

# URGE

## Unlearning Racism in Geoscience

LSU G&G Pod

Summary Table Deliverable	Existing Policy or Resource?	Initial Point of Contact(s)	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 (PS1, PM73, PS48 - Graduate Student Handbook)	Associate Chair	Graduate student handbook needs to be added to the website; Undergraduate handbook needs to be developed	Both handbooks should be reviewed and updated each year	Not planned	Not some much as training, but information dispersal to faculty, staff, and all students	Not relevant to our pod
Demographic Data	Demographic data (for faculty, staff, and students) are available to the Chair of the Department who should provide those data to the faculty each year	Associate Chair	Internal only	Every year	Recommended	Heighten awareness of racial gap in all populations	Not relevant to our pod
Policies for Working with Communities of	Do not currently have	Associate Chair	Post on organization	Recommend annually	Yes	Not some much as training; information	Approval and Consequence



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Color	one; need to develop one.		website			dispersal to faculty, staff, and all students and raised awareness of the issue	
Admissions and Hiring Policies	Yes (faculty and staff hiring) No (graduate admissions)	Department Chair (faculty and staff hiring); Admission Committee (graduate admissions)	Overall guidelines on HR website (faculty and staff hiring); should be available internally (graduate admissions)	Review prior to hire (faculty and staff hiring); Review annually (graduate admissions)	Recommended	Yes; need to invest in training for search committees and for graduate admission committee	Approval
Safety Plan	No; need to develop safety plans for lab groups, for field work, for class field trips including field camp.	Individual PI (research group), instructor of record (courses)	A few groups have developed safety plans that are provided to students prior to class field trips.	Annually, and before any class or research trips and after any major reported incidents	Not planned	Yes. Possibly NOLS (or similar) for Camp Director at a minimum and training for instructors of record for class field trips	Approval and Consequence
Code of Conduct	No; need to develop a code of conduct for research groups	Individual PI (research group)	A few groups have developed Code of Conduct statements and are willing to share with other groups.	Annually at least and ideally when any new members joins a research group.		No, not training, but review and agreement by all members of research group.	
Resource Map	In development	Associate Chair, Urge Committee members	Post on organization website	Additions on a rolling basis	Not planned	No	Approval





Working Agreement that can be used between the LSU G&G Urge pod and other groups

This agreement is between the LSU G&G URGE Pod and [insert name of group here] at Louisiana State University. Our Unlearning Racism in Geoscience (URGE; [www.urgeoscience.org](http://www.urgeoscience.org)) pod is committed to URGE's primary objectives:

1. Deepen the community's knowledge of the effects of racism on the participation and retention of black, brown, and indigenous people in Geoscience
2. Use the existing literature, expert opinion, and personal experiences to develop anti-racist policies and strategies
3. Share, discuss, and modify anti-racist policies and strategies within a dynamic community network and on a national stage.

We committed to discussing and assessing the racial justice, equity, and inclusivity of our organization and to developing an anti-racism Action Plan with actions specific to issues in the Department of Geology & Geophysics, to start conversations with the College of Science, Graduate School, and LSU about the impact that various practices and policies have on our ability to recruit, retain, and matriculate students of color (SoC) in our degree programs.

This agreement covers our discussion about the XXXX practice/policy that is a barrier and to discuss strategies that can be used to reduce/lower/remove that barrier.

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Guidelines for interactions within the LSU G&G URGE pod and when the LSU G&G URGE pod interacts with other groups

### *Basic Guidelines*

Below is a list of basic guiding principles for the communication, regardless of form, between people involved in the broader discussion (adapted from the suggestions from the URGE team):

1. Listen actively -- respect others when they are talking. Ensure that everyone has a chance to speak and express their thoughts in turn in these cases.
2. Speak from your own experience instead of generalizing.
3. Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks -- focus on ideas and problems rather than people, whether those people are "in the room" or not.
4. Participate to the fullest of your ability -- community growth depends on the inclusion of every individual voice.
5. Instead of invalidating somebody else's story with your own spin on their experience, share your own story and experience.
6. The goal is not always to agree -- it is to gain a deeper understanding.
7. Be conscious of body language and nonverbal responses -- they can be as disrespectful as words (even over Zoom).
8. Assume everyone's good intentions, but also acknowledge the impact of saying something that hurts someone else, even if it is unintended.
9. Maintain confidentiality. All stories shared in this space stay in this space unless explicit permission is given by the person sharing the story that it can be shared in another setting.
10. We will maintain a level of personal and professional respect and fiercely guard the dignity of all people.

### *Making Decisions as a Group*

Decisions will be made through group consensus from discussions. The primary outcomes/decisions will be produced, curated, and archived in a shared set of Google documents. All members are encouraged to edit and add to these documents, but the expectations are:

1. Text added by another person will not be deleted or its main intent/meaning altered by member without discussion/consensus from the group. This does not extend to simple grammatical/spelling changes. Accordingly, use "suggesting" mode in shared Google Docs.
2. Similarly, alternative ideas presented in the documents are encouraged, but where appropriate the group will try to come to consensus via discussion. If a consensus cannot be reached on a particular policy point and/or recommendation, this will be clearly noted and the alternative ideas will be presented within final documents.

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### Summary of Existing Complaints and Reporting Policy with Notations of Gaps

As part of our commitment to achieving the objectives of URGE, it is important to identify the process and procedures for reporting and dealing with complaints involving some component of racism, including but not limited to microaggressions, harassment, and overt racism. It is equally important to identify how such incidents are documented and addressed at different levels within our organization, as well as what resources are made available to targeted individuals.

### Summary of LSU policies relevant to racial discrimination and harassment:

LSU is committed to providing equal opportunities and an environment free from harassment and discrimination based on race, creed, color, marital status, sexual orientation, gender identity, gender expression, religion, sex, national origin, age, mental or physical disability, or veteran's status ( [Policy Statement 1: Equal Opportunity](#) ). PS1 describes LSU's support for affirmative action, compliance with relevant Federal and State law, and the processes (both formal and informal) for reporting and addressing an incident of harassment or discrimination. All LSU students are expected to adhere to the [LSU Code of Student Conduct](#) , including "practicing justice, equality, and compassion in human relations" and "respecting the dignity of all persons".

LSU has additional specific policies regarding sexual harassment ( [Policy Statement 73: Sexual Harassment](#) ; [Policy Statement 95: Sexual Harassment Of Students](#) ) and disability ( [Policy Statement 26: Policy On Disability Service, Duties, and Compliance](#) ). LSU does not have additional specific policies regarding racial discrimination or harassment. LSU has a [Title IX Coordinator](#) . It does not have a specified Title VI (non-discrimination) or Title VII (equal opportunity employment) coordinator. Instead, issues affecting students and employees are handled by the [Division of Student Affairs](#) and the [Office of Human Resource Management](#) , respectively.

Revising and adopting new LSU policies is a joint process between the Office of Academic Affairs, Faculty Senate, and a committee of stakeholders. Policy changes must be reviewed and approved by the College Deans, University Vice Provosts, and Faculty Senate. Once proposed policy changes are agreed upon, they must be approved by the Office of Academic Affairs, Provost, and LSU Board of Supervisors. The [list of all LSU Policies & Procedures](#) notes when each policy was adopted along with the last time it was updated.

If I experience racial discrimination or harassment, what can I do? Who can I talk to?

- As stated in PS1, any member of the University community who believes he or she has been subjected to discrimination and/or harassment can report the conduct to any University official or supervisor . This means any faculty member, any staff member, any graduate teaching assistant, or any other person with any position of authority at LSU. That person has an obligation to help you determine the appropriate response, or to help you find a person better situated to help you determine the appropriate response.
- The appropriate response to an incident of discrimination and/or harassment will vary with each situation, but might include a simple verbal or written communication that the behavior is unwelcome and should cease, or filing a formal complaint, or anything inbetween.

