1/31/2021 Letter on Anti-Racism from Members of Scripps Institution of Oceanography

**Letter on Anti-Racism from**

**Members of the Scripps**

**Institution of Oceanography**

**Letter p. 1**

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*“I don’t know if people grasp the extent to*   
 *which racism has af ected 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

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1/31/2021 Letter on Anti-Racism from Members of Scripps Institution of Oceanography   
 other planets *for the benefit of society*   
 *and the environment*. As extraordinary resources   
 a public ~~serving~~ and privileges held by

~~oceanographic research~~   
institution, we seek to

our institution come with a tremendous moral

fuel scientific, social and obligation to serve our

political transformations   
necessary to cope with   
environmental change   
and degradation. We

mission justly. To this end, we must attain,   
create, and disseminate 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,

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

complicity, and affects minority

ignorance that excludes   
and oppresses diverse   
voices. Our science is   
deceptive, and   
inauthentically   
“sustainable”, if it   
extracts and exploits

populations[2]- have prompted various   
institutions to make   
statements condemning acts of racism

|  |  |
| --- | --- |
| knowledge, power, and resources from non- white communities. The | minutes |

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and the systems that perpetuate it.

There is a pernicious   
irony in these ~~apparent~~   
~~expressions of solidarity~~   
~~as~~ many of these

community. And, while we encourage these   
conversations to   
continue and celebrate

institutions have not only forthcoming initiatives,

perpetuated a racist   
system throughout at   
least the last 400 years,   
but currently depend on   
the roots of racism to   
function. Thus, if we are   
to genuinely condemn   
and eradicate racism,

further efforts should be contextualized through the lens in which we   
acknowledge that the   
institution of science has been complicit in   
allowing racism to exist and has helped to

then these foundations of preserve white

power and white supremacy.

supremacy must be

directly and holistically   
addressed.

As members of this

The injustices that the   
Black

community encounters

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  community. We  recognize that, over the past several months,  there have been efforts made by the SIO  Administration to | Blackness within  America not only left  members of the Black  community unsupported, but utilized its power to terrorize, exploit,  exclude, |
| address racism and foster | |
| anti-racism within our | minutes |

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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

stymied, overlooked, or forever lost to time, by barring non-white   
people, women,   
disabled, Queer, and   
poor people from

|  |  |
| --- | --- |
| also | substantively |
| systematically oppressed participating in the | |
| and exploited other | scientific enterprise. |
| racial and ethnic  minorities, including but Throughout history,  injustices  not limited to   have been cloaked  Indigenous, Latinx,   behind scientific  Asian American, and   progress. This is  multiracial peoples. This   pervasive even in the white supremacy   natural sciences, as  allowed racism to   colonization and  permeate and persist in   exploitation underlie every institution of the   many narratives  United States, including   surrounding exploration the American higher   and  education system and the   conservation. There are Western scientific   numerous examples of community   overt and covert racism generally. White   in science which have supremacy runs deep,   shaped the  stemming from the very   academic world in which foundations on which | |
| our field has been built, | we operate, and |
| in which the pursuit of [a particular kind of] history[3]has shown that the application of “truth” has always been   discoveries in geoscience given priority over the   Google pursuit of equity and | |
| justice. It is unknown | Drive |
| what life-changing | minutes |

contributions have been

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have the potential to negatively impact

marginalized groups that companies that

are excluded ~~from the~~ exacerbate the

~~scientific process (e.g.,~~   
mining, fracking,   
industrial fishing, [4]

geoengineering).

The *Appendices[5]*of   
this   
document summarize   
just a few examples of   
how white supremacy   
manifests itself in   
science, including but   
not limited to, the   
medical and scientific   
racism that enabled   
eugenics and anti-  
Blackness; colonial   
practices that still exist   
in extractive field   
research known as

“parachute science” (or

“colonial science”);[6]

the modern conservation   
movement in America,   
which was intertwined   
with the genocide and   
removal of Indigenous   
populations; geological

environmental problems we seek to address; and the fact that the impacts of climate change,   
biodiversity loss, and   
pollution   
disproportionately   
burden economically   
disadvantaged   
communities - primarily of color - both on a   
national and   
international scale. We also address the history of   
academic gatekeeping   
that prevent BIPOC   
(Black, Indigenous, and Person of Color)   
students from accessing STEM and the history of academic equity,   
diversity, and inclusion

