POLICIES FOR WORKING WITH COMMUNITIES OF COLOR

Pod Name: Grace Anne Stewart Speaker Series Pod from the University of Alberta

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Date Adopted:

This is what was found by Grace Anne Stewart Series pod at the Department of Earth and Atmospheric Sciences, University of Alberta on Policies for Working with Communities of Color as well as plans for improved processes and needed resources.

Previous interaction with communities of color:

- Examples from our pod for working with communities of color:
    - Numerous lab groups have worked in the Arctic/Yukon/NWT.
    - What worked well in these interactions?
        - Existing positive relationships between researchers and communities of color have aided future proposals and field work.
        - Training of how to conduct yourself on the land.
        - Had lunch with the elders and gave talks to communities.
        - Worked with local universities to complete research.
        - Hired and paid locals to help with research.
        - Relationships lead to a tour at UofA and further communication.
- What did not work well, and how can this be better addressed in future plans?
    - Consultation fatigue of Indigenous communities.
    - Confusion on when to consult with communities based on what land you will be conducting research on (crown land, provinces, Indigenous lands, etc.) which all have different regulations. Need a clear definition of what we consider aboriginal land.
    - Some participants avoided contact with locals due to:
        - A language barrier (scientific explanation lost).
        - Worry that an anti-science bias could hinder positive or constructive communication.
- Are there ways to improve the outcome of projects already undertaken?
    - Work with and compensate community members to translate research results and outreach materials into local language, including acknowledgements in forthcoming publications and presentations.

- - Department/students/PIs could make posters with general science explaining the project that is being undertaken in that area, to post in communal areas - e.g., post office or band office of remote communities.
    - Seek out local collaborators/liaisons/guides.
      - Consideration: working with minors poses security and liability issues.
  - Future improvements
    - When developing research proposals, we should include community member(s) in the early stages of proposal writing as collaborators.
    - Be honest, personable, get involved, build comfort.
    - Understand your personal responsibility to understand the culture and histories of the community you are working with.

Future Directions and Actionable Items for the EAS Department

- High admission grades may eliminate some applicants interested in geoscience.
  - To increase diversity, could EAS take control of its own admissions?
    - Include an informal interview to ease the weight we put on GPAs and try to attract students with genuine interest.
- ATLAS Outreach (currently in development):
  - Develop teaching modules for various high school science levels, using real data or real samples that can be distributed to schools.
  - School outreach opportunities will build relationships with communities of color and make future collaborations easier.
  - Alberta Education is interested in speaking with universities about developing an online earth science high school course - possibility to tie this in with the ATLAS high school outreach program.
  - Outreach for communities of color:
    - Increase awareness of the Transition Year Program at open houses and provide students with resources to guide their application to the Transition Year Program.
    - Make a resource document to help prepare people in more remote communities to apply for university.
    - Graduate student volunteers guide students in these communities.
- Host virtual visits to classrooms (similar to the EAS museums during covid).
- Improvements for EAS marketing and recruitment strategy:
  - Goal: reach out to communities to publicize areas of interest by highlighting career paths that result from a degree in Earth Science (alternative to oil & gas)
    - E.g., geochemistry, meteorology, environmental science etc.

- ○ Host in-person or virtual town halls to give people the opportunity to ask questions about earth science or discuss when earth science topics make the news (climate reports, resource discovery etc.).
    - ■ Seek parental buy-in so they view earth science as a viable career option for their children.
    - ■ Host a symposium for parents and their children to learn about earth science research and career paths.
  - ○ Involve high school parents, teachers, and students.
    - ■ Bringing high school science teachers on EAS 110 as professional development (what do geoscientists do?).
    - ■ Could advertise entrance funding opportunities and other resources to these communities.
- ● Start a program like WISEST but for kids from other communities - training for water quality, field, and lab work.
  - ○ Incorporate communities of color (primarily Indigenous groups) and low-income communities in Edmonton and surrounding areas.
  - ○ Problem: Limited funding for students to come to our department, we'd likely have to travel to these students or work with a program such as WISEST (this wouldn't happen if it were up to high school resources alone).
  - ○ Action Items: Investigate other programs: WISEST, U-School, Discovery, and the Faculty of Science summer camps; reach out to these groups and determine if it would be possible to collaborate or see how their programs run to help build our own initiative.
- ● Request Field Research Office to provide a framework for working with communities of color:
  - ○ Other than getting permit approval by the First Nation communities, outline other requirements.
  - ○ Provide a contact person (advisor) and resource webpage.
  - ○ Start a database of labs that have worked with communities in Canada that could be shared across departments; people can contact each other for advice and information.
  - ○ Develop a centralized document with points of contact, important issues, documents for each First Nations community in Alberta (BC/Yukon/NWT).
    - ■ If there is pushback from FRO: do this at the department level: collect resources and points of contact from relationships created from past field work in a spreadsheet from researchers in EAS.
  - ○ Add a section to the Field Activity Plan ethics section on working with first nations communities to assess if the student has considered their field

