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

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**Letter on Anti-Racism from**

**Members of the Scripps**

**Institution of Oceanography**

**Letter p. 1**

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**Signatures p. 22**

*“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 Published by Google Drive – Report Abuse

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other planets *for the benefit of society*

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*and the environment*. As a public ~~serving oceanographic research~~ institution, we seek to fuel scientific, social and political transformations necessary to cope with environmental change and degradation. We pride ourselves on working for the

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

Recent events involving the

significant loss of Black life at the hands of law enforcement and

nationwide protests supporting the Black Lives Matter Movement during a pandemic - that disproportionately affects minority populations[2]- have prompted various institutions to make statements condemning acts of racism Published by Google Drive – Report Abuse

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and the systems that perpetuate it.

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There is a pernicious irony in these ~~apparent expressions of solidarity as~~ many of these institutions have not only 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, then these foundations of power and white supremacy must be directly and holistically addressed.

As members of this community, we will hold our institution accountable to their own words and stated intent to stand in support of the Black

community. We recognize that, over the past several months, there have been efforts made by the SIO

Administration to address racism and foster anti-racism within our

community. And, while we encourage these conversations to continue and celebrate forthcoming initiatives, 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 preserve white supremacy.

The injustices that the Black

community encounters today are the direct result of chattel slavery.

Although the Emancipation

Proclamation terminated chattel slavery, anti-Blackness within America not only left members of the Black community unsupported, but utilized its power to terrorize, exploit, exclude, Published by Google Drive – Report Abuse

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and oppress them away from resources

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and opportunities for generations ~~(~~*~~Appendix IV~~*~~). This anti-Blackness fits~~ into the broader context of American white supremacy, which also

systematically oppressed and exploited other racial and ethnic minorities, including but not limited to Indigenous, Latinx, Asian American, and

multiracial peoples. This white supremacy allowed racism to permeate and persist in every institution of the United States, including the American higher education system and the Western scientific community

generally. White supremacy runs deep, stemming from the very foundations on which our field has been built, in which the pursuit of [a particular kind of]

“truth” has always been given priority over the pursuit of equity and justice. It is unknown what life-changing contributions have been stymied, overlooked, or forever lost to time, by barring non-white people, women, disabled, Queer, and poor people from substantively participating in the scientific enterprise.

Throughout history, injustices

have been cloaked behind scientific progress. This is pervasive even in the natural sciences, as colonization and exploitation underlie many narratives surrounding exploration and

conservation. There are numerous examples of overt and covert racism in science which have shaped the

academic world in which we operate, and history[3]has shown that the application of discoveries in geoscience Published by Google Drive – Report Abuse

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have the potential to negatively impact

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marginalized groups that are excluded ~~from 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 and

environmental research that is often exploited by the same oil and gas companies that exacerbate the

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 particularly lacking. Published by Google Drive – Report Abuse

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Of all geoscience doctorates awarded

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to US citizens and permanent residents ~~in 2016, only 6% went to~~

underrepresented minorities (URMs) (who make up >30% of the US population).[9]Out of the 5,138 ocean science PhDs awarded in the US from 1976 to 2016, only 58 were awarded to Black students.10 The geosciences, oceanography included, have seen no progress in racial and ethnic diversity in the past four decades.[10]These deep-seated disparities are also reflected post-graduation by the dearth of prestigious invites, academic honors, and leadership positions received/held by BIPOC doctorates.[11]

Scripps is no exception to these trends as our department is the least racially/ethnically diverse [in terms of graduate students and faculty] in all of UCSD.[12]Out of SIO’s entire graduate student body, only 9.1% of students identify as Chicanx/Latinx, 4.3% as Black, and <2% as American Indian/Alaska Native/Native

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

international students, whose

demographic information is not publicly-available).[13] As of 2019, out of >100 ladder-rank faculty members, less than 14% of SIO’s faculty population are BIPOC, with the only current Black tenure-track faculty member hired in 2019 (<1%). These numbers are simply staggering, and

strike us as more than a statistical Published by Google Drive – Report Abuse

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anomaly or “leaky pipeline” problem,

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instead hinting at the much deeper, ~~more oppressive history of racism and~~ anti-Blackness in academia. SIO’s student, staff, and faculty

demographics underscore that - as is the case with most of American higher education and western science - SIO has been a predominantly white institution since its founding in 1903, and that, despite intentional efforts to improve the situation, *we must do more*.

