DELIVERABLE #8
URGE Management Plan for the Jackson School of Geosciences (JSG) Pod
The JSG URGE Pod has 87 Members. Therefore, the Pod is split into "Podlets" to accommodate meeting times and foster discussions in smaller groups. Below is the synthesized deliverable for the JSG pod with specific guidelines for each Podlet. Note: there may not be consensus between podlets.

Below is our plan to incorporate URGE deliverables into the Jackson School culture; we have also outlined our priorities for these tasks (note that these will likely continue to develop as we assess and finalize policies and resources). ***Note: Because the JSG Pod is so big, we wanted to get an idea of what people felt were key issues/opportunities so that we could bring a priorities list to leadership (rather than a laundry list with no clear direction). We felt this was still in the spirit of the deliverable and was more likely to (ultimately) be effective at UT Austin.***

Based on the podlet deliverables, the following are the key areas for DEI improvements within the JSG:

- **<u>The largest issue is the lack of faculty and students of color (grad and undergraduate).</u>**
- **<u>A pervasive issue is the lack of clear communication/transparency, which can result in perceived issues or a lack of knowledge about funds, support structures, opportunities, and efforts made.</u>**
- **Lack of clear expectations/rewards/acknowledgements for DEI work (at all levels).**
- **The culture needs to become more welcoming and inclusive (culture and community)**
  - There needs to be more onboarding, especially for minoritized individuals/groups.
- There is a great deal of variability in the mentoring, accountability, and expectations of different lab groups/units
- The curriculum and brand of the department does not capture the breadth of the department and thus can exclude minoritized populations this could be improved by highlighting issues like Climate Justice or the breadth of fields in the Earth Sciences.
- We need to reform our field experiences and expectations as they are currently exclusive (field camp, introductory trips, and what the department values)
- There is a desire to continue this cross unit/cross rank discussion (e.g., URGE V2.0).

Other Issues and Concerns
- There is a concern that it will be difficult to get buy-in from the groups/people in power.
- We need communication about progress (e.g., annual progress and responses to letters/requests).
- How do we keep pushing for advancement and not have efforts "die on the vine".

Podlet-Specific Deliverables

	Tuesday morning Podlet			

Priority #	Issue	Problem that needs to be addressed	Solution (colour code by effort: easy, medium, difficult)	Who do we need to get on board?
1	Lack of diversity among faculty/students	Lack of diversity among faculty/students	Putting forward an inclusive message in public websites to start attracting more diverse applicants (JSG website), making sure we keep working on improving/solving existent core issues. Mention in the website the experiences of diverse undergraduate/graduate students	Dean, Unit leaders, Students, GSEC (collaborator)
2	Assessing improvement/ (or lack of) of climate in the JSG	Lack of data, stats in diversity, bullying? issues	Climate survey	Dean, Unit leaders, Faculty, GSEC, Staff
3	Persistent climate issues, mistrust in reporting, Power dynamics imbalance	Neutral and trusted place to report and complain	Internal ombudsperson	Dean, Unit leaders
4	Graduate students from certain backgrounds not knowing the application process	Lack of knowledge/tips about how to approach the application process	**Online resources available for everyone before graduate application augmented based on student experiences**	Dean, Unit leaders, Faculty, students
5	Students not familiar/comfortable in field	Involving a larger number of students with limited outdoor experience	**Online resources posted on website about:** Education about outdoors activities, tips, field experience requirements and different roles in geosciences (that requires field experience or not). Additions to standard operating procedures for field trips/courses, including research/preparation for possible culture issues at field site, and pre-return meetings of all participants to allow review of incidents or learning moments that occurred.	Dean, Unit leaders, GSEC (collaborator)
6	Poor interactions with communities of Color/ Land Acknowledgement	Lack of training about interactions Clear policy to follow regarding Land Acknowledgement	Training Mentions in acknowledgment sections of deliverables/products after a project	Dean, Unit leaders, Faculty, students

Priority #	Issue	Problem that needs to be addressed	Solution (colour code by effort: easy, medium, difficult)	Who do we need to get on board?
7	What are demographics of JSG (beyond students, faculty)	Lack of data	**Acquire data**, **post on website**	Dean, Unit Leaders

Why were the top issues the most important to you?
We consider that overcoming these issues requires us to take action on several fronts at the same time, we need to not only welcome diversity as an integral part of our department but also, we are required to acquire data to have an idea of the problem and to properly follow up proposed changes. We need to ensure that our welcome message translates into not only increase but also retention of diverse staff, students and faculty. Only a holistic approach will generate long-term change.

