

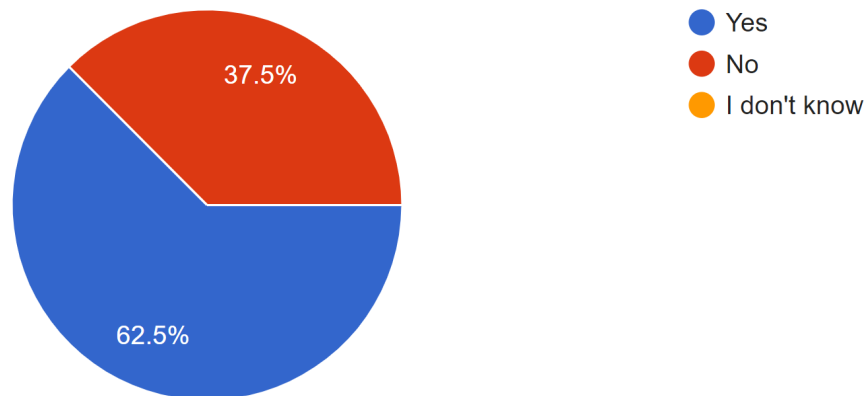
## URGE Policies for Working with Communities of Color for College of Mines and Earth Sciences, University of Utah – Pods 1-2-3

This is what was found by Pods 1-2-3 at University of Utah, College of Mines and Earth Sciences, on Policies for Working with Communities of Color, as well as plans for improved processes and/or needed resources.

*An anonymous google form survey was distributed to the members of pods 1-2-3 (36 members total). 16 responses were received, and results are summarized below.*

About 2/3 of participants have been involved in research with communities of color, in the US or abroad.

16 responses



About half of those involved in research with communities of color have been the PI on the project, while others have been involved as a research scientist, postdoc, graduate student, research scientist, and/or undergraduate student.

Most (90%) sought out local collaborators/ liaisons/ guides. Many cited the intrinsic value of local knowledge of geography, geology, culture, resources, and language of individuals in local communities. In most cases, local collaborators/liaisons/guides were critical to the success of the research. About 50% sought out local collaborators/liaisons/guides in the early development and/or proposal of the research, while the rest incorporated local collaborators/liaisons/guides into the project later or were unsure of the timing. Most (80%) included local collaborators as authors on presentations and/or papers. About 50% sought out local students to include in the research. Those that did not cited barriers such as limited funds and not having the connections to engage in that way. 100% of survey participants sought to build trust and form long-term connections and collaborations with local institutions.



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Participants report that they mostly shared data and findings with the local community through scientific meetings, at which either they themselves or local collaborators presented, or through publications. Translation was cited in several cases, but was not the overarching norm. A minority of survey participants report that they shared their data in a way with the local community that is more accessible, and most recognized that there is room for considerable growth in that way. 30% of survey participants report doing a thorough job of educating themselves about local politics, culture, customs, and knowledge, including the history of colonialism/ settler colonialism in the region. The majority (70%) express that they did so in part, but could have done much more.

Most survey participants (90%) expressed that either there was not enough time allocated to the process of working within the community's governance, customs, and priorities, and/or that it was challenging to do so. About 50% of survey participants acknowledged local communities/ indigenous tribes in their research results. Only 20% included local communities in the project broader impacts in a meaningful way that builds on the community's identified needs and concerns. Most others were unsure or felt they did not accomplish this, or that they only did so in some cases. A minority of survey participants (30%) reported that they considered and prioritized research questions and research locations based on the needs of the local communities, in addition to how impactful they are seen within academia.

Participants reported that it is difficult to define interactions with communities of color during international field work, particularly where there is little interaction with the local community in a colonized "white" nation where the indigenous population has been marginalized. In such cases, there are two levels of cultural navigation, both navigating the culture of the foreign country as a whole and then separately the indigenous community within the country.

- **Audit of previous interactions with communities of color at our organization:**
  - *~10-15 research projects have been undertaken in countries or regions with communities of color. Most, if not all, have included meaningful interactions with those communities. Examples have included geologic field work in South Africa, Argentina, Ecuador, China, different parts of Africa (e.g., Uganda, Kenya). Some cite work with indigenous communities in North America, Asia, Australia, South America, and Africa.*
- **What worked well in these interactions?**
  - *Most agreed strong connections and respect for local communities were important. This included remaining humble and aware of how much we don't know, avoiding tokenism, respecting local business hours, using local names for landmarks and features (especially including indigenous rather than colonial-derived names), introducing team members to any private landowners, and hiring local companies for assistance. Additionally, in some settings and cultures, being driven and detail-*



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*oriented is valued, but does not work well in others. It is important to recognize there is no single formula for what works well, as it depends partly on context and culture.*

- **What did not work well, and how can this be better addressed in future plans?**
  - *In most, but not all cases, we did not include priorities of local communities of color when developing our proposal. In some cases, the expectations of collaboration were not well defined. Most participants agreed that projects would benefit from earlier planning and from a longer term commitment to the local community (i.e., years-decades). To address this in the future, we will include community member(s) in the early stages of proposal planning and writing as collaborators. We will also consider the needs of the local community in planning the research.*
- **Are there ways to improve the outcome of projects already undertaken?**
  - *Yes, it is important to remain flexible and versatile. We can work with and compensate community members to translate research results and outreach materials into local language, include acknowledgements in forthcoming publications and presentations.*
- **Are there specific resources or guidelines that are needed to improve the process for planning ahead and working with communities of color?**
  - *Yes, both financial and structural/ institutional resources are needed. Seed funding would be useful to help develop proposals with broader impacts in mind. Such funding should be normalized, just like seed funding for preliminary technical study is a norm. Structural support is needed for PIs in the early planning process of projects in order to form productive and mutually beneficial connections with communities and to establish a point of contact for interfacing with communities. Years of forethought are needed in order to engage the community in a discussion of its needs, long before the project is actually funded.*
  - *CMES would benefit from a set of written guidelines and training for PIs and graduate students for working with communities of color, both as it pertains to domestic research and to international field work. These strategies should be expanded beyond traditional definitions of research to include outreach and other kinds of partnerships with communities of color (e.g., K-12 education, etc.).*