We contend that the lack of

diverse voices at SIO is not only a reflection of the field but a result of gatekeeping within our own institution. Our graduate admissions process prioritizes metrics that are more indicators of an individual’s race and class than they are of their ability to do science.[14] These exclusionary practices lead to a normalization of “whiteness” and/or “white dominant culture”[15]in science, creating an unwelcoming environment for BIPOC. While access is a significant issue, a poor climate has the potential to affect the recruitment and retention of admitted BIPOC graduate students. Of the URM graduate students who matriculate at SIO, most express lower levels of satisfaction and happiness, compared to their white peers.[16] This attests to the disconnect between the institution’s promises to support diversity and the unwelcoming environment BIPOC students, staff, and faculty actually experience at SIO. Published by Google Drive – Report Abuse

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Even in the absence of overt

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

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

In the last decade, efforts to

increase ethnic and racial diversity at SIO have garnered some momentum. [18] Though the task to increase EDI should be collectively shared by

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

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In addition to diversification

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and cultivating a climate that allows ~~BIPOC to thrive, all students, staff, and~~ faculty should adhere to and sustain a culture in which 1) diverse scientific perspectives are embraced and respected, 2) attitudes and behaviors resembling white supremacy are rejected,[20] 3) and any environmental harm and exploitation through research is prohibited and/or at the very least, acknowledged and minimized. We must move forward with an

understanding that anti-racism is inextricably linked to decolonization. If we are to represent an institution that benefits the society and

environment *holistically*, then we must look within to move forward. In this spirit, we outline a *List of Demands* for our institution.

The call for an intentional

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

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not only profoundly aware of these

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intersections, but are also comprised of ~~voices from diverse backgrounds.~~~~[23]~~ Our institution will thrive with a culture that values EDI and which places a stronger emphasis on anti racism and decolonization in/of both our science and our minds.

Scripps has led globally in

understanding and protecting our planet for over a century, producing renowned leaders in oceanography and geoscience. Advocacy for groups affected by antisemitism[24]and sexism has been a crucial part of this legacy. But this is not enough, there is still much work to be done. We must continue to lead the field by

internalizing and institutionalizing anti racism at SIO to create and sustain a culture that students, post-docs, faculty, staff, and alumni can take pride in for generations to come. To this end, we ask that relevant members of SIO Administration provide its students, staff, and faculty with a written document by **March 20th, 2021**, specifically addressing each of our demands and outlining how and when these changes will be made such that, as an institution, we can meaningfully live up to our mission.

**Demands**

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As members of the SIO community, we

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present our demands to address our ~~grievances with the institution. These~~ demands are largely consistent with those made by BIPOC graduate students and their allies at similar institutions, including UC Santa Barbara[25] and the Massachusetts Institute of Technology (MIT).[26]

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

disciplines[29] when we use the term demand. We use ‘demand’:

To *elevate* the attitudes and

values associated with

contemporary liberation

movements in solidarity

with our BIPOC colleagues,

students, staff, and mentors;

To *authentically center* the

historical struggle that

BIPOC

experience[30]when

fighting for adequate

resources against a

backdrop of competing

interests;

To *disrupt* the (overt/covert)

oppressive impacts that

academic research[31] has

on marginalized

communities around the

world; and

To *highlight* that recognizing

the humanity and

experiences of our BIPOC

colleagues is not something Published by Google Drive – Report Abuse

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we are willing to

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compromise on.

Our demands are divided across five domains:

I. Culture and Capacity Building II. Graduate Student Recruitment & Retention

III. Undergraduate Student

Recruitment & Retention

IV. Hiring Practices for BIPOC Faculty, Post-docs & Staff

V. Environmental Responsibility We request the following:

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

**January 8th, 2021**. The letter should reference each domain detailing how actions will be distributed among individual faculty members and administrators, including accountability measures for faculty who refuse to participate in this process. If consensus on a singular response is not reached by January 8th, individual members of the Administration can prepare alternative statements.

By **March 20th, 2021**, we request a publicly available action plan that details responses and timelines in addressing **each demand** to serve as accountability. We recognize the current financial limitations presented by COVID-19 budget reductions, and understand the implications of this on any proposed timeline. We ask that any labor contributed to the drafting of Published by Google Drive – Report Abuse

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these timelines be distributed fairly

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amongst members of the

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

for ALL students, post-docs,

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

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resources. This is of particular

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importance for faculty, post

~~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

researchers).

ii. **Commit to days of learning.** As scientists, we know there’s always more to learn. We ask 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 Google Drive – Report Abuse

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community seminars and events

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(such as SIO’s forthcoming

~~ACCESS Justice initiative), and~~ discussions to help foster a

more well-read, broadly

informed community of leaders that are equipped to engage

with current and future

intersectional and global

environmental issues.

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

**intersections of**

**environmentalism,**

**colonization, and race.**

Compensate these speakers

with a modest honorarium as

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

iv. **Modernize courses that**

**satisfy the ethics requirement to address EDI issues.** Ethical science must also be just,

equitable, diverse, and 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.

