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Strengthening Community Resilience through Environmental Justice

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<https://environment.uoregon.edu/>

<https://jfi.uoregon.edu/>



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Moyumba

From Kalapuya Ilihi, the ancestral homelands of Kalapuya peoples

Moyumba Olorun, Olofi, Olodumare

Manferefun egun, egungun, that bring us together today

Manferefun, omi, ara, the winds, the trees, the stars that hold us

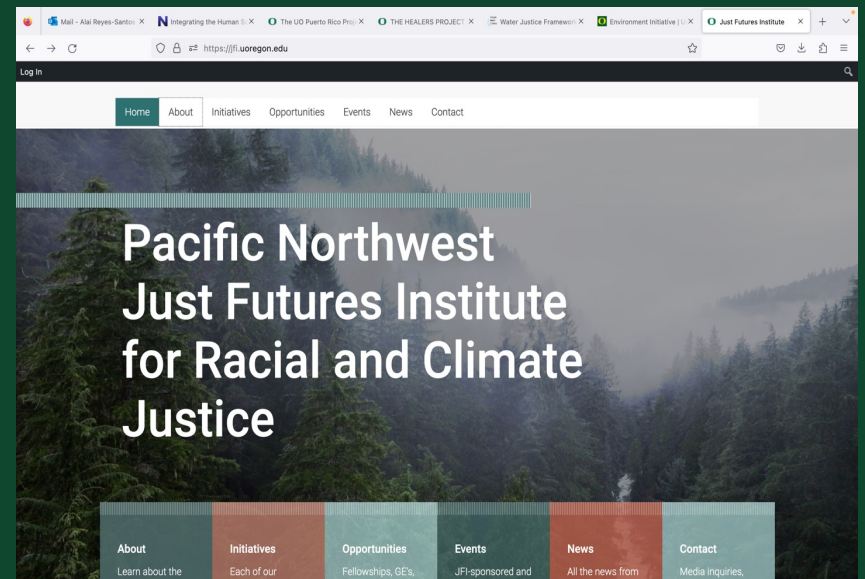
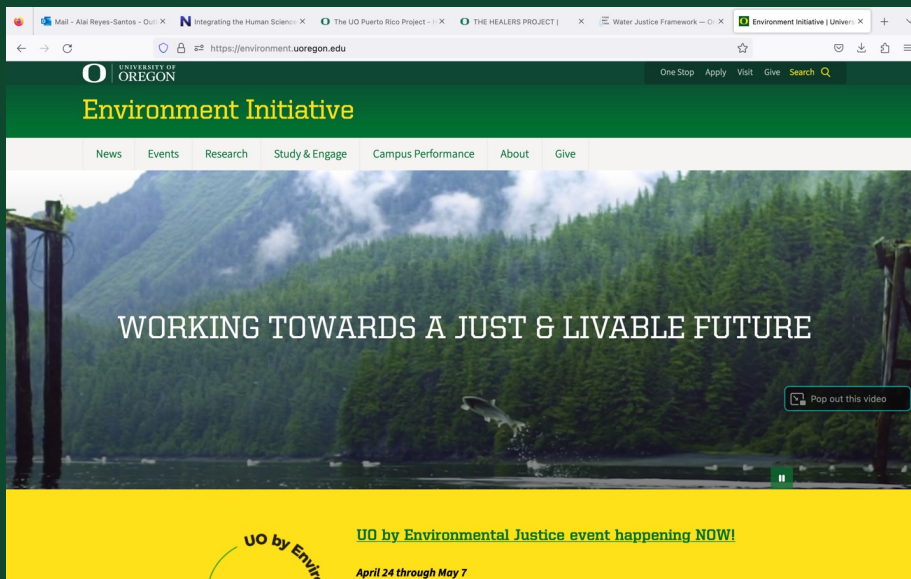
May our conversation further just and livable futures for all.



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How do you see justice and the balancing of power as a cornerstone to advance change around the climate crisis?

What is stopping widespread implementation of effective community-university partnerships? What do communities need from the human sciences?



