions. Participants told stories from their own communities' experiences with air pollution, as well as, stories of community responses. Many of these stories also related to **environmental injustices**, or as we have termed air injustices, related to air pollution. Participants spoke of the ways that economic immobility, racial and ethnic discrimination, concentration of BIPOC and poor folks closer to sources of air pollution, and structures of settler colonialism create inequity in the distribution of air pollution.

The goal of a listening session is not to critically evaluate the reasoning and evidence behind the claims made. Rather, the goal is to both better understand what a small group of community members think about an issue and to offer some suggestions targeted to that small group. For secondary audiences of this report seeking broader information about public opinion, the set of themes we culled from the comments in the Listening Session can offer a starting point for understanding one set of themes that one small group of people produced in their deliberation about air quality. While our Listening Session is neither representative of the entire population nor capable of offering numerical or statistical forms of data, it does provide qualitative data that gives a more in-depth look at one group's deliberations. Additional listening sessions would augment this qualitative data and provide additional windows into what matters to different groups of community members.

Results from Listening Session

What we heard most prominently in the listening season was a desire among participants to find ways to get more information and to get involved in taking action to address the poor air quality in Salt Lake Valley. Our recommendation to all participants in the listening session is to join an organization that is already working on the air pollution in Salt Lake City, or Utah more broadly.

Scholars of social change have long debated the merits of individual behavioral change and collective systemic or institutional changes when addressing community issues. Individual changes include the ways that people, in response to a pressing community problem, make changes to their own behavior in an effort to address, lessen, or solve that problem. In the case of air quality, individual solutions would involve things like: driving and idling less, not burning wood on bad air quality days, and wearing a mask or staying inside on a bad air quality day. Collective systemic changes are targeted at making changes in our institutions and systems that then result in changes in a community, including things like laws, regulations, policies, and voting. In the case of air quality, collective systemic changes involve things like: contacting State legislators or the governor to call for more stringent regulations on air pollutants from industrial sources or making drastic changes in transportation systems and infrastructure to help reduce single occupancy vehicular transportation and encourage carpooling, public transportation, and walking/biking.

What we know is that while individual changes alone can make a difference in many community issues, it is not enough. Air quality, like many other environmental and public health issues, requires systemic change.¹⁵ According to a recent report by the American Heart Association:

“Policy change is essential to reducing exposure to air pollution and reversing the negative impact of poor air quality on heart health,” said Joel Kaufman, M.D., M.P.H., lead author of the policy paper and professor at the University of Washington’s School of Public Health and School of Medicine. “We have made big progress in improving air quality in the U.S. over the last 50 years, but inequities still exist, and we need to consider clean air a right for all communities. This policy statement highlights ways we can improve heart health by reducing environmental inequalities.”¹⁶

¹⁵ Lubell, M., Vedlitz, A., Zahran, S., & Alston, L. T. (2006). “Collective Action, Environmental Activism, and Air Quality Policy,” *Political Research Quarterly* 59(1): 149–60, <https://doi.org/10.1177/106591290605900113>.

¹⁶ American Heart Association. (November 5, 2020). “Personal Protection and Public Policy Change Can Decrease Health Impact of Air Pollution [Press Release].” American Heart Association, <https://newsroom.heart.org/news/personal-protection-and-public-policy-change-can-decrease-health-impact-of-air-pollution>.



Image 7 | Legislative change as key to reducing air pollution.

The policy statement goes on to stress the importance of advocacy focused on marginalized and under-resourced communities that are disproportionately impacted by air pollution, robust air quality standards, policy and collective efforts to address vehicle emissions, and reducing coal and fossil fuel consumption in favor of renewable sources of energy.¹⁷

This does not mean that there is no need for individual change. Rather, it means that coordinated efforts that coordinate individual actions into collective action aimed at policy or systemic change are more likely to be able to lessen or solve problems like air pollution. Coordinated efforts are best accomplished collectively. There are already a variety of organizations that are pursuing coordinated efforts to address air pollution in Utah. These collectives can meet a variety of particular interests related to air quality. In most cases, there is no need to reinvent the wheel.¹⁸ Joining a group that is already working on the issue gives individuals a way to be part of ongoing and organized collective efforts, and gives organized collectives more power with each new individual who joins the group.

¹⁷ American Heart Association, “Personal Protection and Public Policy Change”

¹⁸ As noted, in most cases, it is not necessary to reinvent the wheel. However, in responding to crises or in light of particular issues it may be necessary to create organizations targeting a more narrow goal. See, for example, the sidebar in the Pathway for Engagement figure addressing the Inland Port. As noted, existing organizations are attending to issues surrounding the inland port. However, that does not mean that an issue focused organization like Stop the Polluting Port is not useful or needed.

Pathways for Engagement

As noted, participants in the listening session wanted to know what to do to learn more and take action amid volatile political times. Our response, in short, is to join an organization that is already working on air pollution and air quality issues. In this section, we map out pathways to organizations based on interests that came up in the conversation.