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

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Provide financial support for

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time spent on EDI work,

~~including the development of~~ new coursework and curricula, and acknowledge all EDI

related work in the faculty

evaluation process. This may involve including an evaluation of each faculty member’s EDI efforts in all tenure review files or establishing a quantifiable

system for tracking faculty

activity on EDI initiatives.

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

faculty/staff liaisons, we ask

that SIO invests in supporting our BIPOC students, post-docs, and faculty by hiring at least

two permanent staff members by 2025 to support the SIO

Director of Diversity Initiatives (Keiara Auzenne). At least one staff member should be hired as soon as the hiring freeze is

removed. These additional staff members will advance EDI

efforts at SIO by helping to

implement the demands in this letter.

vii. **Abandon cultural**

**appropriation.** Terminate

practices rooted in cultural

appropriation such as

encouraging the campus to

wear “Hawaiian shirts” or

plastic leis. Using the culture of Pacific Islander communities Published by Google Drive – Report Abuse

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as a costume is not appropriate.

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Instead, we should employ

~~innocuous themes such as~~

general beach or ocean themes.

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

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

**broader UCSD**

**Administration.** Advocate for the demands made in the *2020 BSU Demands Campaign*, and release a statement on the SIO website in support of the BSU demands relevant to SIO’s

Black students, staff, and

faculty. For example, BSU

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

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

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

Studies Department, SIO

should seek to develop a

seminar series that highlights Indigenous knowledge with

financial compensation for

presenting faculty and graduate students. Additionally, support the design and development of graduate and undergraduate

courses that bridge the

intersections of

environmentalism, the impacts of colonization, and race.

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x. **Strengthen partnerships with**

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**communities of color in the**

**~~San Diego area, and protect~~ existing networks in the face of COVID-related budget**

**cuts.** Protect and increase

financial support for ongoing community partnerships with local K-12 schools in BIPOC neighborhoods throughout San

Diego. A sizable portion of

these funds might go towards networks that already exist,

such as SIO-SCOPE, the Rosa Parks Tutoring Program, and

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 students, and providing resources that will

support access to graduate

school at SIO.

xi. **Acknowledge communities we benefit from in research**

**publications, presentations, and discussions, and work**

**towards collaborative**

**research partnerships.** SIO makes it mandatory for

researchers to publicly

acknowledge when conducting research on land that is not their own, and consider potential

impacts of their results on these communities. We propose

Administration create a buffer Published b against the negative impacts of y Google Drive – Report Abuse

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parachute science[33] by

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ensuring communities are

~~compensated financially,~~

intellectually, and academically. SIO should institute resources on campus and provide training and/or consultations to

researchers as necessary in

order to encourage a synergistic approach, encompassing

community and institutional

efforts.

xii.**Initiate conversations with Indigenous and Native**

**peoples/groups/institutions**

**(e.g., Indigenous faculty and staff, leaders at UCSD’s**

**Intertribal Resource Center, local Kumeyaay leadership) to end the erasure of**

**Indigenous groups and**

**reallocate resources towards Indigenous-led endeavors.**

Members of Scripps’

Administration should work

with Native leaders on UCSD main campus, including

students, staff, and faculty, as well as members of San Diego’s Native community, to

accomplish this goal. Funds

should be allocated towards

these conversations and related projects.

xiii.**Acknowledge our presence on Indigenous land, work to**

**honor NAGPRA (Native**

**American Graves Protection and Repatriation Act), and**

**actively work towards**

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**returning Kumeyaay land to**

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**the Kumeyaay community.**

~~Members of Scripps~~

Administration should research what a land acknowledgement

might consist of and consider

publishing a land

acknowledgement on its

departmental website after

consulting with the appropriate persons/groups.[34] Beyond

that, the Administration should work towards addressing

concerns related to NAGPRA

and returning land from the

Scripps Coastal Reserve to the

Kumeyaay.

**II. GRADUATE STUDENT**

**RECRUITMENT & RETENTION**

i. **Streamline the process for applying for an application**

**fee waiver.** Prominently

feature the waiver application

on the graduate application and promotional materials.

ii. **Permanently eliminate**

**standardized testing.**

Traditional standardized tests,

such as the GRE, are often

biased against underrepresented minorities and historically

excluded people, and provide

scant indication as to whether

or not a student will excel in

graduate school.[35]We

commend the Administration in Published by Google Drive – Report Abuse

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supporting the *SIO Graduate*

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*Student Body Petition to*

*~~Remove the GRE from~~*

*Graduate Admissions*[36]for the upcoming year, and strongly encourage retaining this stance permanently in subsequent

academic years, in favor of

moving toward other

mechanisms of assessing

knowledge and scientific

potential.