This table is informational: what do we have from URGE (include Links etc.)

Deliverable	Existing policy or resource?	Where is it posted (note if not complete)?	Review or update interval	Approval, check, and/or consequence	Other notes or recommendations
Complaints and Reporting Policy	Yes	On website already	Already reviewed every 2 years	Not relevant to our pod	
Demographic Data	No*	Internal only	Recommend every 2 years	Not relevant to our pod	Collect Grad, Undergrad, and Faculty data
Policies for Working with Communities of Color	No	Post on organization website	Recommend annually	Approval and Consequence	Recommend: Training
Admissions and Hiring Policies	Yes	Internal currently	No set interval, recommend annually	Approval	Recommend: Racial Risk Assessment
Safety Plan	Yes	Internal currently	Annually, but also after any major reported incidents	Approval and Consequence	Department specific but also lab specific
Resource Map	No	Post on organization website	Additions on a rolling basis	Approval	Map an infographic or map

Note: Some data are available (e.g., student demographics), but other data (e.g., research staff demographics) are not.

What issues/inequities keep coming up?

Priority #	Issue	Problem that needs to be addresses	Solution (colour code by effort: easy, medium, difficult)	Who do we need to get on board?
1	Lack of diversity among graduate students	Graduate student body is not very diverse	Create/restructure fellowships to award to incoming graduate students	JSG dean, chair, unit heads; some faculty, staff and grad students
2	Lack of culture that values interdisciplinary, intersectional education and teaching to implement JEDI practices	Lack of interaction between JSG JEDI initiatives and UT groups that primarily focus on these issues (e.g. sociology, african-american studies departments)	Host multi-organization, mutli-day workshop/fair to form connections between JSG/CNS and departments who research/practice JEDI in STEM. Establish a new research initiative (or tie into e.g., Bridging Barriers Grand Challenges) or faculty position(s) to recruit scientists who work interdisciplinarily in geosciences and ethnic, race, gender, JEDI fields.	JSG Dean/Chair, Vice Provost (e.g. Research or DEI), COLA Dean/Chairs, student orgs, GSC
3	Documenting anti-racism progress within the JSG	Need a formal process of documenting JEDI progress	Implement yearly review from committee to assess progress and hold a Town Hall meeting and draft summary documents	Form a new committee
4	Lack of time to get involved with JEDI activities	JEDI activities are currently viewed as "extracurricular" and adds time on top of existing responsibilities	Create awards to recognize JEDI dedication, affinity support groups to maintain culture, implement wording in Code of Conduct to support time allocation	All of JSG
5	No service requirement (or suggestion) for graduate students	JEDI activities and other kinds of service to the school are not formally recognized as scholarly contributions	Require service statement in PhD Qualifying Exam. Section could document prior involvement and future planned activities. **Not sure what could be implemented for Masters students - ex: could require a short broader impacts section in the 3pg Master's proposal due during the second semester?	Dean, Chair, GSC, Graduate Advisor
6	Perceived difficulty in getting policies and actions implemented	Changes ultimately require approval from Dean of JSG	Achieve consensus among all JSG leadership? Faculty sponsors/ co-spokespeople to help represent grad student perspective (w/ GSEC)	All of JSG

Priority #	Issue	Problem that needs to be addresses	Solution (colour code by effort: easy, medium, difficult)	Who do we need to get on board?
7	Improve culture within the JSG to retain faculty/students/staff	Address internal JSG culture and issues: e.g. improved infrastructure for reporting harassment	JSG Code of Conduct. Not enough to just make a document that everyone quickly signs and then is out of sight, out of mind. Need to brainstorm how to engrain these policies into culture and everyday interactions throughout JSG	Dean, Chair, UTIG, BEG, culture committee

