

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

other planets *for the benefit of society*

a public ~~serv~~ing

and the environment. As extraordinary resources and privileges held by

~~oceanographic research~~

our institution come with a tremendous moral

institution, we seek to fuel scientific, social and obligation to serve our

political

mission justly. To this

transformations

end, we must attain,

necessary to cope with

create, and disseminate

environmental change

knowledge in a way

and degradation. We

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

Recent events involving the

and environment in

significant loss of Black

practice, then it cannot

life at the hands of law

authentically benefit

enforcement and

the

nationwide protests

society and

supporting the Black

environment

Lives Matter Movement

it serves. The impacts

during a pandemic -

of

that disproportionately

our science cannot

serve

a diverse local and

global society if our

institution maintains a

culture of supremacy,

complicity, and

affects minority

ignorance that

populations[2]- have

excludes

prompted various

and oppresses diverse

institutions to make

voices. Our science is

statements condemning

deceptive, and

acts of racism

inauthentically

“sustainable”, if it

extracts and exploits

knowledge, power, and

resources from non-

white communities.

minutes

and the systems that perpetuate it.

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

 As members of this
 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
 there have been efforts unsupported, but
 made by the SIO utilized its power to
 Administration to terrorize, exploit,
 address racism and foster exclude,
 anti-racism within our minutes

and oppress them away from resources

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 “truth” has always been geoscience given priority over the pursuit of equity 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 [a particular kind of] history[3] has shown that the application of discoveries in geoscience given priority over the [Google Drive](#) pursuit of equity minutes

have the potential to negatively impact

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

Of all geoscience doctorates awarded

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 14% by the dearth of prestigious invites, academic honors, and leadership positions received/held by BIPOC doctorates. [11]

graduate students and faculty] in all of UCSD. [12] Out of Chicana/Latinx, 4.3% as the 5,138 ocean science 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 minutes

Scripps is no exception to these trends as our department is the least racially/ethnically diverse [in terms of

anomaly or “leaky pipeline” problem,

instead hinting at	exclusionary practices
the	lead to a
much deeper, more	normalization
oppressive history	of “whiteness” and/or
of	
racism and anti-	“white dominant
Blackness in academia.	culture” [15] in science,
SIO’s student, staff, and	creating an unwelcoming
faculty	environment for BIPOC.
demographics	While access is a
underscore that - as is	significant issue, a poor
the case with most of	climate has the potential
American higher	to affect the recruitment
education and western	and retention of
science - SIO has been a	admitted BIPOC graduate
predominantly white	students. Of the URM
institution since its	graduate students who
founding in 1903, and	matriculate at SIO, most
that, despite	express lower levels of
intentional	satisfaction and
efforts to improve the	
situation, <i>we must do</i>	
<i>more.</i>	happiness, compared to

We contend that the lack	their white peers. [16]
of	This attests to the
diverse voices at SIO is	disconnect between the
not only a reflection of	institution’s promises
the field but a result of	to support diversity
	and the
gatekeeping within our	unwelcoming
own institution. Our	environment BIPOC
graduate admissions	students, staff, and
process prioritizes	faculty actually
metrics that are	experience at SIO.
more	Google
indicators of an	Drive
individual’s race	
and	
class than they are	
of	
their ability to do	minutes
science. [14] These	

expressions of racism, everyone at our
unintentional yet- institution,
~~harmful behaviors~~ these
such important
efforts
as disproportionately fall on
microaggressions and BIPOC students, staff,
implicit biases made and faculty. [\[19\]](#) This is
manifest by faculty, particularly problematic
staff, and students result in BIPOC members of
our community because EDI work (such
withstanding other forms participation in
of *covert* prejudice on a committees, task forces,
daily basis. These slights and diversity trainings)
may seem small to some, often goes unrecognized
but to those on the and uncompensated,
receiving end, the stings leading to more labor for
of such prejudice can be BIPOC scientists on top
enduring and lead to of their normal
workload. Not to
potentially macroscopic mention that EDI work
consequences, [\[17\]](#) e.g., can take a heavy
emotional toll on its
feeling unwelcome, practitioners. Anti-racist
underperforming, work within our
leaving SIO, or exiting institution must be a
academia altogether. shared goal of our
community, that is
In the last decade, efforts
to reflected not only by our
increase ethnic and racial statements, but with our
diversity at SIO have practices, actions, and
garnered some the culture itself.
momentum. [\[18\]](#) [Google](#)
Though the task to [Drive](#)
increase EDI should be minutes
collectively shared by

