Deliverable 4: Policies for Working with Communities of Color

UCSB Geography and Marine Science URGE SuperPod
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This document proposes guidelines for building relationships and conducting research with communities of color, specifically Indigenous peoples. It also proposes guidelines with regards to incorporating Indigenous knowledge and/or research using Indigenous data in course curriculum. The guidelines proposed here reflect those provided by a variety of resources as well the experiences of some members of our group who have worked with Idigineous people and tribes in their research projects. To our knowledge, there are no centralized or universal policies by UCSB for researching with Idigenous people or recognizing their data sovereignty and governance.

"We are on Chumash land, and our university has the highest number of self-identified Native students of all the UC's." - Margaret McMurtey, UCSB Religious Studies doctoral student

I.   Relationship Building

    A. *Research & Understanding*
        1. Learn history of land, its Indigenous people, and associated treaties (both university and study sites on Indigenous lands). This is relevant even if your work is remote and doesn't involve visiting study sites.
            a) See [Native Land Digital](#) map tool to browse Native territories, languages, and treaties
            b) Learn about & participate in (if acceptable and able) in customs of local Indigenous tribes
            c) Learn about Indigenous peoples' practices of land stewardship
    B. *Collaborative Seminars/Talking Circles*
        1. Facilitate opportunities to meet living Indigineous people & exchange perspectives
            a) For example, annual invitations to Chumash community members and [scientists](#) to speak at seminars.
        2. Host talking circles with specific and mutual goals
            a) For example, what are our shared challenges within the fields of marine and geosciences and how can we approach them together?
    C. *Investment by Individuals, Labs, Departments, Programs*
        1. Evaluate the possible cultural shortcomings of ongoing or long-term projects in the geography department and the Marine Science Institute (e.g., LTERs)
            a) Ensure that any barriers to communication with communities of color have been addressed
        2. Work with existing organizations to broaden participation in the geosciences.

a) Society for Advancing Chicanos/Hispanics and Native Americans in Science (SACNAS) can provide opportunities to engage with young researchers from communities of color
b) UCSB resources include:
    (1) [UCSB American Indian and Indigenous Research](#)
    (2) UCSB [STANDS](#) : student-organized, day long outreach conference for Native junior and highschool students, with the goal to promote research and college-experience
    (3) UCSB American Indian [student organizations](#)

II.   **Research**

Overarching goal: Conduct research with a community, not research about them. This involves more than a seat at the table but a continuous conversation and effort to learn and communicate what you learn.

    A. Training
        1. Fieldwork training in IGPMS-adjacent departments should include guidelines for incorporating Indigenous knowledge into research and respectfully interacting with community members, if necessary as part of fieldwork
            a) Resources on UCSB's campus (e.g., professors working in Indigenous Studies or [with Indigenous people](#)) might be useful here, but need to be identified
    B. Data sovereignty & governance to help Native nation (re)building
        1. Understand the meanings of Indigenous data, sovereignty, and governance
            a) See [2020 policy brief](#) by Native Nations Institute and Carroll et al. (2019), ["Indigenous Data Governance: Strategies from United States Native Nations"](#)
            b) **Indigenous data:** "any facts, knowledge, or information about a Native nation and its tribal citizens, lands, resources, cultures, and communities. Information ranging from demographic profiles, to educational attainment rates, maps of sacred lands, songs, and social media activities"
            c) **Indigenous data sovereignty:** "tribe's authority over information derived from its territories, citizens, communities, and interests"
            d) **Indigenous data governance:** "tribes exercise this authority over the collection, ownership, and use of their own data"
        2. In starting a research project where Indigenous data will be collected:
            a) Understand potential cultural impacts of work
            b) Identify and involve Indigenous tribal leaders at the ideation stage of research (i.e., pre-proposal to grant-funding agencies), seeking Free Prior and Informed Consent
            c) Seek tribal leader input on your proposed research question and methods and also take the actual needs of the community into the design of your research question
            d) Seek direct feedback from Indigenous tribal leaders & understand tribe-specific data governance policies
                (1) Communicate what data will be collected & planned use

    e) Draft and agree upon a code of ethics (e.g., [Native Science Commission code of ethics](#))

    f) Actively collaborate with Indigenous leaders and researchers to guide the research process and disseminate information back to community members

    g) Requirement to submit a summary of ongoing or past communication with communities of color in the geographic region you're studying

      (1) Many projects might not involve researchers visiting the study site (e.g., remote sensing projects or open ocean field work) - do we require that they either reach out to get community input or have a brief summary of research they've done to learn about the culture?

    h) Generate resources (data infrastructure if not already available) & build support for Indigenous data sovereignty & governance?

  C. Compensation

   1. Adequately value and compensate community members for their time

    a) Include honorariums in grant proposals if possible

    b) Offer co-authorship to community member collaborators

    c) Acknowledge communities of color in your research

 D. *Land Acknowledgement*

  1. See [guide](#) by Native Governance Center

  2. Acknowledge history of study sites and site of university/institution

    a) Papers/grants

    b) Presentations

    c) Departmental and program websites, including links to appropriate resources (e.g., https://native-land.ca/maps/territories/chumash/)

    d) Beginning of symposiums/seminars with a statement issued by the moderator/host

  3. Taking the land acknowledgement further, what are the goals?

III. Education

A. Incentivize faculty, instructors on record, TAs to integrate aspects of society, race and racism and its relationship with geography and marine science into curriculum

B. Amplify Indigenous Knowledge in course curriculum, particularly raising awareness about issues affecting Native nations, being careful to not be dismissive or anecdotal about indigineous knowledge

C. Include research using Indigenous data in course curriculum (e.g., [New Zealand's physical oceanography](#), [Tamamta](#))

D. Continue to provide and expand free Marine Science education and support (e.g., buses for transport) for BIPOC-serving elementary, middle, and high schools through REEF.

IV. Other Resources

A. American Indian Science and Engineering Society ([AISES](#))

B. US Public Land [Curriculum](#) created by the Wilderness Society and the Avarna Group includes displacement of Indigenous people and exclusionary conservation practices (something to look into)
C. [Best practices for research on oceanographic cruises (example)](#)
D. UCSB Education Opportunity Program hosts annual [Harvest Dinner](#) to benefit the American Indian Cultural Resource Center Scholarship fund