work's impact on the land and the communities; follow up with resources if the section is not filled out adequately.
- ○ Make it a strong suggestion to approach the communities that reside on or by the proposed research area, to inquire what concerns them; assess if research can meet their needs either directly (e.g., research question), or tangentially (e.g., youth involvement). Provide lectures for working with communities which outline what resources are available and where.
  - ■ Guidelines for working on contentious land or specimens would be helpful.
- ○ Action Item: Email the Field Research Office with our suggestions for amendments to the Field Activity Plan and initiatives to implement (e.g., centralized document for communities in Alberta, shared database of lab and community collaborations).
- ● Data accessibility and collaboration with communities:
  - ○ Shared data and findings with the local/regional community in a way that is more accessible: (i.e., translating into different languages, layman presentations, community dinners,
  - ○ If data has already been collected and summarized, without collaboration it is still valuable to share it afterwards.
  - ○ Ensure dissemination of research respects the wishes of the community.
  - ○ Get feedback from communities about how the research that will be or has been performed can address their own concerns or questions. Consider prioritizing research questions based on the needs of local communities. If this is unrealistic (some earth science topics) it is still beneficial to build relationships and include the community in consultation.
  - ○ Best practice: maintain the integrity of the data set through a stringent metadata record (history of each of the data points).
  - ○ Sharing data and final research outcomes with communities of color
    - ■ Publish in open access where possible.
    - ■ Post pre-prints where possible.
    - ■ Share the final published document with the communities that was collaborated with for their own records.
  - ○ Facilitation of knowledge transfer with communities of color.
    - ■ Reconcile, acknowledge, and respect the differing aspects between western and indigenous knowledge (i.e., factual based vs. spiritual, biophysical, etc.)
      - ● Respect the differing processes and practices.
      - ● Acknowledging that no one way of thinking is superior.
    - ■ 2-eyed seeing: approach writing papers about your research giving two perspectives - the 'scientific' and the indigenous

- - Resource: http://iaglr.org/ll/2020-4-Fall_LL7.pdf
  - Educate yourself and your group/team about local politics, culture, customs, and knowledge, including the history of colonialism/settler colonialism in the region. This would give more reverence and connection to the community on whose land you are working on. Include the indigenous names for things and places.
  - Acknowledge local communities/Indigenous tribes in your research if you have permission to do so.
  - Implement a training program/document with guidelines for how to engage with communities (communication, initiate communication and outreach, perspective)
    - Have a course to include understanding of the culture, like: https://apps.ualberta.ca/catalogue/course/ns/201

Existing resources and policies for working with communities of color:

University of Alberta - Research Ethics Office
Research Involving First Nations, Inuit, and Metis Peoples of Canada
Summary of how the Research Ethics Board conducts its reviews of applications involving First Nations, Inuit, and Metis Peoples of Canada. Resources on initiating engagement for projects that seek to engage and enroll Indigenous participants.
- Government of Canada: TCPS 2 - Chapter 9 Research Involving the First Nations, Inuit and Métis Peoples of Canada - guidance as to how to initiate relationships, collaborations, and engagement between researchers and participants for research involving communities.
- The First Nations Principles of OCAP - outlines OCAP and asserts that First Nations have control over data, collection processes, and that they own and control how this information can be used.
- Alberta First Nations Information Governance Center (AFNIGC) - information re: the facilitate of OCAP principles.
- University of Alberta - Aboriginal/Indigenous Index of Web Links (website was currently under development at the time of writing this)
- University of Alberta - Council on Aboriginal Initiatives - potential resource for where to begin when working with communities.
  - Contact: indigenous.initiatives@ualberta.ca
- Aurora Research institute - research licenses for NWT, Nunavut, Yukon (this link was broken last accessed)

Field Research Office (FRO)
Field Research Office | University Services and Finance
FRO Permission resources for field research:
- Ethical permissions and Scientific Licensing links provided.
  - UofA Permissions Resources:

- - - Human research Ethics
    - Animal research Ethics
    - UAlberta North - Permits
    - Ualberta North - Aurora
    - Frequently Needed Permits
    - Guidelines for Collection of Biological Samples in the Field
  - Park Research Resources
    - Government of Canada: Research and Collection Permit System
    - Government of Canada: Heritage Area Research Coordinators
    - Government of Canada: Research and Collection Permit System
    - Alberta Parks Science and Research
  - Northern Research Resources
    - Ethical Principles for the Conduct of Research in the North
    - Yukon Government's website for Scientists and Explorers License
    - Guidebook on Scientific Research in the Yukon
    - NWT Aurora Research Institute (ARI) Database - includes licensing resources and information.
    - NWT Research Handbook - includes applying for a scientific research license, land claim regions and community contacts, and support for researchers.
    - Nunavut Research Institute - research licensing information