(EDI) efforts at

SIO.[7],[8]

Racial and ethnic   
diversity in   
the geosciences is

and particularly lacking.

environmental research

that is often exploited by minutes

the same oil and gas

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Of all geoscience doctorates awarded

to US citizens and   
permanent residents ~~in~~

graduate students and   
faculty] in all of

~~2016, only 6% went to~~ UCSD.[12]Out of

underrepresented

minorities (URMs) (who SIO’s entire graduate

make up >30% of the US student body, only 9.1%

of students identify as

population).[9]Out of Chicanx/Latinx, 4.3% as

the 5,138 ocean science   
PhDs awarded in the US

Black, and <2% as   
American Indian/Alaska

from 1976 to 2016, only Native/Native

58 were awarded to   
Black students.10 The

geosciences,   
oceanography included,   
have seen no progress in   
racial and ethnic

Hawaiian/Pacific   
Islander (note that these numbers do not include

international students,   
whose   
demographic   
information is not

diversity in the past publicly-

four decades.[10] available).[13]As of

These deep-seated   
 2019, out of >100   
disparities are also   
 ladder-rank faculty   
reflected post-graduation   
 members, less than 14%   
by the dearth of   
 of SIO’s faculty   
prestigious invites,   
 population are BIPOC,   
academic honors, and   
 with the only current   
leadership positions   
 Black tenure-track

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

faculty member hired in 2019 (<1%). These   
numbers are simply   
staggering, and   
strike us as more than a statistical   
   
minutes

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anomaly or “leaky pipeline” problem,

instead hinting at the   
much deeper, ~~more~~   
~~oppressive history of~~

exclusionary practices   
lead to a normalization   
of “whiteness” and/or

~~racism and~~ anti- “white dominant

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*

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

*more*. happiness, compared to

We contend that the lack their white peers.[16]

of This attests to the

diverse voices at SIO is   
not only a reflection of   
the field but a result of

disconnect between the institution’s promises to support diversity and the

gatekeeping within our unwelcoming

own institution. Our   
graduate admissions

environment BIPOC   
students, staff, and

process prioritizes faculty actually

metrics that are more   
indicators of an   
individual’s race and   
class than they are of

experience at SIO.

Google

Drive

their ability to do minutes

science.[14]These

expressions of racism,   
unintentional ~~yet-~~  
~~harmful behaviors such~~

everyone at our   
institution, these   
important efforts

~~as~~ disproportionately fall on

microaggressions and BIPOC students, staff,

implicit biases made and faculty. [19]This is

manifest by faculty,

staff, and students result particularly problematic

in BIPOC members of because EDI work (such

our community as the creation of and

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]   
Though the task to

Google   
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increase EDI should be minutes

collectively shared by

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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

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

white supremacy are disproportionate effects

rejected,[20]3) and any on marginalized and

BIPOC

environmental harm and

exploitation through communities.[21]

research is prohibited   
and/or at the very least,

Similarly, the effects of ecosystem collapse,

acknowledged and exacerbated by climate

minimized. We must   
move forward with an   
understanding that anti-  
racism is inextricably

change, are felt most   
strongly among   
Indigenous communities or communities with

linked to decolonization. limited access to   
If we are to represent an institution that benefits capital.[22]It is   
the society and imperative that the next   
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*  oceanography, biology,   
*of Demands* for our   
 and policy are Published institution. by

The call for an   
intentional minutes

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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]~~ Our   
institution will thrive

can take pride in for   
generations to come. To

with a culture that values this end, we ask that

EDI and which places a   
stronger emphasis on

relevant members of SIO Administration provide

anti racism and its students, staff, and

decolonization in/of both faculty with a written

our science and our   
minds.