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 on marginalized and BIPOC 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. limited access to If we are to represent an institution that benefits the society and environment *holistically*, generation of leaders in then we must look within climate science and to move forward. In this advocacy, geosciences, spirit, we outline a [List of Demands](#) for our institution. and policy are Published by

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 then we must look within climate science and to move forward. In this advocacy, geosciences, oceanography, biology, and policy are Published by

The call for an
intentional minutes

not only profoundly aware of these

intersections, but are also institutionalizing anti

comprised of ~~voices~~ racism at SIO to create
and sustain a culture
that

~~from diverse~~ students, post-docs,
faculty, staff, and alumni
~~backgrounds.~~ [\[23\]](#) can take pride in for
Our generations to come. To

institution will thrive
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 document by **March**
our
minds. **20th, 2021**, specifically

Scripps has led globally addressing each of
in our demands and
understanding and outlining how and
protecting our planet when these
for

over a century, changes will be made
producing renowned such that, as an
leaders in institution, we
oceanography can
and geoscience. meaningfully live up to
Advocacy for groups our mission.

affected by

antisemitism [\[24\]](#) and

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

is still much work to be
done. We must

continue
to lead the field by minutes
internalizing and

As members of the SIO community, we

present our demands to with our BIPOC
address our grievances colleagues,
~~with the institution.~~ students, staff, and
These demands are mentors;
largely consistent with To *authentically*
those made by BIPOC center the
graduate students and historical struggle
their allies at similar that BIPOC
institutions, including experience[30]when
UC Santa Barbara[25] fighting for adequate
and the Massachusetts resources against a
Institute of backdrop of
Technology (MIT).[26] competing interests;
To *disrupt* the
(overt/covert)

Following the lead of oppressive impacts that
graduate students at academic
UCSB's EEMB research[31] has
department,[27]we on marginalized
borrow from equity communities around
leaders[28]across the world; and
disciplines[29]when To *highlight* that
we use the term demand. recognizing
We use 'demand': the humanity and
experiences of our
BIPOC colleagues is not

something
To *elevate* the attitudes
and
values associated with
contemporary liberation minutes
movements in solidarity

we are willing to

compromise on. accountability measures
for faculty who refuse to
Our demands are divided participate in this
across five domains: process. If consensus on
I. [Culture and Capacity](#) a singular response is not
[Building](#) II. [Graduate Student Recruitment &](#) reached by January
8th,
[Retention](#) individual members of
III. [Undergraduate](#) the Administration can
[Student](#) prepare alternative
[Recruitment & Retention](#) statements.
IV. [Hiring Practices for](#) By **March 20th, 2021**,
[BIPOC Faculty, Post-](#)
[docs & Staff](#) we request a publicly
V. [Environmental](#) available action plan that
[Responsibility](#) We details responses and
request the following: timelines in addressing
each demand to serve as
accountability. We
All members of SIO recognize the current
Administration provide a financial limitations
signed public response presented by COVID-19
acknowledging this letter budget reductions,
and
by understand the
implications of this on
January 8th, 2021. any proposed timeline.
The letter should We ask that any
reference each labor
domain contributed to the
detailing how actions drafting of
will be distributed among individual faculty
members and
administrators, including
minutes

these timelines be distributed fairly

amongst members of the **training**. SIO institutes

~~Administration~~ mandatory *in-person*
~~addressed in the letter.~~ anti-racist, culture,
Any disregard for our and diversity training
requests would signal for ALL students, post-
to
us indifference on behalf docs,

of Scripps' faculty and staff to
Administration complete
towards once every year,
the voices of the beginning Fall 2021.
undersigned (BIPOC Learning how to
students, staff, and become actively anti-
faculty, and their racist is
allies). imperative to increase
Conversely, a thorough the of retention of
and positive response BIPOC students, post-
to docs,
these demands would faculty and staff at SIO,
demonstrate the and are crucial to
Administration's understanding how to
commitment to mentor students from
promoting anti-racism all backgrounds. This
within our institution. training
could be instituted by
an independent anti-
racism organization,
such as