iii. **Provide relocation grants and lobby the university for more than two years of university housing for BIPOC, LGBT+, and disabled students, who**

**often face housing**

**discrimination.[37]**

iv. **Work to increase the**

**population of BIPOC**

**graduate students in each**

**cohort at SIO to be, at**

**minimum, commensurate**

**with California’s**

**demographics by 2025.**

Currently, BIPOC students are severely underrepresented

within the Scripps’ graduate

student body.[38]In an effort to achieve this demand, we

recommend the following:

a. **Institute targeted 2-5**

**year departmental**

**fellowships to be**

**awarded to BIPOC**

**graduate students at**

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In order to recruit and

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retain a higher number

~~of BIPOC students in~~

academia, the

department should

pursue both internal and

external fundraising as

necessary to develop

targeted departmental

fellowships for BIPOC

students. Since

graduate student

enrollment is often

constrained by funding

availability, faculty will

be more likely to

actively recruit and

retain qualified BIPOC

applicants if these

fellowships are made

available. This demand

is consistent with the

following

recommendation made

by the External

Committee in Section

IV of their 2017 report:

[39] *“... we urge the*

*Administration to*

*continue efforts to*

*provide first-year*

*fellowships for all*

*students.”* Purview

over these awards

should be given to the

graduate students that

form the Diversity

Admissions Committee.

b. **Increase *non***

Published b ***fellowship* support of** y Google Drive – Report Abuse

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**BIPOC graduate**

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**students.** More often

~~than not, SIO does not~~

directly invest in the

BIPOC graduate

students it admits.

Instead, BIPOC

graduate students at SIO

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

through PI grants or TA

ships. In addition to

awarding SIO

fellowships to BIPOC

students at the time of

admission, we

encourage the

department and graduate

student advisors to

allocate non-fellowship

funds to BIPOC

students commensurate

with non-fellowship

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 the

appropriate members of

~~SIO’s Grad~~uat~~e~~ Published by Google Drive – Report Abuse

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Department and/or EDI

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staff. In general, all SIO

~~graduate student~~

admissions committees

should work to provide

greater transparency

surrounding the nature

of graduate student

acceptance/denial on the

basis of funding.

v. **Increase transparency for departmental examinations.** Clearly outline the

expectations and requirements for passing departmental

exams, e.g., publish evaluation rubrics in the SIO Student

Handbook. Additionally, make transparent what set of

circumstances would lead to a conditional “pass” or “fail” of departmental exams, and what the options and consequences are for students who receive a “conditional pass” or “do not

pass”.

vi. **Release a department**

**statement in support of**

**COLA.** A cost of living

adjustment (COLA) will help BIPOC students thrive at

UCSD.

vii. **Ensure that faculty and staff consult with the Office for**

**Students with Disabilities**

**when appropriate.**

Incorporate information

regarding Office for Students with D~~isabilities p~~olic~~ies,~~ Published by Google Drive – Report Abuse

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procedures, and resources in

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existing mandatory trainings so ~~that faculty can recognize and~~ respect possible symptoms of mental, cognitive, physical, and domestic violence health issues. Additionally, conduct an

annual student survey to

determine whether needs are

being met.

viii.**Construct a transparent, quantitative system to actively deter faculty abuse of power.** Design a quantitative system where graduate students can

report abuses of

power[40] without fear of

retaliation. The objective of

such a system would be to aid in the definition and

determination of “adequate

cause” warranting the dismissal of tenured and non-tenured

faculty, and to deter repeated

abuses of power, which is not accomplished by the system

that is currently in place.

ix. **Assign supplemental**

**sensitivity trainings to**

**faculty/researchers flagged**

**for harassment and**

**mistreatment.** The

faculty/researchers flagged to complete this training will be determined by annual

anonymous survey results from students and faculty (e.g., the annual advisor/advisee form).

This supplemental sensitivity Published b training should be specific to y Google Drive – Report Abuse

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the nature of the

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misconduct/mistreatment. We

~~ask that there be some amount~~

of transparency surrounding

this process, including the

number of faculty/research

members that are assigned

training as well as the

percentage (%) of those who

complete it.