We believe progress needs to be made in three broad groups:

1. Increasing diversity among incoming JSG faculty, research, students, and staff
2. Better communication between all levels at the JSG (which URGE has really helped facilitate, but we would like to continue)
3. Fostering a supportive, inclusive, and welcoming environment to retain students/faculty/staff within the JSG

This table is informational: what do we have from URGE (include Links etc.) (<10 mins)

Deliverable	Existing policy or resource?	Where is it posted (note if not complete)?	Review or update interval	Other notes or recommendations
Complaints and Reporting Policy	Yes	On website already (https://www.jsg.utexas.edu/people/jsg-community/workplace-issues/)	Unclear	
Demographic Data	Yes	On UT website (https://reports.utexas.edu/spotlight-data/students)	Updated yearly (?)	Collect Information when people leave (at all levels) - exit interviews?
Policies for Working with Communities of Color	No	Should post on organization website	Recommend annually	Recommend required training
Admissions and Hiring Policies	Yes (partial).	Internal currently	No set interval, recommend annually	Unclear for undergrad. Some GASC guidelines for grads. Ad hoc rubrics for faculty searches.
Safety Plan	No (?)	Public-facing website.	Annually, but also after any major reported incidents	Should have a JSG-wide plan, and templates for other groups (e.g., lab group, research projects, etc.)
Resource Map	No	Post on organization website in multiple places	Additions on a rolling basis; yearly review	Map an infographic or map

Why were the top issues (table on next page) the most important to you?
Based mostly on how frequently issues came up in our discussions this semester, and ranking was also discussed as a group in this final session.

What issues/inequities keep coming up?

Priority #	Issue	Problem that needs to be addresses	Solution (colour code by effort: easy, medium, difficult)	Who do we need to get on board?
1a	Curriculum is too rigid	Our current curriculum is too restrictive, too traditional, and does not engage the breadth of our faculty or engage students.	Easier entrance into our program; have broader range of issues students are introduced to; classes that tackle grand challenges and engage students with active learning; Full curriculum overhaul	Faculty; Dean; Chair; Students
1b	Undergraduate URM persistence	Failing first year calculus/chem/physics	Allow extended timeline (e.g., one extra semester to completion); pre-freshman summer bootcamp.	Dean, Associate Dean for Academic Affairs, probably UT Central? Students
1b	Brand of department is outdated	The outward facing image of the Department is antiquated and should be updated to reflect our breadth.	Rename department, revamp web and social media presence, updated faculty/student profiles	Faculty; Dean; Chair, Students; Alumni
2	Clear DEI expectation	Clear vision and set of expectations for our community	Stronger implementation of JSG Code of Conduct; More widely available (and required) trainings; require and reward efforts towards DEI advancement (e.g., include on annual reviews). Include in grad orientation. Develop synergies between existing DEI efforts.	Faculty/Researchers; Dean; Chair/Directors; Students; BIGR Office
3	Improve orientations	Provide incoming undergrad/graduate students and postdocs/faculty with a better orientation	Have grad orientation that links them with resources + community from day 1; re-think intro field trip. More social activities (team building).	Faculty; Philip; Students
4	No faculty of color	We are not hiring enough faculty of color	Reform hiring procedure to make it more equitable, with contributions to diversity explicitly up front; keep a 'rolodex' of promising scholars of color to encourage them to apply when the time is right; involve Sam Moore + DEI office in our hires; a hire targeted towards people who focus on research surrounding geo-centric DEI issues (e.g., Julie Libarkin, MSU).	Dean, chair, and all/most faculty; Students

This table is aspirational: what issues/inequities keep coming up?