I. CULTURE & CAPACITY BUILDING

i. Implement mandatory anti racism

[Race](#)
[Forward](#), and
potentially Published b
collaborative with main
campus y

minutes

resources. This is of particular

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

minutes

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

<p>(such as SIO's forthcoming ACCESS Justice initiative), and discussions to help foster a more well-read, broadly informed community of equitable, diverse, and leaders that are equipped to engage with current and future intersectional and global environmental issues.</p> <p>iii. Provide institutional support for seminars related to the intersections of environmentalism, colonization, and race.</p> <p>Compensate these speakers with a modest honorarium as they are often BIPOC speakers whose time is at risk of being taken advantage of.</p>	<p>iv. Modernize courses that satisfy the ethics requirement to address EDI issues.</p> <p>Ethical science must include inclusive science. To fully address the ethical issues graduate students will face as scientists, the ethics course must include material that covers implicit bias, microaggressions, mentorship, barriers, environmental racism, and environmental justice presented by qualified individuals.</p> <p>v. Formally support faculty EDI work and the development of EDI-related curricula.</p>
--	--

minutes

Provide financial support for

time spent on EDI work, including the development of new coursework and curricula, and acknowledge all EDI be related work in the faculty evaluation process. This may involve including an evaluation advance of each faculty member's EDI efforts	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
in all tenure review files or establishing a quantifiable system for tracking faculty activity on EDI initiatives.	EDI efforts at SIO by helping to implement the demands in this letter.
vi. Hire additional full-time EDI staff. In addition to the eight EDI fellows and the	vii. Abandon cultural appropriation. Terminate
EDI faculty/staff liaisons, we ask that SIO invests in supporting our BIPOC	practices rooted in cultural appropriation such as encouraging the campus to wear "Hawaiian shirts" or plastic leis. Using the culture of Pacific Islander communities students, post-docs, and
faculty by hiring at least	minutes

as a costume is not appropriate.

<p>Instead, we should employ innocuous themes such as general beach or ocean themes.</p>	<p>ix. Establish a relationship with scholars from the UCSD Ethnic Studies Department. With the help and guidance of experts in UCSD's</p>
<p>viii. Fully support the demands made by the Black Student Union (BSU)[32]to the broader UCSD Administration.</p>	<p>Ethnic Studies Department, SIO should seek to develop a seminar series that highlights Indigenous knowledge with financial compensation</p>
<p>Advocate for the demands made in the <i>2020 BSU Demands Campaign</i>, and release for 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.</p>	<p>should seek to develop a seminar series that highlights Indigenous knowledge with financial compensation and release 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.</p>

minutes

x. Strengthen partnerships with

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 acknowledge when
that conducting research
already exist, on land that is not
such as SIO-SCOPE, their
the Rosa Parks own, and consider
Tutoring Program, and potential
the Birch Aquarium, impacts of their results
as on these communities.
well as external We propose
institutions such as Administration create
the a
Ocean Discovery buffer Published b
Institute. against the negative
Across all programs, impacts of y [Google](#)
emphasis should be [Drive](#)
placed on forming minutes
and maintaining
long-
lasting
relationships with

ensuring communities are	reallocate resources
compensated	towards Indigenous-
financially, intellectually, and academically. SIO	led endeavors.
should institute	Members of Scripps' Administration should work
resources on campus	with Native leaders on
and provide training	UCSD main campus,
and/or consultations to	including
researchers as	students, staff, and
necessary in	faculty, as well as
order to encourage a	members of San
synergistic approach,	Diego's Native
encompassing	community, to
community and	accomplish this goal.
institutional	Funds
efforts.	should be allocated
	towards
xii. Initiate	these conversations and
conversations with	related projects.
Indigenous and Native	xiii. Acknowledge our
peoples/groups/institu	presence on
tions	Indigenous land, work
(e.g., Indigenous	to
faculty and staff,	honor NAGPRA
leaders at UCSD's	(Native
Intertribal Resource	American Graves
Center, local	Protection and
Kumeyaay leadership)	Repatriation Act), and
to end the erasure of	actively work towards
Indigenous groups	
and	minutes

returning Kumeyaay land to

the Kumeyaay community.	i. Streamline the process for applying for an application fee waiver.
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]	Prominently feature the waiver application on the graduate application and promotional materials.
Beyond that, the Administration should work towards addressing concerns related to NAGPRA and returning land from the Scripps Coastal Reserve to the Kumeyaay.	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]	

