



Purpose

The purpose of this document/report is to collate all deliverables from the six URGE sessions into a single document with a plan on incorporating recommendations into EOAS, University of British Columbia.

Summary

Deliverable	Existing policy or Resource?	Initial Point of contact(s)	Where is/will it be posted?	Review/Update interval	Racial risk assessment	Training recommended?	Approval, check, and/or consequence?	Next steps
Example answers	Yes/No	Pod members/ specific person	EOAS website/ internal only	Already reviewed/ will be reviewed every x years. Reviewed by who?	Recommended/ Not planned/ completed	Not planned/ maybe / yes / if so, who?		
Complaints and Reporting Policy	Various governance policies exist, but difficult to navigate.	Bethany, Elise, Kirsten	EOAS website	Annual review by EDI and Safety committees?		Yes but not planned at the moment	sent to legal, Dept. head, EDI committee, safety committee, faculty of science	Convert format to more shareable with high quality graphics
Demographic Data	No	Bean, Summer, Sophie, Rachel	EOAS website (TBD)	EDI committee collects and reviews data annually		N/A	Data is correct and FIPPA compliant. Approval from dept. head, data holders, and FoS.	Surveys, plan to employ, up on website
Policies for Working with Communities of	Not department or faculty level/being	Dianne, Johanna	Documents/workshops: EOAS website	Annual review of docs/resources by EDI committee		Recommended but nothing formal exists (online UBC PD course:	EDI committee/ Dept. Head approval for Workshops / resources	Thorough review and list of resources and guidelines made clear to all faculty/project



Color	developed at UBC level - strategic plan in progress		e; newsletter, stand alone emails	?		Respect, Sincerity & Responsibility: Land Acknowledgements @ UBC)		leaders Development of session/workshop/course to be offered to department (Connect with Indigenous Research Support Initiative?)
Admissions and Hiring Policies	Yes (to varying degrees, insufficient)	Nicole, Summer, Bean		?? Annual review by hiring committee ??	Recommended	Mandatory training for hiring committees; training for faculty (admissions, student management)	Initially shared with Philippe and the current hiring committee. Discussion with Ninan (FoS).	Representation of racialized minorities in long/ shortlists? More info on cluster hire and targeted hiring (Ninan?)
Safety Plan		Bethany, Lucy	Code of Conduct and Field safety will be on website	Annual review by EDI and Safety committees?	Recommended within field safety plan	Training resources provided, conversation with supervisor	Code of conduct sent to Philippe, Safety committee, edi committee. Field safety manual should be reviewed by safety committee and JOHSC	Incorporate Code of Conduct into onboarding, orientations, and field safety. Promote new field safety materials giving equal importance to safety from harassment and discrimination
Resource Map	Somewhat; resources scattered	Katherine, Anthony	EOAS website	As needed/ monthly	Recommended	No	Anyone can contribute suggestions for additions, but updating should be left to	Continue to expand; make easier to search for resources; assign some members responsible for updates/solicit help



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Session Summaries and Recommendations

Session 2: Policy for Dealing with Complaints

This deliverable includes resources and steps for dealing with harassment and discrimination complaints in our department. The deliverable has two parts:

1. A flowchart that will guide students, faculty, staff & postdocs through a series of questions, which will lead them to 3 options for dealing with complaints: guidance and support, disclose their complaint to someone, or file a report with the university. We've provided current department contacts for the "disclose" section - these will be checked & updated every year.
2. A FAQs section for harassment & discrimination disclosure and reporting. We compiled this information from various university policies and resources so that it was contained on one page for easy guidance in real situations.

The flowchart has already been distributed widely across our campus to other faculties and departments who are planning to adapt it for their own use. Our department's Safety Committee and JEDI Committee will conduct an annual review of the flowchart and FAQ resources to ensure all information is accurate and up-to-date. [This deliverable](#) will be accessible from a dropdown menu on the front page of our department website and will be circulated regularly to all employees.

