

Letter on Anti-Racism from Members of Scripps Institution ... Updated automatically every 5 minutes

Letter on Anti-Racism from Members of the Scripps Institution of Oceanography

Letter p. 1

Demands p. 6

Appendices p. 16

Signatures p. 22

“I don’t know if people grasp the extent to which racism has affected and infected the entire history of this country. It is not a simple thing. We cannot wish it away. We cannot simply assume that by doing all kinds of training, [- though very important - that we will fix the problem.] Racism is deeply ingrained in the economy. In the school system. In the prison system. And, I would probably conclude by saying that what we are addressing today are issues that should have been taken up in the immediate aftermath of slavery. But they are also issues that should have been taken up with respect to the colonialization of this part of the world. The first victims of racism were Indigenous people in this country.”

Dr. Angela Davis [\[1\]](#)

At Scripps Institution of
Oceanography (SIO), our mission
statement is to seek, teach, and
communicate scientific understanding
of the oceans, atmosphere, Earth, and Published by [Google Drive](#) – [Report Abuse](#)

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other planets *for the benefit of society*

and the environment. As extraordinary resources
a public ~~oceanographic research~~ serving and privileges held by
institution, we seek to our institution come with
a tremendous moral
fuel scientific, social and obligation to serve our
political transformations mission justly. To this
necessary to cope with end, we must attain,
environmental change create, and disseminate
and degradation. We knowledge in a way that
pride ourselves on is not only accessible,
working for the but restorative to those
betterment of society, affected by
but if our research harms environmental injustice.
or neglects the society
and environment in
practice, then it cannot
authentically benefit the
society and environment
it serves. The impacts of
our science cannot serve
a diverse local and
global society if our
institution maintains a
culture of supremacy,
complicity, and
ignorance that excludes
and oppresses diverse
voices. Our science is
deceptive, and
inauthentically
“sustainable”, if it
extracts and exploits
knowledge, power, and
resources from non-
white communities. The

Recent events involving
the
significant loss of Black
life at the hands of law
enforcement and
nationwide protests
supporting the Black
Lives Matter Movement
during a pandemic - that
disproportionately
affects minority
populations ^[2] -- have
prompted various
institutions to make
statements condemning
acts of racism Published
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and the systems that perpetuate it.

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There is a pernicious community. And, while irony in these ~~apparent~~ we encourage these ~~expressions of solidarity~~ conversations to as many of these continue and celebrate institutions have not only forthcoming initiatives, perpetuated a racist further efforts should be system throughout at contextualized through least the last 400 years, the lens in which we but currently depend on acknowledge that the the roots of racism to institution of science has function. Thus, if we are been complicit in to genuinely condemn allowing racism to exist and eradicate racism, and has helped to then these foundations of preserve white power and white supremacy. supremacy must be directly and holistically The injustices that the Black addressed.

community encounters As members of this today are the direct result community, we will hold of chattel slavery. our institution Although the accountable to their own Emancipation words and stated intent Proclamation terminated to stand in support of the chattel slavery, anti-Black Blackness within community. We America not only left recognize that, over the members of the Black past several months, community unsupported, there have been efforts but utilized its power to made by the SIO terrorize, exploit, Administration to exclude, Published by [Google Drive](#) – [Report Abuse](#) address racism and foster minutes anti-racism within our

and opportunities for generations ([Appendix IV](#)). This anti-Blackness fits into the broader context of American white supremacy, which also systematically oppressed and exploited other racial and ethnic minorities, including but not limited to Indigenous, Latinx, Asian American, and multiracial peoples. This white supremacy allowed racism to permeate and persist in every institution of the United States, including the American higher education system and the Western scientific community generally. White supremacy runs deep, stemming from the very foundations on which our field has been built, in which the pursuit of [a particular kind of] “truth” has always been given priority over the pursuit of equity and justice. It is unknown what life-changing contributions have been stymied, overlooked, or forever lost to time, by barring non-white people, women, disabled, Queer, and poor people from substantively participating in the scientific enterprise.

Throughout history, injustices have been cloaked behind scientific progress. This is pervasive even in the natural sciences, as colonization and exploitation underlie many narratives surrounding exploration and conservation. There are numerous examples of overt and covert racism in science which have shaped the academic world in which we operate, and history [\[3\]](#) has shown that the application of discoveries in geoscience Published by [Google Drive](#) – [Report Abuse](#)

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marginalized groups that companies that
 are excluded ~~from the~~ exacerbate the
~~scientific process (e.g.,~~ environmental problems
 mining, fracking, we seek to address; and
 industrial fishing, [\[4\]](#) the fact that the impacts
 geoengineering). of climate change,
 biodiversity loss, and
 pollution
 The [Appendices](#) [\[5\]](#) of disproportionately
 this burden economically
 document summarize disadvantaged
 just a few examples of communities - primarily
 how white supremacy of color - both on a
 manifests itself in national and
 science, including but international scale. We
 not limited to, the also address the history
 medical and scientific of
 racism that enabled academic gatekeeping
 eugenics and anti- that prevent BIPOC
 Blackness; colonial (Black, Indigenous, and
 practices that still exist Person of Color)
 in extractive field students from accessing
 research known as STEM and the history of
 “parachute science” (or academic equity,
 “colonial science”); [\[6\]](#) diversity, and inclusion
 the modern conservation (EDI) efforts at
 movement in America, SIO. [\[7\]](#), [\[8\]](#)
 which was intertwined
 with the genocide and Racial and ethnic
 removal of Indigenous diversity in
 populations; geological the geosciences is
 and particularly lacking.
 environmental research Published by [Google Drive](#)
 that is often exploited by – [Report Abuse](#)
 the same oil and gas minutes