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- If you are unsure who you should contact, LSU Cares operates an [Online Reporting System](#) for any issues students may face, including a specific site to [Report a Bias or Discrimination Incident](#) . Reports can be made anonymously. LSU Cares staff monitor all reports and will help connect you to the appropriate resources and/or advocate.
- If you have experienced a hate crime, report it directly to the LSU Police Department at 225-578-3231 or dial 911 for an immediate emergency.

How does this apply to the Department of Geology and Geophysics?

G&G is subject to all the same policies and procedures as the University as a whole, but there are specific cases and instances that may be unique to the G&G setting. These will also be different depending on whether the persons involved are general education students, undergraduate majors or minors, graduate students, postdocs or other academic staff, administrative staff, faculty, or visitors. For graduate students, the G&G specific implementation of LSU policies is summarized in the Graduate Student Handbook (not currently online, but available upon request). For other G&G communities, the implementation is less formalized. Minimally, the LSU G&G URGE pod suggests that all G&G community members be reminded of their rights and responsibilities. This may include making available the above summary of existing LSU policy and procedures by including in the Graduate Student Handbook, by distributing through the Undergraduate and Graduate Advisors, through student organizations such as Geoclub and AAPG, by posting on the G&G website, and by physically printing and posting throughout the department. Overall, G&G faculty want to encourage a department culture in which students, staff, and faculty can easily speak up about even minor problems they encounter so we can work together to dismantle and ideally prevent major problems.

List of University Policies that might be in some way relevant...

- [List of all LSU Policies & Procedures](#)
- [Policy Statement 1: Equal Opportunity](#)
- [Policy Statement 21: Graduate Assistantships](#)
- [Policy Statement 26: Policy On Disability Service, Duties, and Compliance](#)
- [Summary of Disability Laws for Faculty](#)
- [Policy Statement 30: Student Privacy Rights](#)
- [Policy Statement 48: General Procedures for Student Grievances, Complaints, and Appeals](#)
- [Policy Statement 80: Grievance Procedures for Professional, Other Academic, and Classified Employees](#)
- [Policy Statement 73: Sexual Harassment](#)
- [Policy Statement 95: Sexual Harassment Of Students](#)
- [LSU Code of Student Conduct \(Student Advocacy & Accountability\)](#)
- [LSU Bias or Discrimination Incident Report \(can be made anonymously\)](#)
- [LSU Cares Online Reporting \(can be made anonymously\)](#)
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Our assessment of the existing policies and identifying holes:

- LSU cares is anonymous online reporting for students (undergraduate and graduate). What about staff, or faculty?

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- LSU makes a special effort to enforce Title IX of the Civil Rights Act Education Amendments (sex discrimination) and the subsequent Americans with Disabilities Act, but does not seem to have a parallel structure in place “on the look out” for racial discrimination (expecting and assuming such discrimination/harassment is rare enough to not warrant extra resources). The existing policies and enforcement can be described as “everything that is required of us by law”, but definitely does not rise to the level of “anti-racist”.
- Is there anything specifically G&G relevant we want to put into place? For complaints, probably not, but our other policy considerations noted aspects.
- The formal university offices are required to document and report the numbers of incidents formally reported to them. Do we have a way to track Department level issues and complaints? E.g., count how many? How do we know if we’re “doing better”? (this is probably not possible, but is a thought to keep in mind).
- We have a way of tracking “repeat cheaters” across courses and subjecting them to stiffer penalties. Is there a similar process for “repeat discriminators”?
- The G&G grad handbook isn’t online. This seems like an oversight. In general we should be intentional about this???
- [Develop a handbook for G&G undergraduate students that includes curriculum issues \(of course\) and also pathways to report grievances and contacts, etc](#)

Ideation of a more active department-level grievance pathway? (this might become more clear during later sessions):

- Consider a departmental grievance committee with student, staff, and faculty representation to minimize the potentially intimidating prospects of the formal grievance policy ( [https://www.lsu.edu/hrm/employees/employee\\_resources/grievances.php](https://www.lsu.edu/hrm/employees/employee_resources/grievances.php) ) -> a modification of this could be not a standing committee, but a clear procedure for empaneling a committee should the need arise, i.e., if a complaint(s) is made.
- Consider development of an anonymous reporting mechanism for grievances within the department, with a clearly established policy for monitoring (i.e., not a “suggestions box” that is never opened). Also would need to think about whether there is a way to make sure this is not weaponized, i.e., avoid spurious complaints.
- If implemented (and whether this reporting mechanism is anonymous or not), there should also be a clear policy for how specific grievances are dealt with, e.g., some progression of outcomes for a person whom complaints are made against. This would need to be within (or in compliance with) more formal LSU disciplinary guidelines covered by policies in the opener.
- Whatever reporting mechanism we put in place, there should also be consideration of how its existence is communicated to students. I.e., it’s simple enough for this to be covered in orientation for grad students, but do we have anything like an “orientation” for undergraduate majors? Would it just be contingent on the undergraduate advisor to make new students aware of this mechanism. Do we just make a page on our website with a link to the reporting mechanism, whatever that maybe, and hope people find it?

Other ideas not related to complaints about racial discrimination or harassment

- Establishing departmental partnership with LSU’s Black Male Leadership initiative (<https://www.lsu.edu/diversity/bmli/coordinator.php> ) and broadly with programs for underserved or



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persecuted communities (e.g., safe spaces throughout the department with training via <https://www.lsu.edu/lgbtqproject/> )

- Empower future faculty hired by diversifying search committees (<https://lsu.edu/diversity/resources/faculty/DiversityTrainingPacket.pdf>) to implement their ideas (e.g., counting such effort as the sole service component, releasing them of other departmental service responsibilities; introducing a diversity service component to the departmental promotion and tenure review)
- Encourage departmental participation in LSU's diversity grants (<https://lsu.edu/diversity/resources/faculty/diversitygrants.php>) (e.g., by counting participation as major service contribution by faculty; releasing students from course commitments to participate in funded workshops, etc.)
- Intermittent virtual meetings between the department and LSU's racial diversity experts identified [online](#)
- Department-hosted inclusivity learning workshops for faculty, students and staff via LSU's Office of Diversity, Equity and Inclusion [online](#)
- we could consider a campus and Baton Rouge police - community outreach event for our department, used successfully at the University of Illinois to empower underserved communities in interactions with the local police.

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### Availability Of and Access To Demographic Data

There are issues to work through about can easily access and view demographic data. Better data transparency is already possible by working more closely with the Chair of the Department.

What demographic data are collected? What do the numbers tell us?

The demographic data that are reported to the Department through the EIS system are the total number of majors (BS, MS, PhD), gender, race, ethnicity, domestic, non resident alien, etc. The data are SELF reported by the student at the time of ADMISSION. So, LSU has a difficult time tracking changes in race, gender, ethnicity as a student progresses through a degree program. However, if a BS student becomes an MS or PhD student, the student must go through the admission process again, so the student can make changes then. (These are governed by the LSU Data Steward Committee, of which Pod-member Wicks is a part.)

For employees (faculty, staff), demographic data are collected at the point of employment and are available from EIS to Department Chairs. Faculty by race and Faculty by gender. Faculty by Rank. But not simultaneously so specific individuals cannot be identified.

What do the recent demographic data tell us?

Undergraduate students

Undergraduates are still not at gender equity (~27% averaged over 11 years); however, the past four years there has been improvement (~33%).

Race and ethnicity equity are still very low (lowest % white recorded over 11 years was 74.4% and %white was typically ~80% over 11 years).

Graduate students

Graduates are not at gender equity either (35% over 15 years) and the percentage of African American students averaged 4% over that period.

According to the G&G demographics compiled in Fall 2020 as part of the GRExit discussion, African Americans are 6% of our department (compared with 33% of Louisiana), Hispanics are 5% of our department (compared with 2% of Louisiana), and Asians are 14% of our department (compared with 2% of Louisiana).

