

URGE Policies for Working with Communities of Color for Colgate University - Ithaca College

A summary of what was found by Colgate University-Ithaca College URGE POD 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:**

- *We circulated the questions provided as part of this week's URGE program, as a google form (more detail at end of document), to survey members of our POD. Of the eight members, three work in regions with no indigenous communities (Antarctica, Mars and the Galapagos) and so have not engaged with native communities. Others, working in Alaska, Siberia, and the US Gulf Coast, described their interactions and efforts. Three of the eight respondents provided details of these interactions:*
 - *(1) Yes, integrating local teachers into plans to develop a science outreach project, for instance, and having them involved in proposal preparation (i.e., from project initiation).*
 - *(2) Yes. I have offered a multi-day workshop for pre-college teachers that highlighted the integration of environmental science, human history, and the visual arts, which would provide the foundation for teachers to involve their classes in a subsequent year in an outreach program focused on their coastal history, and*
 - *(3) Broader impacts of NSF proposal was written to include community needs according to local (but non-indigenous) scientists at the Alaska Volcano Observatory-- we did not contact remote communities that could potentially experience volcanic hazards (but we should have).*

- **What worked well in these interactions?**

- *There was not a lot of experience within the group to describe this.*

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

- *Four of the POD members had specific ideas for addressing this better in the future, as related specifically to their own research projects.*
 - *(1) More direct engagement with indigenous Siberian communities, with explicit efforts to incorporate their needs into science questions*

and engage local students. This will necessarily involve our European-Russian collaborators,

- *(2) At this time I am unaware of colleagues at minority-serving institutions (e.g., HBCUs) in the Gulf Coast that are working on related topics but that is largely due to my own ignorance. I would like to identify potential collaborators at regional MSIs in order to deepen my engagement with institutions and communities in the Gulf Coast, to broaden my research perspectives, share resources that I have access to, and recruit and support URM student engagement in paleobiology,*
- *(3) For upcoming (2022) field season: need to better assess the hazard concerns of local communities and remote Alaska Native communities, will explore options for involving local students in fieldwork,*
- *(4) One challenging needle to thread and consider is how to balance the applied or outcome based aspects of local fieldwork with the simply investigative. Being sensitive to what research will and might not accomplish is important.*
- **Are there ways to improve the outcome of projects already undertaken?**
 - *Given the timetable of projects, most indicated an interest in working toward greater inclusivity in future programs, rather than trying to back-integrate into completed projects. For projects in progress, or in the very early stages, this is addressed in comments above.*
- **Are there specific resources or guidelines that are needed to improve the process for planning ahead and working with communities of color?** We noted uncertainty about how to address this question in a more comprehensive way given our respective research programs; as a result our attention turned to student communities of color on campus.
 - *Recognition that we don't need to reinvent the wheel, and that many ongoing efforts exist that we should strive to make use of. For example, Colgate University's Director of the Division of Natural Sciences & Mathematics, who sat in on this session, highlighted plans for First Year gateway interdisciplinary STEM courses that address critical global issues. Our POD was excited about this, with numerous ideas for courses that could engage students with earth sciences at a very early stage of their academic careers, and*

provide a window for them, into the relevance of earth science in addressing important global issues.

- *A second example is the recent event at Colgate’s Alana Cultural Center - “Everyone is a Scientist.” We also discussed combined mentorship / advising programs to showcase STEM. Finally, we also addressed the role of land acknowledgement within several settings, such as email signatures, homepages, courses and field programs.*
 - *We discussed land acknowledgements in geology field courses and broader discussions of these at Colgate (additional details listed under Colgate University Resources).*
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Colgate University Resources

1. Native Land Acknowledgement, Colgate University:

Note that Colgate’s Director of the Division of Natural Sciences & Mathematics informed us that Colgate University is considering use of land acknowledgement text with consideration for placement on its website and during the introduction at “significant” in-person events. Our POD supported this and discussed land acknowledgement use in our own online signatures, and at the beginning of courses, including field courses. We discussed concerns regarding “tokenization” and “cultural tourism” particularly in association with our field courses, which travel to many regions in the United States (and internationally).

Below are links to sites that address acknowledgment of Native Land, a brief history of local land acquisition, and information regarding the repatriation of ancestral Oneida remains.

