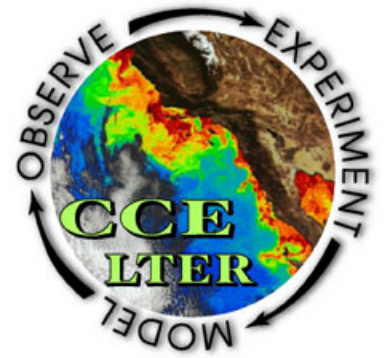


CCE-LTER Justice, Equity, Diversity and Inclusion Plan



Version: April 5, 2022

Code of conduct

The California Current Ecosystem (CCE) Long-Term Ecological Research (LTER) site aims to create a diverse, equitable, and inclusive community for its researchers, students, staff and collaborators. CCE-LTER is based at the Scripps Institution of Oceanography (SIO) at the University of California San Diego (UCSD) and engages in laboratory-based, seagoing, remote sensing, numerical modeling, and teleworking research as well as educational and outreach activities. CCE-LTER does not tolerate harassment, discrimination, intimidation, or violence of any kind on land, at sea, or in distance working environments. All participants are expected to follow the guidelines put forth by the UCSD Principles of Community (<https://ucsd.edu/about/principles.html>). In addition, participants at sea must abide by the guidelines put forth by UNOLS/ARF (<https://scripps.ucsd.edu/ships/civility-sea-videos>) and SIO (https://scripps.ucsd.edu/sites/scripps.ucsd.edu/files/basic-page-ships/field_attachment/2017/SIO%20Harassment%20Prevention%20and%20Response%20Guide%202016.v03.pdf). All participants within the CCE LTER are strongly encouraged to participate in the Unlearning Racism in Geoscience (URGE) pod at SIO, a program intended to improve Justice, Equity, Diversity, and Inclusion (JEDI) in geosciences. All participants are also required to subscribe to the principles and practices of JEDI, as set forth in this document.

Goals

In order to address the inequities that persist in ecology, geosciences and academia as a whole, CCE-LTER has adopted a proactive stance and is committed to achieving the following:

- 1) Ensuring that CCE is a welcoming and inclusive environment
 - a) CCE holds monthly journal club meetings to bring current students up to date on important topics relevant to the CCE-LTER. These meetings also serve to feature the research of students and post-docs to their peers in an informal setting. In this space, we will survey the students and postdocs on the kind of science and science-public intersection that is most important to them and encourage them to assign papers on those topics. We recognize that diverse scholars may have a different set of priorities with respect to what science is meaningful. We will also feature papers and studies conducted by scholars of diverse backgrounds and/or who are not at R1 institutions.
 - b) Conduct quarterly CCE-LTER fora and an annual site meeting that center on JEDI issues by ensuring that (1) diverse presenters represent the site and have their science highlighted, (2) activities that advance JEDI are regularly highlighted and or discussed.

- c) Create a student mentoring program where senior graduate students act as CCE mentors to incoming students to the site. In addition to this mentoring program, resources will be available to incoming students with information pertaining to CCE LTER including “What to bring and expect when at sea”.
- 2) Building initiatives to support the participation of underrepresented and local groups in science
 - a) Continue the Research Experience for Undergraduates (REU) and Research Experience for Teachers (RET) ongoing programs, but further increasing our efforts to draw from a more diverse pool of candidates. In addition, teachers serving K-12 districts with a high proportion of underrepresented minorities will be particularly targeted for the RET program.
 - b) Establish contacts and collaborative efforts with diverse and local communities (Kumeyaay nations and local Hispanic Serving Institutions). These efforts will include reaching out to community colleges with a high proportion of Native American students, including San Diego local Kumeyaay Community College, and developing a stronger relationship with the Intertribal Resource Center (ITRC) here at UCSD. UCSD’s CREATE program maintains strong ties to local community colleges, most of which are >50% Black, Hispanic and/or Indigenous, and SIO recently established the GEO-STEPS program to engage more closely with local 2-year colleges to introduce these students to the diverse career pathways that environmental science offers. Future proposals should formalize a relationship with Minority Serving Institutions (MSI) to involve MSI PIs in LTER research, while also developing a student pipeline into the CCE LTER.
- 3) Recruit, retain and support underrepresented students, staff, faculty and collaborators.

CCE LTER will continue to seek feedback from all site members in order to improve the CCE-LTER JEDI plan.

Native Land Acknowledgement

Scripps Institution of Oceanography, UCSD and its surrounding communities occupy the stolen territory of the Kumeyaay / Kumiai Nation, to whom the CCE-LTER owe honor and gratitude. The indigenous communities who have historical connections with the CCE must be involved with our ongoing efforts to understand the ecosystem. We aim to create partnerships with these communities to better foster our relationship going forward.

Accountability

A JEDI committee will be appointed by the Lead-PI of the CCE-LTER. The committee should consist of no fewer than 4 members, composed of students, postdoctoral scientists, staff, and/or PIs and will be open to any affiliates who wish to join. The CCE-LTER grad student/post-doc representative and the Diversity Contact are expected to participate. This committee will be responsible for completion of the work outlined in this JEDI plan and for evaluating and improving this plan annually.

Reporting and other resources

Employees of US academic institutions and participants in federally-funded projects are bound by the requirements and expectations of Title IX of the Education Amendments of 1972. If you are the target of or witness to any incident of harassment, violence or another form of misconduct while participating in CCE LTER activities, it should be reported immediately to the Office for the Prevention of Harassment & Discrimination (OPHD) at UC San Diego (CCE LTER Lead Campus). In addition, making a report to any CCE-LTER PI or supervisor is considered an official report regardless of whether the PI or supervisor is located on-site or off-site.

Additional resources can be found at UCSD's OPHD, <https://ophd.ucsd.edu/>

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