GeoDE: The Geoscience Diversity Enhancement Program

GeoDE was a grad student RAship source funded by Marathon and Shell for the purpose of increasing the diversity of the graduate population. GeoDE began admitting students in Fall of 2010 and admitted the final student in Fall 2016

A brief review of graduate level departmental demographics during the period of GeoDE activity indicates a coincident increase in the number of female graduate students (which we are not sure is directly attributable to the GeoDE program), but no recognizable increase in the number of non-white, non-resident alien students.

Are the data public? Who has access? (e.g., chairs only?) If private, why?

Demographic data that are publicly available are limited to the College level (not Departmental level). [https://www.lsu.edu/bgtplan/at\\_a\\_glance.php](https://www.lsu.edu/bgtplan/at_a_glance.php)

Departmental data can be accessed by Chair under MyLSU/Planning Resources/Enterprise Information System. Data can be downloaded as spreadsheets for further data analysis.

For good reasons, persons other than the chair can request access from the Office of Budget and Planning Assistant Director for Institutional Research.

Data are *not* able to account for multiple attributes simultaneously (i.e., students are not

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identifiable, even anonymously)

Data are updated once a year, in the fall semester.

Demographic categories are determined by a combination of federal reporting requirements, Louisiana Board of Regents reporting requirements, and LSU categories of interest

*We recommend that demographic data be reported to the faculty annually and that we institute more formal review and evaluation of success or failure of initiatives or policies for increasing diversity on a regular, rolling basis (e.g. every 5 years).*

Are there stated and measurable goals for representation in our organization?

Not currently - ballpark targets are that students and faculty and staff represent the Louisiana demographics (2020: 62% White, 33% AA, 2% Hispanic, 2% Asian, 1% Other). There is an ongoing effort at the university level (President's Task Force on Diversity, Equity, and Inclusivity) that we expect will provide formal recommendations later during the Spring 2021 semester. *Below we consider and make recommendations for changes that could help us increase diversity within several different aspects of our department.*

Hiring of faculty

*We recommend that LSU-level provost/president reinstitute committing funds to faculty hires that would increase the diversity of departments and colleges.* We note that in the recent past such initiatives have helped G&G make tangible steps toward gender equity.

We are currently waiting to see what large-scale recommendations will be suggested by the aforementioned President's Task Force, but will revisit recommendations for our department once it becomes clear how the university policies will change in the coming months.

Recruiting of undergraduate students...

We anticipate that recruiting of undergraduate students from under represented groups will be more fully addressed in later sessions on engaging with communities of color, and thus do not have formal recommendations for this aspect of our department make up at this time.

Recruiting of graduate students...

*Consider incentivizing or otherwise encouraging faculty to attend scientific meetings with more diverse populations (e.g. SACNAS: <https://www.sacnas.org/>, or NABG: <https://www.nabg-us.org/>); to reach and engage with diverse pools of potential graduate students and encourage their applications.* (Note that two of our regional peer institutions U of Alabama and U of Arkansas were conference exhibitors at these)

Admission of graduate students...

*How do we evaluate applications? How can we shift our evaluations to better value the assets and experiences of students of color?*

*Is there some sort of implicit-bias-ish training for people evaluating applications? Could we recommend that our grad admissions committee take such a training? Some of these exist here: [Workshops & Trainings | LSU Office of Diversity, Equity & Inclusion](#). The workshops through DEI are the ones available at LSU.*

*We recommend that our faculty at large become aware of the experiences of students of color (e.g., more likely to work multiple jobs, less likely to have been able to focus exclusively on academics, and likely to have a somewhat lower GPA). For actionable items, we suggest:*

*In keeping with our recent removal of the GRE as an application requirement, we advocate for the de-emphasis of simple metrics (e.g., GPA) in admissions and awarding of TA position decisions.*

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*We recommend implementing a system of holistic review of applications. We acknowledge the increase in workload entailed, and suggest this be addressed in a way that distributes the workload, possibly informed by NSF panel-style “one or two people deeply read each and then we discuss”.*

*We also recognize this will take additional time and might result in later offer letters, and recommend delaying the sending of offer letters as needed to provide more time for the admissions committee to fully evaluate applications.*

*Similarly, we also recommend the expansion of the admissions committee as needed (e.g., to 5 members) to further spread the workload.*

*We recommend that in the awarding of department TAs, demographics of the applicants be taken into serious consideration, and should be given at least equal weight with other criteria, particularly with regard to under-represented minorities. Those considerations should be informed by the current department demographics.*

Invitations for speakers....

*We recommend that seminar speaker invitations strive for gender parity and strive for a non-zero number of speakers from under-represented minorities each semester. These goals could be codified in the seminar committee handbook. These goals should also be reiterated to community members when soliciting suggestions for speakers (the latter can be done with a brief addition to the header of the google form we currently use to solicit speaker nominations).*

*We recommend soliciting alumni donation funding to specifically support the expenses of speakers from under-represented minorities. This would allow us to draw from a wider geographic pool and provide an incentive to faculty to suggest speakers from under-represented groups.*

*We recommend that the demographics of seminar speakers be tracked by the seminar committee year-to-year to enable the evaluation of progress in achieving demographic goals.*

Regular Assessment of Department goals and Priorities

*When these recommendations are made/adopted, we recommend reviewing the demographic data annually and specifically in 3 years (2024) and 5 years (2026) to determine if any adopted policy/practice changes resulted in a more diverse G&G department, benchmarked against an average of the past 5 years.*

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### Policies for Working with Communities of Color

Audit of previous interactions with communities of color at our organization:

E.g. How many research projects were undertaken in countries or regions with communities of color, how many of those included meaningful interactions with those communities of color? Briefly describe one or more example projects to provide context for the following questions.

Collectively, we have had numerous projects in which we have interacted with communities of color. These include several domestic locations (e.g., California, Louisiana, Arkansas, Georgia) and abroad (e.g., Bangladesh, Sri Lanka, Nepal, Pakistan, China, S. Korea, India, the Caucasus, Portugal, Czech Republic). With these interactions, we typically work with local colleagues and/or students, who serve as collaborators on research projects, transport facilitators, translators, drivers, and cultural liaisons. In some instances, we are the “overseas collaborators” supporting PIs from the local community. In general, we have all found our interactions with the local communities of color to be very meaningful, and a two-way street of knowledge and cultural exchange. For example, GZ’s work in Nepal and China led to engaging interactions whereby his designated driver became interested in the science and wanted to assist in the field collections and work. Carol’s work in Bangladesh involves students from local universities, some of whom have continued academic careers in the US and elsewhere. She also has gotten to know the villagers at several locations, and it’s almost like a “second family” going to visit them year after year. Such collaborations also extend to planetary applications, even as joint project involving data from planets like Mars (e.g., one collaborator from Sri Lanka was admitted to a doctoral program in the US mostly because the admissions committee noticed his co-authorship in a paper with LSU's Geology & Geophysics)

What worked well in these interactions?

We have a robust history of interacting well with the local expertise and their students, and these successful interactions seem to hinge on respect. For instance, it is imperative to treat the local research partners as equals, fostering opportunities for co-authored peer-reviewed works, and building social connections with them instead of socializing with expatriates. When we are interacting, it is important to compensate our colleagues and the local communities for their time and effort in a way that is most meaningful to them. It is important (though many times not easy) to try to figure out what local communities want early on, which collaborators are relevant, what collaborators want to get out of the experience(s), and to carve out/prioritize time and resources to foster collaborations. We also find that attempting to learn the local language, even just a few key phrases, is important as it shows respect for local customs. Capacity building is ideal, but going into a community and realizing that we can learn from local knowledge and approaches is also imperative. We should also try to seek out ways to “give back” to the local communities, such as translating research into local language (targeting various audiences: K-12; public; professionals), or creating educational videos.