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1. Time and Ancestral Approaches to Climate Change
2. Approaches to Community Engagement
3. Lessons from Case Studies



1. Time and Ancestral Approaches to Climate Change

How do you see justice and the balancing of power as a cornerstone to advance change around the climate crisis? What is stopping widespread implementation of effective community-university partnerships? What do communities need from the human sciences?

Ancestral Approaches A distinct notion of time

The climate crisis is not neutral and is not new.
Power dynamics has always impacted who is most affected
and who has the least resources to adapt.



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Ancestral Approaches

A distinct notion of time

It began in 1492 . . .

Colonial displacement of Indigenous peoples in the Americas, Africa, and Asia from ancestral homelands
the plantation; the railroad; the mine



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Ancestral Approaches A distinct notion of time

Racial, gender, and economic exploitation have been entangled from the beginning in the environmental exploitation that has shaped our climate crisis for more than five hundred years

Indigenous peoples all over the world have lived it ever since; now it is just more evident and accelerated; and now it is increasingly visible to spaces of power, including academia and government

(Winona La Duke, Tiffany Lethabo King, Laura Pulido, Michelle Murphy)



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Ancestral Approaches

A distinct notion of time

Therefore, justice and a balancing of power are essential to truly address climate change.

We must begin by accepting ancestral notions of time to enable such work.

It will lead us to center the communities who have already been mitigating and adapting to climate with limited resources and facing state violence, and with an abundance of ecological wisdom for multiple centuries; and to work with a sense of time that is urgent and yet caring and hopeful, that enables the relationship building that sustains us all for the long run.

(*Racial Ecologies*, Robin Wall Kimmerer, Jacqui Alexander, Ana-Maurine Lara, Catalina de Onis, Hilda Llorens, Ruth Santiago)



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2. Approaches to Community Engagement

How do you see justice and the balancing of power as a cornerstone to advance change around the climate crisis? What is stopping widespread implementation of effective community-university partnerships? What do communities need from the human sciences?

The Seven Principles©

- Listen
- Respect
- Reflect
- Transform Ourselves
- Hold Ourselves Accountable
- Create
- Evaluate

Ted Talk: Building intercultural communities by Alai Reyes-Santos
(Available on YouTube)

Shaped by Malcolm X, Audre Lorde, Angela Davis, Michael Hames-Garcia,
Martin Luther King, popular education experiences



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Essential Skills to Implement Seven Principles

Conceptualized with Dr. Ana-Maurine Lara (WGGS, U of Oregon)

- Nourishing social relations: respect and reciprocity
- Approaching difference as the norm, not the exception
- Changing registers
- Communicating across difference
- Communicating interest in other people
- Following thru on agreements and commitments
- Recognizing own's gifts and limitations
- Capacity to feel uncomfortable
- Being able to say I do not know or will check for you
- Facing conflict as natural