Priority #	Issue	Problem that needs to be addresses	Solution (colour code by effort: easy, medium, difficult)	Who do we need to get on board?
1	Lack of domestic, ethnically diverse faculty (not counting international hires)	Hire qualified faculty from various ethnic backgrounds with a domestic upbringing, in addition to internationals	Reform hiring procedure to make it more equitable and diverse (medium). Do more encouraging specific individuals to apply.	Dean, hiring committee, faculty
2	Not enough POC in pipeline for both students and faculty	Recruit more students of color by improving the pipeline of interested high school students	Increase Geoforce-like activities. For current students, have structured groups/activities for community building. Improve academic curriculum (undergrad) in ways shown by education research to improve retainment, such as structured research experiences as part of the curriculum, and more places within the curriculum to tie science to personal and community values.	Faculty, GSC, Dean. Continue with creative and lots of ways to increase recruitment and retainment. Seek financial support for GeoForce, & other programs. Now is a good time to do this.
3	Not all advisors treat their students or group the same. Nor do all advisors maintain an environment that promotes success for students from diverse backgrounds.	Varying advisor-student, - group dynamics that are not inclusive or equitable to all graduate students or post-docs involved.	Have multiple "official" advisors? Have a more hands-on and earlier-in-the-process role for committees (Masters, qualifying exam/PhD committees). Have a culture shift that is more open to having graduate students switch advisors. Consider a rotation scheme for incoming graduate students, "trying out" working with different advisors.	Dean, chair, heads of units, members of GSC, graduate student coordinator.
4	Survey of people's experience within the school, in particular people of color.	We need data to understand the internal culture.	Start by doing a survey inside JSG. Do we see or hear of problems that have a negative impact on recruiting or retaining POC.	Dean, heads of units
5	Survey of populations that might be potential students and faculty in future at JSG with focus on POC to determine their interest in geoscience in general and JSG in particular	Why do we have so few viable candidates of color? Is it a broad societal trend or something specific that POC have heard about JSG?	Do surveys or high school seniors. Perhaps at school participating in Geoforce or Post Docs interviewing at GSA. Small surveys might be helpful - ask a few dozen people. Ask for feedback after prospective student weekend - how were you treated?	Student recruiters,. Fund it (Dean?) get someone at UT social science to run it.

Priority #	Issue	Problem that needs to be addresses	Solution (colour code by effort: easy, medium, difficult)	Who do we need to get on board?
6	incoming graduate student trip and orientation may be a negative in terms of increasing diversity	A large subset of incoming grad students feel like the trip is not inclusive in terms of academic background (not everyone has a traditional geoscience bachelors degree), field interest/experience.	Make trip (and orientation) less focused on one-size-fits-all traditional geology outdoors, more on building community among students. Add options/element of big data, high tech measurements across diversity of geoscience	Dean, heads of units, trip organizers
7	Low number of POC is partly an artifact of not counting students and faculty from other countries.	Geoscience has achieved quite a lot of diversity in country of origin. All diversity is a benefit in terms of embracing different word views.	Recognize success where we have it in terms of any diversity. Success builds more success. Talk about diversity differently! Are they ways we can support, increase, celebrate diversity? (this is said in support of not in antagonism to recruiting more student and faculty from underrepresented POC classifications)	
8	Students are overwhelmed with academic activities, and advisors often do not consider the time spent participating in DEI groups/activities. This should be something that is recognized, discussed, planned, and encouraged.	For NSF, EPA, DOE, funding, an environmental justice element and/or a DEI outcome have recently become essential elements to address in proposals. Also, it is often something looked for in resumes and CVs when applying for jobs.	Students should be awarded course credit or other incentives to recognize their participation in DEI and EJ activities. Add an element to classes, add a class	Administration, faculty
9	Undergrad and grad students from underrepresented groups have difficulty finding people with similar life experiences in the JSG community	There are too few numbers of students from these groups, making it difficult to have a critical mass of people, increasing chances of students feeling isolated and like they don't belong.	Combine forces with different STEM-related departments (Geography, Biology, Petroleum and Environmental Engineering, etc) to bring more students from similar backgrounds together.	

This table is informational: what do we have from URGE (include Links etc.)

