Summary

A consistent theme we observed during this program is that information and resources related to combating racism in the geosciences at UH is often scattered across multiple documents and therefore difficult to access. Initiatives may be led by individual students or faculty members, or fall under the purview of different faculty groups or committees, but this leads to inconsistencies, the need to often reinvent the wheel, and promotion of a culture that does not value efforts in this realm by not offering an effective mechanism to elevate and promote such efforts. Therefore, our first recommendation is that a JEDI committee with official faculty service requirements is created at the department level. It should be populated with faculty members to ensure institutional memory and to facilitate institutional change, and should incorporate a mechanism to include representation and/or input from undergraduates, graduate students, and postdocs. We have begun efforts towards this, and have been referred to as the “JEDI committee” within the department, but currently remain without official service recognition. As such, we do not have regular meetings with the chair about policy implementation and change, we do not have an email alias from which would could email members of the department about or be contacted about JEDI related issues and resources, we do not have a webpage on the department where we could provide public facing resources to current and prospective members of our community. We also risk losing faculty or student members who would rather invest their time and passion for JEDI initiatives with organizations that show clear value for these efforts and commitment to change. We are hopeful that this will be implemented for the Fall 2021 semester; if not, we believe we risk losing the current forward momentum we have gained in the last year.

Steps Towards Change

Session 2 - Policy for Complaints

The existing resources for the policies of complaints center around official UH Title IX complaints and other similar university-level mechanisms. The systems appear opaque and difficult to understand. In particular, what resources, if any, exist for scenarios where students might want to explore options, get advice about a less serious issue or other areas that fall out of the purview of Title IX and other standard violations is less clear. Our department has a code of conduct, but it can be improved.

Produce a code of conduct v 2.0 that explicitly lays out expectations for an antiracist environment.

Where to Start: Review existing code of conduct.

Responsibility of: JEDI committee possibly in partnership with SOEST working group.

Can live: on website, needs to be public and easily accessible. Should also be referenced in grad and undergrad survival guides.
**Update**: Revist once per year/two years. Regular revisits and updates as a part of this is essential. This should be a living document that adjusts to new perspectives, not a one and done.

**Needed buy in**: Department chair, SOEST dean. How to have enforceable consequences for violations.

There can also be sub-codes of conduct that could nest within this document. For example, there is an REU code of conduct with language more appropriate for our REU program. That should be cross-checked and stored with the general code of conduct. Any workshops or meetings hosted at UH should have a “conference” code of conduct. This can be constructed and stored as part of our resources, which would be accessible to all members of the department for use as needed. There could be a field work code of conduct outlining expectations for planning of and participation in field work at the faculty and student level. More may come up as the need arises, but they should be stored and made available for use so that individuals do not need to reinvent the wheel, and there should be systematic implementation of them.

*Implement regular bystander training such that community members are well equipped to respond to problematic situations.*

**Where to Start**: Conversation with chair, others who have coordinated before in SOEST.

**Responsibility of**: JEDI committee possibly in partnership with SOEST working group to schedule. Will require resources to bring someone in for training.

**Can live**: N/A, but should be referenced in code of conduct. Requirement for all employees/grad students?

**Update**: N/A

**Needed buy in**: Department chair, SOEST dean.

Note: Many professional organizations are also starting to implement bystander trainings (e.g. IRIS, SSA). Would be good if a list of alternate options could be maintained and updated yearly by the JEDI committee. These could be advertised and/or accepted in lieu of a department or school based bystander training.

### Session 3 - Demographics

*Publish demographic data for graduate students and faculty by race, gender, school, department.*

**Where to Start**: [https://manoa.hawaii.edu/miro/](https://manoa.hawaii.edu/miro/)

**Responsibility of**: Manoa Institutional Research Office

**Can live**: MIRO website

**Update**: Once per year.

**Needed buy in**: Faculty union (amorphous immovable rock) and [Graduate Student Organization](https://manoa.hawaii.edu/)

Representation in academia is necessary but not sufficient in making our students and faculty feel welcome on campus. By having data around representation, we can evaluate and track progress around recruiting underrepresented groups. Although recruiting groups to reflect an aggregate population is not a promise of an equitable and inclusive environment, having a
diverse population at least gives an opportunity for representatives to be at the table to discuss equity and inclusivity.