to US citizens and permanent residents in 2016, only 6% went to underrepresented minorities (URMs) (who make up >30% of the US population).^[9] Out of the 5,138 ocean science PhDs awarded in the US from 1976 to 2016, only 58 were awarded to Black students.¹⁰ The geosciences, oceanography included, have seen no progress in racial and ethnic diversity in the past four decades.^[10] These deep-seated disparities are also reflected post-graduation by the dearth of prestigious invites, academic honors, and leadership positions received/held by BIPOC doctorates.^[11] Scripps is no exception to these trends as our department is the least racially/ethnically diverse [in terms of graduate students and faculty] in all of UCSD.^[12] Out of SIO's entire graduate student body, only 9.1% of students identify as Chicana/Latina, 4.3% as Black, and <2% as American Indian/Alaska Native/Native Hawaiian/Pacific Islander (note that these numbers do not include international students, whose demographic information is not publicly-available).^[13] As of 2019, out of >100 ladder-rank faculty members, less than 14% of SIO's faculty population are BIPOC, with the only current Black tenure-track faculty member hired in 2019 (<1%). These numbers are simply staggering, and strike us as more than a statistical Published by [Google Drive](#) - [Report Abuse](#) minutes

instead hinting at the much deeper, ~~more~~ ~~oppressive history of racism and anti-~~ Blackness in academia. SIO's student, staff, and faculty demographics underscore that - as is the case with most of American higher education and western science - SIO has been a predominantly white institution since its founding in 1903, and that, despite intentional efforts to improve the situation, *we must do more.*

We contend that the lack of diverse voices at SIO is not only a reflection of the field but a result of gatekeeping within our own institution. Our graduate admissions process prioritizes metrics that are more indicators of an individual's race and class than they are of their ability to do science. ^[14] These

exclusionary practices lead to a normalization of "whiteness" and/or "white dominant culture" ^[15] - in science, creating an unwelcoming environment for BIPOC. While access is a significant issue, a poor climate has the potential to affect the recruitment and retention of admitted BIPOC graduate students. Of the URM graduate students who matriculate at SIO, most express lower levels of satisfaction and happiness, compared to

their white peers. ^[16] This attests to the disconnect between the institution's promises to support diversity and the unwelcoming environment BIPOC students, staff, and faculty actually experience at SIO.

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Even in the absence of overt

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expressions of racism, unintentional yet harmful behaviors such as microaggressions and implicit biases made manifest by faculty, staff, and students result in BIPOC members of our community withstanding other forms of *covert* prejudice on a daily basis. These slights may seem small to some, but to those on the receiving end, the stings of such prejudice can be enduring and lead to potentially macroscopic consequences, [17] -e.g., feeling unwelcome, underperforming, leaving SIO, or exiting academia altogether.

In the last decade, efforts to increase ethnic and racial diversity at SIO have garnered some momentum. [18]

Though the task to increase EDI should be collectively shared by everyone at our institution, these important efforts disproportionately fall on BIPOC students, staff, and faculty. [19] This is particularly problematic because EDI work (such as the creation of and participation in committees, task forces, and diversity trainings) often goes unrecognized and uncompensated, leading to more labor for BIPOC scientists on top of their normal workload. Not to mention that EDI work can take a heavy emotional toll on its practitioners. Anti-racist work within our institution must be a shared goal of our community, that is reflected not only by our statements, but with our practices, actions, and the culture itself.

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minutes

In addition to diversification

and cultivating a climate that allows BIPOC to thrive, all students, staff, and faculty should adhere to and sustain a culture in which 1) diverse scientific perspectives are embraced and respected, 2) attitudes and behaviors resembling white supremacy are rejected, [\[20\]](#) 3) and any environmental harm and exploitation through research is prohibited and/or at the very least, acknowledged and minimized. We must move forward with an understanding that anti-racism is inextricably linked to decolonization. If we are to represent an institution that benefits the society and environment *holistically*, then we must look within to move forward. In this spirit, we outline a [List of Demands](#) for our institution.

deconstruction of racism and white supremacy is particularly significant in the face of rapid environmental degradation. The intersection of race, class, and climate resiliency cannot be ignored as the impacts of climate change will have disproportionate effects on marginalized and BIPOC communities. [\[21\]](#) Similarly, the effects of ecosystem collapse, exacerbated by climate change, are felt most strongly among Indigenous communities or communities with limited access to capital. [\[22\]](#) It is imperative that the next generation of leaders in climate science and advocacy, geosciences, oceanography, biology, and policy are Published by [Google Drive](#) – [Report](#)

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intersections, but are also institutionalizing anti racism at SIO to create comprised of voices and sustain a culture that from diverse students, post-docs, backgrounds. [23] Our faculty, staff, and alumni institution will thrive can take pride in for with a culture that values this end, we ask that EDI and which places a relevant members of SIO stronger emphasis on Administration provide anti racism and its students, staff, and decolonization in/of both faculty with a written our science and our document by **March** minds.

Scripps has led globally **20th, 2021**, specifically in addressing each of our understanding and demands and outlining protecting our planet for how and when these over a century, changes will be made producing renowned such that, as an leaders in oceanography institution, we can and geoscience. meaningfully live up to Advocacy for groups our mission.

affected by

antisemitism [24]-and

sexism has been a crucial **Demands** part of this legacy. But this is not enough, there

is still much work to be Published by [Google Drive](#) done. We must continue – [Report Abuse](#) to lead the field by minutes internalizing and

present our demands to address our ~~grievances with the institution.~~ These demands are largely consistent with those made by BIPOC graduate students and their allies at similar institutions, including UC Santa Barbara ^[25] and the Massachusetts Institute of Technology (MIT). ^[26] Following the lead of graduate students at UCSB's EEMB department, ^[27] we borrow from equity leaders ^[28] across disciplines ^[29] when we use the term demand. We use 'demand': To *elevate* the attitudes and values associated with contemporary liberation movements in solidarity with our BIPOC colleagues, students, staff, and mentors; To *authentically center* the historical struggle that BIPOC experience ^[30] -when fighting for adequate resources against a backdrop of competing interests; To *disrupt* the (overt/covert) oppressive impacts that academic research ^[31] has on marginalized communities around the world; and To *highlight* that recognizing the humanity and experiences of our BIPOC colleagues is not something Published by [Google Drive](#) – [Report Abuse](#) minutes

we are willing to

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compromise on.