Deliverable	Existing policy or resource?	Where is it posted (note if not complete)?	Review or update interval	Approval, check, and/or consequence	Other notes or recommendations
Complaints and Reporting Policy	Yes	On website	The policy is somewhat new, unsure	Approval, check, and consequence	Do postdocs/externally funded students have access to these resources/reporting pathways? Online reports at the JSG level. Currently online reports can be made at the UT level but not at JSG level!
Demographic Data	Yes	Internal: UT Austin Reports	Annually	Approval and check	Collect Grad, Undergrad, and Faculty data. Include demographics in leadership roles, gender minorities, and international students
Policies for Working with Communities of Color	No	Not complete	Recommend annually	Approval and Consequence (recommended)	Recommend: Training (implicit bias, bystander intervention); consider heavily when writing grant proposals
Admissions and Hiring Policies	Yes	Internal currently. Hiring: policies/rubrics for evaluating candidates vary	No set interval, recommend annually	Approval	Recommend: Racial Risk Assessment; consistent reviews of policies
Safety Plan	Yes (but not complete/ work in progress)	Internal currently; also overlaps with univ. Guidelines (these are posted online)	Living document; some aspects specific to field site, lab, etc.	Approval and Consequence	Department specific but also lab/field specific; some aspects are university level; perhaps establish common guidelines then specifics added for field/labs; GEO 298T incorporate safety plan
Resource Map	No	Internal: Post on organization website, needs regular updating	Additions and links should be updated frequently	Approval and check	Map an infographic or map for UT campus and Austin area. Lacking for postdoc resources.

This table is aspirational: what issues/inequities keep coming up?

Priority #	Issue	Problem that needs to be addresses	Solution (colour code by effort: easy, medium, difficult)	Who do we need to get on board?
(T1)	No faculty of color or low numbers of URM faculty (e.g., Latinx). Low diversity in grads, undergrads, faculty	We are not hiring enough faculty of color	Reform hiring procedure to make it more equitable Create hiring plan with minority recruitment focus (opportunity hires?)	Higher Admin, Dean, chair, and all/most faculty
(T1)	Steps after URGE - how to keep the momentum going	Follow-up with deliverables, etc.	National URGE efforts are continuing this summer and fall JSG participation continues? Small group discussions Community proposals (e.g., how parental leave policies were implemented)	JSG community
(T1)	It is important to articulate and support an approach to systems change	Existing DEI/anti-racism initiatives are not always well-understood, and are not always well-coordinated Initiatives often compete where they could collaborate Not initiatives are aligned around goals	Assessment/asset mapping of activities Mechanisms to promote collaboration rather than competition Identification of key goals, metrics, measures	DEI Committee, BIGR, Dean, Department
2	URM student persistence in STEM degree	Disparity in STEM degree attainment for URM students increases at each degree level	Track successes and failures at institutional level (data collection to address existing trends) Curriculum with appeal to broader spectrum of STEM students Tutoring programs (e.g., Math readiness) Removal of structural hurdles that might inhibit diversity (e.g., field)	Dean, chair, faculty
3	Poor sense of community among postdoctoral researchers	Incomplete/disparate list of resources	Postdoc onboarding/orientation Colocation of postdocs in offices DeFord lectures by postdocs Clear list of resources/policies for JSG postdocs (some exist for CNS)	Dean, chair, unit heads

Priority #	Issue	Problem that needs to be addresses	Solution (colour code by effort: easy, medium, difficult)	Who do we need to get on board?
4	Lack of accountability for faculty in faculty/mentor issues	No internal system for graduate students in place to report marginal wrongdoings by faculty	Anonymous internal reporting system to file complaints (???) Continuous training (not a one off session or one semester block) Letters of recommendation by faculty member's graduate students in tenure application	Dean, chair, unit heads

Other things from our podlet discussion:

How to keep URGE going? What is useful?

- Learning will foster the change that we want to see!
- Huge opportunity/powerful to have people from different walks of JSG
- Big issues that the whole nation is talking

Continuing URGE is a huge priority!

- Weekly meetings with interest/stake holder focused group
- Taking URGE beyond learning and understanding to actionable
- To accomplish policy or system change- make it academic to actual policy proposal
- Developing a proposal for a semester; may be little bit of learning and then developing a proposal- know the policy, gather the resources

Why were the top issues the most important to you?