**III. UNDERGRADUATE STUDENT RECRUITMENT & RETENTION**

i. **Increase scholarship**

**opportunities for**

**BIPOC undergraduate**

**students.** Earning a

scholarship at the

undergraduate level immensely boosts one’s chances of a

successful career in the

sciences. Thus, we demand that SIO increase the number of

scholarship opportunities

available to current BIPOC

undergraduate students enrolled in the three majors offered by

SIO, roughly commensurate

with undergraduate student

enrollment.

ii. **Fund and support 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 Google Drive – Report Abuse

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foster a relationship with the

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ocean and may not know that ~~this is an option for them.~~

Allocating funds for program opportunities through existing organizations, such as WMIS or UCSD’s OASIS Program, for current BIPOC undergraduate students would promote these opportunities and encourage

more BIPOC interest in the

ocean sciences.

iii. **List all available**

**undergraduate positions and create a formal application**

**process.** Eliminate hiring

practices rooted in networks of power by listing all openings for undergraduate research

assistants. Make this process transparent and accessible to all - too often BIPOC students are unaware of how to get involved with research. Additionally,

undergraduate research

positions are sometimes

awarded solely on the basis of approaching PIs - which

excludes those who are not in communities with knowledge of entry points into science. By making all undergraduate

research positions paid and

primarily accessible through a formal application process, the entry point into research will be clarified and implicit and

structural biases against BIPOC students will be reduced.

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iv. **Commit to paying all**

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**undergraduate researchers by ~~providing a pool of funding~~**

**commensurate with SIO**

**undergraduate enrollment.**

For many, the access point into a career of scientific research is joining a lab as an

undergraduate student, where

one often starts out as an unpaid laboratory volunteer or receives credit hours in exchange for

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

disproportionately from lower

income families - this is not

feasible. We support the

Administration's recent

proposal to end all unpaid

undergraduate positions, and

emphasize that all

undergraduate student

researchers must be paid for

their labor to create an equitable playing field in which everyone has the opportunity to join the

scientific community. This may be accomplished by instituting additional programs and

scholarships through UCSD

Academic Enrichment

Programs and/or allocating

external funds.

**IV. IMPROVE HIRING**

**PRACTICES FOR BIPOC**

**FACULTY, POST-DOCS & STAFF**

i. **Prioritize EDI efforts in new hire applications.** Commit to

changi~~ng the cultu~~re w~~ithin SIO~~ Published by Google Drive – Report Abuse

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by using the EDI statement

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provided in faculty applications ~~as the~~ *~~first~~* ~~filter, instead of the~~ last consideration, similar to the hiring methods employed by

UC Berkeley.[41] Leadership and lab culture generally starts at the top. Thus, efforts to

implement EDI initiatives

should be considered an

integral component to a PI’s

work. Everyone involved in the hiring process should receive training on how to evaluate EDI statements. Applications where the candidate has not been

previously committed to EDI initiatives or thoughtfully

outlined how they will promote diversity and inclusion at SIO should be withdrawn from

consideration. This should be a joint decision (equal voting

share) with a committee

composed of graduate students, as faculty hires hugely impact graduate student professional development and the overall

culture at SIO with regard to

EDI.

ii. **List all available post-doc positions and institute a**

**formal application process.**

To eliminate hiring practices

rooted in networks of power,

make the process for hiring

post-docs transparent and

equitable by posting all job

openings and ensuring a formal Published b application process. Post-doc y Google Drive – Report Abuse

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positions are often distributed

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among selective email chains or ~~through networking at~~

conferences, which cuts off a huge swath of potential

candidates.

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

should provide these funds

when necessary.

iv. **Work to increase the**

**population of BIPOC faculty at SIO to be, at minimum,**

**commensurate with**

**California’s demographics by 2030.** SIO acknowledges that the current practices for hiring faculty are neither fair nor

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

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

v. **Heed student input on future faculty hires.** Since new

faculty hires directly impact

graduate students and the

overall culture at SIO, allow

students to read applications for new faculty positions and have a vote in both selecting

interview candidates and those that are ultimately hired at SIO. Currently, student hiring

committees spend countless

hours soliciting, generating, and providing feedback. While we appreciate the opportunity to

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provide input, that input can be

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and often is completely

~~disregarded in final decision~~

making.

vi. **Ensure that incoming BIPOC**

**faculty and staff are well**

**positioned for success through**

**a detailed plan for cluster**

**hiring and equitable**

**allocation of department**

**resources.** Commit to more

diverse cluster hires of faculty

and staff to reduce feelings of

isolation and avoid tokenization

of individuals from

underrepresented groups. This

effort may benefit from shifting

away from sectional hiring and

towards institutional hiring. In

addition, SIO should identify

and eliminate bias in the

allocation of startup funds, lab

space, prioritization of lab

construction, etc. to new hires.

**V. ENVIRONMENTAL**

**RESPONSIBILITY**

*“If we don't save the planet, then none*

*of our social justice struggles will*

*matter.”*

***Dr.***

***Angela***

***Davis****[42]*

i. **Acknowledge environmental**

**harm, extraction, and**

**exploitation of materials and**

**resources done in conducting**

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**procurement and practices**

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**when possible.** Encourage

~~faculty to assess the~~

environmental and social harm produced by research

(including, but not limited to, the use of fossil fuels) or any materials necessary for said

research. Faculty, post-docs,

and students should include

statements in publications and presentations acknowledging and justifying those methods

over less harmful alternatives. Embrace any opportunity to

avoid further environmental and social harm when possible.

ii. **Establish sustainable**

**practices within SIO.** Allocate a pool of funding to hire either one full-time sustainability staff member or several graduate and undergraduate students as

sustainability ambassadors.