E.g. Using local names for landmarks or features, adhering to restrictions and customs such as not scheduling outreach meetings/events during hunting season

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Collectively, we try to utilize the local geographic names for locations. This becomes complex as locations typically have several names based on geopolitical history. However, we do our best to use the local name, and perhaps in publications or presentations use parentheses to include other historical options (e.g., “Mtkvari River (also called the Kura River)”). It is also important to be sensitive to local customs (secular and religious). For example, Carol’s group in Bangladesh has been trying to be more cognizant and accommodating of religious holidays (i.e., holy Friday and Ramadan held by Muslims) when making field plans. As researchers working in other communities, we should realize that our academic or personal holiday schedule is not the only one that is important.

What did not work well, and how can this be better addressed in future plans?

Sometimes the interests of our local collaborators or students were not clear prior to interactions in the field, and research work was challenging as a result. Having better communication prior to field campaigns and 100% transparency what each person wanted to get out of the experience would help prevent this. However, this may not be a “sure-fire solution”. For instance, sometimes our interests may not 100% overlap, and we need to be aware and accepting of those limitations. In addition, many communities/collaborators are more interested in applied science, as opposed to our (sometimes) empirical or basic science projects; therefore, we should make conscious efforts to craft our scientific questions and projects that would be more meaningful to these communities/collaborators. Finally, when concerning students from other countries that want to pursue education in the US and elsewhere, establishing where the student’s true interests lie will ensure a better success in graduate school.

It is important to try to include the priorities of the local communities of color when developing proposals, but if possible, we should compensate for their time and effort (and not overburden already full schedules/teaching/other responsibilities).

Are there ways to improve the outcome of projects already undertaken?

E.g., Work with and compensate community members to translate research results and outreach materials into local language, include acknowledgements in forthcoming publications and presentations

We agree that the above examples are great suggestions. We also believe we should use the phrase “observer accounts” as opposed to “anecdotal evidence”, which has a negative connotation of being unreliable as it is based on personal narratives as opposed to scientific measurement. Ultimately we should be willing to be flexible in our research, based on the local community’s concerns and interests. For example, due to water rights or environmental concerns, a local community may not want or give permission for water or soil sampling. We must be respectful and accept their concerns as legitimate and adjust accordingly. We should also be cognizant of time commitments of community members while in the field. Finally, we should make efforts to continue communication with locals (i.e., share final results with local communities in meaningful ways).

Are there specific resources or guidelines that are needed to improve the process for planning

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ahead and working with communities of color?

E.g., Additional support/funding for early planning process of projects to include forming productive and mutually beneficial connections with communities, establish a point of contact for interfacing with communities so as not to overwhelm with individual requests from researchers and collaborators

We agree that the above examples are great suggestions. In addition, we find when planning on working with a new community, try to be as respectful as possible: do your homework and learn as much as possible about the history, geopolitical situation, cultures, socioeconomic differences, land-ownership rights, existing racial situations (e.g., endemic racism), and/or environmental concerns. Make strides to understand the local communities, what's important to them, and what triggers them. Do not go into the situation with "top down control" expectations. Use "bottom up" approaches and ask permissions. Transparency is key. Realize and discuss there may be concerns about data ownership. Finally, it is important to try to translate research findings into local language, using appropriate target audiences (K-12; public; professionals).

A note on the responsibilities of people using remotely gathered data

Many of us use data (both remotely obtained and remotely sensed) that was collected by others, either by our personal collaborators on a project, or by a large organization (e.g., IODP, IRIS, NASA etc.). In such cases, though our work is separated from the field operations, we as "consumers" of these data nonetheless bear collective responsibility for the integrity of those operations, particularly when they involve work with communities of color. First, we can become informed about what went into the collection of the data we use (e.g., meteorites collected in Africa), asking questions about the ethical and cultural context in which it was collected along with the scientific metadata we typically use. Second, we can leverage our influence as collaborators or constituents to encourage the persons who *are* involved in field operations to adopt best practices for working with communities of color, as outlined above.



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### Admissions and Hiring Policies

These are proposed modifications to the existing Hiring policy and graduate admission processes. This is what was found by the LSU G&G pod at Louisiana State University on Hiring and/or Admissions Policies, as well as what the pod would propose to change and improve.

### FACULTY HIRING

What EEO (Equal Employment Opportunity) statement<sup>1</sup> is included in a standard job or admissions advertisement?

LSU believes diversity, equity, and inclusion enrich the educational experience of our students, faculty, and staff, and are necessary to prepare all people to thrive personally and professionally in a global society. We celebrate diversity and are committed to the principles of diversity and inclusion. We actively seek and encourage qualified applications from persons with diverse backgrounds, cultures and experiences. To learn more about how LSU is committed to diversity and inclusivity, please see LSU's [Diversity Statement](#) and [Roadmap](#). Persons needing accommodations or assistance with the accessibility of materials related to this search are encouraged to contact the Office of Human Resource Management ([hr@lsu.edu](mailto:hr@lsu.edu)).

Are there other inclusion statements and resources publicly available?

bring bias to the attention of others with commitment and compassion. We will hold ourselves accountable for our actions and inactions, and for maintaining intentional, measurable, and meaningful efforts to enhance diversity, equity, and inclusion, including through ongoing evaluation of our policies, practices, and procedures.[LSU.edu/together](https://lsu.edu/together)

LSU Diversity Statement: We believe diversity, equity, and inclusion enrich the educational experience of our students, faculty, and staff, and are necessary to prepare all people to thrive personally and professionally in a global society.

Therefore, LSU is firmly committed to an environment that affords respect to all members of our community. We will work to eliminate barriers that any members of our community experience. To make LSU a place where that can happen, we must recognize and reflect on the inglorious aspects of our history. We now acknowledge the need to confront the ways racism, sexism, ableism, ageism, classism, LGBTQ+ phobia, intolerance based on religion or on national origin, and all forms of bias and exploitation have shaped our everyday lives. We accept personal and professional responsibility to eliminate bias and oppression wherever they are found. We understand our obligation to speak up when we see bias whether it be in our teaching, study, or daily work. Our community will educate themselves proactively and continuously about how to intervene and

Where are advertisements posted or sent? All ads are posted internally and externally on the LSU Careers site. The Office of Academic Affairs has partnered with HRM to post all jobs on Diversity Jobs and Diverse Issues in Higher Education. Hiring managers can also request the position to be posted to additional external job boards such as general job boards, local job boards, industry job boards, and diverse job boards. I've attached our Where to Advertise guide that provides a list of general recommendations at each of these categories.





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*The link to the Advertising Guide, with prices, is on the HRM website:  
<https://www.lsu.edu/hrm/pdfs/where-to-advertise-guide.pdf>*

Are there other strategies for reaching applicants for hiring and/or admissions, e.g. job fairs, showcases?

In most recruitment situations, this is up to the discretion of the department. It also depends if the position is considered difficult to fill and/or a quick timeline to fill. I'm familiar with departments (including faculty searches) that have advertised at conferences to gain a larger, more diverse candidate pool.

What are the requirements for an applicant, e.g. letters of recommendations, fees/test scores/grades?

The requirements differ by employee type. For most faculty positions, the department states that the candidate must include a CV, at least three letters of recommendation, and an official copy of transcripts. Also, I've seen departments require a research statement or teaching statement and state that it must include how diversity is built into their teaching and classroom methods.

Recently on most faculty and executive searches, LSU has tasked the candidates with providing a diversity statement that highlights the candidate's past, present, and future contributions to equity, inclusion, and diversity in their professional career.

How are applicants/applications evaluated? Is that process and/or rubric public?