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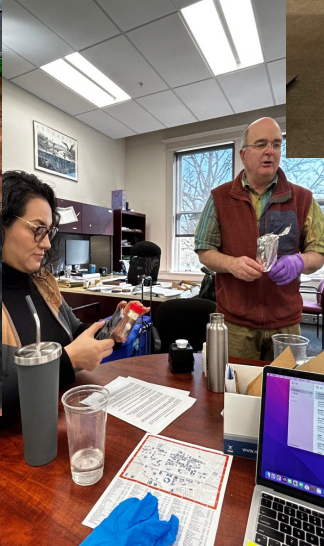
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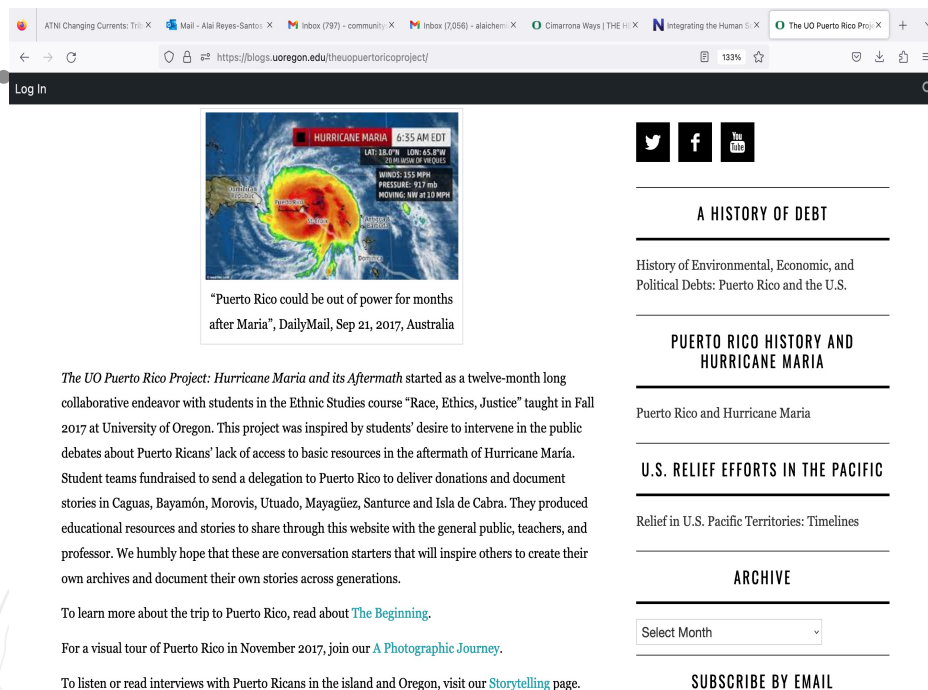
3. Lessons from Case Studies

How do you see justice and the balancing of power as a cornerstone to advance change around the climate crisis? What is stopping widespread implementation of effective community-university partnerships? What do communities need from the human sciences?

Teamwork Transdisciplinarity Care and Joy



<https://blogs.uoregon.edu/theuopuertoricoproject/>



Trip to Puerto Rico two months after the Hurricane

Digital storytelling emphasizing rural communities

Information sharing across Puerto Rican communities at a time when no media outlets were operational due to failure of energy infrastructure

Public education in US mainland

Support relief efforts and solidarity

Student training

Stories archived and publicly accessible:

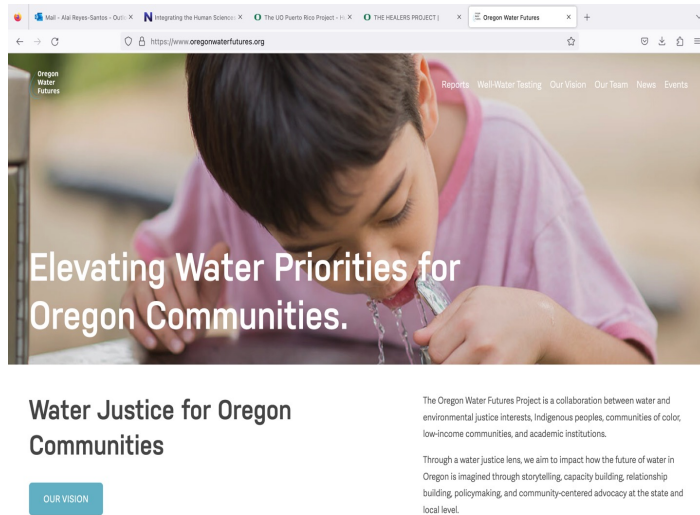
Oregon Digital and Digital Libraries of the Caribbean



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<https://www.oregonwaterfutures.org/>



Conversations with 200 people by phone and Zoom
Co-designed and implemented in partnerships

Consulting rural, low income, BIPOC, tribal natural resources departments, state agencies, researchers, environmental orgs