II. GRADUATE STUDENT RECRUITMENT & RETENTION

We commend the Administration in [Google Drive](#) minutes

Student Body Petition to iv. **Work to increase the**

~~Remove the GRE from~~ **population of BIPOC graduate students in**

Graduate **each**

Admissions[\[36\]](#) for the **cohort at SIO to be, at**

upcoming year, and **minimum, commensurate**
strongly encourage **with California's**
retaining this stance **demographics by**
permanently in **2025.**

subsequent

academic years, in
favor of
severely

moving toward other
mechanisms of
assessing
knowledge and
scientific

Currently, BIPOC
students are

underrepresented
within the Scripps'
graduate
student body.[\[38\]](#)In

an effort to achieve

this
potential.

demand, we

iii. **Provide
relocation**

recommend the
following:

**grants and lobby the
university for more
than two years of**

a. **Institute targeted 2-
5**

**university housing for year departmental
BIPOC, LGBT+, and fellowships to be
disabled students, who awarded to BIPOC**

**often face housing graduate students at
discrimination.[\[37\]](#) Google Drive **the time of
admission.****

[1](#)

[e](#)
minutes

In order to recruit and

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 Diversity Admissions Committee.

b. **Increase *non* fellowship support of**

Published by [Google Drive](#)

minutes

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 funds allocated to
disproportionately non BIPOC students.
“self-funded” in the Admissions
sense that they come committees should
with 3-5+ years of deliver both
external fellowship admissions data and
funding. Meanwhile, a funding sources for
greater percentage of incoming students,
non-BIPOC students broken down by
at ethnicity and race, to
Scripps are supported
through PI grants or TA the
ships. In addition to appropriate members
awarding SIO of ~~SIO's Graduate~~
fellowships to BIPOC [Google](#)
students at the time [Drive](#)
of minutes
admission, we

staff. In general, all SIO ~~graduate student~~ admissions committees receive a “conditional should work to provide pass” or “do not greater transparency pass”. surrounding the nature of graduate student acceptance/denial on the basis of funding.

v. **Increase transparency for departmental examinations.** Clearly UCSD. 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

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, [Google Drive](#) minutes

existing mandatory trainings so that faculty can recognize and respect possible symptoms of mental, cognitive, physical, and s of power, which domestic violence health issues. is not accomplished by the system

Additionally, conduct that is currently in place.

annual student survey to determine whether needs are

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

viii. Construct a transparent, quantitative system to actively deter faculty of power. Design a quantitative system where graduate students can report s of anonymous survey results from students and faculty (e.g., the annual advisor/advisee

power[40]without fear form).

of retaliation. The objective of such a system would be to aid in the definition

This supplemental sensitivity Published b training should be specific to y [Google Drive](#)

and

determination of minutes

“adequate

the nature of the

misconduct/mistreatment chances of a
. We successful career in the
~~ask that there be some~~ sciences. Thus, we
~~amount~~ demand that SIO
of increase the number of
transparency scholarship
surrounding opportunities available
this process, including to current
the BIPOC
number of undergraduate students
faculty/research enrolled in the three
members that are majors offered by
assigned SIO, roughly
training as well as the percentage (%) of those commensurate
who with
undergraduate
complete it. student
enrollment.

ii. Fund and support

III. OUTREACH PROGRAMMING TO BIPOC UNDERGRADUATE STUDENT RECRUITMENT & RETENTION
undergraduate students. With the ocean being less accessible to communities of color, some BIPOC undergraduate students Published b
i. Increase scholarship opportunities for BIPOC undergraduate students. Earning a to y –
scholarship at the Report
undergraduate level immensely boosts one's minutes

foster a relationship with the

ocean and may not know that this is an	often BIPOC students are unaware of how to
option for them.	get involved with
Allocating funds for program opportunities	research. Additionally, undergraduate research
through existing organizations, such as	positions are sometimes awarded solely on the
WMIS or UCSD's OASIS Program, for current BIPOC undergraduate students	basis of approaching PIs - which excludes those who are not in communities
would promote these opportunities and encourage	with knowledge of entry points into science. By making all
more BIPOC interest in the ocean sciences.	undergraduate research positions paid and

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	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.
	minutes

iv. Commit to paying all

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 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

one's time. However, for many BIPOC students - who are disproportionately from lower income families - this is not