- i. [Land Acknowledgement from Longyear Museum of Anthropology](#)
 1. **Land Acknowledgment**—The Longyear Museum of Anthropology at Colgate University recognizes our collective responsibility to acknowledge our colonial history. Our campus sits on the traditional lands of the Onyota’a:ká: known as the People of the Upright Stone and Oneida Indian Nation of New York. The museum is actively committed to building relationships with the Oneida people and with other Native American tribes and nations. It is urgent that we consider the legacies of violence, displacement, migration, and settlement that bring us together today.

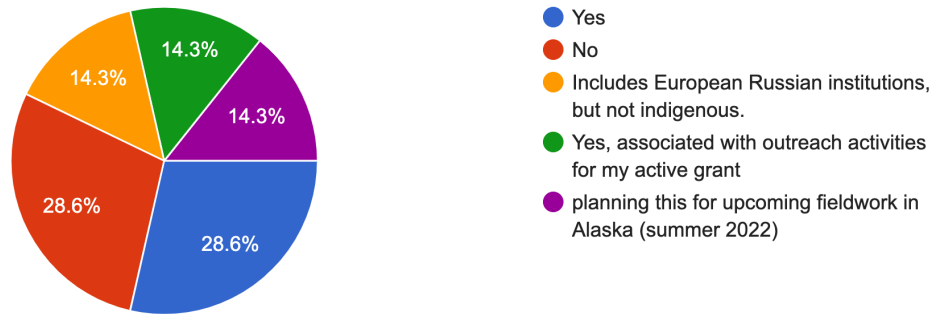
- ii. Past Event—[Museum Conversations: Listening, Land Acknowledgment & Reciprocity](#)
 - iii. [How Colgate’s lands came to be in its possession](#)
 - iv. [Oneida Indian Nation, Colgate University Announce Repatriation of Ancestral Oneida Remains](#)
 - v. [Historical timeline for the Oneida Nation](#)
 - vi. [Oneida Nation Homepage](#)
2. Naming Practices Example
- a. Side Comment/Question: History of “naming” and “claiming”
 - i. In a recent paper: O’Brien, P., et al., 2020, Continental slope and rise geomorphology seaward of the Totten Glacier, East Antarctica (112°E-122°E), Marine Geology, 427, <https://doi.org/10.1016/j.margeo.2020.106221>. Naming undersea features in the Southern Ocean, a region that, under the Antarctic Treaty, does not recognize territorial claims, though many nations have claimed sectors, and many existing names highlight sovereignty in guiding exploration.
 - 1. “To aid discussion, the main trunk canyons have been named using words provided by the indigenous people of the region of Australia that was adjacent to the Sabrina margin prior to continental rifting (Fig. 2b, c). These names have been submitted to the Standing Committee for Undersea Feature Names.”
 - ii. Also note that naming practices includes conversations of removal of names, (e.g., Matataua glacier, previously named after Marchant).
3. Resources on Campus aimed at addressing DEI in STEM
- a. [IMPULSE](#)
 - i. Impulse works to promote inclusivity and diversity on Colgate’s campus across all STEM majors. The club works to create spaces where any and all students can come together to share experiences. In doing so, the club will provide varying events and services throughout each academic school year, including but not limited to study breaks, course advising sessions, bringing underrepresented speakers in STEM to campus, and connecting students to various resources for personal growth and professional development opportunities.
 - ii. Contact Email: impulse@colgate.edu
 - iii. [Impulse initiates a change in momentum within the STEM community](#)

1. formed 2016 under the guidance of Karen Harpp

Google Form Questionnaire: Summary of Pod member experiences

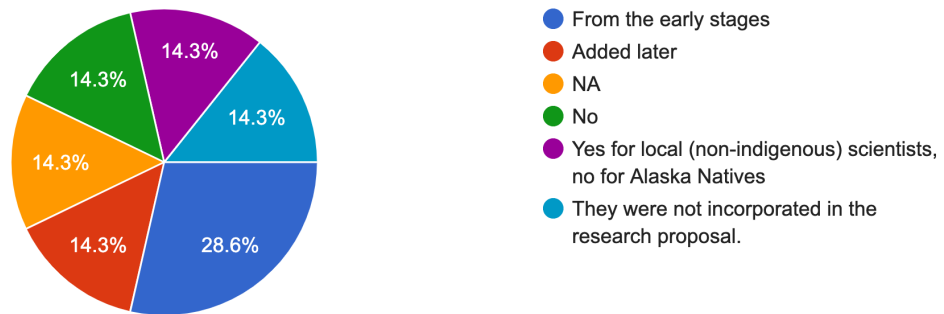
1.0 Actively sought out local collaborators / liaisons / guides?