Staff or ambassadors will work to codify and maintain pre

existing campus sustainability operations (including, but not limited to, SIO composting), as well as implement new

infrastructure such as zero

waste practices, energy-use

monitoring, and water-saving controls.

iii. **Encourage divestment from fossil fuels and require**

**transparency about research funding from the fossil fuel**

**industry.** Create awareness

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among faculty of the

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opportunity to divest their

~~403B/457B UC retirement~~

plans from fossil fuels and

invest in the UC Social Equity Fund. Additionally, require SIO faculty to disclose all fossil fuel industry funding, similar to how biomedical sciences researchers disclose their pharmaceutical

industry support.

iv. **Release a statement calling on the UC Regents in support of UCSD Green New Deal**

**(GND) initiatives.** This

statement should address the

need for the Chief Investment Officer to provide full

transparency on fossil fuel

related investments, divest from all funds exposed to fossil fuels and companies related to the

exploration, extraction,

transportation, and refining of fossil fuels, and to refrain from reinvestment in the future. This statement should also call on

the Regents to develop policy on oversight of funding from the Fossil Fuel industry, similar to the policy developed on

Tobacco.

v. **Release a statement**

**supporting other initiatives of UCSD Green New Deal.**

Support the UCSD GND

campaign for a competitive call for proposals from banks to

provide commercial banking

services at UCSD, with

transpa~~rency on ho~~w ~~the banks’~~ Published by Google Drive – Report Abuse

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fossil fuel investment policies

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and actions will be incorporated ~~in the decision making process.~~ Additionally, demonstrate

support for the 5 Principles of

Emissions Reduction and 35

Concrete Actions towards

decarbonization, teaching,

research, health, and

preparedness presented by the

Task Force on the Climate

Crisis.

**Appendices**

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

Throughout history, injustices

have been cloaked behind scientific progress. This is pervasive even in the natural sciences, as colonization and exploitation underlie the 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 noble*men.* 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 Published by Google Drive – Report Abuse

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day. While members of The Society

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have contributed tremendously to the ~~scientific body of knowledge we read~~ about and benefit from, most of this knowledge is borne from a very specific lived experience and view on the world, in which women, non-white people, or poor people have little power, input, or autonomy.

White supremacy was the driving force during the Age of Imperialism, often under the helpful guise of “Science”. It led to European

colonization of “exotic” lands, which were oftentimes already inhabited, providing European naturalists a scientific opportunity for exploration. During these expeditions, describing the natural world and naming new species was accompanied by usurping land and extracting resources with little to no consideration given to those who already occupied that land. Although this form of colonialism by expanding one empire has been largely

discontinued, it has left deep scars across colonized regions of the world (i.e., disenfranchised territories and developing countries), and its effects continue to manifest today.[43]Present and former colonies are still healing economically, politically, and socially from the adverse effects of colonialism. Moreover, the imperialistic nature of field research is represented today by the demographics of natural scientists in recent history and the practice of what is known as “parachute science”. [44] Parachute science is characterized Published by Google Drive – Report Abuse

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by extractive research that uses the

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

In the context of anti

Blackness, scientific racism was the myth of Black inferiority that justified oppression, slavery and use of black bodies in science. Eugenicists and white supremacists litter the history of Western medicine with research that spread the myth of the superiority of the white race. In the 17th century, Jonathon Blumebach’s published a taxonomic system of racial

classification in which “Caucasians” were white people made in God's image whereas “Ethiopian”,

“Mongolian”, “Malayan,” and “red” races were degenerative forms.[48] In the mid 1800s, plantation doctor James Marion Sims routinely experimented on enslaved mothers and their children without anesthetic.[49] He perpetuated the myth that health disparities between Black and white mothers, such as susceptibility to newborn tetanus, were due to laziness and lack of intellectual capabilities of Black mothers while ignoring the poor living conditions of enslaved humans. In the mid-1900s, Published by Google Drive – Report Abuse

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Black people continued to be extorted

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in the name of scientific progress.  ~~Examples include the infamous~~ Tuskegee Experiment (1932-1972), [50] where African-American men affected by syphilis were (without their informed consent) included as test subjects who received placebo

treatments under the guise of free Federal healthcare; and the case of Henrietta Lacks,[51]a Black woman whose cells were removed without her permission after being diagnosed with cervical cancer and receiving failed cancer treatments (1951). These stolen cells, now known as HeLa cells, are still widely used in the biomedical industry.