Our demands are divided
across five domains:

I. [Culture and Capacity Building](#)
II. [Graduate Student Recruitment & Retention](#)

III. [Undergraduate Student Recruitment & Retention](#)

IV. [Hiring Practices for BIPOC Faculty, Post-docs & Staff](#)

V. [Environmental Responsibility](#)

We request the following:

All members of SIO Administration provide a signed public response acknowledging this letter by

January 8th, 2021.

The letter should reference each domain detailing how actions will be distributed among individual faculty members and administrators, including

accountability measures for faculty who refuse to participate in this process. If consensus on a singular response is not reached by January 8th, individual members of the Administration can prepare alternative statements.

By **March 20th, 2021**, we request a publicly available action plan that details responses and timelines in addressing **each demand** to serve as accountability. We

recognize the current financial limitations presented by COVID-19 budget reductions, and understand the implications of this on any proposed timeline.

We ask that any labor contributed to the drafting of Published by

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these timelines be distributed fairly

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amongst members of the **training**. SIO institutes
~~Administration~~ mandatory *in-person*
~~addressed in the letter.~~ anti-racist, culture, and
 Any disregard for our diversity training
 requests would signal to for ALL students, post-
 us indifference on behalf docs,
 of Scripps' faculty and staff to
 Administration towards complete
 the voices of the once every year,
 undersigned (BIPOC beginning Fall 2021.
 students, staff, and Learning how to become
 faculty, and their allies). actively anti-racist is
 Conversely, a thorough imperative to increase
 and positive response to the of retention of
 these demands would BIPOC students, post-
 demonstrate the docs,
 Administration's faculty and staff at SIO,
 commitment to and are crucial to
 promoting anti-racism understanding how to
 within our institution. mentor students from all
 backgrounds. This
 training

I. CULTURE & CAPACITY BUILDING

i. Implement mandatory anti racism

could be instituted by an
 independent anti-racism
 organization, such as
[Race](#)
[Forward](#), and potentially
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with main campus y
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importance for faculty, we know there's always more to learn. We ask that all members of the SIO participating in any community commit to admissions, faculty "a day of learning" search, or tenure every quarter to committees. In order to engage with diverse eliminate bias in perspectives in science evaluations, and the annual training academia, as well as should thus be a concepts in social requirement for justice. This day serves participation in any primarily as an hiring and admissions opportunity to look committees. within and self-teach, Additionally, these largely in an trainings unstructured sense, are crucial to since there is no understanding substitute for how to mentor students conducting your own from all backgrounds, research and coming to and thus should be a your own requirement for faculty conclusions on these members (who mentor topics. graduate students) and This day of learning graduate students or should postdoctoral scholars Published b involve (who mentor individual learning, y undergraduate [Google Drive](#) – [Report Abuse](#) researchers).

ii. **Commit to days of learning.** As scientists,

minutes

community seminars and events

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(such as SIO's forthcoming	iv. Modernize courses that
ACCESS Justice initiative), and	satisfy the ethics requirement to
discussions to help	address EDI issues.
foster a	Ethical science must
more well-read, broadly	also be just,
informed community of	equitable, diverse, and
leaders that are	inclusive science. To
equipped to engage	fully address the
with current and future	ethical issues graduate
intersectional and	students will face as
global	scientists, the ethics
environmental issues.	course must include
	material
iii. Provide	that covers implicit
institutional support	bias,
for seminars related	microaggressions,
to the	mentorship, barriers,
intersections of	environmental racism,
environmentalism,	and environmental
colonization, and race.	justice
Compensate these	presented by qualified
speakers	individuals.
with a modest	
honorarium as	v. Formally support
they are often BIPOC	faculty EDI work and
speakers whose time is	the development of
at risk of being taken	EDI-related curricula.
advantage of.	Published by Google Drive
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time spent on EDI work, ~~including the development of new~~ coursework and curricula, and acknowledge all EDI related work in the faculty evaluation process. This may involve including an evaluation of each faculty member's EDI efforts in all tenure review files or establishing a quantifiable system for tracking faculty activity on EDI initiatives.

vi. Hire additional full-time EDI staff. In addition to the eight EDI fellows and the EDI faculty/staff liaisons, we ask that SIO invests in supporting our BIPOC students, post-docs, and faculty by hiring at least

two permanent staff members by 2025 to support the SIO Director of Diversity Initiatives (Keiara Auzenne). At least one staff member should be hired as soon as the hiring freeze is removed. These additional staff members will advance EDI efforts at SIO by helping to implement the demands in this letter.

vii. Abandon cultural appropriation. Terminate

practices rooted in cultural appropriation such as encouraging the campus to wear "Hawaiian shirts" or plastic leis. Using the culture of Pacific Islander communities
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as a costume is not appropriate.

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Instead, we should employ innocuous themes such as general beach or ocean themes.

viii. **Fully support the demands made by the Black Student**

Union (BSU) [\[32\]](#) to the broader UCSD

Administration.

Advocate for the demands made in the *2020 BSU Demands Campaign*, and release a statement on the SIO website in support of the BSU demands relevant to SIO's Black students, staff, and faculty. For example, BSU demands regarding recruitment, retention, faculty, and tenure are directly supportive of demand II.iv. listed below.

ix. **Establish a relationship with scholars from the UCSD**

Ethnic Studies

Department. With the

help and guidance of experts in UCSD's Ethnic

Studies Department, SIO

should seek to develop a

seminar series that

highlights Indigenous

knowledge with

financial compensation

for

presenting faculty and

graduate students.