HIRING PRACTICES FOR BIPOC FACULTY, POST-DOCS & STAFF

i. **Prioritize EDI efforts**

feasible. We support the **in new hire**

Administration's recent **applications.** Commit proposal to end all unpaid undergraduate positions, and emphasize that all undergraduate to changing the culture within SIO

minutes

provided in faculty applications as the ~~first~~ filter, instead of the last students, as faculty consideration, similar hires hugely impact to the hiring methods graduate student employed by professional development and UC Berkeley.[\[41\]](#) the Leadership and lab overall culture generally culture at SIO with starts at the top. Thus, regard to efforts EDI.

to implement EDI initiatives ii. **List all available post-doc positions and institute a formal application process.** should be considered an **institute a** To eliminate hiring integral component to a **formal application process.** PI's work. Everyone involved in the hiring practices process should receive rooted in networks of training on how to power, evaluate EDI statements. make the process for hiring Applications where post-docs the transparent and candidate has not equitable by posting been all job previously committed openings and ensuring to EDI initiatives or a formal Published b thoughtfully application process. outlined how they will inclusion at SIO should Post-doc y promote diversity and minutes be withdrawn from consideration. This should be a joint decision (equal voting

positions are often distributed

among selective email chains or through networking at conferences, which cuts off a huge swath of potential candidates.

plan to existing pipelines must be set into motion to make the hiring process more equitable.

iii. Support relocation grants for post-docs. The institution and 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 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

minutes

provide input, that input can be

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** Published by **research** [Google Drive](#) **ch and**
ensure -e ethical Report
minutes

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	will work to codify and
for	
said	maintain pre
research. Faculty, post-	existing campus
docs,	sustainability
and students	operations (including,
should	but not limited to, SIO
include	composting), as well as
statements in	implement new
publications and	infrastructure such as
presentations	zero
acknowledging and	waste practices, energy-
justifying those	use
methods	
over less harmful	monitoring, and
alternatives.	water-saving
Embrace	controls.
any opportunity to	
avoid further	iii. Encourage
environmental and	divestment from
social harm when	fossil fuels and
possible.	require
	transparency about
	research funding
	from
ii. Establish	the fossil fuel
sustainable	industry. Create
practices within SIO.	awareness
Allocate a pool of	
funding to hire	minutes
either	

among faculty of the

opportunity to divest and companies related
their to the
403B/457B UC exploration, extraction,
retirement

transportation, and
plans from fossil fuels
refining of fossil fuels,
and
and to refrain from
invest in the UC Social
reinvestment in the
Equity Fund.

future. This statement
Additionally, require
should also call on

SIO faculty to disclose
all fossil fuel industry the Regents to develop
funding, similar to how policy on oversight of
biomedical sciences funding from the Fossil
researchers disclose Fuel industry, similar to
their pharmaceutical the policy developed on
industry support. Tobacco.

iv. **Release a statement calling on the UC Regents in support of UCSD Green New Deal**
v. **Release a statement supporting other initiatives of UCSD Green New Deal.**
Support the UCSD
GND

(GND) initiatives. This
campaign for a
statement should
address the competitive call for
need for the Chief proposals from banks to
Investment Officer to provide commercial
banking
provide full
services at UCSD, with
transparency on fossil transparency on how
fuel

~~the banks'~~

related investments,

divest from all funds

exposed to fossil fuels

minutes

and actions will be incorporated in the decision-making process. Additionally, demonstrate support for the 5 the Principles of Emissions Reduction and 35 Concrete Actions towards decarbonization, teaching, research, health, and preparedness presented by the Task Force on the Climate Crisis.

behind scientific progress. This is pervasive even in the natural sciences, as colonization and exploitation underlie narratives of conservation and exploration. The field of natural sciences has many of its roots in colonial England at the height of Settler Colonialism and the dawn of Exploitation Colonialism. The Royal Society, a legacy of that era (est. 1660), was 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 [Google](#) [Drive](#)

Appendices

I. Examples of Racism Throughout the History of Science

Throughout history, injustices have been cloaked

minutes

day. While members of The Society

have contributed already occupied that
tremendously to the land. Although this
scientific body of form of colonialism by
knowledge we read expanding one empire
about and benefit has been largely
from, discontinued, it has left
most of this deep scars across
knowledge
is borne from a very
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 developing countries),
power, and its effects continue
input, or autonomy.