Geological research is often

used to advance the exploitation of natural resources by oil and gas companies.[52]The creation of national parks idealized the heroic preservation of “pristine wilderness” devoid of "human habitation",

disregarding a long history of

Indigenous use and cultivation.[53] Following the state-sanctioned genocide of the Ahwahnechee people in Yosemite Valley during the Mariposa War, and after years of exploiting the remaining Southern Sierra Miwok as a tourist attraction, Yosemite National Park continued slowly and strategically removing the Indigenous population throughout the mid 1900s.[54] Even the formative years of oceanography depended heavily on colonization and violence. Scripps was founded on the Published by Google Drive – Report Abuse

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stolen land of the Kumeyaay people in

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the midst of their genocide and ~~oppression,~~~~[55],[56]~~ ~~and like many~~ advances in science, the modern era of oceanography was spurred on by the military industrial complex of World War II.[57]To date, there is little acknowledgement of Indigenous knowledge 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 develop health-related issues due to a disproportionately high exposure to pollutants, as fossil-fueled plants and refineries are intentionally placed in Black and Latinx neighborhoods.[60], [61] Additionally, Black communities are displaced and relocated to regions that are more vulnerable and lack the sufficient and effective infrastructure to protect against extreme weather 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 this area in pursuit of Published by Google Drive – Report Abuse

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industry jobs. In the 1960’s, the I-5

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freeway was constructed tearing down ~~homes and effectively splitting the~~ neighborhood with the Coronado bridge while also increasing traffic and air pollution.[65]The community was then rezoned from residential to mixed allowing businesses, such as junk yards and warehouses, that are known to release carcinogenic chemicals to establish in this BIPOC neighborhood as opposed to others. In addition, shipbuilding industries continued to grow contributing to the pollution of San Diego Bay and the closure of public access. Barrio Logan is one of the top 5% communities most impacted by pollution in California and is the top community in San Diego County affected by diesel pollution.[66] Continued contamination has led to members of this BIPOC community susceptible to a cancer risk in the 80th to 90th percentile nationally.[67]

**II. Academic Gatekeeping and Educational Inequality**

The way intelligence has been

measured, and the way we currently quantify students’ potential to excel as scientists during admissions processes, utilizes racially-biased metrics of success.[68]Standardized tests such as the SAT and GRE act as financial barriers to students who cannot afford to take the tests or spend money on expensive tutors and test prep

materials. More often than not, one’ Published b s y Google Drive – Report Abuse

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score is more indicative of their

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socioeconomic status and cultural ~~background than it is their inherent~~ ability to excel as a scientist.[69] Yet GRE scores are still used to determine admission to SIO admissions.[70] Resumes are often padded with unpaid internships that can only be taken by students who do not need to support themselves and their families

financially. Admissions decisions are frequently made without transparency, behind closed doors, allowing for the

bias of individuals in charge of these decisions to infiltrate what should be a fair and equal process. In some cases, legacy admissions and personal connections are prioritized by

admissions committees, preventing a holistic review of other applicants.[71] This exclusive pipeline is largely impenetrable to students who are the first in their family or community to apply to graduate school, or for those who do not have someone to guide them around the coded

language/processes of academia. **III. History of EDI Work at SIO**

In the last decade, significant

efforts have been made to increase diversity at SIO. An external review of the SIO graduate program was

conducted in 2017 and identified recommendations to improve

departmental culture.[72] In particular, weaknesses were identified in the Published by Google Drive – Report Abuse

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mentoring of graduate students and

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new faculty, diverse faculty hiring ~~practices, and effective means to report~~ conflicts, harassment, and

discrimination. After this review, members of the SIO student body came together to write and support a

letter[73] on hiring and diversity, which called on the department to hire faculty more representative of this country in terms of gender, ethnicity, and other facets of diversity. In 2016, SIO hired Keiara Auzenne as the institution’s first Director of Diversity Initiatives, a role dedicated to equity, diversity, and inclusion (EDI) work across our community. Since then, the SIO EDI Team has implemented various initiatives aimed at recruiting,

retaining, and cultivating diverse talent. These initiatives are varied in nature, supporting students, staff, and faculty. This includes, but is not limited to, the Scripps LEARNS and Scripps LEADS initiatives, the ACCESS Justice Initiative, Deep Connections Initiative, Chat with a Scripps Scientist, and the various community circles and affinity group meetups.[74]This work from the SIO EDI Team has been integral in fostering a welcoming and supportive environment for BIPOC students, staff, and faculty in the last four years. Recently, students have rallied around EDI initiatives to create gender-neutral dive lockers, remove the GRE from SIO graduate admissions practices, and endow fellowships for increased diversity in diving. While there is a history of EDI advocacy at Scripps, Published by Google Drive – Report Abuse

