

URGE

Unlearning Racism in Geoscience

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URGE Policies for Working with Communities of Color for SLCC Geosciences

This is what was found by SLCC Geosciences at SLCC 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:**
 - ☞ SLCC has a \$350,000 National Science Foundation grant, IUSE GEOPATHS, that supports geoscience majors, especially women and communities of color, in undergraduate research and other geoscience-identity building activities.
 - ☞ One of our faculty is conducting a GIS mapping project focused on Environmental Justice in our local region.
 - ☞ In redesign of our courses we have explicitly incorporated environmental justice including a climate justice and equity in water supply and water policy.
 - ☞ One of faculty conducts research in dust and has incorporated the internment of Japanese Americans during World War II. One of the internment camps in Utah called Topaz was plagued by dust, which was recorded in art and writing by internees.
 - ☞ As part of the iUTAH NSF grant a faculty member created the WaterGirls field outreach program focused on getting middle school girls in the field studying water and exposing them to female science role models.
- **What worked well in these interactions?**
 - ☞ Students from communities of color did well in the IUSE GEOPATHS grant at SLCC and many are transferring to University and pursuing undergraduate research there.
 - ☞ Our course redesigns have impacted hundreds of students each year and helped them understand how environmental issues and justice are related.
 - ☞ We conducted over 10 outreach events for local students including an afterschool program and a Title I middle school.
- **What did not work well, and how can this be better addressed in future plans?**
 - ☞ For the IUSE GEOPATHS grant, the diversity of participants matches that of the institution but more work could be done to reach more of those students to increase the diversity of participants. The grant work also determined that the original research projects are possible but that a lot of near-peer mentoring is needed. However, students really liked the geoscience-identity building activities such as university campus tours, visiting professional geoscientist, and attending a local professional society luncheons.



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- ⚡ We have struggled with long term relationship building with partners. Partners are engaged on a project by project basis and we have not maintained these relationships.
- ⚡ We are not consistent on tracking and assessing these interactions and projects.
- **Are there ways to improve the outcome of projects already undertaken?**
 - ⚡ For the IUSE GEOPATHS grant, the scope of the work could be extended to all groups of STEM majors from communities of color. So, a larger pool of participants can do geoscience research and identity-building activities with the goal of them switching from another STEM major to a geoscience major.
 - ⚡ We need to connect with partners earlier and more often. We often do this only once funding has been received, but ongoing relationship building is key for long term success in access and equity.
- **Are there specific resources or guidelines that are needed to improve the process for planning ahead and working with communities of color?**
 - ⚡ For the IUSE GEOPATHS grant, the PI needs to have a better understanding of where to connect with community of color who are majoring in STEM groups.
 - ⚡ Help facilitating building of relationships with other organization and communities. Networking to connect with these communities.