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Departments are responsible for reviewing and screening applications. Below is a statement included on the [HRM website](#) – Filling a Vacancy

### Screening Candidates

The hiring decision should be based on a set of job-related selection criteria. Use the job description to identify essential functions and competency requirements and develop specific selection criteria by which applicants will be evaluated. Hiring Managers will receive applicants in their Workday inbox as they apply (civil service applicants cannot be released until the posting is closed). At that time, Hiring Managers have the option to either Move Forward or Decline the candidate in Workday.

### Interviewing Applicants

Interview questions for employment should be developed by the hiring department and used consistently for all candidates interviewing for the same position. Interview questions allow candidates to demonstrate their ability to meet the established selection criteria for the position. At LSU, we encourage the usage of “behavior-based questions.” This method of questioning allows the candidates to demonstrate specific actions they took in past experiences as opposed to what action they would take in hypothetical situations. Avoid questions that could be interpreted by any applicant to be an attempt to discover protected personal information. If needed, please refer to our resources below for guidance during your interview process. Hiring departments may contact their Talent Acquisition partner for further assistance.

Who is on selection committees and who makes the final decisions?

Members of search committees must read and sign the following and this statement is on the LSU website.

#### *LSU Diversity Statement*

*We believe diversity, equity, and inclusion enrich the educational experience of our students, faculty, and staff, and are necessary to prepare all people to thrive personally and professionally in a global society. Therefore, LSU is firmly committed to an environment that affords respect to all members of our community. We will work to eliminate barriers that any members of our community experience.*

*To make LSU a place where that can happen, we must recognize and reflect on the inglorious aspects of our history. We now acknowledge the need to confront the ways racism, sexism, ableism, ageism, classism, LGBTQ+ phobia, intolerance based on religion or on national origin, and all forms of bias and exploitation have shaped our everyday lives.*

*We accept personal and professional responsibility to eliminate bias and oppression wherever they are found. We understand our obligation to speak up when we see bias whether it be in our teaching, study, or daily work. Our community will educate themselves proactively and continuously about how to intervene and bring bias to the attention of others with commitment and compassion.*

*We will hold ourselves accountable for our actions and inactions, and for maintaining intentional, measurable, and meaningful efforts to enhance diversity, equity, and inclusion, including*



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*through ongoing evaluation of our policies, practices, and procedures.*

Search committee members are usually chosen by the hiring manager. The search committee is tasked with the responsibility of recommending acceptable candidates to the hiring manager, and the hiring manager has the final decision as to who is chosen. The HRM website includes resources for the search committee [members](#) and chair [roles](#) and responsibilities.

Who interacts with the applicants?

Multiple parties usually interact with the applicant. Most certainly the hiring manager interacts with the candidate to conduct the interview. Interaction with different individuals is determined by the level of the individual. But, it is consistent with each candidate. Interaction can range from the following: HR Representative from the department/college, HRM Talent Acquisition partners, search committee members, dean (if tenured professor or direct report), those who they may supervise, and/or peers.

Has our hiring process been evaluated by outside consultants? What is the process for changing it?

We do not think that LSU faculty hiring process has been evaluated by outside consultants. We are not sure how to change the hiring process, if changes are needed.

Has your university or company implemented or considered strategies like cohort hiring, mentoring, dual career support and partner hires, re-visioning your work culture, or other considerations outlined in "Leveraging Promising Practices"?

Opportunity Hire Program – currently being revised to gain more funding; changed program name to President's Faculty Excellence Hiring Program

RECOMMENDATIONS - Hiring of faculty

*We recommend that LSU-level provost/president reinstitute committing funds to faculty hires that would increase the diversity of departments and colleges. We note that in the recent past such initiatives have helped G&G make tangible steps toward gender equity.*

We are currently waiting to see what large-scale recommendations will be suggested by the aforementioned President's Task Force, but will revisit recommendations for our department once it becomes clear how the university policies will change in the coming months.

Faculty Hiring Department-level --- What do we want to do differently???

Two of the most recent hires thought that the LSU G&G process was OK and neither saw the need for major changes.

At what point is diversity and inclusion considered in the faculty hiring process? In the job advertisement.

We note that there could be filtering on part of job candidates. In other words, when candidates look at our website to find additional information, is there anything in the ad and on our website that would make the candidates think it is worth their time to apply? When candidates are asking "Is this Institution and Department a good fit for me?" what information is available on our website that conveys the message that we value diversity, equity, and inclusivity.

So, the challenge is what do we need to have in the ad and on our website? What do we need to do

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to better represent ourselves?

Filtering by candidates will also include an assessment of Baton Rouge, which is something we cannot change.

### RECOMMENDATIONS - FACULTY HIRING DEPARTMENT LEVEL

We need OUR G&G diversity statement on our website and we need to make sure that the website shows how diverse we are. We also note that if we, as a Department, cannot write a meaningful diversity statement, then are we really ready to bring in diverse faculty? Or will they be excluded once they get here. Do we need to do more self-education? Are we truly ready?

We also discussed mentoring and retention - Are there tools available to help new faculty thrive, particularly in the midst of extra issues faced by under-represented participants. What extra barriers do people encounter? Would a “middle of the road” candidate who brings diversity be interviewed? Hired? Supported? Collaborate? Respecting each other? We note that there are retention challenges in finding collaborators, navigating difficult conversations with students, harder to obtain support for research, and extra service demands. So, we ask “Are we as a Department looking out for our colleagues? Do we advocate for them when we see them being overburdened with teaching and service commitments?”

The G&G faculty need to have a meaningful discussion and build a statement that would be useful and intentional. Meaningful statement with actual commitments (not just boilerplate legalese). We need to have this conversation as an entire faculty, as a starting point for identifying what the barriers are. We need a “formative assessment”. Are we cool with what we are, or do we want to change?

We can't change who we are right now, but are there short term things we can do? What can we do to demonstrate that we value diversity, to prepare the environment to be a place where minoritized individuals would thrive? Would we be willing to take actions or make changes that actually *cost us* something (not money, but time, and culture, and worldview adjustment)?

Long term, what strategy are we going to take to improve diverse environments? What are our goals? How are we going to evaluate “merit vs risk”, and is our commitment to this strong enough for us to take a risk? To potentially hire a person who hasn't had the opportunity to have as high of on-paper-merit?

Pre-Script responses: are we ready with responses to common distracting objections/opinions and to jump in and redirect? If not, we'll miss the opportunities to do things differently and then end up with the same results. We need admissions and hiring active bystander training.



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### GRADUATE ADMISSIONS

Recruiting of graduate students...

Consider incentivizing or otherwise encouraging faculty to attend scientific meetings with more diverse populations (e.g. SACNAS: <https://www.sacnas.org/>, or NABG: <https://www.nabg-us.org/>; to reach and engage with diverse pools of potential graduate students and encourage their applications. (Note that two of our regional peer institutions U of Alabama and U of Arkansas were conference exhibitors at these)

What are the requirements for an applicant, e.g. letters of recommendations, fees/test scores/grades?

The Department requires three letters of recommendation.

LSU requires payment of an application fee (\$50 domestic; \$70 International)

LSU Graduate School requires a GPA of above 3.0; although admission on probation is possible (GPA>2.75, in general; along with a mentoring plan).

The Department used to require the GRE, but very recently changed that requirement to a rubric that letter writers use to assess particular skills/qualities for the applicant for whom they are writing the letter.

Is providing any of these a potential barrier that could be further lowered or removed?

The application fee is likely a barrier for some applicants. The Department could pay the application fee of all applicants to its Masters and PhD, but not the ADG certificate, using Foundation (gift dollars). This is a practice that other Departments use. Removing the GRE and using the rubric was a step forward.

Are there any problematic questions asked?

The Department does not provide prompts to the letter writer for their letters. However, we probably need to review the rubric and maybe add items asking about external work loads, in addition to undergraduate research experiences.

Graduate School requirements are GPA>3.0 (undergraduate; cumulative) and transcripts from all schools attended (can be unofficial during the application process).