Scripps has led globally   
in   
understanding and   
protecting our planet for

document by **March**

**20th, 2021**, specifically

addressing each of our demands and outlining how and when these

over a century, changes will be made

producing renowned   
leaders in oceanography

such that, as an   
institution, we 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

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As members of the SIO community, we

present our demands to with our BIPOC

address our ~~grievances~~ colleagues,

~~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

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;

Technology (MIT).[26] To *disrupt* the

(overt/covert)

Following the lead of   
graduate students at   
UCSB’s EEMB   
department,[27]we   
borrow from equity   
leaders[28]across   
disciplines[29]when

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

we use the term demand. colleagues is not

We use ‘demand’:

something

To *elevate* the attitudes

and

values associated with

contemporary liberation minutes

movements in solidarity

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we are willing to

compromise on. accountability measures

for faculty who refuse to

Our demands are divided participate in this

across five domains:   
I. Culture and Capacity

process. If consensus on 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   
BIPOC Faculty, Post-

By **March 20th, 2021**,

docs & Staff we request a publicly

V. Environmental   
Responsibility We   
request the following:

available action plan that details responses and   
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   
reference each domain   
detailing how actions   
will be distributed

We ask that any labor   
contributed to the

drafting of

among individual faculty

members and

administrators, including

minutes

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these timelines be distributed fairly

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

~~Administration~~ mandatory *in-person*

~~addressed in the letter.~~

Any disregard for our   
requests would signal to

anti-racist, culture, and diversity training

for ALL students, post-

us indifference on behalf docs,

of Scripps’   
Administration towards   
the voices of the   
undersigned (BIPOC   
students, staff, and   
faculty, and their allies).   
Conversely, a thorough   
and positive response to   
these demands would   
demonstrate the   
Administration’s   
commitment to   
promoting anti-racism   
within our institution.

**I. CULTURE &**   
**CAPACITY**   
**BUILDING**

i. **Implement**   
**mandatory anti racism**

faculty and staff to   
complete   
once every year,   
beginning Fall 2021.

Learning how to become actively anti-racist is   
imperative to increase   
the of retention of   
BIPOC students, post-  
docs,   
faculty and staff at SIO, and are crucial to   
understanding how to   
mentor students from all backgrounds. This   
training   
could be instituted by an independent anti-racism organization, such as   
Race   
Forward, and potentially Published b collaborative with main campus y   
  
   
minutes

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resources. This is of particular

importance for faculty, we know there’s always

post more to learn. We ask

~~docs, and graduate~~   
~~students~~   
participating in any   
admissions, faculty   
search, or tenure   
committees. In order to   
eliminate bias in   
evaluations,   
the annual training   
should thus be a   
requirement for   
participation in any   
hiring and admissions   
committees.

Additionally, these   
trainings   
are crucial to   
understanding   
how to mentor students   
from all backgrounds,   
and thus should be a   
requirement for faculty   
members (who mentor   
graduate students) and   
graduate students or   
postdoctoral scholars   
(who mentor   
undergraduate

that all members of the SIO   
community commit to “a day of learning”   
every quarter to   
engage with diverse   
perspectives in science and   
academia, as well as   
concepts in social   
justice. This day serves primarily as an   
opportunity to look   
within and self-teach, largely in an   
unstructured sense,   
since there is no   
substitute for   
conducting your own research and coming to your own   
conclusions on these   
topics.

This day of learning   
should

Published b involve   
individual learning, y

|  |  |
| --- | --- |
| researchers).  ii. **Commit to days of** | minutes |

**learning.** As scientists,

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community seminars and events

(such as SIO’s iv. **Modernize courses**

forthcoming **that**

~~ACCESS Justice~~ **satisfy the ethics**

~~initiative), and~~ **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   
with current and future   
intersectional and

fully address the   
ethical issues graduate students will face as

global scientists, the ethics

environmental issues.

iii. **Provide**   
**institutional support**   
**for seminars related**

course must include   
material   
that covers implicit   
bias,   
microaggressions,

**to the**  mentorship, barriers,

**intersections of**  environmental racism,

**environmentalism,**  and environmental

**colonization, and race.** justice

Compensate these   
speakers

with a modest

presented by qualified   
individuals.

honorarium as v. **Formally support**

they are often BIPOC   
speakers whose time is   
at risk of being taken

**faculty EDI work and the development of**   
**EDI-related curricula.**

|  |  |
| --- | --- |
| advantage of. |  |

minutes

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Provide financial support for

time spent on EDI two permanent staff   
work, members by 2025 to   
~~including the~~ support the SIO   
~~development of~~ new Director of Diversity   
coursework and Initiatives (Keiara   
curricula, and Auzenne). At least one   
acknowledge all EDI staff member should be   
related work in the hired as soon as the   
faculty hiring freeze is   
evaluation process. removed. These   
This may involve additional staff   
including an evaluation members will advance   
of each faculty EDI   
member’s EDI efforts   
 efforts at SIO by   
in all tenure review helping to   
files or establishing a implement the demands   
quantifiable in this letter.