Education

- **Utah Society of Environmental Education:** <https://www.usee.org/>
- **Parent Teacher Associations** e.g. Clean Air Committee at Bonneville Elementary School: <https://www.facebook.com/eparegion8/posts/3379230442138297>
- **Utah Mom's for Clean Air:** <https://www.facebook.com/groups/56252534318/>



Health

- **Utah Mom's for Clean Air:** <https://www.facebook.com/groups/56252534318/>
- **Utah Physicians for a Healthy Environment:** <https://www.uphe.org/>
- **Utah Mom's for Clean Air:** <https://www.facebook.com/groups/56252534318/>
- **Healthy Environment Alliance of Utah:** <https://www.healutah.org/>
- **Salt Lake Permaculture Guild:**
<https://www.facebook.com/groups/southsaltlakepermaculture/>
- **Sierra Club:** <https://www.sierraclub.org/Utah>



Environmental Justice

- **Air Protectors:** <https://www.facebook.com/slairprotectors/>
- **PANDOS:** <https://www.pandos.org/>
- **Sierra Club:** <https://www.sierraclub.org/Utah>



Direct Legislative/Regulatory Action

- **Citizens' Climate Lobby:** https://citizensclimatelobby.org/chapters/UT_Wasatch_Back/
- **Roadmap on Air Quality:** <https://gardner.utah.edu/utahroadmap/>
- **Utah Clean Energy:** <https://utahcleanenergy.org/about-us>

Inland Port

The Inland Port came up in the discussion. As it is a specific topic within the larger concern for air quality, several of the organizations listed on the previous page may have opportunities to engage in civic actions regarding the port. Justice is a primary concern in the the location of the Inland Port. UPHE has produced a report, <https://www.uphe.org/priority-issues/inland-port/> outlining the port's potential environmental impact. You may also approach Stop the Polluting Port, <https://www.stopthepollutingport.org/> to find out about opportunities to become involved with their mission.

Conclusion

Our primary purpose of this report is to report on the findings from the Listening Session held in January 2020. Our analysis of what participants voiced in the Listening Session revealed that finding the best or most effective way to participate in addressing air pollution in Utah was the primary need articulated by participants. This report argues that the most effective way for an individual to learn more and to engage with air quality in Utah is to join an organization that is already working on this issue. We have, therefore, provided a series of pathways to engagement by matching themes that came up in the listening session with specific organizations.

A second purpose is to share our results more broadly with interested audiences, beyond those in attendance at the Listening Session. While this report is not based on a representative sample of people living in Salt Lake City, it does provide a qualitative examination of the comments of interested members of the Salt Lake City community. Additional listening sessions or a representative quantitative survey could contribute to more knowledge about public opinion about Utah's air quality. Regardless, the qualitative analysis of this listening session has resulted in a set of resources and pathways for engagement in air quality collective action that could be useful for a variety of different audiences.

A third purpose of this report is to encourage thinking about air quality from an environmental justice perspective. Specifically, we have introduced the terminology of air justice to shift focus from just thinking about air quality and air pollution to focus on understanding

poor air quality as inequitably and unjustly distributed among the people in the Salt Lake Valley, and Utah more generally. To solve our problem with air pollution, the tenets of environmental justice tell us that we need to not only attend to unequal distribution of harms from air pollution, but also ensure that our solutions are based in decision-making processes that include the voices of those underrepresented and marginalized communities that are most affected by air pollution. We hope that readers of this report will be persuaded to look at air quality issues from the lens of air justice.

Listening Session Q&A

Q: How can one advocate effectively and hold industry accountable?

A: Join an organization that already exists using our pathways chart. Many of these organizations offer advocacy, lobbying, and community organizing training.

Q: What can I boycott?

A: Boycotts are only effective when organized. We don't know of a specific boycott in place, but existing organizations can give suggestions for individual consumption and behavior changes that can have a collective impact.

Q: How do we get people to care about air pollution?

A: This is a perennial question for community advocacy groups and social movements, and there is no easy answer! Yet, already existing organizations offer a variety of tools for advocating, lobbying, and organizing. We do know that personal stories and narratives, when combined with good scientific data, can have a persuasive impact. The challenge, then is moving from caring to action.

Q: Why do politicians act and vote against the interests of the public?

A: We don't have the answer to this question. Yet, there is ample evidence that collective action by communities through lobbying, organizing, activism, and demonstrations of broad support can make a difference over time to effect change. Organizations working on air pollution issues are key to pushing for change and demonstrating the will of concerned publics.

Q: Where do the air quality numbers come from?

A: The Utah Department of Environmental Quality's Division of Air Quality runs a Utah Air Monitoring Program. More information here: <http://www.airmonitoring.utah.gov>

Q: Why are we not teaching about air quality in the schools?

A: Public schools are subject to certain curriculum requirements and standards, but those should not prevent education about air quality as long as it fits with curriculum requirements. Parent Teacher Associations (PTAs) can focus on education about air quality. Bonneville Elementary School PTA's Clean Air Committee, for example, has made efforts to include education about air pollution and idling in the school.

Q: How can one fight the Inland Port?

A: See the sidebar on page 14 that lists the organizations already working on this issue.

Q: What tangible action can be taken to address air quality?

A: As we have argued in this report, while there are many individual actions that can impact air quality (idle free, transportation choices, etc.), the most effective actions will be collective. As such, using the pathways page to find an organization is the top tangible action recommended.

Further Reading

- Utah Department of Health, Air Pollution and Public Health in Utah: http://health.utah.gov/enviroepi/healthyhomes/epht/AirPollution_PublicHealth.pdf
- Kem C. Gardner Policy Institute, The Utah Road Map: <https://gardner.utah.edu/utahroadmap/>
- Utah Department of Environmental Quality (DEQ), Division of Air Quality: <https://deq.utah.gov/division-air-quality>
- Environmental Protection Agency, Air Now: <https://www.airnow.gov>
- Utah Department of Health, Air Pollution and Public Health In Utah: <http://www.health.utah.gov/utahair/#gsc.tab=0>
- Environmental Protection Agency, Air Pollution: Current and Future Challenges: <https://www.epa.gov/clean-air-act-overview/air-pollution-current-and-future-challenges>
- Principles of Environmental Justice: <https://www.nrdc.org/sites/default/files/ej-principles.pdf>
- Dr. Robert Bullard on Environmental Justice: <https://drrobertbullard.com>