G&G Department requirements are three letters of recommendation AND USED to include GRE; for Fall2022, the GRE will be dropped.

How are applicants/applications evaluated? Is that process and/or rubric public? What kind of biases are introduced in this process and what strategies are used to address these, e.g. removing applicant names?

*How do we evaluate applications? How can we shift our evaluations to better value the assets and experiences of students of color?*

Well, for admitting applicants who would be supported on Research Assistantships -- this seems to be a case of "If the faculty member wants the applicant in their research group, then the admission committee says OK". For admitting applicants who would be supported on Teaching Assistantships - given the limited resources (not all faculty members "get" a TA each year), there is more of a scramble and barter system in place. The scramble-barter system does not ask about or look at the cohort as a whole. We do not seem to ask "What qualities/skills do we want our cohort of inbound graduate students to have?". Thus, the cohort reflects the

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individual faculty member interests.

*Is there some sort of implicit-bias-ish training for people evaluating applications? Could we recommend that our grad admissions committee take such a training?*

Some of these exist here: [Workshops & Trainings | LSU Office of Diversity, Equity & Inclusion](#). In addition, the Council of Graduate Schools has produced the Council of Graduate School Holistic Review in Graduate Admissions, which should be read by members of the Graduate Admission Committee.

Who is on selection committees and who makes the final decisions? Who interacts with the applicants?

The Department Chair appoints members of the Graduate Admission Committee each year. There is a practice of having one member retained from year to year to preserve knowledge of how admissions proceeds.

We ask the applicants to contact faculty members of interest. So, individual faculty members would be the ones who interact with the applicants; although, not all faculty members actually do this.

Has your admissions process been evaluated by outside consultants? What is the process for changing it? Our admission process has NOT been evaluated by outside consultants.

The process to change our admission process would be largely be an internal process (Departmental process) in which the Admission Committee (or this Committee) recommend changes, followed by a faculty vote. There is a component of the admission process that is controlled by the Graduate School (GPA requirement) that the Department cannot change. But we have inside information that the Graduate School is piloting a new different approach to their GPA requirement. The pilot test will see if there is faculty buy-in by a few select Departments, what works, what does not work. So, the roll-out across more graduate programs will take a while.

### RECOMMENDATIONS

*We recommend that our faculty at large become aware of the experiences of students of color (e.g., more likely to work multiple jobs, less likely to have been able to focus exclusively on academics, and likely to have a somewhat lower GPA).*

*For actionable items, we suggest:*

In keeping with our recent removal of the GRE as an application requirement, we advocate for the de-emphasis of simple metrics (e.g., GPA) in admissions and awarding of TA position decisions.

We recommend implementing a system of holistic review of applications. We acknowledge the increase in workload entailed, and suggest this be addressed in a way that distributes the workload, possibly informed by NSF panel-style “one or two people deeply read each and then we discuss”.

We also recognize that holistic review will take additional time and might result in later offer letters, and therefore we recommend delaying the sending of offer letters as needed to provide more time for the admissions committee to fully evaluate applications.

Similarly, we also recommend the expansion of the admissions committee as needed (e.g., to 5

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members) to further spread the workload.

We recommend being more explicit about what information we ask students to include in their personal statements. This may help reduce inequities introduced by varying amounts of mentoring students have received up to that point.

We recommend that our holistic review process include a rubric each reviewing faculty can refer to. This should be based on our department's understanding of student success and the combination of qualities and skills that increase the chances of success. The rubric should also reflect our stated values in our department's soon-to-be-meaningfully-crafted diversity statement. For example, we recognize that the range of career paths taken by our current faculty does not span the set of possible paths to a successful scientific career, and we therefore cannot simply look for students with similar backgrounds and experiences to us.

We recommend that in the awarding of department TAs, demographics of the applicants be taken into serious consideration, and should be given at least equal weight with other criteria, particularly with regard to under-represented minorities. Those considerations should be informed by the current department demographics.

Overall, we recommend reviewing all "discretionary spaces" where decisions are made (both as individuals and as a committee) and establishing "equity check procedures" (formal or informal) to reduce implicit personal or systemic bias. We recognize that it is in the moments when we have discretion without accountability that we're most likely to see inequality reproduced.



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### Code of Conduct

#### General CoC for Lab and Field Settings

The code of conduct for field and lab settings in the LSU Geology & Geophysics department is in addition to, and does not supersede, the LSU Student Code of Conduct.

We do not discriminate based on any protected status and we do not tolerate those who do. This includes discrimination on the basis of race, color, marital status, sexual orientation, gender identity, gender expression, religion, sex, national/ethnic origin, age, disability, genetic information, or veterans status. The field is a unique environment and poses specific mental, physical, cultural, and interpersonal challenges in terms of maintaining a culture and climate of inclusivity. In addition to the expectations outlined within the LSU Student Code of Conduct, we expect students, staff, faculty, and other participants within field experiences to adopt the following principles and practices:

As an overarching principle, if an action, comment, or other form of interaction would not be appropriate in a standard classroom or work setting, it is no more appropriate in a field or laboratory setting. This does not change during more informal periods within such experiences, e.g., around the campfire or during meals.

Maintain a heightened mindfulness of your interactions with peers and colleagues when spending extended amounts of time together in both formal and informal settings.

Be aware and sensitive to differential levels of danger or “uncomfortableness” for different members of our community when away from the campus setting.

Be adaptive to and respectful of all ability and experience levels, especially with regards to working in the outdoors in a lab setting that may be unfamiliar to some community members.

Adopt a group mentality where everyone brings a different skillset to the table, providing cooperative support where all are included is beneficial to the group as a whole.

An important part of a field or lab experience is providing an opportunity for students to develop resilience and resourcefulness, but critically these field or lab experiences should not be a barrier to entry or participation that is enforced by either the group leaders or peers.

### Lab Group CoCs

We suggest that all research groups develop a code of conduct and discuss this code of conduct with their group members regularly. This code of conduct should at minimum provide a discussion of the type of environment you expect to be fostered within your group and guidelines for interactions between group members. We strongly suggest that you revisit this code of conduct often and update as necessary. We provide an example of such a group code of conduct from A.M. Forte’s research group.

### Reporting Process for Violations

Regardless of location, LSU sponsored or affiliated field travel is subject to the same policies for reporting violations of any LSU policy. However, we provide some specific suggestions with respect to field trips where there are specific concerns that the normal reporting policies and procedures may be logistically challenging to access in a timely fashion. These include:

At a basic level, all faculty, instructors, and TAs should consider it their primary mission to be part of the solution, not the problem.



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Anytime you are taking a group to the field, it is critical to ensure that there are at least two mandatory reporters on the trip. Any LSU employee is a mandatory reporter (e.g., faculty, instructor, TA, field cook, etc). This is to ensure that if the violation has been committed by one of the mandatory reporters, there is an alternative person that the impacted party can approach.

It is also advisable to have a designated point of contact on campus who is not on the trip (e.g., Department Chair) who can relay reports if necessary if communication is limited.

Their role as a mandatory reporter (or equivalent for complaints or violations that do not fall under the strict role of a mandatory reporter in the Title IX sense) should be explained to TAs prior to trips. It should be made clear that this does not require the TA to report to the group leader, though this is advisable if the complaint is not about the group leader.

Finally, before a trip, it is essential to communicate to all group participants that complaints can be brought to multiple people.

Required/Suggested Training (Based on Available Courses offered by LSU ODE&I)

We recommend that the department begin offering regular training for both faculty and students. For both, we envision training offered by the LSU Office of Diversity, Equity, and Inclusion and suggest a “curriculum” based on available courses and tailored for individuals based on their position.