Additionally, support

the design and

development of

graduate and

undergraduate

courses that bridge the

intersections of

environmentalism, the

impacts of colonization,

and race.

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communities of color students, and providing
in the resources that will
~~**San Diego area, and**~~ support access to
~~**protect existing**~~ graduate
networks in the face school at SIO.
of COVID-related
budget xi. **Acknowledge**
cuts. Protect and **communities we**
increase **benefit from in**
financial support for **research**
ongoing community **publications,**
partnerships with local **presentations, and**
K-12 schools in BIPOC **discussions, and work**
neighborhoods **towards collaborative**
throughout San **research partnerships.**
Diego. A sizable SIO makes it
portion of mandatory for
these funds might go researchers to publicly
towards networks that acknowledge when
already exist, conducting research on
such as SIO-SCOPE, land that is not their
the Rosa Parks own, and consider
Tutoring Program, and potential
the Birch Aquarium, as impacts of their results
well as external on these communities.
institutions such as the We propose
Ocean Discovery Administration create a
Institute. buffer Published b
Across all programs, against the negative
emphasis should be impacts of y [Google](#)
placed on forming [Drive](#) – [Report Abuse](#)
and maintaining long- minutes
lasting
relationships with

ensuring communities are compensated financially, intellectually, and academically. SIO should institute resources on campus and provide training and/or consultations to researchers as necessary in order to encourage a synergistic approach, encompassing community and institutional efforts.

xii. Initiate conversations with Indigenous and Native peoples/groups/institutions (e.g., Indigenous faculty and staff, leaders at UCSD's Intertribal Resource Center, local Kumeyaay leadership) to end the erasure of Indigenous groups and

reallocate resources towards Indigenous-led endeavors.

Members of Scripps' Administration should work with Native leaders on UCSD main campus, including students, staff, and faculty, as well as members of San Diego's Native community, to accomplish this goal. Funds

should be allocated towards these conversations and related projects.

xiii. Acknowledge our presence on Indigenous land, work to honor NAGPRA (Native American Graves Protection and Repatriation Act), and actively work towards
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the Kumeyaay community.

~~Members of Scripps~~

Administration should research what a land acknowledgement might consist of and consider publishing a land acknowledgement on its departmental website after consulting with the appropriate

persons/groups. [\[34\]](#)

Beyond that, the Administration should work towards addressing concerns related to NAGPRA and returning land from the Scripps Coastal Reserve to the Kumeyaay.

II. GRADUATE STUDENT RECRUITMENT & RETENTION

i. **Streamline the process for applying for an application fee waiver.** Prominently feature the waiver application on the graduate application and promotional materials.

ii. **Permanently eliminate standardized testing.** Traditional standardized tests,

such as the GRE, are often

biased against underrepresented minorities and historically excluded people, and provide scant indication as to whether or not a student will excel in

graduate school. [\[35\]](#)

We

commend the Administration in

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supporting the *SIO Graduate*

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Student Body Petition to Remove the GRE from Graduate Admissions [\[36\]](#) for the upcoming year, and strongly encourage retaining this stance permanently in subsequent academic years, in favor of moving toward other mechanisms of assessing knowledge and scientific potential.

iii. **Provide relocation grants and lobby the university for more than two years of university housing for BIPOC, LGBT+, and disabled students, who often face housing discrimination.** [\[37\]](#)

iv. **Work to increase the population of BIPOC graduate students in each cohort at SIO to be, at minimum, commensurate with California's demographics by 2025.** Currently, BIPOC students are severely underrepresented within the Scripps' graduate student body. [\[38\]](#) In an effort to achieve this demand, we recommend the following:

a. Institute targeted 2-5 year departmental fellowships to be awarded to BIPOC graduate students at the time of admission. Published by [Google Drive](#) - [Report Abuse](#) minutes

retain a higher number of BIPOC students in academia, the department should pursue both internal and external fundraising as necessary to develop targeted departmental fellowships for BIPOC students. Since graduate student enrollment is often constrained by funding availability, faculty will be more likely to actively recruit and retain qualified BIPOC applicants if these fellowships are made available. This demand is consistent with the following recommendation made by the External Committee in Section IV of their 2017 report: [\[39\]](#) “... we urge the Administration to continue efforts to provide first-year fellowships for all students.” Purview over these awards should be given to the graduate students that form the Diversity Admissions Committee.

b. **Increase *non*** Published by [Google Drive](#) – [Report Abuse](#) ***fellowship*** **support of** minutes

BIPOC graduate

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students. More often encourage the
~~than not, SIO does not~~ department and
directly invest in the graduate
BIPOC graduate student advisors to
students it admits. allocate non-fellowship
Instead, BIPOC funds to BIPOC
graduate students at students commensurate
SIO with non-fellowship
are disproportionately funds allocated to non
“self-funded” in the BIPOC students.
sense that they come Admissions committees
with 3-5+ years of should deliver both
external fellowship admissions data and
funding. Meanwhile, a funding sources for
greater percentage of incoming students,
non-BIPOC students at broken down by
Scripps are supported ethnicity and race, to
through PI grants or TA the
ships. In addition to appropriate members of
awarding SIO SIO’s Graduate
fellowships to BIPOC Published by [Google](#)
students at the time of [Drive](#) – [Report Abuse](#)
admission, we minutes

staff. In general, all SIO ~~graduate student~~ admissions committees should work to provide greater transparency surrounding the nature of graduate student acceptance/denial on the basis of funding.

v. **Increase transparency for departmental examinations.** Clearly outline the expectations and requirements for passing departmental exams, e.g., publish evaluation rubrics in the SIO Student Handbook. Additionally, make transparent what set of circumstances would lead to a conditional “pass” or “fail” of departmental exams, and what the options and consequences are for students who receive a “conditional pass” or “do not pass”.