7 responses



1.1 Local collaborators / liaisons / guides were included in the early development and/ or proposal of the research or project itself, or added at a later stage?

7 responses



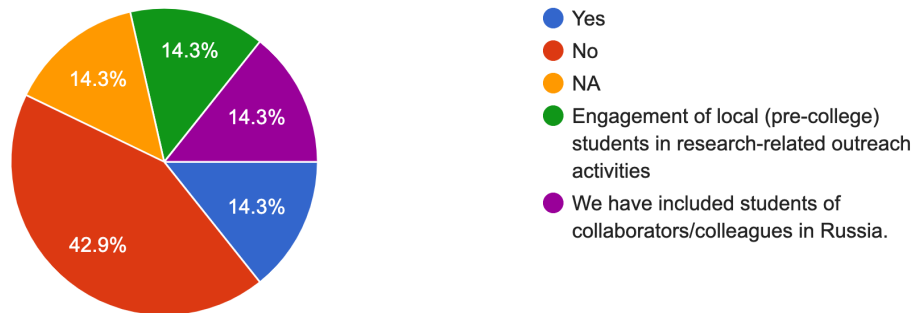
1.2 Were any local collaborators included as authors on presentations and/or papers?

7 responses



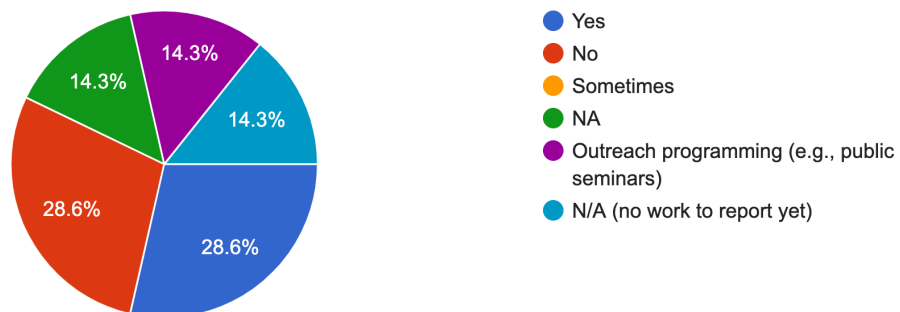
2.0 Actively sought to include local students in your research?

7 responses



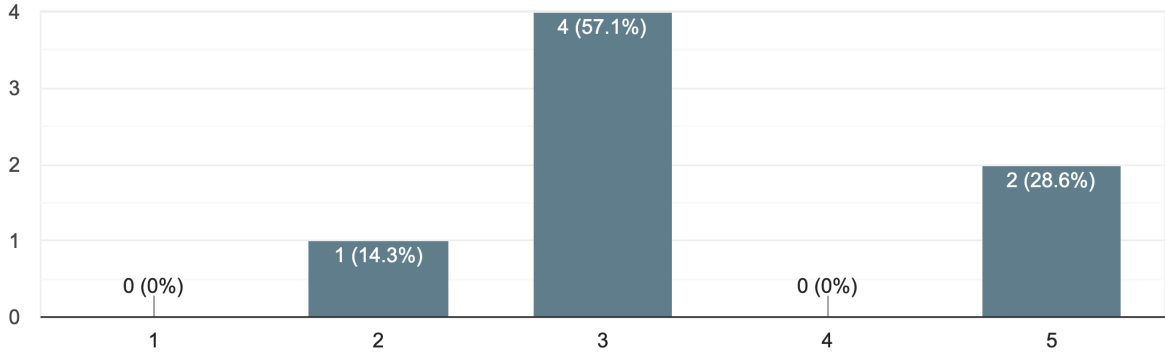
4.0 Shared data and findings with the local/regional community in a way that is more accessible? (i.e., translating into different languages).

7 responses



5.1 Was sufficient time allocated to the process of working within the community's governance, customs, and priorities?

7 responses



1 strongly agrees; 3 neutral or not applicable; 5 strongly disagrees

5.2 Is respecting culture and customs included as part of your code of conduct?

7 responses



6.0 Do you acknowledge local communities / Indigenous tribes in your research results?

7 responses