Training for Group Leaders/PIs

We recommend that the department offer a recurring 1-2 days of training. This would not be required training, but highly recommended that faculty attend the complete training at least 1 and ideally revisit the training on occasion. The suggested components are:

Diversity 101 (1 hr - 0.5 day)

Cultural Competency (1 hr - 0.5 day)

Understanding the Dynamics of Power, Privilege and Oppression (0.5 - 1 day)

Barriers to Success for Students of Color (1 hr)

Mental Health & Wellness (1.5 hrs)

Safe Space Training (0.5 - 2 hrs)

Training for Group Members

At the graduate level we suggest that 0.5 days of training be added to the graduate student orientation. Alternatively, if we move toward offering a required “on boarding” course, this training could be folded into that course. The suggested trainings to include are:

Diversity 101 (1 hr - 0.5 day)

Cultural Competency (1 hr - 0.5 day)

Self Care & Wellness (1-2 hours)

At the undergraduate level, we plan for components of this to be included in the new required sophomore level course (GEOL 2900) which introduces students to research opportunities in the geosciences and the Department of Geology & Geophysics.

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**Safety Plan** - This is adding specific language to the Safety policies in the Graduate Student Handbook, Field Camp safety, the Research Group statements, and Departmental documentation. Training should be paired with the training on working with communities of color to emphasize the importance of these new policies, and then also on the details associated with implementing the safety plan policy.

### Field Work Specific Risk Assessment

We provide suggestions for risk assessments associated with marginalized groups participating in field activities. We provide some general suggestions applicable to most, if not all, contexts, but then provide additional more tailored suggestions for three specific contexts, field based research, field trips, and field camp.

### General Suggestions

PIs or group leaders should familiarize themselves, to the best of their ability, with the specific risks of planned field destinations with respect to hazards for particular groups. Both institutional (i.e., are there laws that impact the safety of particular groups?) and cultural (i.e., are particular groups traditionally discriminated against even in the absence of “legal discrimination”?) sources of risk should be considered.

To understand this risk, PIs or group leaders can use their own experience with these destinations, but are also encouraged to seek out information from others who have traveled to these destinations (especially if they know of members of potentially at risk groups who have traveled to these destinations) or international groups which document restrictive laws (e.g., for safety associated with sexual orientation or gender identity: <https://ilga.org/maps-sexual-orientation-laws>).

All of the information and materials described above should be included in a complete risk assessment document which should also include other relevant information (e.g., locations and driving instructions to the nearest hospital from the field site, particular health hazards in this field site, etc).

The complete risk assessment should be updated prior to every trip to the field site in question.

The assembled risk assessment document should be discussed with all group participants prior to the trip. All aspects of the risk document should be discussed, especially those pertinent to marginalized groups even if you do not think members of those groups are present in the travelers (you may not have all the information).

Whenever possible, field work should be done in groups of at least 2.

Participants should be encouraged to keep the group leader apprised of situations that develop or if they feel uncomfortable.

Finally, we recommend anyone leading or TAing a field trip or participating in field research should receive at minimum Wilderness First Aid training (and maintain their certification).

### Field Research Trips

To the extent possible, prior to the trip the PI or group leader should contact relevant parties who manage the relevant field site(s) to inform them of who is within the group. When possible, introduce all group members to relevant local contacts via e-mail prior to the trip. This is especially important if the PI or group leader is not joining on this trip.

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PIs or group leaders, in coordination with administration members (e.g., Department Chair, etc), should provide official documentation, i.e. a letter of support with contact information, to all group members.

Preparing all group members for specific risks and highlighting alternative sources of information and preparation if particular group members feel they need these resources (e.g., Office of Risk Management).

Emphasize importance of carrying personal documentation, both those identifying your purpose (i.e., the support letter) but also more general things like license, passport, etc, in pre-trip meetings.

Ideally there should always be an established method of communication with the group leader if possible. At minimum, all group members should have the contact information of the group leader and at least one person in authority (e.g., another faculty member, department chair, etc) who is not on trip, but is aware of the trip and its participants.

### Class Field Trips

During the assembly and update of the risk assessment documents associated with field work, consider whether the risk level for all group members is acceptable given the stated goals of the trip. Specifically, if the risk assessment highlights that this field location is particularly dangerous for specific groups, is this the only location where these same goals can be met? Are there alternative locations where most goals can be met but are safer for all groups?

### Summer Field Camp

In addition to the practical considerations above, longstanding annual field experiences can have “identities created by past participants, faculty, and paradigms underlying the discipline itself”. While some aspects of these identities are widely beneficial, other aspects may serve to marginalize or isolate students who do not “fit the model” of those past predominant identities. For LSU’s summer field camp, we recommend regular intentional assessment of which aspects of legacy and cultural artifacts we want to actively pass down to successive years of student participants, and which can be archived in their historical context.



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### Resource Map -

The practice of creating asset maps of communities recognizes social capital and engages the public as people and not clients. This deliverable broadens the concept of an asset map into a resource map, which outlines existing resources that organizations, communities, and broader scientific communities have to support People of Color. The resource map should list resources you have at your organization (e.g., diversity officer, counseling and psychological services, ombudsperson, affinity groups, and recurring events) and locally (e.g., meet-up/social/hobby groups, religious or spiritual communities, businesses like barbershops). Include resources outside of your community as well; supporting membership to groups like SACNAS, NAGB, AISES, and GeoLatinas can help foster meaningful connections to a broader network.

- Mentoring plan
  - Summary of the intent of the resource map as well as the plan for working with new hires/students for connecting them with resources that will be of most use to them, e.g. schedule for initial call(s) and/or meeting(s) to identify needs/interests
  - Individual/Group meeting expectations (interval/frequency, journal articles, presentations, socializing, time management, reviewing manuscripts, revising manuscripts/dealing with rejection, careers, current events, media requests)
  - Evaluations: rubric, frequency for advisor/committee evaluations, encourage self-evaluation (reflection) and review long term goals and how to achieve them
  
- Core work resources
  - Code-of-conduct - link, all members must sign a code of conduct that addresses inclusivity and diversity, mental health, publications or outputs, social media use, working hours, and vacation
  - Communication plan and expectations, e.g. how do members communicate with each other and what times are appropriate
  - Reporting Policy - link, address issues related to insensitivity, harassment, exclusion and what are the consequences (e.g. not everyone drinks alcohol; no “locker room” talk), provide additional contacts for reporting outside of advisor
  - Equipment - where to find, fund individual gear like hiking boots, fund or provide access to sufficient “library” of hiking/camping/outdoor equipment
  - Conference and workshop participation (how often and who pays for it?)
    - Be explicit about opportunities for this type of participation and at what point they will be expected to attend conferences
  - Be open to considering proposed workshops/conferences, especially for groups like SACNAS, NAGB, AISES, GeoLatinas and others
  
- Community support and mental health resources
  - Assistance finding accommodations, moving expenses/assistance



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- Outline services at organization/university: diversity officer, counseling and psychological services, ombudsperson, affinity groups, etc.
  - Encourage and assist making connections to someone who may understand their experience (e.g., Black male counselor for a Black male student)
  - Calendar(s) of events or mailing lists to join
  - What activities/institutions will help them feel at home? Are there local clubs, religious or spiritual organizations, organizations, hobbies they were previously involved with that they can get connected with in the area?
  - Connecting with cohorts, organizations, social clubs with common identities and/or interests
  - Businesses or other needs, e.g. gyms, barber shops/hair services, etc.
  - Introductions for other people of color - fund membership fees for organizations like SACNAS, NABG, AISES, GeoLatinas, and others
  - Outline expectations for taking vacation (e.g., 3 weeks) and for reasonable work hours (e.g., 40-50 hrs/wk; be explicit!)
- Skillset support resources
    - What skills or experiences are required for their work/coursework? e.g., driving, hiking/outdoors activities, compass/GPS navigation, swimming/SCUBA, operating power tools, first aid, etc.
    - What skills training is supported through the organization, how would someone acquire/improve these skills? What training is available prior to arrival?
    - Do they need to know how to code? If so, what languages? (e.g., R, Matlab, Python) If they do not have this skill, what resources/training are available?

