

URGE Management Plan for UC Berkeley Earth and Planetary Science Department

Deliverable	Existing Policy or Resource?	Where It Is or Will Be Posted	Review/Update Interval	Racial Risk Assessment?	Training Recommended?	Approval, Check, and/or Consequence
Complaints and Reporting Policy	Yes	On website already	Already reviewed every 2 years	Not planned	Not planned	Not relevant to our pod
Demographic Data	No	Internal only	Recommend every 2 years	Recommended	Not planned	Not relevant to our pod
Policies for Working with Communities of Color	No	Post on organization website	Recommend annually	Yes	Yes	Approval and Consequence
Admissions and Hiring Policies	Yes	Internal currently	No set interval, recommend annually	Recommended	Maybe	Approval
Safety Plan	Yes	Internal currently	Annually, but also after any major reported incidents	Not planned	Yes	Approval and Consequence
Resource Map	No	Post on organization website	Additions on a rolling basis	Not planned	No, not staff-wide but only with HR	Approval

- **Agreement and Pod Guidelines** – Arrange a meeting to share with faculty, staff and students what the Berkeley Pod accomplished
- **Complaints and Reporting Policy** - These are proposed modifications to the existing Reporting policy.
- **Demographic Data** - There are issues surrounding privacy, student records, and personnel records that remain to be addressed on how

demographic data can be collected and made public, but we will need to work closely with HR on this and it may take several years and/or involvement of additional departments for wider aggregation of data.

- Desired data:
  - Demographics of intended majors and attrition vs completion rates
    - The qualitative experiences of both those who completed or did not complete a graduate degree
  - Demographics of participation in supportive programming (e.g., SWPS, the geoscientists of color club)
    - Their opinion on whether the programs and groups were successful, encouraging, and helpful
  - Statistics (demographics, experiences) on undergraduate research, internship, and field experiences
- Action items:
  - Find out if we can customize post-undergrad survey questions to address EPS issues:
    - Are we asking questions that provide relevant information that can be turned into department action?
    - Are these department-specific or is it general to the campus?
    - Make data available to their home department to improve current/future students' experience/academic journey?
  - Set up infrastructure for post-graduate "exit" interviews, both in-person and online survey
    - Explore possible incentives to completing the survey/interview?
  - Goal to cross-correlate undergrad and grad experiences at the department and university level with demographics to elucidate barriers to diversity at higher levels (graduate, postdoc, faculty) that likely vary between departments
- **Policies for Working with Communities of Color** - Racial risk assessment on this deliverable is planned for August, then we will revise the deliverable if necessary.
  - Training is needed for staff, both so they understand the importance of this new policy as well as for how to implement the policy itself.
  - Resources will be made available to all members of the department and be integrated into orientation for graduate students and postdocs.

#### **Land Acknowledgement**

- Include training/reading about land acknowledgement on EPS website (details on DEIA page). The EPS website will need to be rebuilt from scratch within a year, for a host of reasons
- Place UCB land acknowledgement summary on EPS front page, link to details on DEIA page: (<https://cejce.berkeley.edu/ohloneland> )
- On EPS website, write statement to encourage researchers whose research is abstracted from land issues (e.g. astronomy, seismology, etc.) to consider the links, such as data collection on indigenous lands, to remind them that they should be part of the solution

### Tasks for improvements within EPS

- Curricula: Build a list of resources to help faculty and GSIs to integrate different knowledge systems into courses at all levels, with specific examples, readings and resources.
- Generate a department-wide list of ambassadors/contacts to speak to about outreach.
- Evaluate research in the department being conducted in areas with BIPOC communities to assess whether 1) the research is or was being conducted with the collaboration and consent of the community and 2) the outcomes of the research were brought back to the community and follow up is planned/was done
- Support faculty and GSIs in addressing BIPOC issues and representation in our curricula, seminars and colloquia. Find a vehicle, such as endowed chair funds, to provide mini-grants to develop resources towards this end. Partnering with the library and other departments (e.g., history, geography, anthropology, ESPM...) may help ensure that the materials are appropriate.

### Tasks to help EPS engage communities of color:

- Push for dept or campus-wide training associated with working with communities of color and indigenous people as part of onboarding or continuing education. Could be incorporated into a research ethics training, which already exists and is required for researchers every 2 years: <https://ethics.berkeley.edu/training>
- Bolster avenues to make connections with us (researchers, scientists, etc.) by advertising on our website, making contacts clear, and contacting local groups (e.g., [ANSEP](#) , [AISES](#), UROC (Undergraduate Researchers of Colour), GSOC (Berkeley Geoscience Students of Color)
- Create and advertise outreach opportunities (e.g., [NASA + Navajo Nation partnership](#))
- Potentially log the places where, and people with whom, the EPS community have worked - determine who would maintain such a record
- Write a roadmap/build EPS web page for working with communities of color, including guiding ethics and information on how to adequately budget the true costs of engagement, including travel and time compensation, and outreach resources

### ● Admissions and Hiring Policies - These are proposed modifications to the existing Hiring policy.

- Improve the process:
  - The department's hiring policy is not currently public; we recommend posting policies (as much information as possible) publicly on the jobs board for potential candidates.
- Action Items (Faculty Hiring):
  - Continue to encourage feedback from students and postdocs during faculty searches, for instance, by asking all students and postdocs to take personal notes that can be compiled in a group meeting and presented in an anonymized summary to the search committee.

- Action Items (Graduate Admissions):
  - Continue efforts towards demystification of the application process by making information about the program easily accessible on the EPS website
  - Offer application fee waivers to applicants from underdeveloped countries, and advertise resources for obtaining waivers for low-income US students and students from underrepresented backgrounds
  - Include more specific personal statement prompt questions for applicants directly on the EPS website as opposed to directing the applicant to the general UC grad page [\[UW Example\]](#)
  - Consider permanently removing the GRE requirement (do not make it optional), accompanied by a conversation about values and viewpoints on what faculty sees as indicators of success, and address any internalized biases inherent to those values, including problematic homophily.
  - Greatly bolster efforts to recruit diverse applicants using the growing gamut of communication resources, including identity-specific conferences, affinity listservs, and Slack workspaces.
  
- **Safety Plan -**
  - Training should be made available for those working with communities of color
  - Require safety plans for travel, field trips, field research
  - Questions
    - How do you incentivize faculty to make these things happen?
    - Make clear that it is the responsibility of a lab leader to provide expectations / onboarding / etc in writing.
  
- **Resource Map -**
  - Incorporate a walk-through of available resources in all orientations; host periodic follow-up review sessions
  - Continue to grow resources section on EPS website (e.g., post 'gold folder' onto the EPS website)
  - Potentially have someone from the counseling department attend orientation to discuss resources with students
  - Post resource flyers around McCone (e.g., in bathrooms, in hallways, in offices)
  - Promote various groups/activities on the website and in visible spaces
  - Collated calendar - Look at the calendar year ahead of time and make a plan to update the website on a schedule to avoid missing out on important information we can share with students/faculty/staff