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there must be a culture shift from the

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

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**Signatures**

*Please use this form to sign. Signatures will be listed alphabetically by last name.*

Signed,

Sarah Aarons, Faculty

Jamee Adams, Graduate student

Annie Adelson, Graduate student

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Clarissa Anderson, Staff

Eric Archer, Adjunct Faculty

Amrit Bal, Graduate student

Austin Barnes, Graduate student Grant Batzel, Graduate student

Susan Becker, Staff

Maya Becker, Graduate student

Emma Beer, Graduate student

Gabriella Berman, Graduate student Rachel Eleanor Bernard, Post-doc Antonia Bock, Graduate student Elizabeth Brasseale, Post-doc

Philip Bresnahan, Alumni

Zev Brook, Graduate student

Katrina Cantu, Graduate student Dante Capone, Graduate student Carolina Carpenter, Graduate student Austin Carter, Graduate student

Adrian Castillo, Graduate student Paterno Castillo, Faculty

Leticia Maria Cavole, Graduate

student

Kristiana Chan, Graduate student Mitchell Chandler, Graduate student Will Chapman, Graduate student Jonathan Charendoff, Graduate

student

Julia Chavarry, Graduate student Anela Choy, Faculty

Rials Viselli Christensen, Graduate student

Jennifer Clark, Staff

Simona Clausnitzer, Graduate student Alexander Cliffodd, Post-doc

Ava Cooper, Staff

Travis Courtney, Post-doc

Kaitlin Creamer, Graduate student Allison Cusick, Graduate student James Day, Faculty

Grant Deane, Researcher

Jeramy Dedrick, Graduate student Alyssa Demko, Graduate student Published b Marie Diy azGoogle Driv , Graduateest–udRepor ent t Abuse

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Natalya Gallo, Post-doc

Shailja Gangrade, Graduate student Noreen Garcia, Graduate student Gabriela Negrete García, Graduate student

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Alfredo Giron, Post-doc

Jessica A. Goodheart, Post-doc

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Jennifer Haase, Faculty

Alex Hangsterfer, Staff

Emma J. Harrison, Alumni

Cassandra Starr Henderson, Graduate student

Taylor Hernandez, Graduate student Ryley Hill, Graduate student

Allison Ho, Graduate student

Bryce Inman, Post-doc

Chase James, Graduate student

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Christopher A Leber, Graduate

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Graduate student

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Mary Liesegang, Graduate student Tricia Light, Graduate student

Margaret Lindeman, Graduate

student

Carmen Lopez, Undergraduate

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Kendall Mahony, Graduate student Clarisse Marotz, Post-doc

Olavo B. Marques, Graduate student Nora Mascioli, Post-doc

Stephanie Matthews, Graduate

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Yackar Mauzole, Post-doc

Matt Mazloff, Faculty

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Kyle Modesitt, Undergraduate

Malia Moore, Graduate student

Alexia Moore, Graduate student Ivan Moreno, Graduate student

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Tashiana Osborne, Graduate student Josh Osias, Graduate student

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Kerstin Paulsson, Staff

Matthew Pendergraft, Graduate

student

Olívia Soares Pereira, Graduate

student

Ariel Pezner, Graduate student

Pascal Polonik, Graduate student Natalie Posdaljian, Graduate student Cody Poulsen, Graduate student Katherine Qi, Graduate student

Arturo Ramirez-Valdez, Alumni Hannah Resetarits, Graduate student Kate Ricke, Faculty

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Tristan de Rond, Post-doc

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Tamara Russell, Graduate student

Ryan Saenger, Graduate student

Robert Sanchez, Graduate student Amina Schartup, Faculty

William Schneider, Graduate student Anne Schulberg, Graduate student Kenisha Shipley, Graduate student Lia Siegelman, Post-doc

Mike Sierks, Graduate student

Rebecca Simpson, Post-doc

Hans Wu Singh, Graduate student Alaina Smith, Graduate student

Jennifer Smith, Faculty

Eric Snyder, Graduate student

Matthew Sprague, Undergraduate Ethan G. Staats, Graduate student Karen Stocks, Staff

Rishi Sugla, Graduate student

Benjamin Taylor, Graduate student Angus Thies, Graduate student

Monica Thukral, Graduate student Ross Timmerman, Staff

Ralph Riley Torres, Graduate student Chrissy Tustison, Staff

Florybeth La Valle, Post-doc

Ellis Vavra, Graduate student

Theodore Vincent, Graduate student Devin Seiichi Vlach, Graduate

student

Gunnar Voet, Staff

Joseph L. Walker, Graduate student Lynn Waterhouse, Alumni

Duncan C. Wheeler, Graduate student

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