Session 4 - Policies for Working With Communities of Color

Training and a road map to working in and conducting research in Hawai‘i.

Where to Start: https://seagrant.soest.hawaii.edu/kulana-noii/

Responsibility of: JEDI committee + existing sea grant group that offers trainings? + ?

(SOEST level)

Can live: website.

Update: Once per year.

Needed buy in: Dept chair, should have buy in/cooperation with School of Hawaiian Knowledge?

There should be onboarding training required for all new hires and graduate students. At a minimum it should cover training that is sufficient for teaching earth sciences in Hawai‘i, things to be aware of when communicating with students here. There should also be a required training for conducting research in Hawai‘i - maybe not required for everyone, but should not be required after plans for local research have been made. Possibly requiring this for everyone may be the best way to ensure compliance. Should include information on best practices for planning and conducting research in Hawai‘i as well as resources to successfully carry out research plans. Are there opportunities for grant funding to compensate local communities in the planning stage? What is the appropriate compensation for different types of effort, and what should you do if you do not have access to resources to offer compensation at that time? What compensation should you plan on for the full grant? Build a community culture of participation in these types of events.

Session 5 - Admissions and Hiring

Compile and maintain a list of groups for underrepresented geoscientists to which graduate programs and job openings can be advertised.

Where to Start: Other departments already have such a list we can use as a starting point. Can solicit feedback from other departments, twitter, etc to see if there are resources we have missed.

Responsibility of: JEDI committee to be provided to any hiring and admissions committee.

Can live: on google drive, does not need to be public.

Update: Once per year.

Needed buy in: Grad admissions chair, and chairs of search committees.

List of groups should also be shared with undergraduate and graduate students, can distribute through undergrad and grad chair, as well as include in grad and undergrad manual (although may be difficult to update regularly).

NOTE: a compiled list of groups that support minorities in the geosciences should be maintained and made easily accessible to students and faculty who may be interested in joining.

Apply to join AGU Bridge program to improve equity in graduate admissions.
**Where to Start:** Write proposal to AGU Bridge program  
**Responsibility of:** JEDI committee + solicited help from others.  
**Can live:** N/A, if successful can advertise on website.  
**Update:** 5 year program with potential for one renew totalling ten years. Requires systematic updates and tracking of progress for program.  
**Needed buy in:** Grad admissions chair, dept chair.

This program gives students from underrepresented minorities an opportunity for a second look at their applications to grad school. They apply through the Bridge Program, and their applications are sent to all participating departments on April 15. So advisors with funded projects that were not successful at recruiting a student can consider instead recruiting a student from this group. Overall seems like a good program, although still early so unclear how successful it will be. Personal communication with a colleague suggested a heavy climate focus. Additionally, unclear how many students would seriously consider moving to Hawai‘i if offered an acceptance, if it wasn’t on their radar already. Significantly different geographical barrier than most programs. However, the proposal prompts for the AGU Bridge program may in and of themselves be a useful starting point to continue evaluation of our graduate admissions program.

*Extend anti-bias training implemented in recent faculty searches to all hiring and admissions decisions, if not done so already.*

**Where to Start:** Graduate admissions  
**Responsibility of:** JEDI committee, draw from requirements and HR information given during last faculty search, adapt it for graduate admissions procedures. Checklist of required steps anyone reviewing applications must take, and an introduction to recognizing bias.  
**Can live:** N/A.  
**Update:** ?  
**Needed buy in:** Grad admissions chair, dept chair, dept faculty.

Currently graduate admissions procedure does not use a systematic rubric evaluation system or implement a systematic policy for conducting interviews of prospective students (the exception to this is decisions about the Bullard Fellowships, which do use a systematic rubric filled out by the grad admissions committee). This is in contrast to the recent halted faculty search, which provided a basic brochure and training from HR related to biases and how to conduct an appropriate search, required the chair of the search committee to attend a training, and implemented a rubric system to objectively evaluate candidates used by all persons who reviewed the applications. We can adapt the information and trainings to be appropriate for graduate admissions, and require any faculty looking to accept students that cycle to attend. We can also ask faculty to use a rubric for evaluating potential candidates, as well as implement a review system such that at least two faculty members review each application.