Multi-ethnic, multi-lingual

Diversifying the water sector: Water Justice Network

Historic 530 million water package

1 million for community engagement

500,000 for tribal energy resiliency

New drought package

Input in federal efforts

Input for Congressional initiatives

Capacity: Building: Water Justice Leadership Institute

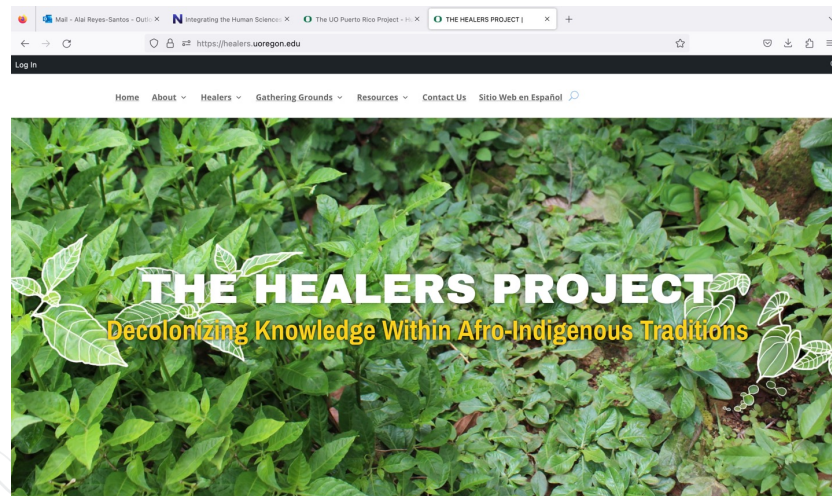
Capacity Building: Water Justice Policy Framework

Student Training

Green workforce



<https://healers.uoregon.edu/>



With Dr. Ana-Maurine Lara and UO Libraries
Intergenerational dissemination of Indigenous and
Afro-TEK in the Caribbean, LA, and US

Interviews with elders

Bilingual

Multimedia resources

Ethnobotanical survey

E-Book

K-12 and higher ed teaching resources

Bibliography

Interactive Workshops

Student Training

Data Justice

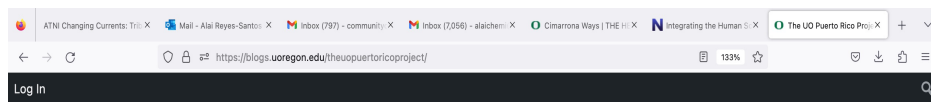
Indigenous and Black Digital Humanities at the
service of communities, protecting their knowledge
while sharing it



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<https://blogs.uoregon.edu/theuopuertoricoproject/>



"Puerto Rico could be out of power for months after Maria", DailyMail, Sep 21, 2017, Australia

The UO Puerto Rico Project: Hurricane Maria and its Aftermath started as a twelve-month long collaborative endeavor with students in the Ethnic Studies course "Race, Ethics, Justice" taught in Fall 2017 at University of Oregon. This project was inspired by students' desire to intervene in the public debates about Puerto Ricans' lack of access to basic resources in the aftermath of Hurricane Maria. Student teams fundraised to send a delegation to Puerto Rico to deliver donations and document stories in Caguas, Bayamón, Morovis, Utuado, Mayagüez, Santurce and Isla de Cabra. They produced educational resources and stories to share through this website with the general public, teachers, and professor. We humbly hope that these are conversation starters that will inspire others to create their own archives and document their own stories across generations.

To learn more about the trip to Puerto Rico, read about [The Beginning](#).

For a visual tour of Puerto Rico in November 2017, join our [A Photographic Journey](#).

To listen or read interviews with Puerto Ricans in the island and Oregon, visit our [Storytelling](#) page.



A HISTORY OF DEBT

History of Environmental, Economic, and Political Debts: Puerto Rico and the U.S.

PUERTO RICO HISTORY AND HURRICANE MARIA

Puerto Rico and Hurricane Maria

U.S. RELIEF EFFORTS IN THE PACIFIC

Relief in U.S. Pacific Territories: Timelines

ARCHIVE

Select Month

SUBSCRIBE BY EMAIL

1. Build methodology based on experience and ways of knowing of communities served

a. Metodología Campesina

Forthcoming in

www.healers.uoregon.edu/conversao

2. Build from within communities' desires

a. Telling stories while media ignores them

b. Tell stories of collective self determination, instead of victims in need of saving

