URGE
Unlearning Racism in Geoscience

SCHOOL OF OCEAN AND EARTH SCIENCE AND TECHNOLOGY
UNIVERSITY OF HAWAI'I AT MĀNOA

URGE Policies for Working with Communities of Color for University/Organization

This is what was found by UHM Oceanography POD at University on Policies for Working with Communities of Color as well as plans for improved processes and/or needed resources.

Our POD had several participants who have actively worked with communities of color and others who had not worked in community-engaged research. The responses below reflect the range of experiences but are not tied to specific POD members.

- Actively sought out local collaborators?
    - As early career (undergrad) researchers, it was not always clear ahead of time what were the appropriate steps to take to ask for permission to collect samples or who to reach out to for collaboration.
    - Currently, interactions are usually driven by the PI on a project. Examples:
        - Project on the Big Island, partnering with National Parks Service and local Kupuna, who are extremely engaged. Park Service, and one Native Hawaiian Ranger in particular have guided the interactions between researchers and community. This has made the interaction feel more removed than if a direct interface with the community were established. COVID has made this difficult, but even midway through the project it isn't too late to change course.
        - Grad students involved in a project collecting coastal samples where the advisor established connections with the community from the outset. Always representatives from the Native Hawaiian communities present during sample collection and a traditional chant is sung at the start of each meeting. Meetings are always also with Nature Conservancy staff, though it is not clear whether that is the preference of the community or not. Engaged community members will be co-authors on the paper.

- Have we sought to build trust and form long-term connections?
    - For both PI and grad students they have engaged in existing long-term connections. This is helpful for getting started but doesn't give any practice at starting new collaborations or building trust.

- Actively sought to include local students?
    - Both community-involved projects from our group have included local students/technicians. However, that has not necessarily been intentional.

- Having local students can help:
  - Students, who have a deep connection to a place
  - Community, who can more easily communicate with scientists and have their voices heard
  - The PI, who would otherwise miss information or not have important knowledge about the areas in which they're working.

- Shared data and findings with the local communities in a way that is more accessible?
  - Translations have not been part of past efforts at disseminating results, only in marking equipment that could be lost.
    - Some concerns about adding extra work for collaborators, but this would be addressed through adding these costs to grants at the outset.
    - Also worth discussing whether translated research summaries would be appreciated. Just because they speak English doesn't mean it would not be helpful.
  - Sharing results in local languages can demonstrate intent in terms of how you approach communities.

- Considered and prioritized research questions and locations based on community importance and relevance?
  - How much to weigh community importance in deciding what to work on?
  - How to evaluate the relative benefits when choosing new projects?
  - If your research is not directly related to a local community can you compensate by increasing outreach or teaching or other activities?