Accessing land for research purposes:
https://docs.google.com/document/d/1_2sBZZ7J0z1-ILM46i_4Y06YjZXN98gzWzY6OscOKH0/edit

- Provides the information on obtaining a "Letter of Agreement" to record the use of third-party owned lands by UAlberta researchers and the involvement of the The Real Estate Office when coming to an agreement with the landowner.
- Details how to determine who owns the land you are accessing by providing links to Alberta Geological Survey and SPIN 2 Information Systems.
- Provides information for accessing public lands that are a part of Alberta Environment and Parks.

Permit Information
Permits Database List of permit types, issuing authorities, and geographic areas required for research.

Situated Knowledges: Indigenous Peoples and Place (SKIPP)

https://www.ualberta.ca/the-quad/2019/10/introducing-a-new-signature-area-situated-knowledges-indigenous-peoples-and-place-skipp.html
Information about SKIPP - involved in the coordination of researchers and Indigenous communities. Still in the listening/planning phase and will eventually connect scholars at the university level with Indigenous communities.

Recorded talks from the SKIPP Colloquium. Talks of interest:
- An Overview of Indigenous-engaged Research and Scholarship
- Connecting with Indigenous-engaged Research and Scholarship in Science/Engineering
- Principles and Practices of Indigenous Community-Engaged Research
- Relating Intersectionality and Indigenous-Engaged Research and Scholarship

UAlberta North
Currently adding resources on EDI, Knowledge Sharing and resources to their website
Resources provided by UAlberta North:
- NWT Aurora Research Institute - Communicating Research - resources for communicating research with communities.
- Government of Canada - Indigenous Research - tools to support applicants working with Indigenous research
- MUN - FAQ for working with Indigenous groups - including guidelines, etiquette, and practices for working with Indigenous groups.
- Nature United - nature conservation group that works with Indigenous communities, some information about the communities they work with
- Research with Indigenous peoples in Canada - resources for using Indigenous methodologies and doing research in partnership with Indigenous peoples.
- UN Declaration on the rights of Indigenous Peoples - document that protects and details collective rights that may not be addressed in other human rights charters that emphasize individual rights, and it also safeguards the individual rights of Indigenous people.
- Circumpolar Students Association - Resources for Northern Research, including resources for research guidelines, relationship building with community partners, funding opportunities for community engagement, and grant writing resources.

University of Alberta Let's talk Science Outreach
https://outreach.letstalkscience.ca/ualberta.html

Current Indigenous Undergraduate Students (at UofA or another Canadian institution)
NSERC USRA Information

- Institutions may recommend applications from self-identified Indigenous applicants to the USRA competition beyond their academic quota.

I-STEAM: Enabling First Nations, Métis, or Inuit undergraduate students to gain research experience in environmental fields including science, environmental engineering, environmental law and policy.
- [Contacts](#)
- [Webpage for further information](#)

First People's House

[First People's House](#) - provides physical, mental, emotional, spiritual, and financial resources and a community for status and non-status First Nations, Métis, and Inuit students.
- [Resources for new and prospective students](#) - including declaring status.
- [Information about admissions for prospective Indigenous undergraduate](#)
- [Transition year program information](#)

Faculty of Native Studies

[Faculty of Native Studies](#) - educational resources have been developed by this faculty that can be used by researchers when working with communities of color (see the Indigenous Canada Course)

Indigenous Canada Course

[Indigenous Canada](#) Coursera - 12-lesson online course from the Faculty of Native Studies that explores Indigenous histories and contemporary issues in Canada. From an Indigenous perspective, this course explores key issues facing Indigenous peoples today from a historical and critical perspective highlighting national and local Indigenous-settler relations. Topics for the 12 lessons include the fur trade and other exchange relationships, land claims and environmental impacts, legal systems and rights, political conflicts and alliances, Indigenous political activism, and contemporary Indigenous life, art and its expressions.

Office of Indigenous Innovations
- [Open access training modules.](#) Queen's University.

Science led by Indigenous nations
- [Land Needs Guardians](#) - resources as to how to be an ally.

Additional Resources
- ["10 calls to action for natural scientists working in Canada"](#) - attainable actions for researchers working with Indigenous communities.

- [Reconciliation Action Plan (RAP), Australia](#) - resources for working with Indigenous communities, how they improve the intake of Indigenous students into programs, and the foundation of reconciliation is to give back to these communities.