Session 3: Statistical Analyses of Program and its History ([link](#))

Faculty demographic data is now on the website. While we include a proposed policy for collecting this data annually for all populations within the department--the surveys are not created at this moment, nor do we have a detailed plan for employing the surveys. While it could take one year (round of surveys deployed in the fall) to collect this data, because it is not mandatory it may take much longer to collect enough usable data.

Policy for Collecting Demographic Data: We plan to employ demographic surveys to each population in the department (undergraduate, graduate, post doc, staff, and faculty). While voluntary, we will stress the importance of collecting this data. UBC and the Faculty of Science have signaled a push to collect demographic data on undergraduate students, so that collection and information may be done through the Faculty of Science. There is a plan to send out a survey on graduate and postdoc experience, including demographic data, this upcoming September. Staff and faculty demographic data will be included on the department website, however student data may need to be more protected. Right now we are focused on collecting



the data, as we cannot make policies and *track* their effectiveness through time without regularly collecting demographic data.

Proposed Seminar Diversity Initiative: Our goal is to recruit racialized/People of Colour/Visible Minority (R/PoC/VM) speakers in the EOAS seminar series. To do this, we pledge to host at least 2 R/PoC/VM speakers who identify as women or non-binary and 1 R/PoC/VM speaker who identify as a man **for each semester**. We additionally want to include speakers from PhD and postdoc programs. We also propose to have at least one EDI-focused talk per semester that would be open to all at UBC. Some members of the URGE EOAS pod will meet with the seminar committee meeting to discuss this initiative; we have already talked with the department head and he supports this initiative.

Session 4: Policies for Working with Communities of Color

The goal of this [deliverable](#) was to provide an audit of previous interactions with communities of color within our organization. Although research at EOAS-UBC spans the globe, the focus of this deliverable was primarily on working with Indigenous communities. Certainly, most research being conducted within North America would have a high probability of being conducted on, near or within Indigenous land, and have some impact on community members.

For this deliverable, a survey was designed to query members of the EOAS-URGE pod on any previous research they personally completed within or with Indigenous communities. Admittedly, this was a small number of survey participants, however we believe that a cross-section of experience was represented. Some participants experienced positive, mutually beneficial, interactions during research, but even in these cases the participants suggested more could be done. Of these experiences, some initiatives that worked well included: meetings with communities, data/sample/map demonstrations, hiring local, being accountable, being transparent, listening to community members. Proposed improvements included: education of researchers, earlier communication and contact with communities, more time and funding budgeted for engagement, spending time in communities, outreach, inclusion of people from the community, planning research around the broader needs and interests of the communities. We elaborate on these areas of improvement in the deliverable with an emphasis on education of researchers.

Following our survey, pod discussions, and an exploration of existing resources, we identified actions that should define our next steps: 1. Identify and inventory existing resources so as not to duplicate work that has already been done, 2. Communication of existing resources to faculty, researchers, and students of EOAS, 3. Development and communication of guidelines specific to geoscience research which may have fundamentally different implications for Indigenous communities than other types of scientific research, 4. Training and education of researchers on working with communities of color, 5. Establishment of institution level policies ensuring any external sponsors or research partners have engagement policies in place, 6. Commitment of funding and time to establish relationships with communities of color.



Session 5: Admissions and Hiring Policies

[This deliverable](#) includes proposed changes to both admissions and hiring policies. This document and its recommendations are not currently public. Regarding admissions policies, we **recommend**: making the application process explicit and using a rubric to ensure the process is transparent, fair, and to safeguard against biases; strengthen recruitment and outreach; mandatory training to negate bias (specifically regarding students). While currently optional, we **recommend** removing GRE scores as a metric for evaluation completely.