*Compile HR documentation that could be presented to candidates who are interviewing for jobs in the department. Include information about questions that are illegal to ask candidates, to avoid awkward conversations.*  
**Where to Start:** Dept + HR office  
**Responsibility of:** JEDI committee, collab with HR.
Can live: N/A. But would need to be incorporated into all hiring procedures.

Update: Yearly?

Needed buy in: Dept., HR office.

HR office already provides documentation to search committees on these issues, why can’t information about benefits, child care, local schools, etc just be provided to candidates who interview? Also ensures all candidates get the same information, and can review it afterwards rather than gleaning information from faculty perhaps inconsistently.

Support for partners, viability of UHM as a place of employment and/or higher education for BIPOC.

Where to Start: SOEST partnership


Can live: N/A

Update: ?

Needed buy in: UHM, unions

The geographical isolation of Hawai’i is relatively unique. A move to Hawai’i is necessarily a move that requires a usually expensive 5+ hour flight back to mainland US destinations. Mechanisms for support are essential for all, but may be particularly important for historically marginalized groups that will likely be very far from family, friends, and existing support structures. Support for partners seems to be one way to help facilitate this transition - if a partner can find viable employment on the island, the move may not be quite so isolating. UHM does offer mechanisms for partner hires on academic tracks, although it is contingent on availability of funds, and qualifications (current memo). However, UHM explicitly states that partner hires cannot be into civil service or administrative tracks as it would be in violation of various union contracts. Thus, this limits the availability of partner hires to academic couples who both have PhDs, potentially skewing to more affluent backgrounds. They also do not appear to offer any career guidance or support for finding a position outside of UHM. That being said, the demographics of Hawai’i are unique in the United States, with significantly higher Asian and Pacific Islander populations than average. SOEST is not currently matched in these areas, and is more heavily represented by white scientists. Thus, UHM may be well situated to successfully recruit and retain in these areas, although representation in the local population is likely not a sufficient condition for success in this area.

Baseline establishment. How are we doing, how have we been doing, and do our changes improve anything?

Where to Start: Department data on graduate admissions and hires.

Responsibility of: JEDI committee

Can live: Faculty drive

Update: larger one-off effort, updated once per year

Needed buy in: Dept.

If we want to implement changes that help to attract and retain diverse students and employees, we need a baseline to compare against in order to assess our progress. This came up in the faculty discussion of removing the GRE as a potential concern - how do we know if it had an
effect. It is unclear if any efforts have been made to assess this, or if admissions demographics are being revisited. If the data exists and is accessible, we would like to compile a report of:

- **Graduate students**: demographics breakdown of students who have received offers of admission, what the offers entailed (e.g. fellowships, RA, TA), if the student accepted the offer, and for students who accepted the offer, if they were retained to the completion of their intended degree. Exit survey information may also be useful to assess student satisfaction with department.

- **Faculty/staff**: If possible, demographic information for recent hires, candidates who interviewed, and candidates to whom offers were made. Some of this information may not be accessible, but worth figuring out. Additionally, faculty and staff who have not been retained, demographics of who has left, where they went, why they left.

- **Undergraduates**: demographic breakdown of undergraduate majors, do we have any metrics that assess retention. Metrics of success post-degree, employment?

**Session 6 - Lab and Field Policies**

_Draft a safety plan document for field trips that is required of faculty and staff before they are bringing students into the field._

**Where to Start:** UCSC Field Safety Plan Form as an example.

**Responsibility of:** JEDI committee to draft drawing from existing examples as influence.

**Can live:** Dept drive with other forms. Public (pros/cons)?

**Update:** once a year? Two years?

**Needed buy in:** Dept level.

Form should be fill-out-able to make it easy for faculty. Faculty should fill out prior to a field trip, and information should be distributed to student participants prior to trip. It can be used for planning purposes, as well as to help facilitate opportunities for students to bring up questions or concerns. The worksheet should also serve as an exercise for faculty to assess their preparedness for the field, and help to fill in any gaps in planning.

Alternatives to field trips for courses. **Place based options for labs and course activities.**

**Where to Start:** Communicate with existing faculty who teach relevant courses. Bridget - virtual field trips project.

**Responsibility of:** ???

**Can live:** Distributed to relevant faculty

**Update:** Once per year.

**Needed buy in:** Dept level. Faculty who teach courses with field trips.

Can we establish alternative teaching modules to field trips for courses offered in our department that still effectively communicate the information learned in the field? Prioritize 100-level courses where not being able to participate in field trips may discourage students from continuing in the earth sciences.

