

This is what was found by Plagioclase podlet at the University of Colorado Boulder on Policies for Working with Communities of Color as well as plans for improved processes and/or needed resources.

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

Number of people performing field work?

This document summarizes some themes about field work that come from our 10 pod members.

Where are those field sites?

Our members describe doing field work globally, including: South Africa, the Carribean, Canada (specifically on First Nations territory), the high Arctic, Western U.S.

Who has historically lived at those sites? Is there a history of colonialism there?

There is a history of colonialism across most of the field sites described by our group members. Notably, there were multiple examples from our group members of little engagement with or disregard for indigenous communities that currently occupy land where field work was done. Our group members report a pattern of collaboration with local white scientists, but not with indigenous communities.

List of these sites where the work has engaged with the local community:

- Coastal high Arctic North America
- Turks and Caicos

What worked well in these interactions?

In these situations, researchers worked with the same people across many years, and were able to build trust with each other. Having established trust over previous years, researchers from our group are now working on expanding collaboration.

What did not work well, and how can this be better addressed in future plans?

One strong theme that emerged from our group discussion is that undergraduate and graduate students felt a lack of power to change how/where/when field work was occurring. Our group members reported that certain field work situations made them feel uncomfortable, but that they felt that they lacked the power to speak up or alter the situation. To address this in the future, we propose to ask our department to teach field work ethics as a part of the first-year graduate student seminar to empower our graduate students. Additionally, we propose that our department includes field-work ethics as a part of their required, upper-level field work courses. Our intention is to teach undergraduate and graduate students to know what appropriate field-work looks like, and to help empower them to speak up in inappropriate situations. To start this, our department can look to the research ethics team in the Ombuds Office and the curriculum of former CU Professor Dr. Dena Smith-Nufio.

Are there specific resources or guidelines that are needed to improve the process for planning ahead and working with communities of color?

- A flow chart for our department specifically to help guide graduate students and PIs planning new funding initiatives. To do this, we will collaborate with colleagues in Center for Native American and Indigenous Studies (CNAIS), the eco-social justice team, and

possibly the RIO Broader Impacts team to connect with existing expertise within CU. We will also use many existing resources from the broader geoscience community, listed below.

- We will ask our department chair to ask RIO to run a workshop for faculty who do field-related research in developing field plans and building relationships with communities of color during a faculty meeting.
- One identified need is for funding that can be used to pay communities of color for work during the proposal-creation process.

Links to pre-existing resources:

- <https://www.colorado.edu/outreach/ooe/>
- <https://www.arcus.org/resources/northern-communities>
- Example code of conduct <http://www.nativescience.org/communities/code.htm>
- https://www.ncai.org/attachments/PolicyPaper_SpMCHTcjxRRjMEjDnPmesENPzjHTwhOIOWxlWOIWdSrykJuQggG_NCAI-WalkSoftly.pdf
- [San Code of Research Ethics \(South Africa\)](#)
- [SACNAS guide to land acknowledgements](#)

Other Policy suggestions we will bring to our department:

- Using local/indigenous place names in class field trips and in research. Keep an updated list of common class trip locations so these names are easy to find.
- Incorporate info about land acknowledgement and land access into curriculum of our field courses
 - Prioritize developing these materials for the most frequented sites
- Department-wide policy for field code of conduct (should also be a RIO level one some day)