Regarding the hiring process and policies, we **recommend** developing consistent and fair hiring rubrics by: redefining excellence and merit, as flawed proxies such as where the candidate has trained or published are subject to bias ([Link](#)); re-evaluating our rubrics so as to (1) remove potential areas that introduce bias and/or disadvantage underrepresented groups, and (2) explicitly value contributions to EDI; providing the rubric ahead of time to all applicants, increasing transparency for all parties; the search committee follow separate rubrics for evaluating DEI statements from the applicants, example rubrics can be found [here](#) and [here](#). We **recommend** a series of changes to the candidate interview schedule, detailed in the deliverable. **We recommend** assigning an Equity Monitor leadership role to someone on the search committee, whose role it would be to monitor the interviews and deliberations with an eye to possible bias. This person should be a senior member or Chair of the search committee. They can make selection committee members aware of the emergence of bias, and open a conversation that could protect the committee from falling into their biases. We recommend resisting assigning this role to a junior colleague or someone who themselves may identify as marginalized, as having to call in their colleagues can be risky. **We recommend** that our hiring processes be evaluated by an external party to ensure they are as equitable as possible. In order to incentivize work on EDI issues within EOAS, **we recommend** adding contributions to EDI initiatives in annual review, promotion and tenure decisions. We recommend changing “relevant language in personnel documents so that the workforce contributions to EDI are valued, expected, assessed, and rewarded.” ([Link](#)). **We recommend** that “student evaluations of instruction will include at least one question related to equity, diversity, and inclusion.” ([Link](#)). **We recommend** the creation of a faculty and staff excellence award category specifically geared toward EDI efforts. The following links consist of example awards and criteria: [here](#), [here](#), [here](#), and [here](#).

Any recommendations regarding admissions will be shared with appropriate people within the overall UBC admissions, who have the final say on undergraduate admissions.

Recommendations and decisions regarding graduate admissions will be discussed with the department head and graduate committee. Recommendations regarding faculty hiring policies will be discussed with the department head, the Associate Dean for Equity and Diversity Dr. Ninan Abraham, and the standing hiring committee within the department. The EOAS department head is aware of these recommendations and on board with further discussions and implementation.



Session 6: Lab and Field Code of Conduct

The goal of this [deliverable](#) was to develop a Code of Conduct for the department, as well as additional safety materials specifically for areas where BIPOC face particular barriers and safety issues, such as in the field.

The Code of Conduct defines what is acceptable and unacceptable behavior in the department, with information on consequences if the Code is violated and a process for disclosing and/or reporting violations, the latter of which was developed in Deliverable 2. **Recommended:** Along with going on the website in a visible spot, it is recommended that this Code of Conduct be used in the department during orientations, on-boarding, and the field safety checklist.

Additional safety materials include a Field Safety Bill of Rights, a list of training resources for bystander intervention, anti-harassment, and inclusivity, and a section to the EOAS Field Safety Manual entitled “Safe fieldwork strategies for at-risk individuals in the field” that includes a pre-trip risk assessment with specific emphasis on the diversity of the team. **Recommended:** As we introduce a new field safety protocol to the department, these materials should be elevated and treated with the same importance as other field safety items (e.g. the Emergency Response Plan).

Session 7: Asset Map of Resources to Combat Racism

This [deliverable](#) consists of a resource map to help BIPOC students navigate graduate studies in the UBC-EOAS department. It also includes a draft for a [student-supervisor contract](#) as a tool that can be used to set standards for supervisory relationships and responsibilities in EOAS. All resources are supported by relevant links and descriptions to services and contact persons on campus and in the greater Vancouver community. The resource map is divided into the following categories: mentoring plan, core work resources, community support, mental health resources, skillset support resources, professional development resources and outreach resources.

Recommendations:

- 1) The vision for this resource map is that it be updated regularly, as new resources become known or active.
- 2) It should also be placed in a visible location (i.e. the new department website), and perhaps made easier to search through. It is clear, however, that though the focus of the resource map is our EOAS BIPOC community, all students can benefit from knowledge of these resources.
- 3) More discussion is needed to address the concept of a student-supervisor contract and how/in what circumstances it can be applied.