**Other**

_Climate survey/ data collection._
Where to Start: SOEST URGE Pods
Responsibility of: SOEST collaborative committee??? JEDI committee
Can live: Internal.
Update: Once per year.
Needed buy in: SOEST Deanʻs office. Other departments.
What data already exists with regards to demographics, complaints, etc at the SOEST level?
How can we access it to establish a baseline against which we can measure progress? Climate survey using the racial justice assessment tool in our department (https://www.njjn.org/uploads/digital-library/AssessingOurOrganizations_RacialJustice%20(1)%20(1).pdf)? Other potential areas that might be useful?

Facilitate mentoring at multiple levels within dept/across SOEST.
Where to Start: Host event at dept level. Alternative - contact Chris Sabine about partnership with SOEST faculty mentoring program?
Responsibility of: JEDI committee/SOEST Collaborators
Can live: N/A, although should be advertised on a JEDI dept/SOEST page
Update: Host once per year, start of Fall semester?
Needed buy in: Dept/SOEST leadership to help organize event.
What data already exists with regards to demographics, complaints, etc at the SOEST level?
How can we access it to establish a baseline against which we can measure progress? Climate survey using the racial justice assessment tool in our department (https://www.njjn.org/uploads/digital-library/AssessingOurOrganizations_RacialJustice%20(1)%20(1).pdf)? Other potential areas that might be useful?

Establish a system for promoting DEI and outreach focused efforts through social media and newsfeeds.
Where to Start: JEDI committee in cooperation with current social media organizers.
Responsibility of: JEDI committee
Can live: social media
Update: Review strategies once per year
Needed buy in: current social media organizers.
Promote pathways for equitable promotion of accomplishments of members of the department. Consider designing and facilitating targeted campaigns that highlight students. Link with other opportunities to promote DEI work, such as the new SOEST format. Know what's available and how to engage with it.

Possibly can organize during faculty meetings a time to update community items.
<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Existing Policy or Resource?</th>
<th>Initial Point of Contact(s)</th>
<th>Institution Buy In</th>
<th>Where It Is or Will Be Posted</th>
<th>Review/ Update Interval</th>
<th>Racial Risk Assessment Recommended?</th>
<th>Training Recommended?</th>
<th>Approval, Check, and/or Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Produce a code of conduct v 2.0 that explicitly lays out expectations for an antiracist environment.</td>
<td>Yes</td>
<td>JEDI committee possibly in partnership with SOEST working group.</td>
<td>Department chair, SOEST dean. How to have enforceable consequences for violations.</td>
<td>On website, public and easily accessible. Referenced in grad and undergrad survival guides.</td>
<td>Once per year/two years, essential. Should be a living document that adjusts to new perspectives, not a one and done.</td>
<td>Not planned</td>
<td>Not planned</td>
<td>Not relevant to our pod</td>
</tr>
<tr>
<td>Implement regular bystander training such that community members are well equipped to respond to problematic situations.</td>
<td>No, one off efforts in past but no persistenc e</td>
<td>Someone with institutional knowledge</td>
<td>Department chair or SOEST Dean or University President/ Provost</td>
<td>Internal only</td>
<td>Recommend every year like Title IX training</td>
<td>Recommende d</td>
<td>Yes</td>
<td>Not relevant to our pod</td>
</tr>
<tr>
<td>Publish demographic data for graduate students and faculty by race, gender, school, department.</td>
<td>Yes</td>
<td>Tom Shea</td>
<td>Faculty union (amorphous immovable rock) and Graduate Student Organization</td>
<td>Manoa Institutional Research Office website</td>
<td>Recommend annually</td>
<td>Yes</td>
<td>No</td>
<td>Approval and Consequence</td>
</tr>
<tr>
<td>Training and a road map to working in and conducting research in Hawai‘i.</td>
<td>Yes</td>
<td><a href="https://seagrant.soest.hawaii.edu/kulana-noii/">https://seagrant.soest.hawaii.edu/kulana-noii/</a></td>
<td>Dept chair, should have buy in/ cooperation with School of Hawaiian Knowledge?</td>
<td>Website</td>
<td>Annually</td>
<td>Recommended</td>
<td>Yes if project involves community engagement</td>
<td>Approval</td>
</tr>
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<tr>
<td>Compile and maintain a list of groups for underrepresented geoscientists to which graduate programs and job openings can be advertised.</td>
<td>No</td>
<td>Pod Member(s)</td>
<td>Grad admissions chair, and chairs of search committees.</td>
<td>Internal currently</td>
<td>Annually</td>
<td>N/A</td>
<td>Yes</td>
<td>Approval and Consequence</td>
</tr>
<tr>
<td>Apply to join AGU Bridge program to improve equity in graduate admissions.</td>
<td>No</td>
<td>Pod Member(s)</td>
<td>Grad admissions chair, dept chair.</td>
<td>If successful, advertise on website</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Approval</td>
</tr>
<tr>
<td>Extend anti-bias training implemented in last faculty search to all hiring and admissions decisions, if not done so already.</td>
<td>Yes, search advocacy training and handbook</td>
<td>Pod Member(s)</td>
<td>Grad admissions chair, dept chair, dept faculty.</td>
<td>External on Office of Human Resources website</td>
<td>N/A</td>
<td>Recommended</td>
<td>Yes, search advocacy training</td>
<td>Approval</td>
</tr>
<tr>
<td>Compile HR documentation that could be</td>
<td>Office of Human Resource</td>
<td>Department, HR office</td>
<td>N/A, Physical brochures catered to</td>
<td>Per interview</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>
Presented to candidates who are interviewing for jobs in the department. Include information about questions that are illegal to ask candidates, to avoid awkward conversations.