c. Share in social media

d. Support education and advocacy in US mainland

3. Support other desires

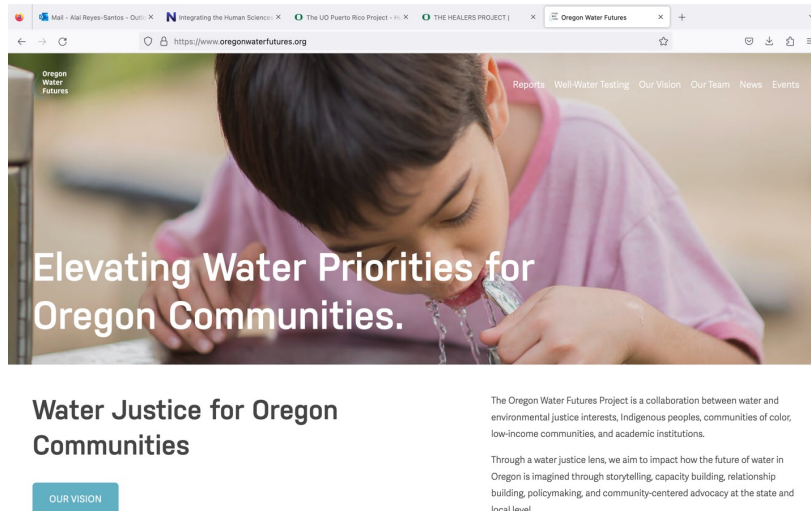
a. Diasporic need to connect, support, have information



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<https://www.oregonwaterfutures.org/>



1. Co-lead, co-design, support

- a. Be prepared for unexpected communities' desires or opportunities to support change
- b. Legislative education
- c. Outreach
- d. Support access to emerging resources

2. Transdisciplinarity

- a. cultural studies, community engagement, storytelling, law and policy, communications, water engineering, data science, languages, ethnic studies

3. Adaptable, equitable and accessible engagement: fund FTE for all co-leads and partners, food, childcare, timing, in-person, phone or online, translation and interpretation

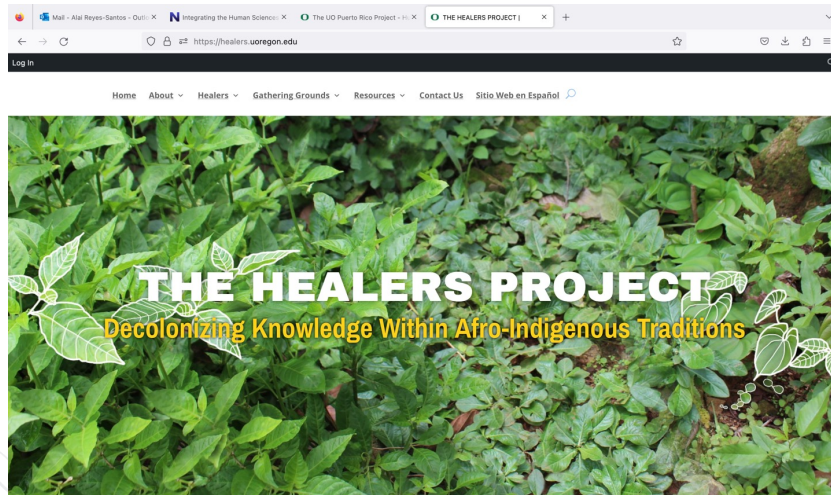
3. Universities support faculty, with attention to minority faculty

- a. Time to do proper outreach, off-campus work
- b. Time to partner with colleagues at universities
- c. Time to train transdisciplinary student teams
- d. P & T in fields, such as humanities