system for tracking

|  |  |
| --- | --- |
| faculty  activity on EDI  initiatives. | vii. **Abandon cultural appropriation.**  Terminate |

vi. **Hire additional**   
**full-time EDI staff.** In   
addition to the eight   
EDI fellows and the

practices rooted in   
cultural

appropriation such as

encouraging the   
campus to

EDI wear “Hawaiian shirts”

faculty/staff liaisons, or

we ask plastic leis. Using the

that SIO invests in   
supporting our BIPOC

culture of Pacific   
Islander communities

students, post-docs, and

faculty by hiring at

minutes

least

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as a costume is not appropriate.

Instead, we should ix. **Establish a**

employ **relationship with**

~~innocuous themes such~~   
~~as~~

general beach or ocean   
themes.

viii.**Fully support the**

**demands made by the**

**scholars from the**   
**UCSD**

**Ethnic Studies**   
**Department.** With the help and guidance of experts in UCSD’s

**Black Student**  Ethnic

**Union (BSU)[32]to**   
**the**

**broader UCSD**

**Administration.**

Studies Department,   
SIO

should seek to develop a

seminar series that

Advocate for the highlights Indigenous

demands made in the   
*2020 BSU Demands*

knowledge with   
financial compensation

*Campaign*, and release for

a statement on the SIO   
website in support of   
the BSU demands

presenting faculty and graduate students.

Additionally, support

relevant to SIO’s the design and

Black students, staff, development of

and graduate and

faculty. For example,   
BSU   
demands regarding   
recruitment, retention,   
faculty, and tenure are   
directly supportive of   
demand II.iv. listed   
below.

undergraduate   
courses that bridge the intersections of   
environmentalism, the impacts of colonization, and race.

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   
towards networks that   
already exist,   
such as SIO-SCOPE,

researchers to publicly acknowledge when   
conducting research on land that is not their

the Rosa Parks own, and consider

Tutoring Program, and potential

the Birch Aquarium, as   
well as external   
institutions such as the   
Ocean Discovery   
Institute.

Across all programs,   
emphasis should be   
placed on forming   
and maintaining long-  
lasting   
relationships with

impacts of their results on these communities.

We propose   
Administration create a

buffer Published b

against the negative

impacts of y Google

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ensuring communities **reallocate resources**

are

**towards Indigenous-**

~~compensated~~

**led endeavors.**

~~financially,~~

intellectually, and Members of Scripps’

academically. SIO Administration should

work

should institute

with Native leaders on

resources on campus

UCSD main campus,

and provide training

including

and/or consultations to

students, staff, and

researchers as

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**

**tions**  **presence on**

**(e.g., Indigenous**  **Indigenous land, work**

**to**

**faculty and staff,**

**leaders at UCSD’s**  **honor NAGPRA**

**(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**

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**returning Kumeyaay land to**

**the Kumeyaay**  i. **Streamline the**

**community.**  **process for applying**

Members of Scripps   
Administration should   
research what a land

**for an application**   
**fee waiver.** Prominently feature the waiver

acknowledgement application

might consist of and on the graduate

consider application and

publishing a land promotional materials.

acknowledgement on its

departmental website   
after

consulting with the

appropriate

persons/groups.[34]

ii. **Permanently**   
**eliminate**   
**standardized testing.** Traditional standardized tests,   
such as the GRE, are

Beyond often

that, the Administration biased against

should work towards underrepresented

addressing minorities and

concerns related to historically   
NAGPRA excluded people, and   
and returning land from provide   
the scant indication as to   
Scripps Coastal Reserve whether   
to the or not a student will   
Kumeyaay. excel in   
 graduate school.[35]   
 We

**II. GRADUATE**   
**STUDENT**

**RECRUITMENT &**   
**RETENTION**

commend the   
Administration in

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supporting the *SIO Graduate*