<table>
<thead>
<tr>
<th>Support for partners, viability of UHM as a place of employment and/or higher education for BIPOC.</th>
<th>Published Memo with no teeth</th>
<th>UHM, unions</th>
<th>External, university wide website</th>
<th>Annual</th>
<th>Recommended</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline establishment. How are we doing, how have we been doing, and do our changes improve anything?</td>
<td>Department data on graduate admissions and hires.</td>
<td>Department</td>
<td>Internal faculty drive</td>
<td>Annual</td>
<td></td>
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<td>Draft a safety plan document for field trips that is</td>
<td>UCSC Field Safety</td>
<td>Department</td>
<td>Internal faculty drive</td>
<td>Annual or biannually</td>
<td>Recommended</td>
<td>Yes for those that administer</td>
</tr>
<tr>
<td></td>
<td>Plan Form as an example.</td>
<td>Dept level. Faculty who teach courses with field trips.</td>
<td>Distributed to relevant faculty</td>
<td>Er field trips</td>
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<tr>
<td>Alternatives to field trips for courses.</td>
<td>Yes, Bridget - virtual field trips project.</td>
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<tr>
<td>Copy Dartmouth’s approach. What resources do we have available, and where can people find them? What are we missing, and what will it take to get them? Make a diagram that is easily digestible on one page.</td>
<td>Copy Dartmouth’s approach.</td>
<td>Department</td>
<td>website, undergrad/grad handbooks, faculty/staff materials.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Climate survey/data collection.</td>
<td>SOEST URGE Pods</td>
<td>SOEST Dean’s office. Other departments.</td>
<td>Internal</td>
<td></td>
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</tr>
<tr>
<td>Facilitate mentoring at multiple levels</td>
<td>Kind of, UH mentor</td>
<td>Department / SOEST leadership to help organize event</td>
<td>N/A, although should be advertised on a JEDI dept/SOEST</td>
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</tbody>
</table>

- **Facilitate mentoring at multiple levels**
  - Kind of, UH mentor
  - Department / SOEST leadership to help organize event
  - N/A, although should be advertised on a JEDI dept/SOEST
  - Host once per year, start of Fall semester?
  - Yes, mentorship training
<table>
<thead>
<tr>
<th>within dept/across SOEST.</th>
<th>matching, WeLEAD</th>
<th>page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish a system for promoting DEI and outreach focused efforts through social media and newsfeeds.</td>
<td>Look toward other successful models, like Marcie Grabowski</td>
<td>Ken Rubin? Marcie Grabowski</td>
</tr>
<tr>
<td></td>
<td>current social media organizers.</td>
<td>Social Media</td>
</tr>
<tr>
<td></td>
<td>Review strategies once per year</td>
<td></td>
</tr>
</tbody>
</table>

**Needed buy in:** Department chair, SOEST dean. How to have enforceable consequences for violations.