Audit of previous interactions with communities of color at our organization:

One of our pod members had the opportunity to work with Native Alaskan communities on research related to the Bering Sea. Before starting the research, they made efforts to coordinate with local villages and native corporations before starting research in order to form true collaborations. Additionally, we had a Ph.D. student collaborate on a project related to Salmon populations in the Klamath river. The advisor leading this project spent time interacting with five different tribes that inhabited the watershed.

What worked well in these interactions?
In the Bering Sea research, emphasizing collaboration prior to beginning the project, rather than during, was an important way to show respect for the native communities.

What did not work well, and how can this be better addressed in future plans?
While there was collaboration in the Bering Sea research project, none of the Native communities were included in the grant proposal or the co-authors on the paper.

Are there ways to improve the outcome of projects already undertaken?
- It is taken for granted that English is the language of science, so we could include plain language summaries/abstracts of research papers translated into multiple languages
  - This would be available on departmental websites, i.e., somewhere the general public could easily find them by Googling. Department could hire professional translators?
  - Further, all professors could do a 90 second video on what their research is
    - Youtube captions available in other languages
- We can include the UC Santa Cruz Land Acknowledgement in the acknowledgement section of the published paper (also discussed in our recommendations).

Are there specific resources or guidelines that are needed to improve the process for planning ahead and working with communities of color?
- There are issues regarding promotion and tenure that restrict the time-intensive work with communities of color to mid- and late-career researchers. To alleviate this, expectations should be adjusted to allow for junior researchers to pursue this work without fear of not making publication quotas, by allowing for other ways to measure the progress and broader impacts of research.
- Guidelines and recommendations for engaging with local communities should be on the department DEI webpage. This should include resources for engaging with these communities, as well as names and contact info for people to reach out to as potential
resources or liaisons within the Santa Cruz region (i.e. how to get in contact with the Amah Mutsun for local research collaborations).

- First year graduate courses and/or the “how to teach” graduate course should introduce topics of multiple ways of knowing, provide resources from integrating community/tribal engagement into your research proposals, and how to share research findings with local communities.
- Adjusting our perception of high impact research at UCSC. Perhaps it should include a variable that considers needs of local communities, rather than just citation counts.

**Recommendations/policy recommendations**

- While e.g. NSF grants like to see broader impacts of research, they are rarely addressed in tenure considerations. Instead of having high impact publications, emphasis should be on just-as-valuable building trust and relationships with local (or local to field site) indigenous nations and peoples of color.
- Posting plain-language summaries of research for each professor (or researcher in general) that is updated each year. Good if these can be translated as well in spanish, local indigenous language(s).
- Work is being done on a code of conduct with regards to education on local politics, culture, customs/knowledge, and the history of colonialism in this region
- In addition to inviting indigenous/local people for talks on DEI/local history, also invite them to actually talk about their science and results.
- Departmental recommendation to all instructors within the department to use a land acknowledgement on the first day of class, or add a land acknowledgement to the Canvas course page.
- Organize seminars to have more interaction with indigenous researchers or environmental justice components (ex. Seminar about indigenous cultures in the regions we study, seminars by indigenous scientists, seminars about research that utilizes multiple knowledge structures)
- Read out the Land Acknowledgement statement at the beginning of OS and EPS seminars (EEB already does this). UC Santa Cruz Land Acknowledgement
- Could host multi-institution ‘Marine Science Day’ type events, open to the public to bring local science to local communities (UCLA had something like this, “Exploring Your Universe” that invited elementary and middle school students to tour booths of various science demos related to research). Additionally, we could reach out to the local communities directly to provide them with the science that is being worked on within and around the native land.