URGE Policies for Working with Communities of Color for University/Organization - DRAFT

This is what was found by Huliʻāmahi at University of Hawaiʻi at Mānoa on Policies for Working with Communities of Color as well as plans for improved processes and/or needed resources.

Pods may have members from a range of career stages and involvement in the development and execution of research projects, and pod members may have different experiences or different perspectives when responding to these questions. Consider this in the summary document and focus on capturing responses that are representative of the range in your pod.

- **Audit of previous interactions with communities of color at our organization:**
  - E.g. How many research projects were undertaken in countries or regions with communities of color, how many of those included meaningful interactions with those communities of color? Briefly describe one or more example projects to provide context for the following questions.
  - Research projects w/in Dept. of Earth Science working with communities of color:
    - EPʻIK
    - ‘Ike Wai
    - Kīlauea eruption related projects
    - C. Glenn North Shore? Stuff
    - Coastal Geology Group
    - HSFL
  - Other events w/in Dept. of Earth Science (from ERTH Newsletter 2020):
    - SOEST Open House
    - Hydrology Lab
    - Digital Topography
  - # of those research projects that have meaningful interactions with communities of color:
    - Yikes, don't know how to quantify/qualify this?
  - Description/example project to provide context:
    - Good example:
      - Coastal geology group has employed local/Native Hawaiian students for many years, allowing these students to eventually become leaders in their communities and fields. Because the local/NH students are working with the group, local communities have been willing to work closely with them to develop and
discuss the issues in their communities. Working with local state offices, the Coastal group has been working to develop models that would be beneficial to state leaders to determine impacts of climate change, sea level rise, etc., rather than developing these resources on their own and expecting local government and communities to buy in to what they are developing.

- Bad example:
  - ‘Ike Wai did not employ any local/NH faculty when writing the initial proposal? Did not do any community engagement before submitting the proposal, expecting researchers to develop relationships, get land access, etc. once the project had begun. The relationship building process took the entire first year of the project, leading to no results/work to show NSF. Over time, funding for NH students, faculty, and research has been stripped away and given to other parts of the project that were seen as more valuable to the leadership. Ownership of data, shared between the community and the research project, has been a major issue over the course of the project as well.

- What worked well in these interactions?
  - E.g. Using local names for landmarks or features, adhering to restrictions and customs such as not scheduling outreach meetings/events during hunting season
  - Hosting community engagement meetings or speaking directly with community organizations/leaders to keep in contact and share results before the publication of the research.
  - Following the unspoken protocol of “asking for permission” before accessing land/water/etc.

- What did not work well, and how can this be better addressed in future plans?
  - E.g., We did not include priorities of local communities of color when developing our proposal, and to address this in the future we will include community member(s) in the early stages of proposal planning and writing as collaborators
  - The ‘Ike Wai project did not include priorities of water security and water research in the proposal, so the scientific goals of the project were not necessarily in line with community concerns.
The ʻIke Wai project was not willing to support funding for publishing Hawaiian translations as a product of the project, a product that the community was most excited for. In fact, many of the relationships built during the project were made because the community was so excited about the translated newspaper articles, and would likely have not worked with us otherwise.

In the future:

- Start collaboration early on, pre-proposal stage would be best.
- Continue to communicate with the community throughout the whole duration of the project, not just at the beginning to ask permission and just at the end to share results.
- Consider what is valuable to the community (products from the research, the data itself, the science questions, etc.) when drafting the proposal. Also, draft the proposal WITH the community! Do not just ask them to proof-read, make them co-I or some other type of officially affiliated member of the project.

Are there ways to improve the outcome of projects already undertaken?

- E.g., Work with and compensate community members to translate research results and outreach materials into local language, include acknowledgements in forthcoming publications and presentations
- Improvements for projects already ongoing:
  - Working with the Institute for Hawaiian Language Research and Translation (IHLRT) would allow research projects to find information in the Hawaiian newspaper repository that relate to their study/work!
  - Finding funding (SEED, startup, etc.) to support the work of folks at IHLRT, to compensate time/pay for local community members who take time to sit and share information with researchers.
  - Hosting community engagement meetings to share research progress, updates on results and interpretations, basically continue to keep the dialogue going between researchers and communities. It is not ok to show up in a community, ask for time/energy to assist with collecting data, and never to be seen or heard from again.
  - Having conversations about data ownership and data sharing (i.e. publications, posting on websites, etc.)

Are there specific resources or guidelines that are needed to improve the process for planning ahead and working with communities of color?
○ E.g., Additional support/funding for early planning process of projects to include forming productive and mutually beneficial connections with communities, establish a point of contact for interfacing with communities so as not to overwhelm with individual requests from researchers and collaborators

○ Resources (documents, funding, etc.) to improve process for planning ahead and working with communities of color:
  ■ Documents
    ● Kūlana Noiʻi
    ● Strategic plan (2025) for “Becoming a Native Hawaiian Place of Learning” pgs 12-19
    ● Link to top four Native Hawaiian Reports done by UH (with sublinks):
      ○ 1986 Kāʻū Report: Addresses the question of where Hawaiian are in the UH system
      ○ 2012 Hawaiʻi Papa o ke Ao Report: Follow-up to 1986 report with recommendations
      ○ 2012 Ke Au Hou Report: Outcomes at UH Manoa
      ○ 2016 Ka Hoʻokō Kuleana Report: Follow up to Ke Au Hou Report
  ■ OUTREACH PLAN (2016) - SUPER DETAILED

■ Funding
  ● UH Mānoa SEED Funding
  ● Use startup funds?
  ● Is EP'IK funding appropriate?

○ Guidelines to improve process for planning ahead and working with communities of color:
  ■ Kūlana Noiʻi
  ■ Institute for Hawaiian Language Research and Translation
  ■ UH Mānoa SEED Funding
  ■ Native Hawaiian Place of Learning Advancement Office
  ■ Hauʻoli Mau Loa Graduate Fellowship