vi. **Release a department statement in support of COLA.** A cost of living adjustment (COLA) will help BIPOC students thrive at UCSD.

vii. **Ensure that faculty and staff consult with the Office for Students with Disabilities when appropriate.** Incorporate information regarding Office for Students with Disabilities policies, Published by [Google Drive](#) – [Report Abuse](#) minutes

existing mandatory trainings so that faculty can recognize and respect possible symptoms of mental, cognitive, physical, and domestic violence health issues. Additionally, conduct an annual student survey to determine whether needs are being met.

viii. **Construct a transparent, quantitative system to actively deter faculty abuse of power.** Design a quantitative system where graduate students can report abuses of power ^[40] without fear of retaliation. The objective of such a system would be to aid in the definition and determination of “adequate cause” warranting the dismissal of tenured and non-tenured faculty, and to deter repeated abuses of power, which is not accomplished by the system that is currently in place.

ix. **Assign supplemental sensitivity trainings to faculty/researchers flagged for harassment and mistreatment.** The faculty/researchers flagged to complete this training will be determined by annual anonymous survey results from students and faculty (e.g., the annual advisor/advisee form). This supplemental sensitivity training should be specific to ^y [Google Drive – Report Abuse](#) minutes

misconduct/mistreatment chances of a

. We

~~ask that there be some~~
~~amount~~

of transparency
surrounding

this process, including
the

number of
faculty/research

members that are
assigned

training as well as the
percentage (%) of those
who

complete it.

successful career in the

sciences. Thus, we

demand that SIO

increase the number of
scholarship opportunities

available to current
BIPOC

undergraduate students

enrolled in the three

majors offered by

SIO, roughly
commensurate

with undergraduate
student

enrollment.

III.

UNDERGRADUATE STUDENT

RECRUITMENT & RETENTION

ii. Fund and support outreach programming to BIPOC

undergraduate

students. With the ocean
being less accessible to
communities of color,
some

i. Increase scholarship opportunities for BIPOC undergraduate students. Earning a

scholarship at the
undergraduate level

immensely boosts one's

BIPOC undergraduate

students Published b

may not have been able

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ocean and may not know that ~~this is an option for them.~~ Allocating funds for program opportunities through existing organizations, such as WMIS or UCSD's OASIS Program, for current BIPOC undergraduate students would promote these opportunities and encourage more BIPOC interest in the ocean sciences.

iii. List all available undergraduate positions and create a formal application process. Eliminate hiring practices rooted in networks of power by listing all openings for undergraduate research assistants. Make this process transparent and accessible to all - too

often BIPOC students are unaware of how to get involved with research. Additionally, undergraduate research positions are sometimes awarded solely on the basis of approaching PIs - which excludes those who are not in communities with knowledge of entry points into science. By making all undergraduate research positions paid and

primarily accessible through a formal application process, the entry point into research will be clarified and implicit and structural biases against BIPOC students will be reduced.

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iv. Commit to paying all

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**undergraduate
researchers by
providing a pool of
funding
commensurate with
SIO**

**undergraduate
enrollment.**

For many, the access point into a career of scientific research is joining a lab as an undergraduate student, where one often starts out as an unpaid laboratory volunteer or receives credit hours in exchange

for one's time. However, for many BIPOC students - who are

disproportionately from lower

income families - this is not

feasible. We support the

Administration's recent proposal to end all unpaid

undergraduate positions, and

emphasize that all undergraduate student

researchers must be paid for their labor to create an equitable playing field in which everyone has the opportunity to join the scientific community.

This may be accomplished by instituting additional programs and scholarships through UCSD Academic Enrichment Programs and/or allocating external funds.

IV. IMPROVE HIRING

PRACTICES FOR BIPOC

FACULTY, POST- DOCS & STAFF

i. Prioritize EDI efforts in new hire

applications. Commit to changing the culture within SIO. Published by

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minutes

by using the EDI statement

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provided in faculty share) with a committee applications ~~as the first~~ composed of graduate filter, instead of the last students, as faculty consideration, similar hires hugely impact to the hiring methods graduate student employed by professional development and the UC Berkeley. [\[41\]](#) overall Leadership and lab culture at SIO with culture generally starts regard to at the top. Thus, efforts EDI. to implement EDI ii. **List all available initiatives post-doc positions and should be considered an institute a integral component to a formal application PI's process.** work. Everyone To eliminate hiring involved in the hiring practices process should receive rooted in networks of training on how to power, evaluate EDI make the process for statements. hiring Applications where the post-docs transparent candidate has not been and previously committed equitable by posting all to EDI initiatives or job thoughtfully openings and ensuring outlined how they will a formal Published b promote diversity and application process. inclusion at SIO should Post-doc y [Google Drive](#) be withdrawn from – [Report Abuse](#) consideration. This minutes should be a joint decision (equal voting

positions are often distributed

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among selective email plan to existing
chains or through pipelines must be set
~~networking at~~ into motion to make the
conferences, which cuts hiring process more
off a huge swath of equitable.
potential
candidates.

iii. Support relocation grants for post-docs.

The institution
should provide these
funds
when necessary.

iv. Work to increase the population of BIPOC faculty at SIO to be, at minimum, commensurate with California's demographics by 2030. SIO

acknowledges that the
current practices for
hiring faculty are
neither fair nor
transparent but instead
rooted in networks of
power. Developing an
intentional broader
outreach

v. Heed student input on future faculty hires.