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

permanently in **demographics by**   
 **2025.**

subsequent   
 Currently, BIPOC   
academic years, in   
favor of students are severely

moving toward other underrepresented

mechanisms of within the Scripps’

assessing graduate

knowledge and student body.[38]In   
scientific   
 an effort to achieve this   
potential. demand, we

iii. **Provide relocation**   
**grants and lobby the**   
**university for more**

recommend the   
following:

a. **Institute targeted 2-**

**than two years of**  **5**

**university housing for year departmental**

**BIPOC, LGBT+, and fellowships to be**

**disabled students, who awarded to BIPOC**

**often face housing**   
**discrimination.[37]**

**graduate students at**  Google Driv **the time of admission.**

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minutes

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In order to recruit and

retain a higher number   
~~of BIPOC students in~~

recommendation made by the External

academia, the Committee in Section

department should IV of their 2017 report:

pursue both internal

and [39] *“... we urge the*

external fundraising as *Administration to*

necessary to develop *continue efforts to*

targeted departmental *provide first-year*

fellowships for BIPOC *fellowships for all*

students. Since *students.”* Purview

graduate student over these awards

enrollment is often should be given to the

constrained by funding graduate students that

availability, faculty will form the Diversity

be more likely to Admissions

Committee.

actively recruit and

retain qualified BIPOC   
applicants if these   
fellowships are made   
available. This demand   
is consistent with the   
following

b. **Increase *non***   
Published b ***fellowship* support of** y Google   
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**BIPOC graduate**

**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   
“self-funded” in the   
sense that they come   
with 3-5+ years of   
external fellowship   
funding. Meanwhile, a   
greater percentage of   
non-BIPOC students at   
Scripps are supported

funds allocated to non BIPOC students.

Admissions committees should deliver both   
admissions data and   
funding sources for   
incoming students,   
broken down by   
ethnicity and race, to

through PI grants or TA the

ships. In addition to   
awarding SIO   
fellowships to BIPOC   
students at the time of   
admission, we

appropriate members of ~~SIO’s Grad~~uat~~e~~   
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Department and/or EDI

staff. In general, all and what the options

SIO and consequences are

~~graduate student~~ for students who

admissions committees   
should work to provide

receive a “conditional   
pass” or “do not

greater transparency pass”.

surrounding the nature

of graduate student   
acceptance/denial on   
the   
basis of funding.

vi. **Release a**   
**department**

**statement in support**   
**of**

**COLA.** A cost of living

v. **Increase**  adjustment (COLA)

**transparency for**  will help BIPOC

**departmental**  students thrive at

**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,

vii. **Ensure that**   
**faculty and staff**   
**consult with the Office for**   
**Students with**   
**Disabilities**   
**when appropriate.**

Incorporate information regarding Office for   
Students with   
D~~isabilities p~~olic~~ies,~~   
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procedures, and resources in

existing mandatory cause” warranting the

trainings so ~~that faculty~~ dismissal of tenured

~~can recognize and~~ and non-tenured

respect possible faculty, and to deter

symptoms of mental, repeated

cognitive, physical, and s of power, which

domestic violence is not accomplished by

health issues. the system

Additionally, conduct   
an

that is currently in   
place.

|  |  |
| --- | --- |
| annual student survey to  determine whether  needs are  being met. | ix. **Assign**  **supplemental**  **sensitivity trainings to**  **faculty/researchers flagged** |

**for harassment and**

viii.**Construct a**  **mistreatment.** The

**transparent,**  faculty/researchers

**quantitative system to**   
**actively deter faculty**

flagged to complete this training will be

**of power.**  determined by annual

Design a quantitative   
system where graduate

anonymous survey   
results from students

students can and faculty (e.g., the

report s of annual advisor/advisee

power[40]without fear form).

of This supplemental

retaliation. The sensitivity Published b

objective of training should be

such a system would be specific to y Google

to aid in the definition

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and

determination of minutes

“adequate

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the nature of the

misconduct/mistreatment chances of a

. We successful career in the

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

of transparency   
surrounding

this process, including   
the

number of   
faculty/research

members that are

sciences. Thus, we   
demand that SIO   
increase the number of scholarship opportunities available to current   
BIPOC   
undergraduate students enrolled in the three

assigned majors offered by   
training as well as the SIO, roughly   
percentage (%) of those commensurate   
who with undergraduate   
complete it. student   
 enrollment.