- Lack of diverse faculty can inhibit participation of URMs in the geosciences. Can be readily actionable and considered during recruitment and hiring
- The momentum from URGE can and should be sustained, otherwise we may not meet our high aspirations

This table is informational: what do we have from URGE (include Links etc.) (<10 mins)

Deliverable	Existing policy or resource?	Where is it posted (note if not complete)?	Review or update interval	Approval, check, and/or consequence	Other notes or recommendations
Complaints and Reporting Policy	Yes	https://www.jsg.utexas.edu/people/jsg-community/workplace-issues/#	unclear?	All staff sign to accept terms once per year Title IX / Office of Inclusion & Equity consequences for complaints	- Set a clear review/update interval - No sections/little clarity for postdocs, visiting scholars - Unclear what happens to "mid-level" reports (i.e. not Title IX / OIE) - Not just having negative consequences: "Call In" for self improvement and creating a culture of accountability, rather than 'punishment'
Demographic Data	Yes	https://www.jsg.utexas.edu/diversity-inclusion/resources-data/geoscience-diversity-data/	annually	No checks or consequences yet? JSG should report this every year and compare to the demographics of Texas, maybe presented at a DEI townhall annually? (and/or the newsletters!)	- Have grad and faculty data, need other groups: undergrads, research staff - Who is applying vs. who is getting into grad school is reported but not demographics of that. (find out if people aren't applying vs. we aren't admitting them (??))
Policies for Working with Communities of Color	No	n/a	Annually and with a suggestions box / survey	Policy required to be in place by field personnel BEFORE fieldwork	**Recommend: Training (annually?)** Recommend: JSG mandates policy on it / make it part of travel request (and each time has to submit a POC 'risk assessment' (can also create template))
Admissions and Hiring Policies	Admissions - Yes Hiring - Partial Yes	Internal (both)	No set interval, recommend annually and review with demographic data	none	- Policy (rubric) should be approved / checked - Encourage more transparency (would also be a form of "check")

Deliverable	Existing policy or resource?	Where is it posted (note if not complete)?	Review or update interval	Approval, check, and/or consequence	Other notes or recommendations
Safety Plan	Nothing all JSG encompassing, individual groups may have individual plans in place/in development	n/a	Annually, but also after any major reported incidents	Committee Approval of generic JSG safety plans for on campus and in the field (e.g. UTIG code of conduct) and Consequence: no fieldwork without risk assessment	Department specific but also lab specific - This should exist: generic JSG one but labs could also modify their own? - Racial risk assessment should also be part of travel authorization? / required for all fieldworks, including class?
Resource Map	No	Should be on JSG homepage and also supplied with acceptance/ orientation materials	Additions on a rolling basis, reviewed every 2 years (keep websites updated!)	n/a	- Keep links updated - Map an infographic or map - Lack of resources for postdocs - Supply with orientation - Optional Identity-based orientation / meet & greets - Work with CNS to make broader STEM groups? - Informal JSG newsletter of events

This table is aspirational: what issues/inequities keep coming up? (main focus of URGE meeting)

Priority #	Issue	Problem that needs to be addresses	Solution (colour code by effort: easy, medium, difficult)	Who do we need to get on board?
1	Few of faculty of color	We are not hiring enough faculty of color Not enough faculty of color are applying (??)	Reform hiring procedure to make it more equitable (medium) Make the hiring process more transparent, + make JSG more inclusive Cluster hire (?) people from underrepresented groups	Dean, chair, and all/most faculty
2	Lack of students of color	Goal: student demographics should match the state of Texas Issue: not enough applications, not enough offers, not enough acceptances,	Encouraging K-12 geo education Expanding recruiting to HBCUs, CCs, and more diverse communities Reform admission procedure to make it more equitable (medium) Make the admission process more transparent, Make JSG more inclusive / "attractive" (access to mentors/support systems)	Dean, chair, and all/most faculty
3	Field Safety	Currently left to individual research groups and not mandated across JSG	Implement the policy URGE podlets have drafted Discuss the policy in classes before each field trip (especially the 6 week field camp, e.g. incorporate in field methods) Have an engagement plan requirement for travel authorization	Dean, chair, all/most faculty and admin staff who check travel authorization Students in the field Chair/Professors for field camp, e.g. Mark Helper,
4	Engaging with communities of color (during fieldwork)	At JSG: No policy exists, engaging is not required In general: Communities of color get "left out" of asking questions, participating in science, sharing their knowledge, and/or receiving results/benefits from research	- Implement the policy URGE podlets have drafted - Discuss the policy in classes before each field trip (especially the 6 week field camp, e.g. incorporate in field methods) - Have an engagement plan requirement for travel authorization	Dean, chair, all/most faculty and admin staff who check travel authorization Students in the field Chair/Professors for field camp, e.g. Mark Helper,