Since new
faculty hires directly
impact
graduate students and
the
overall culture at SIO,
allow
students to read
applications for new
faculty positions and
have a vote in both
selecting
interview candidates
and those that are
ultimately hired at SIO.
Currently, student
hiring
committees spend
countless
hours soliciting,
generating, and
providing feedback.
While we appreciate
the opportunity to
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and often is completely disregarded in final decision making.

vi. **Ensure that incoming BIPOC faculty and staff are well positioned for success through a detailed plan for cluster hiring and equitable allocation of department resources.** Commit to more diverse cluster hires of faculty and staff to reduce feelings of isolation and avoid tokenization of individuals from underrepresented groups. This effort may benefit from shifting away from sectional hiring and towards institutional hiring. In addition, SIO should identify and eliminate bias in the allocation of startup funds, lab space, prioritization of lab construction, etc. to new hires.

V. ENVIRONMENTAL RESPONSIBILITY

“If we don't save the planet, then none of our social justice struggles will matter.”

Dr.

Angela

Davis[\[42\]](#)

i. **Acknowledge environmental harm, extraction, and exploitation of materials and resources done in conducting**

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ensure [e – e ethical Report Abuse](#)
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procurement and practices

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when possible. one full-time
 Encourage sustainability staff
~~faculty to assess the~~ member or several
 environmental and graduate and
 social harm produced undergraduate students
 by research as
 (including, but not sustainability
 limited to, the use of ambassadors.
 fossil fuels) or any Staff or ambassadors
 materials necessary for will work to codify and
 said maintain pre
 research. Faculty, post- existing campus
 docs, sustainability
 and students should operations (including,
 include but not limited to, SIO
 statements in composting), as well as
 publications and implement new
 presentations infrastructure such as
 acknowledging and zero
 justifying those waste practices, energy-
 methods use
 over less harmful monitoring, and water-
 alternatives. Embrace saving controls.
 any opportunity to
 avoid further
 environmental and
 social harm when
 possible.

ii. Establish sustainable practices within SIO.
 Allocate a pool of
 funding to hire either

iii. Encourage divestment from fossil fuels and require transparency about research funding from the fossil fuel industry. Create
 awareness
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opportunity to divest
their

403B/457B UC
retirement

plans from fossil fuels
and

invest in the UC Social
Equity Fund.

Additionally, require
SIO faculty to disclose
all fossil fuel industry
funding, similar to how
biomedical sciences
researchers disclose
their pharmaceutical
industry support.

iv. **Release a
statement calling on
the UC Regents in
support of UCSD
Green New Deal
(GND) initiatives.** This
statement should
address the
need for the Chief
Investment Officer to
provide full
transparency on fossil
fuel
related investments,
divest from all funds
exposed to fossil fuels

and companies related
to the

exploration, extraction,
transportation, and
refining of fossil fuels,
and to refrain from
reinvestment in the
future. This statement
should also call on
the Regents to develop
policy on oversight of
funding from the Fossil
Fuel industry, similar to
the policy developed on
Tobacco.

v. **Release a statement
supporting other
initiatives of UCSD
Green New Deal.**

Support the UCSD
GND
campaign for a
competitive call for
proposals from banks to
provide commercial
banking
services at UCSD, with
transparency on how
the banks' Published by
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fossil fuel investment policies

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and actions will be behind scientific
incorporated in the progress. This is
~~decision-making process~~ pervasive even in the
Additionally, natural sciences, as
demonstrate colonization and
support for the 5 exploitation underlie the
Principles of narratives of
Emissions Reduction and conservation and
35 exploration. The field of
Concrete Actions natural sciences has
towards many of its roots in
decarbonization, colonial England at the
teaching, height of Settler
research, health, and Colonialism and the
preparedness presented dawn of Exploitation
by the Colonialism. The Royal
Task Force on the Society, a legacy of that
Climate era (est. 1660), was
Crisis. originally composed
exclusively of white
English *noblemen*.
Examples of the Society
members include famous
thinkers such as Francis
Bacon and Charles
Boyle, both of whom
helped establish
experimental norms and
influential paradigms
that persist to this
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Appendices

I. Examples of Racism Throughout the History of Science

Throughout history, injustices have been cloaked

minutes

have contributed already occupied that
tremendously to the land. Although this form
scientific body of of colonialism by
~~knowledge we read~~ expanding one empire
about and benefit from, has been largely
most of this knowledge discontinued, it has left
is borne from a very deep scars across
specific lived experience colonized regions of the
and view on the world, world (i.e.,
in which women, non- disenfranchised
white people, or poor territories and
people have little power, developing countries),
input, or autonomy. and its effects continue

White supremacy was to manifest today. [43]
the driving force during Present and former
the Age of Imperialism, colonies are still healing
often under the helpful economically,
guise of “Science”. It led politically, and socially
to European from the adverse effects
colonization of “exotic” of colonialism.
lands, which were Moreover, the
oftentimes already imperialistic nature of
inhabited, providing field research is
European naturalists a represented today by the
scientific opportunity for demographics of natural
exploration. During scientists in recent
these expeditions, history and the practice
describing the natural of what is known as
world and naming new “parachute science”.
species was [44] Parachute science is
accompanied by characterized Published
usurping land and by [Google Drive](#) – [Report](#)
extracting resources with [Abuse](#)
little to no consideration minutes
given to those who

land, knowledge, and resources of local and Indigenous communities to gain accolades or financial support without giving back to or supporting the local/Indigenous communities that it benefited from. [\[45\]](#), [\[46\]](#) - One study found that at that time, 60-70% of researchers from “developed” countries did not acknowledge contributors from “developing” research locales as co authors on their publications. [\[47\]](#)