4. Focus visibility on partners, unless university location serves them well



<https://healers.uoregon.edu/>



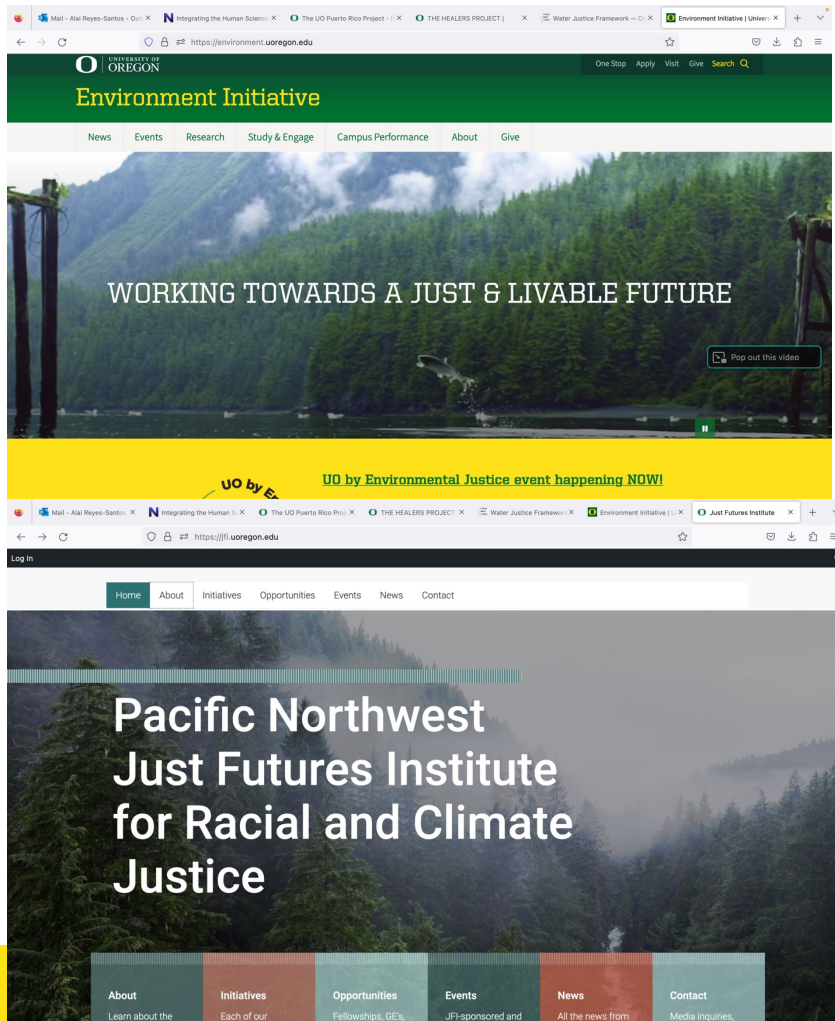
With Dr. Ana-Maurine Lara and UO Libraries

1. Engage multiple ways of knowing, center historically underrepresented ones (epistemologies): ie. relationship-based
2. Engage multiple ways of being (ontologies), center historically underrepresented ones: ie. naming and documentation practices
3. Engage partners and participants in design
4. Universities support grantmaking and distribution of resources to community partners
 - a. Lead grantmaking if requested, even if most funds go out of institution
 - b. Adjust indirect costs for partnerships
 - c. Facilitate bureaucracies for mileage, lodging, stipends
 - d. Do not assume literacy, digital access, that people-including faculty and students-can get refunded.
5. Ensure all partners are getting remunerated properly, scope of work is clear, and people are not working beyond their capacity: sustainability



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1. Allocate resources in a just way
 - a. Ask what people wish to see
 - b. Be realistic about what you can offer
 - c. Cover staff time both on and off-campus
 - d. Do not underestimate time and labor
 - e. Support partners' projects and grantmaking in the long run
2. Foster relationships of kinship, solidarity and gratitude
3. Be aware of and intentionally engage power differentials in teams between faculty and community partners, faculty and staff, junior and senior faculty, undergrad and grad students; directly engage unconscious bias, racism, sexism, elitism, homo- and transphobia, ableism.
 - a. Governance structure
 - b. Decision-making structure
 - c. Conflict resolution processes
 - d. Equity and justice accountability systems
 - e. Bias-aware evaluation processes
 - f. Workloads
 - g. Research and Data Justice Principles
4. Facilitate grantmaking and work across disciplines, including student experiential learning, with environmental justice communities.



Thank You!

Questions?



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