URGE Policies for Working with Communities of Color in Leitzel Center Projects at the University of New Hampshire

In accordance with participation in the NSF-sponsored URGE program, appended are the findings by the Leitzel Center Pod at the University of New Hampshire on Policies for Working with Communities of Color as well as plans for improved processes and/or needed resources.

- **Previous scholarly collaborations with communities of color:**
  - MOUs with Elizabeth City State University and Howard University (2019)
  - NSF STEP (Watershed Watch) and Teacher Professional Develop Programs with minority serving institutes
  - NSF collaborative projects (UNH Undergraduate Research Conference and Elizabeth City State University Research Week exchanges) with Minority-Serving Institutes to promote K12 education and create pipelines
  - Proposal development with Turtle Mountain Community College (for NSF TCUP)
  - CLOSES-GAP project with three minority-serving institutes (UMES, RU-N, and DSU) to offer research opportunities for their undergrads.
  - NASA IGCCE (ESTEEM) project (led by ECSU) with multiple HBCU faculty who are involved in climate education teacher prep.
  - NASA-funded regional GLOBE Student Research Symposia.
  - There are several active MSI's in the GLOBE Partnership Network including three HBCU's, two HSI's and one tribal college. Other MSI's are within the network but are not actively engaged in the grant-writing efforts and implementation.

- **What worked well in these interactions?**
  - Having core team members with established relationships
  - Developing community norms/rules in each cohort
  - Shared responsibility and recognition of different expertises to offer
  - Great team on all sides led to great social interactions and team dynamics who participate in a mix of activities
  - Larger cohort of under-represented minority student trainees when visiting predominantly white institution

- Identifying and following community protocols (i.e. submitting a plan to tribal leadership and elders for approval.)

- **What did not work well, and how can this be better addressed in future plans?**
  - Avoid making assumptions of safety and/or comfort for visiting scholars of color while navigating campus and environs.
  - Avoid making assumptions of similar cultural needs (and preferences)
  - Efforts at (social) 'quick-mixing' students are challenging (and often not successful) at either Primarily Majority Institutions or Primarily Minority Institutions- our work to date highlights the need for thoughtful and intentional community-building before and throughout the programming.

- **Are there ways to improve the outcome of projects already undertaken?**
  - With recognition, projects may deviate from original plans, communication is essential throughout to ensure the team and community partners are fully on board. Follow procedures outlined in community norms for how to approach changes when there is not full agreement within the team on best approach.
  - Acknowledge contributions and also provide opportunities for review in publications, presentations, posted materials.

- **Are there specific resources or guidelines that are needed to improve the process for planning ahead and working with communities of color?**
- Suggest that the Office of Research develop implicit bias, anti-racist and cultural sensitivity training module for field, laboratories and research groups
- Formalize supports for visiting scholars who identify as an under-represented group at this predominantly white institution
  - Connect visiting scholars to Res life, Beauregard Center, CONNECT programs
- Support efforts for Cluster-hire for multiple diversity and equity experts with prior experience with (or skilled at starting) partnerships within HBCU, TCUs, and Latinx institutions. They form a team to prepare/train UNH faculty/staff for working with communities of color and also work to build and network for the first goal of diversity and equity competency and collaboration (through lens of diversifying STEM pipeline) and second goal of STEM content and scholarship.
- Engage with student and professional groups, including social-media-based groups within disciplines, to recruit scholars of color
- Develop and maintain long-term relationships with minority serving institutes.
- In regular meetings with minority partners, ensure an environment in which all partners are encouraged and supported in leading initiatives.
- Support initiatives we can take to encourage UNH alumnae/alumni of color to return to employment and/or engagement here (both in faculty and staff roles) and continue to support scholars of color as they move beyond the university