### Professional development resources

- Outline available resources for training/development or best practices in:
  - Teaching/pedagogy
  - Project management/budgeting
  - Media training
  - Proposal writing
  - Public speaking
  - Networking
  - Design/drafting of figures using Adobe Suite/Python/ArcGIS
  - Getting involved in professional societies
  - Additional coursework
- List fellowships, internships, summer experiences, field course opportunities
- Outline departmental and regional seminars, presentation opportunities, and opportunities to meet with speakers for building a professional network



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- Outreach resources
  - Outline opportunities, expectations, benefits, and/or compensation for mentoring new hires and/or students who wish to engaged in belonging, accessibility, justice, equity, diversity, and inclusion (Be A JEDI) efforts
  - Explicitly acknowledge, discuss, and suggest policies to limit the “time tax” put on people of color for participation in Be A JEDI activities and support clear path for opting out
  - Information on honoraria and establishing/charging speaker fees

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This is a draft Resource Map for the Geology and Geophysics Pod at Louisiana State University. This was adapted from the “Sample Ph.D. Mentoring Plan” developed by Vashan Wright (Woods Hole Oceanographic Institution) and Karin Block (City College of New York and CUNY Graduate Center), License: [CC BY-NC-SA 4.0](https://creativecommons.org/licenses/by-nc-sa/4.0/). Some of these will be resources common to all and some will be questions for identifying specific resources based on needs/interests identified during initial meetings while implementing the mentoring plan.

The purpose of this resource map is to provide guidance for incoming graduate students, manage expectations (what students can expect from advisors, and what advisors can expect from students), and provide resources that may be useful during a student’s tenure at LSU.

First and foremost, we include here LSU’s Diversity Statement, which all Students, Faculty, and Staff are expected to adhere to during their academic tenure:

### LSU Diversity Statement

We believe diversity, equity, and inclusion enrich the educational experience of our students, faculty, and staff, and are necessary to prepare all people to thrive personally and professionally in a global society. Therefore, LSU is firmly committed to an environment that affords respect to all members of our community. We will work to eliminate barriers that any members of our community experience.

To make LSU a place where that can happen, we must recognize and reflect on the inglorious aspects of our history. We now acknowledge the need to confront the ways racism, sexism, ableism, ageism, classism, LGBTQ+ phobia, intolerance based on religion or on national origin, and all forms of bias and exploitation have shaped our everyday lives.

We accept personal and professional responsibility to eliminate bias and oppression wherever they are found. We understand our obligation to speak up when we see bias whether it be in our teaching, study, or daily work. Our community will educate themselves proactively and continuously about how to intervene and bring bias to the attention of others with commitment and compassion.

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We will hold ourselves accountable for our actions and inactions, and for maintaining intentional, measurable, and meaningful efforts to enhance diversity, equity, and inclusion, including through ongoing evaluation of our policies, practices, and procedures.

Resources Available to Students at LSU:

LSU Cares Website:

<https://www.lsu.edu/saa/lsu-cares/index.php>

LSU Women's Center:

[https://www.lsu.edu/diversity/womens\\_center/resource\\_directory.php](https://www.lsu.edu/diversity/womens_center/resource_directory.php)

LSU Student Organizations (AACC, Black Student Union):

<https://www.lsu.edu/diversity/aacc/student-organizations.php>

International Student Office:

<https://lsu.edu/intlpro/is/>

LGBTQ+

<https://www.lsu.edu/lgbtqproject/>

LSU Student Affairs Grievances, Complaints, and Appeals

<https://www.lsu.edu/studentaffairs/grievances.php>

LSU Center for Academic Success

<https://www.lsu.edu/cas/index.php>

LSU Environmentors

<https://www.lsu.edu/cce/lsuenvironmentors.php>

LSU Geaux Teach

<https://www.lsu.edu/majors/fast-tracks/geaux-teach.php>

Useful conferences in the Geosciences (Helpful Reminder: students need to get approval for all abstracts and presentations from advisers and all co-authors prior to submission):

AAPG

GCAGS

GSA

AGU

Section GSA Meetings (SCGSA, etc.)

CERF

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SACNAS  
NAGB  
AISES  
GeoLatinas  
Lunar and Planetary Science Conference

Professional Development Resources:

Student Granting Agencies:

NSF Graduate Student Fellowships (<https://www.nsfgrfp.org/>)

Future Investigators in NASA Earth and Space Science and Technology (FINESST)

GSA Graduate Research Grants

([https://www.geosociety.org/GSA/Education\\_Careers/Grants\\_Scholarships/Research\\_Grants/GSA/grants/gradgrants.aspx](https://www.geosociety.org/GSA/Education_Careers/Grants_Scholarships/Research_Grants/GSA/grants/gradgrants.aspx))

AAPG Research Grants (<https://foundation.aapg.org/grants-in-aid-program>)

Scholarship Agencies:

Within LSU/G&G Dept → Blackbaud

New Orleans Geological Society (<https://www.nogs.org/>)

Outside LSU/G&G Dept:

Shreveport Geological Society (<https://sgs1.org/>)

Houston Geological Society (<https://www.hgs.org/>)

Outreach Resources:

Stuff to add to the G&G Grad Student Handbook:

LSU Grad student housing guide

(<https://www.veryapt.com/guides/housing/300-lsu-grad/>)

Mentor map that students can fill in...

([https://www.insidehighered.com/sites/default/server\\_files/files/Mentoring%20Map%5B1%5D\(1\).pdf](https://www.insidehighered.com/sites/default/server_files/files/Mentoring%20Map%5B1%5D(1).pdf))

Details on applying for scholarships on the new Blackbaud system (as we figure out how it works)

Relevant Cultural Student Resources: - need help fro students here

Useful Materials for Individual Lab Expectations/Resources:

As part of the \_(insert faculty name here)\_ lab, here are expectations:





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- 1) Code of Conduct: all members must abide by LSU's Code of Conduct  
<https://www.lsu.edu/saa/students/codeofconduct.php>  
And Diversity Statement (see above).
- 2) Individual/Group meeting expectations: We will meet as a lab group \_\_\_ times a week/month, and individually \_\_ times a week/month, or as needed by appointment.
- 3) Time management: You are expected to manage your time with an appropriate balance between courses taken, courses taught (if serving as a TA), and research on a weekly, monthly, and yearly basis throughout your tenure as a grad student. Realize that it is your PRODUCTIVITY that matters, not hours spent doing a particular activity. The acceptable level of productivity and associated expectations should be mutually agreed upon by the advisor and student, and the student should consider their committee as a resource for outside evaluation of whether expectations are reasonable.
- 4) Reviewing manuscripts...[lab dependant]
- 5) Submitting and revising manuscripts...[lab dependant]
- 6) Careers and Networking: [lab dependant]
- 7) Conferences and Workshop Participation: It is expected for students to participate in several departmental, university, or disciplinary activities, functions, workshops, or conferences during their academic tenure at LSU. Have clear discussions with your advisor which ones you are expected to attend and participate in, who pays and make sure any and all abstracts, submissions, conference proceedings are a) cleared by the advisor, and b) cleared by co-authors.
- 8) Evaluations: (in Grad student handbook)
- 9) Skillset Support Resources: [lab dependant (examples: hiking, camping, swimming, operating power tools, first aid;harsh field conditions (temperature, rain), comfort on boats; familiarity with computers, which programs? is training available? How to acquire and improve?)]
- 10) Equipment: [lab dependent]
- 11) Reporting Links:

LSU Student Affairs Grievances, Complaints, and Appeals

<https://www.lsu.edu/studentaffairs/grievances.php>

LSU Cares Website:

<https://www.lsu.edu/saa/lsu-cares/index.php>