

URGE Policies for Working with Communities of Color for University/Organization - Example Deliverable

This is what was found by the SEFS pod at University of Washington on Policies for Working with Communities of Color as well as plans for improved processes and/or needed resources.

Pods may have members from a range of career stages and involvement in the development and execution of research projects, and pod members may have different experiences or different perspectives when responding to these questions. Consider this in the summary document and focus on capturing responses that are representative of the range in your pod.

• Audit of previous interactions with communities of color at our organization:

- We identified several student projects involving interactions and collaboration with tribal nations:
 - Courtney Bobsin- Ethnoforestry and local knowledge with coastal Tribes of the Olympic Peninsula.
 - Sofi Courtney Indigenous Eco-cultural Revitalization, Reciprocity, and Restoration Ecology in the context of Karuk cultural practice.
 - Laura Nelson Climate impacts on Makah food security.
 - Victoria Buschman Indigenous conservation in the Arctic.
 - Maria Blancas cumulative impacts of health, social, and environmental factors on immigrant farmworkers.
 - Faculty members Tom Hinkley and Ernesto Alvarado have ongoing relationships with Yakima Nation related to forest management and traditional ecological knowledge / indigenous knowledge (not represented in pod membership)
 - The Olympic Natural Resources Center, part SEFS (not represented in pod membership), has the following partnerships and collaborations:
 - External partners: Washington Dept. Natural Resources, USDA Forest Service, NOAA Northwest Fisheries Science, Grays Harbor College, Port of Port Angeles, City of Forks, Olympic Forest Collaborative, Oregon State University, Peninsula College, Center for Inclusive Entrepreneurship, Makah Indian Nation, Quileute and Hoh Tribes, WA Dept. Fish and Wildlife, WA Dept. Health, Sound Toxins

What worked well in these interactions?

- Having already existing partnerships and committing to maintaining those partnerships.
- Developing the research question along with the community.
- Sufficient funds and time to support and continue these interactions with community members.



- Plan for outreach, products, and data before, during, and after the life of the project.
- What did not work well, and how can this be better addressed in future plans?
 - Navigating the university compensation system for paying elders for their work is challenging.
 - Maintaining consistent communication face-to-face works interactions work best, however, this is challenging during Covid-19 pandemic.
- Are there ways to improve the outcome of projects already undertaken?
 - It helps a lot if there are other products from the research besides academic papers that may directly benefit the communities.
 - Also, giving credit to researchers for that work!
 - Adding land acknowledgment in the work.
 - Exit interviews/project reviews.
 - Need for undoing harm of past research (repatriating data).
- Are there specific resources or guidelines that are needed to improve the process for planning ahead and working with communities of color?
 - Early support and funding:
 - Funding for space/food for community meetings.
 - Funding for unstructured community visits.
 - Incentives to faculty members to develop and maintain relationships.
 - Guidelines for bringing in the values and experiences of underrepresented groups during modeling / remote sensing / large-scale projects:
 - The <u>CSH toolbox</u> is composed of twelve 'boundary questions' designed to outline and provoke thought about boundary judgments that determine situational framings. Each question is considered in two modes: an ideal mode (what 'should' be), and a descriptive mode (what 'is'), making twenty-four questions in total.
 - Better departmental/university coordination about who is working with which communities to prevent overlapping requests and associated research fatigue.