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

by extractive research that uses the

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.[\[47\]](#) 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, the superiority of the white race. In the 17th century, Jonathon Blumebach’s published a

minutes

Black people continued to be extorted

in the name of	heroic preservation
scientific	of
progress. Examples	"pristine wilderness"
include the infamous	devoid of "human
Tuskegee Experiment	habitation",
(1932-1972), [50] where	disregarding a long
African-American men	history of
affected by syphilis were	Indigenous use and
(without their	cultivation. [53]
informed	Following the state-
consent) included as	sanctioned genocide of
test	the Ahwahnechee people
subjects who received	in Yosemite Valley
placebo	during the Mariposa
treatments under the	War, and after years of
guise of free Federal	exploiting the remaining
healthcare; and the	Southern Sierra Miwok
case	as a tourist attraction,
of Henrietta	Yosemite National Park
Lacks, [51]	continued slowly and
a Black woman whose	strategically removing
cells were removed	the Indigenous
without her permission	
after being diagnosed	
with cervical cancer	
and	
receiving failed cancer	
treatments (1951). These	population throughout
stolen cells, now known	
as HeLa cells, are still	the mid 1900s. [54]
widely used in the	Even the formative years
biomedical	of oceanography
industry.	depended heavily on
	colonization and
Geological research is	violence. <u>Scripps was</u>
often	<u>founded on the</u>
used to advance the	Google
exploitation of natural	Drive
resources by oil and	
gas	
companies. [52] The	
creation of national	minutes

parks idealized the

stolen land of the Kumeyaay people in

the midst of their refineries are
genocide and intentionally placed in
oppression, [\[55\]](#), [\[56\]](#) Black and Latinx
and like many advances
in science, the modern neighborhoods. [\[60\]](#)

],
era of oceanography was [\[61\]](#) Additionally, Black
spurred on by the communities are
military displaced and relocated
industrial to regions that are
complex of World War more vulnerable and
lack the sufficient and
II. [\[57\]](#) To date, there is effective infrastructure
little acknowledgement 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 These disparities are
on evident
a global scale, [\[58\]](#) the even within our local
history of redlining, communities within
gentrification, and San Diego county.
other Barrio
racist policies and Logan is a historically
practices exacerbate BIPOC
environmental racism community within San
through climate change Diego that was
nationally. [\[59\]](#) In the established in the
U.S., People of Color 1920's when people
develop health-related moved to
issues due to a this area in pursuit of

disproportionately high
exposure to pollutants, as minutes
fossil-fueled plants and

industry jobs. In the 1960's, the I-5

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

and air pollution.[\[65\]](#)

The community was then **II. Academic
Gatekeeping and
rezoned from residential Educational
Inequality** 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
addition, shipbuilding during admissions
industries continued to processes,
utilizes racially-biased

grow contributing to the metrics of
success.[\[68\]](#) pollution of San Diego
Bay and the closure of Standardized tests such
public access. Barrio as the SAT and GRE act
Logan is one of the top

as financial barriers to
5% communities most students who cannot
impacted by pollution in afford to take the tests
or California and is the top spend money on
community in San Diego
expensive tutors and test prep
County affected by materials. More often
diesel pollution.[\[66\]](#) than not, one' Published

b s y –
Continued contamination
has led to members of [Report](#)
minutes
this BIPOC community

score is more indicative of their

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 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

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 academically. **III. History of EDI Work at SIO**

In the last decade, decisions are frequently significant made without efforts have been made to increase diversity at SIO. An external review of the SIO graduate program was conducted in 2017 and identified to infiltrate what should be a fair and equal recommendations to process. In some cases, improve legacy admissions and departmental personal connections culture.^[72] In particular, weaknesses were identified in the Google Drive preventing a holistic review of other applicants.^[71] This minutes

mentoring of graduate students and

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

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

letter^[73] on hiring and affinity group

diversity, which called on the department to hire faculty more representative of this country in terms of gender, ethnicity, and other facets of diversity.

meetups.^[74] This work from the SIO EDI Team has been integral in fostering a welcoming and supportive environment for BIPOC

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

students, staff, and In 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,

diverse talent. These initiatives are varied in nature, supporting students, staff, and

minutes

there must be a culture shift from the