ii. **Fund and support**

**III.**

**UNDERGRADUATE**   
**STUDENT**   
**RECRUITMENT &**   
**RETENTION**

i. **Increase scholarship**   
**opportunities for**   
**BIPOC undergraduate**   
**students.** Earning a   
scholarship at the

**outreach programming to BIPOC**   
**undergraduate**   
**students.** With the ocean being less accessible to communities of color,   
some   
BIPOC undergraduate

students Published b

may not have been able

to y –

undergraduate level Report

immensely boosts one’s minutes

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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 positions are sometimes

organizations, such as   
WMIS or UCSD’s

awarded solely on the   
basis of approaching

OASIS Program, for PIs - which

current BIPOC excludes those who are

undergraduate students   
would promote these   
opportunities and

not in communities   
with knowledge of   
entry points into

encourage science. By making all

more BIPOC interest in undergraduate

the research positions paid

ocean sciences. 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

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iv. **Commit to paying all**

**undergraduate**  researchers must be paid **researchers by**  for   
**~~providing a pool of~~**  their labor to create an **~~funding~~**  equitable playing field in **commensurate with**  which everyone has the **SIO**  opportunity to join the **undergraduate**  scientific community.

**enrollment.**  This may be

For many, the access   
point into a career of

accomplished by   
instituting additional

scientific research is programs and   
joining a lab as an scholarships through   
undergraduate student, UCSD   
where Academic Enrichment   
one often starts out as an Programs and/or   
unpaid laboratory allocating

volunteer or receives external funds.

credit hours in exchange

for   
 **IV. IMPROVE**   
one’s time. However, for **HIRING**   
many BIPOC students - **PRACTICES FOR**   
who are **BIPOC**

disproportionately from   
lower

**FACULTY, POST-**  
**DOCS & STAFF**

income families - this is   
not i. **Prioritize EDI efforts**

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

Administration's recent   
proposal to end all   
unpaid   
undergraduate positions,

**applications.** Commit to changi~~ng the cultu~~re   
w~~ithin SIO~~

|  |  |
| --- | --- |
| and  emphasize that all  undergraduate student | minutes |

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by using the EDI statement

provided in faculty   
applications ~~as the~~ *~~first~~*

share) with a committee composed of graduate

~~filter, instead of the~~ last students, as faculty

consideration, similar   
to the hiring methods

hires hugely impact   
graduate student

employed by professional

UC Berkeley.[41]

Leadership and lab   
culture generally starts   
at the top. Thus, efforts   
to

development and the   
overall   
culture at SIO with   
regard to   
EDI.

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   
candidate has not been   
previously committed   
to EDI initiatives or   
thoughtfully   
outlined how they will

post-docs transparent   
and

equitable by posting all job

openings and ensuring

a formal Published b

promote diversity and application process.

inclusion at SIO should Post-doc y

be withdrawn from

consideration. This   
 minutes   
should be a joint

decision (equal voting

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positions are often distributed

among selective email   
chains or ~~through~~

plan to existing   
pipelines must be set

~~networking at~~ into motion to make the

conferences, which cuts hiring process more

off a huge swath of equitable.

potential v. **Heed student input**

candidates. **on future faculty**

**hires.** Since new

iii. **Support relocation**   
**grants for post-docs.**

faculty hires directly   
impact

The institution graduate students and   
should provide these the   
funds overall culture at SIO,   
when necessary. allow   
 students to read

iv. **Work to increase**   
**the**

**population of BIPOC**

**faculty at SIO to be,**

**at minimum,**

**commensurate with**

applications for new   
faculty positions and   
have a vote in both   
selecting   
interview candidates   
and those that are

**California’s**  ultimately hired at SIO.   
**demographics by**  Currently, student   
**2030.** SIO hiring

acknowledges that the   
current practices for   
hiring faculty are

committees spend   
countless

hours soliciting,

neither fair nor generating, and

transparent but instead   
rooted in networks of   
power. Developing an   
intentional broader   
outreach

providing feedback.