Priority #	Issue	Problem that needs to be addresses	Solution (colour code by effort: easy, medium, difficult)	Who do we need to get on board?
5	Environmental Racism in the curriculum [and JSG strategic goals(?)]	Students aren't trained in the impacts of geoscience on communities of color. Some staff, faculty probably aren't aware of the impacts either.	- Make it a required course / seminar series for UG and Grad students (something more "deliberate" than 298T) - Training sessions for faculty / staff? - Center environmental anti-racism as a core value within the Jackson School, and support research that addresses issues e.g. environmental contaminants, climate change	Dean, chairs All faculty who teach to incorporate it in their classes? Someone to teach it to undergrads? Chris Bell for GEO 298T ? Faculty to take training?
6	Lab Safety	Currently left to individual research groups and not mandated across JSG	Implement the policy URGE podlets have drafted and require signatures / adoption by each lab PI Discuss the policy at student orientation? Bystander intervention offered regularly ?	Dean, chair, all/most faculty Students
7	Ensuring appropriate mentorship practices (consequences for bad mentors/adviso rs?)	Mentors may not be sensitive to the unique needs/situation of their students (See GSEC Survey): There are some students who are unhappy and/or have conflict with their advisors	- Regular training for FACULTY and research staff in implicit bias, conflict resolution, inclusive and effective mentorship - For repeat/serious offenders: Policy to remove chairships, do not award studentships to that mentor / remove ability to mentor students (e.g. grant collaborators would need to mentor) - Increase importance of mentoring in performance evaluations/promotion (enhance PI accountability) - Introduce support mechanisms for mentees (reporting structure/resources) - Introduce support to change advisors and make the process as easy as possible (based on grad student feedback?).	Dean, chair, all/most faculty

Deliverable	Existing policy or resource?	Where is it posted (note if not complete)?	Review or update interval	Approval, check, and/or consequence	Other notes or recommendations
Complaints and Reporting Policy	Yes	On website already	Already reviewed every 2 years	Not relevant to our pod	Our diversity complaining/reporting policy should contain the same language, instruments, and reporting avenues/mechanisms that exist in the Title IX policies. These should include non-retribution and anonymity. 1) If faculty/PIs are funded and perform research in communities, then as a representative of JSG they should be required to engage the community and let them know who to call if inequities or discriminations are observed. This information could be added to the Official Documentation that field workers carry (as discussed in the field safety deliverables).
Demographic Data	No	Internal Only	Recommend every 2 years	Not relevant to our pod	This information could be posted on our website to show how JSG demographics compares with UT demographics, state demographics, and the demographics of our science. This data should be separated to include faculty, undergrads, graduates, and staff. Use this information to plan and drive intentional programs and recruitment efforts to remediate demographic inequities.
Policies for Working with Communities of Color	No	Post on organization website	Recommend annually	Approval and Consequence	Recommend: Training - 1) Establish general JSG ground rules that all labs and classrooms are responsible for; add these to syllabi, post in classrooms and labs, etc.. 2) Create training module similar to Title IX required training that focuses on recognizing and eliminating racism. Make mandatory along with general safety training for all faculty and Lab PIs. 3) Discuss 1-2 of the ground rules at each faculty/unit meeting (and retreat) so that we can cycle through the list each year.