In the context of anti Blackness, scientific racism was the myth of Black inferiority that justified oppression, slavery and use of black bodies in science. Eugenicists and white supremacists litter the history of Western medicine with research that spread the myth of the superiority of the white race. In the 17th century, Jonathon Blumebach’s published a taxonomic system of racial classification in which “Caucasians” were white people made in God's image whereas “Ethiopian”, “Mongolian”, “Malayan,” and “red” races were degenerative forms. [\[48\]](#) In the mid 1800s, plantation doctor James Marion Sims routinely experimented on enslaved mothers and their children without anesthetic. [\[49\]](#) He perpetuated the myth that health disparities between Black and white mothers, such as susceptibility to newborn tetanus, were due to laziness and lack of intellectual capabilities of Black mothers while ignoring the poor living conditions of enslaved humans. In the mid-1900s, Published by [Google Drive](#) – [Report Abuse](#) minutes

in the name of scientific progress. ~~Examples include the infamous~~ Tuskegee Experiment (1932-1972), [\[50\]](#) where African-American men affected by syphilis were (without their informed consent) included as test subjects who received placebo treatments under the guise of free Federal healthcare; and the case of Henrietta Lacks, [\[51\]](#) a Black woman whose cells were removed without her permission after being diagnosed with cervical cancer and receiving failed cancer treatments (1951). These stolen cells, now known as HeLa cells, are still widely used in the biomedical industry.

Geological research is often used to advance the exploitation of natural resources by oil and gas companies. [\[52\]](#) -The creation of national parks idealized the heroic preservation of "pristine wilderness" devoid of "human habitation", disregarding a long history of Indigenous use and cultivation. [\[53\]](#)

Following the state-sanctioned genocide of the Ahwahnechee people in Yosemite Valley during the Mariposa War, and after years of exploiting the remaining Southern Sierra Miwok as a tourist attraction, Yosemite National Park continued slowly and strategically removing the Indigenous population throughout the mid 1900s. [\[54\]](#)

Even the formative years of oceanography depended heavily on colonization and violence. Scripps was founded on the Published by [Google Drive](#) - [Report Abuse](#) minutes

the midst of their refineries are
genocide and intentionally placed in
~~oppression,~~ [\[55\]](#), [\[56\]](#) Black and Latinx
and like many advances neighborhoods. [\[60\]](#),
in science, the modern [\[61\]](#) Additionally, Black
era of oceanography was spurred on by the
military industrial communities are
complex of World War displaced and relocated
to regions that are more
vulnerable and lack the
II. [\[57\]](#) -To date, there is sufficient and effective
little acknowledgement infrastructure to protect
of Indigenous knowledge against extreme weather
of oceanography or events intensified by
marine environments. climate change, such as

While climate change hurricanes and
disproportionately flooding. [\[62\]](#), [\[63\]](#), [\[64\]](#)
burdens
communities of color on These disparities are
a global scale, [\[58\]](#) the evident
history of redlining, even within our local
gentrification, and other communities within San
racist policies and Diego county. Barrio
practices exacerbate Logan is a historically
environmental racism BIPOC
through climate change community within San
nationally. [\[59\]](#) In the Diego that was
U.S., People of Color established in the 1920's
develop health-related when people moved to
issues due to a this area in pursuit of
disproportionately high Published by [Google Drive](#)
exposure to pollutants, as - [Report Abuse](#)
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industry jobs. In the 1960's, the I-5

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freeway was constructed susceptible to a cancer
tearing down homes and risk in the 80th to 90th
~~effectively splitting the~~ percentile
neighborhood with the
Coronado bridge while
also increasing traffic nationally.[\[67\]](#)
and air pollution.[\[65\]](#)

The community was then
rezoned from residential
to mixed allowing
businesses, such as junk
yards and warehouses, The way intelligence has
that are known to release been
carcinogenic chemicals measured, and the way
to establish in this we currently quantify
BIPOC neighborhood as students' potential to
opposed to others. In excel as scientists during
addition, shipbuilding admissions processes,
industries continued to utilizes racially-biased
grow contributing to the metrics of success.[\[68\]](#)
pollution of San Diego
Bay and the closure of
public access. Barrio
Logan is one of the top
5% communities most
impacted by pollution in
California and is the top
community in San Diego
County affected by
diesel pollution.[\[66\]](#)
Continued contamination
has led to members of
this BIPOC community

II. Academic Gatekeeping and Educational Inequality

Standardized tests such
as the SAT and GRE act
as financial barriers to
students who cannot
afford to take the tests or
spend money on
expensive tutors and test
prep
materials. More often
than not, one' Published
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score is more indicative of their

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socioeconomic status and cultural background than it is their inherent ability to excel as a scientist. [69] Yet GRE scores are still used to determine admission to SIO admissions. [70] Resumes are often padded with unpaid internships that can only be taken by students who do not need to support themselves and their families financially. Admissions decisions are frequently made without transparency, behind closed doors, allowing for the bias of individuals in charge of these decisions to infiltrate what should be a fair and equal process. In some cases, legacy admissions and personal connections are prioritized by admissions committees, preventing a holistic review of other applicants. [71] This

exclusive pipeline is largely impenetrable to students who are the first in their family or community to apply to graduate school, or for those who do not have someone to guide them around the coded language/processes of academia.

III. History of EDI Work at SIO

In the last decade, significant efforts have been made to increase diversity at SIO. An external review of the SIO graduate program was conducted in 2017 and identified recommendations to improve departmental culture. [72] In particular, weaknesses were identified in the Published by Google Drive – Report Abuse minutes

mentoring of graduate students and

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new faculty, diverse faculty hiring practices, and effective means to report conflicts, harassment, and discrimination. After this review, members of the SIO student body came together to write and support a letter [\[73\]](#) on hiring and diversity, which called on the department to hire faculty more representative of this country in terms of gender, ethnicity, and other facets of diversity. In 2016, SIO hired Keiara Auzenne as the institution's first Director of Diversity Initiatives, a role dedicated to equity, diversity, and inclusion (EDI) work across our community. Since then, the SIO EDI Team has implemented various initiatives aimed at recruiting, retaining, and cultivating diverse talent. These initiatives are varied in nature, supporting students, staff, and faculty. This includes, but is not limited to, the Scripps LEARNS and Scripps LEADS initiatives, the ACCESS Justice Initiative, Deep Connections Initiative, Chat with a Scripps Scientist, and the various community circles and affinity group meetups. [\[74\]](#)-This work from the SIO EDI Team has been integral in fostering a welcoming and supportive environment for BIPOC students, staff, and faculty in the last four years. Recently, students have rallied around EDI initiatives to create gender-neutral dive lockers, remove the GRE from SIO graduate admissions practices, and endow fellowships for increased diversity in diving. While there is a history of EDI advocacy at Scripps, Published by [Google Drive](#) – [Report Abuse](#) minutes

institution as a whole in how we approach EDI-related issues and continue our work through the lens of anti-racism and decolonization.