While we appreciate   
the opportunity to   
   
minutes

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provide input, that input can be

|  |  |
| --- | --- |
| and often is completely  ~~disregarded in final decision~~ making. | ***Dr.***  ***Angela***  ***Davis****[42]* |

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**

i. **Acknowledge environmental**   
**harm, extraction, and**   
**exploitation of materials and**   
**resources done in conducting**   
Published b **resear**y Google Driv **ch and ensur** e –**e ethical** Report   
minutes

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

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**procurement and practices**

**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   
materials necessary for

Staff or ambassadors will work to codify and

said maintain pre

research. Faculty, post-existing campus

docs, sustainability

and students should   
include

statements in

publications and

presentations

acknowledging and

operations (including, but not limited to, SIO composting), as well as implement new   
infrastructure such as zero

justifying those waste practices, energy-

methods use

over less harmful   
alternatives. Embrace   
any opportunity to   
avoid further   
environmental and   
social harm when   
possible.

monitoring, and water-saving controls.

iii. **Encourage**   
**divestment from fossil fuels and require**   
**transparency about**   
**research funding from**

ii. **Establish**  **the fossil fuel**

**sustainable**  **industry.** Create

**practices within SIO.**

Allocate a pool of   
funding to hire either

awareness

minutes

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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**  v. **Release a statement**

**statement calling on**  **supporting other**

**the UC Regents in**  **initiatives of UCSD**

**support of UCSD**  **Green New Deal.**

**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 transpa~~rency on ho~~w

fuel

~~the banks’~~

related investments,

divest from all funds

exposed to fossil fuels

minutes

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fossil fuel investment policies

and actions will be   
incorporated ~~in the~~

behind scientific   
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   
by the dawn of Exploitation

Task Force on the Colonialism. The Royal

Climate Society, a legacy of that

Crisis. era (est. 1660), was   
 originally composed   
 exclusively of white   
 English noble*men.*

Examples of the Society   
members include famous   
thinkers such as Francis

|  |  |
| --- | --- |
| **Appendices** | Bacon and Charles  Boyle, both of whom |

**I. Examples of Racism**   
**Throughout the**   
**History of Science**

Throughout history,   
injustices

helped establish   
experimental norms and influential paradigms   
that persist to this   
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|  |  |
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| have been cloaked | minutes |

https://docs.google.com/document/d/e/2PACX-1vTDNjHd90IqHx4YxpHt-xYXhT6JIZLlewLG3t3fTeMbfwbpEbLSZq9aeL5jHXaHybxIQgjHkA0dagFS/pub 34/53 1/31/2021 Letter on Anti-Racism from Members of Scripps Institution of Oceanography

day. While members of The Society

have contributed   
tremendously to the   
~~scientific body of~~   
~~knowledge we read~~   
about and benefit from,   
most of this knowledge   
is borne from a very

already occupied that   
land. Although this form of colonialism by   
expanding one empire has been largely   
discontinued, it has left 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,   
input, or autonomy.

White supremacy was   
the driving force during   
the Age of Imperialism,   
often under the helpful

developing countries),

and its effects continue to manifest today.[43]

Present and former   
colonies are still healing 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   
inhabited, providing   
European naturalists a

imperialistic nature of field research is   
represented today by the

scientific opportunity for demographics of natural

exploration. During   
these expeditions,   
describing the natural   
world and naming new   
species was   
accompanied by   
usurping land and

scientists in recent   
history and the practice of what is known as   
“parachute science”.

[44]Parachute science is

characterized

extracting resources with   
little to no consideration minutes   
given to those who

by extractive research that uses the

land, knowledge, and taxonomic system of

resources of local ~~and~~ racial

~~Indigenous communities~~   
~~to gain~~ accolades or

classification in which   
“Caucasians” were white

financial support without people made in God's

giving back to or image whereas

supporting the “Ethiopian”,

local/Indigenous “Mongolian”,

communities that it “Malayan,” and “red”

benefited races were

from.[45],[46]One degenerative

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

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,

white race. In the 17th

century, Jonathon minutes

Blumebach’s published a

Black people continued to be extorted

in the name of scientific   
progress.  ~~Examples~~   
~~include the infamous~~

heroic preservation of   
“pristine wilderness”   
devoid of "human

Tuskegee Experiment habitation",

(1932-1972), [50]where disregarding a long

history of

African-American men

affected by syphilis were Indigenous use and

(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

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

treatments (1951). These population throughout

stolen cells, now known

as HeLa cells, are still the mid 1900s.[54]