Deliverable	Existing policy or resource?	Where is it posted (note if not complete)?	Review or update interval	Approval, check, and/or consequence	Other notes or recommendations
Admissions and Hiring Policies	Yes	Internal currently	No set interval, recommend annually	Approval	Recommend: Racial Risk Assessment 1) "Rebrand" UT/JSG as a diverse, inclusive environment that is welcoming to diverse populations such that when offers are made to diverse candidates, they have every reason to accept the offer 2) Explore different methods and approaches to diversity hiring that would impact all levels of faculty (asst./assoc./full)
Safety Plan	Yes	Internal currently	Annually, but also after any major reported incidents	Approval and Consequence	Department specific but also lab specific An assessment should be made of the existing and needed skillsets required of field workers BEFORE field work begins to ensure that they have adequate training to make them feel safe and confident.
Resource Map	No	Post on organization website	Additions on a rolling basis	Approval	Map an infographic or map

This table is aspirational: what issues/inequities keep coming up? (main focus of URGE meeting)

Priority #	Issue / Inequity	Problem that needs to be addresses	Solution (colour code by effort: easy, medium, difficult)	Who do we need to get on board?
2	Follow through	Taking action on developed ideas regarding DEI	Empower and assign individuals to employ and track specific initiatives.	Diversity Champions, BIGR, Chairs, GEN,

Friday Afternoon: This document outlines our plan to incorporate URGE deliverables into the Jackson School culture; we have also outlined our priorities for these tasks (note that these will likely continue to develop as we assess and finalize policies and resources).

This table is aspirational: what issues/inequities keep coming up? (main focus of URGE meeting)

Priority #	Issue	Problem that needs to be addresses	Solution (colour code by effort: easy, medium, difficult)	Who do we need to get on board?
1	Few students of color	We are not recruiting/ retaining/admitting enough students of color/minoritized students	The JSG Needs to have specific, measurable goals that are assessed. These measurable goals should not supplant more aspirational goals towards improving (we need to do more than just have equity, we need inclusion). Are people applying and not being admitted or just not applying.	Dean, chair, and all/most faculty
2	Accessibility of field issues	Requiring field work (especially non accessible) is driving folks away	-Make field camp more accessible. BROADCAST FLEXIBILITY... Overhaul field camp to be more accessible, Highlighting different options. Make an accessible option (and/or an Austin-based option) - Physical disabilities…. What happens? - Remove field requirements for grad students.	**Whole faculty buy-in.**
3	Support Diverse Communities	Student communities for Minoritized Geoscience students and faculty/researchers	Build on Existing structures (e.g., GeoLatinas is building on existing structures).... Reach out to CNS? Tap into mentoring networks? Create new communities where needed…. Need to expand beyond U grad communities.	**MAKE SURE THERE ARE INCENTIVES AND REWARDS!**

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4	Value DEI work	Value "non traditional" contributions e.g., DEI FARs, Promotions? Is this just reported or is it actually valued?	Put money and values (assessment) of faculty contributions to DEI efforts or mentorship. **Culture Change**	Dean/Unit Heads- This should be easy but it might not be… Intersectionality issues- e.g., **Bringing in marginalized faculty means they are likely to get tasked with more mentoring etc.**
4	Few faculty of color	We are not hiring enough faculty of color	Reform hiring procedure (i.e., rubrics and candidate assessments) to make it more equitable. "Unarticulatable fit" should not be the top criteria. Department "best practices" or timeline etc.	Dean, chair, and all/most faculty
5	Lack of Onboarding	There is a lack of new student, postdoc, faculty onboarding/resource sharing. **Lack of transparency**	Create a "one stop shop/website" with resources and keep it up-to-date.	Dean, chair (to get permission).
6	Broader Earth Science love	Field work cannot be the only thing we showcase/value. Our department has environmental scientists, hydrologists, paleontologists, and engineers, not just rockhounds	Don't tie everything to outdoor activities/geology/field work	**This is not pie… we need more kids of pies, not less pie ;)**

Other Suggestions:

Split up rank (Easy, Medium, Difficult)
- It would be good to bring a list of priorities to the department leadership (e.g., diversify the faculty) BUT ALSO a list of "Low hanging fruit" (e.g., raise undergraduate stipends)

Be sure to include a timeline/who's responsible in the note to leadership.