

URGE Policies for Working with Communities of Color for the Department of Earth and Planetary Science, University of California, Berkeley

Building meaningful and productive relationships takes preparation and time, and involves cultural exchanges in addition to scientific interactions. These efforts align with EPS principles of community (deliverable 1) and hence are integral to our research, teaching and service missions. Here we summarize recommendations and best-practices for the EPS community working internationally and with communities of color.

Activities that EPS should undertake

Members within our department have differing levels and types of interaction with other communities, and therefore there are different practices that each person could adopt. Some are specific to those who conduct fieldwork, and others can be generalized across everyone who teaches.

Tasks for all EPS members to acknowledge issue

- Include a land acknowledgement on EPS website (link to <https://cejce.berkeley.edu/ohloneland> with details on DEIA page), noting that the EPS website will need to be rebuilt from scratch within a year. The UC GND Coalition's tentative land acknowledgement for UCB as of 2/2021:

“Berkeley sits on the territory of Huichin, the ancestral and unceded land of the Chochenyo Ohlone, the successors of the historic and sovereign Verona Band of Alameda County. This land was and continues to be of great importance to the Ohlone people. We recognize that every member of the Berkeley community has, and continues to benefit from the use and occupation of this land, since the institution's founding in 1868. Consistent with our values of community and diversity, we have a responsibility to acknowledge and make visible the university's relationship to Native peoples. By offering this Land Acknowledgement, we affirm Indigenous sovereignty and will work to hold the University of California, Berkeley more accountable to the needs of American Indian and Indigenous peoples.”

- On the EPS website, write a statement to encourage those whose research is abstracted from land (e.g., telescope data, seismology, etc.) to consider providing appropriate links, such as data collection on indigenous lands, and as a reminder of our collective role is supporting all all communities.

Tasks for all EPS members to address issue

- Build a list of resources to help faculty and GSIs integrate different knowledge systems into courses at all levels, with specific examples, readings and resources.
- Encourage department and campus-wide training associated with working with communities of color and indigenous people as part of onboarding or continuing education. Could be incorporated into a research ethics training, which already exists and is required for researchers every 2 years: <https://ethics.berkeley.edu/training>.
- Enable an assessment of research conducted in areas that impact people of color (black, latiné, indigenous, and so forth) to review whether 1) the research is or was being conducted alongside the community and 2) the outcomes of the research were brought back to the community.
- Support faculty and GSIs to address indigenous issues in our curricula, seminars and colloquia. Find a vehicle, such as endowed chair funds, to provide mini-grants to develop resources. Partnering with the library and other departments (e.g., history, geography, anthropology, ESPM, and others) may help ensure that the materials are appropriate. The goal is to provide students, staff and faculty with an appreciation of the cultural context of scientific

history and see themselves as part of the field. The incentives for EPS are better teaching evaluations, more engaged students, and student retention across broader demographics.

Tasks for EPS to help to engage communities of colour:

- Bolster avenues to make connections with us by advertising on our website, making contacts clear, and contacting local groups (e.g., <https://www.ansep.net/> <https://www.aises.org/>, UROC (Undergraduate Researchers of Colour), GSOC (Berkeley Geoscience Students of Color)
- Create and advertise outreach opportunities (e.g., NASA + Navajo Nation partnership <https://astrobiology.nasa.gov/education/nasa-and-the-navajo-nation/>)
- Create a log of places where and people with whom the EPS community have worked.
- Write a roadmap for the EPS web page with guidelines for working with communities of color
- Best practices to consider:
 - “Outreach without preaching” to bolster connections -- understand that it takes time to build trust and involvement in the communities we wish to work with
 - Learn what are the priorities of those we work with
 - Plan collaborations well in advance and incorporate “best practices” in planning stages of outreach, fieldwork, collaborations.
 - Understand there may be limits of publishing and sharing science
 - Acknowledge contributions in publications and presentations (land and people)
 - Share the science that is done with those communities in accessible ways (no paywalls)
 - ask how we can best help our partners when we engage in collaborations
 - Create partnerships that involve genuine and meaningful collaborations and engagement, and ensure all priorities and values are considered
 - Ask what are the objectives?
 - Include tools for measuring and evaluating impact (BASIK model: Behavior, Attitude, Skills, Interest, and Knowledge) http://insci.org/resources/Eval_Framework.pdf
 - Cause no harm
 - Bring food
 - Maintain relationships