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

Even the formative years of oceanography   
depended heavily on   
colonization and   
violence. Scripps was   
founded on the   
 Google

Drive

creation of national minutes

parks idealized the

.com/document/d/e/2PACX-1vTDNjHd90IqHx4YxpHt-xYXhT6JIZLlewLG3t3fTeMbfwbpEbLSZq9aeL5jHXaHybxIQgjHkA0dagFS/pub 37/53 1/31/2021 Letter on Anti-Racism from Members of Scripps Institution of Oceanography

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   
military industrial

complex of World War

II.[57]To date, there is

little acknowledgement

communities are   
displaced and relocated to regions that are more vulnerable and lack the sufficient and effective infrastructure to protect

of Indigenous knowledge against extreme weather

of oceanography or   
marine environments.

While climate change

disproportionately   
burdens   
communities of color on   
a global scale, [58]the

history of redlining,

gentrification, and other   
racist policies and   
practices exacerbate   
environmental racism   
through climate change   
nationally.[59]In the

U.S., People of Color

events intensified by   
climate change, such as

hurricanes and

flooding.[62], [63], [64]

These disparities are   
evident   
even within our local   
communities within San Diego county. Barrio   
Logan is a historically BIPOC   
community within San Diego that was   
established in the 1920’s when people moved to

develop health-related this area in pursuit of

issues due to a

disproportionately high   
 minutes   
exposure to pollutants, as

fossil-fueled plants and

industry jobs. In the 1960’s, the I-5

freeway was constructed   
tearing down ~~homes and~~   
~~effectively splitting the~~

susceptible to a cancer risk in the 80th to 90th

|  |  |
| --- | --- |
| neighborhood with the Coronado bridge while also increasing traffic | percentile  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   
to establish in this   
BIPOC neighborhood as   
opposed to others. In   
addition, shipbuilding   
industries continued to

measured, and the way we currently quantify   
students’ potential to   
excel as scientists during admissions 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

SIO admissions.[70]

Resumes are often   
padded with unpaid

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**

internships that can only   
be taken by students who **of EDI Work at SIO**

do not need to support   
themselves and their   
families   
financially. Admissions In the last decade,   
decisions are frequently significant

made without efforts have been made

transparency, behind   
closed doors, allowing

to increase diversity at SIO. An external review

|  |  |
| --- | --- |
| for the | of the SIO graduate |
| bias of individuals in | program was |
| charge of these decisions conducted in 2017 and | |
| to infiltrate what should | identified |
| be a fair and equal | recommendations to |
| process. In some cases, | improve |

legacy admissions and   
personal connections are   
prioritized by   
admissions committees,

preventing a holistic

review of other

departmental   
culture.[72]In   
particular, weaknesses were identified in the Google

Drive

|  |  |
| --- | --- |
| applicants.[71] This | minutes |

mentoring of graduate students and

new faculty, diverse   
faculty hiring ~~practices,~~   
~~and effective means to~~

faculty. This includes, but is not limited to, the Scripps LEARNS and

~~report~~ conflicts, Scripps LEADS

harassment, and initiatives, the ACCESS

discrimination. After this Justice Initiative, Deep

review, members of the   
SIO student body came   
together to write and

Connections Initiative, Chat with a Scripps   
Scientist, and the various

|  |  |
| --- | --- |
| support a | community circles and |
| letter[73]on hiring and | affinity group |
| diversity, which called meetups.[74]This work on the department to hire   from the SIO EDI Team faculty more   has been integral in  representative of this   fostering a welcoming country in terms of   and supportive  gender, ethnicity, and   environment for BIPOC other facets of diversity.  students, staff, and In 2016, SIO hired   faculty in the last four Keiara Auzenne as the   years. Recently,  institution’s first  Director of Diversity students have rallied  Initiatives, a role around EDI initiatives to  dedicated to equity, create gender-neutral  diversity, and inclusion dive lockers, remove the  (EDI) work across our GRE from SIO graduate  community. Since then, admissions practices,  the SIO EDI Team has and endow fellowships  implemented various for increased diversity in  initiatives aimed at diving. While there is a  recruiting, history of EDI advocacy  retaining, and cultivating at Scripps, | |

diverse talent. These   
initiatives are varied in

nature, supporting

students, staff, and minutes

there must be a culture shift from the