IV. Examples of Anti-Black Racism in America

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Signatures

Please use [this form](#) to sign. Signatures will be listed alphabetically by last name.

Signed,

Sarah Aarons, Faculty
Jamee Adams, Graduate student
Annie Adelson, Graduate student
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Alumni i [Report Abuse](#)
minutes

Anela Akiona, Graduate student

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Sarah Allard, Faculty	student
<u>Clarissa Anderson, Staff</u>	Kristiana Chan, Graduate
Eric Archer, Adjunct Faculty	student Mitchell Chandler, Graduate
Amrit Bal, Graduate student	student Will Chapman, Graduate student
Austin Barnes, Graduate student Grant Batzel, Graduate student	Jonathan Charendoff, Graduate student
Susan Becker, Staff	Julia Chavarry, Graduate student Anela Choy, Faculty
Maya Becker, Graduate student	
Emma Beer, Graduate student	Rials Viselli Christensen, Graduate student
Gabriella Berman, Graduate student Rachel	Jennifer Clark, Staff
Eleanor Bernard, Post-doc Antonia Bock, Graduate student	Simona Clausnitzer, Graduate student
Elizabeth Brasseale, Post-doc	Alexander Cliffodd, Post-doc
Philip Bresnahan, Alumni	Ava Cooper, Staff
Zev Brook, Graduate student	Travis Courtney, Post-doc
Katrina Cantu, Graduate student Dante Capone, Graduate student Carolina	Kaitlin Creamer, Graduate student Allison Cusick, Graduate student
Carpenter, Graduate student Austin Carter, Graduate student	James Day, Faculty
Adrian Castillo, Graduate student Paterno Castillo, Faculty	Grant Deane, Researcher
Leticia Maria Cavole, Graduate	Jeramy Dedrick, Graduate student Alyssa Demko, Graduate student
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Risa Farrell, Staff Marta Faulkner, Staff Erica Ferrer, Graduate student	Taylor Hernandez, Graduate student Ryley Hill, Graduate student
Effie Fine, Alumni Beverly French, Graduate student Helen Amanda Fricker, Faculty	Allison Ho, Graduate student Bryce Inman, Post-doc Chase James, Graduate student
Natalya Gallo, Post-doc Shailja Gangrade, Graduate student Noreen Garcia, Graduate student Gabriela Negrete García, Graduate student	Junsu Jang, Graduate student Helen Jannke, Undergraduate Lily Jorrick, Undergraduate
Jessica C. Garwood, Alumni Kate GBauman, Graduate student Ashlyn Giddings, Graduate student Jack Gilbert, Faculty	Samuel Kekuewa, Graduate student Kasia Kenitz, Staff Madeleine Kerr, Graduate student Ryan Kich, Graduate student
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Graduate student Sho	Graduate student Clarisse
Kodera , Graduate student	Marotz, Post-doc
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Benjamin Kromray,	Graduate student Nora
Undergraduate Emily	Mascioli, Post-doc
Kunselman, Graduate	Stephanie Matthews,
student Garfield Kwan,	Graduate
Post-doc	student
Michaela Labare,	Yackar Mauzole, Post-
Graduate student	doc
Jonathan Ladner, Staff	Matt Mazloff, Faculty
Christopher A Leber,	Kelley McBride,
Graduate	Graduate student Orion
student	McCarthy, Graduate
Raymond Leibensperger	student Lillian
III,	McCormick, Post-doc
Graduate student	Marina McCowin,
Lisa Levin, Faculty	Graduate student Danielle
Savannah Lewis,	McHaskell, Graduate
Graduate student Levi	student
Lewis, Alumni	Taylor McKie, Graduate
Mary Liesegang,	student Sarah McTague,
Graduate student Tricia	Graduate student Valeria
Light, Graduate student	Mendez-Mondragon,
Margaret Lindeman,	Undergraduate
Graduate	Published b Allison
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<u>Undergraduate</u>	Matthew Pendergraft,
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Alexia Moore, Graduate student	Olivia Soares Pereira, Graduate student
Ivan Moreno, Graduate student	
Natasha Morgan-Witts, Graduate student	Ariel Pezner, Graduate student
Matthias Morzfeld, Faculty	Pascal Polonik, Graduate student
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Richard Norris, Faculty	Trinity Robinson, Graduate student
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Mike Sierks, Graduate student	Duncan C. Wheeler, Graduate student
Rebecca Simpson, Post-doc	
Hans Wu Singh, Graduate student	
Alaina Smith, Graduate student	
Jennifer Smith, Faculty	[1] Davis, A. (2018). A Conversation on Race and Privilege with Angela Davis and Jane Elliott . University of Houston - Graduate College of Social Work.
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Matthew Sprague, Undergraduate	[3] Newkirk II, V. R. (2018) Trump's EPA Concludes Environmental Racism is Real . <i>The Atlantic</i> .
Ethan G. Staats, Graduate student	
Karen Stocks, Staff	Published by Google Drive – Report Abuse
Rishi Sugla, Graduate student	minutes
Benjamin Taylor, Graduate student	
Angus Thies, Graduate student	
Monica Thukral, Graduate student	
Ross Timmerman, Staff	
Ralph Riley Torres,	

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