



URGE Management/Follow-up Plan for Department of Earth and Environmental Sciences, University of Michigan

Deliverable	Point People on this follow-up
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Policies for Working with Communities of Color	1) Madelyn Cook 2) Julia Kelson
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Safety Plan	1) Cecilia Howard 2) Tyler Huth 3) Robert Holder
Resource Map	1) Jena Johnson 2) Nikolas Midttun
Workshop /trainings Calendar	1) Sara Rivera 2) Allison Curley

See pages below for specific follow-up plans.

Complaints and Reporting Policy

Existing Policy or Resource?

See [Week 2 Deliverable, Policies on Handling Complaints](#)

Where Is It Posted

See [Week 2 Deliverable, Policies on Handling Complaints](#)

Review/Update Interval

Training

Not sure this is relevant, but perhaps once we have different systems in place, training might be needed on their use

Racial Risk Assessment - click [here](#) for info

This seems critical to do for this process

Goals/What we need to do

- Provide clear resources for situations when any member of the department has a grievance or concern with another member of the department, including student-student issues.
 - This can be a decision tree, if this who do I go do
 - As part of this will be clarifying the current grievance process that exists for graduate students who have a grievance with their faculty advisor.
- Improve the anonymous climate reporting form:
 - Expand the current form so it goes to more than one person, or the person can be chosen from a list of options
 - Provide more prompts in the form, including How would you like the situation resolved? See the [EEB climate form](#) for an example of ways we could modify ours. Note, the Astronomy form is very similar to ours but it goes to the chair of the [DEI committee, not Dept Chair](#).
 - Articulate clear steps for action once that form is completed and what is done with that information. THIS IS THE KEY PIECE.
 - Articulate the limits of anonymous reporting and clearly identify ways for people to report incidents, including how/ if there is a way to report to Rackham.
 - Consider other ways to provide anonymous or confidential input: EEB has a Dropbox folder for putting information, ethernet scratchpad. Astronomy has a [physical locked drop box](#) in their mailroom that the DEI committee checks.
 - It's not clear what systems these other units have in place for handling information that they receive. This is critical. Naomi emailed Gina Baucom to understand how EEB handles this information.
- Develop clear guidelines on what someone should do if they observe or experience bullying, harassment or discrimination, including the importance of documentation. Resources for this on the [SERC AdvanceGeo site](#), [Jackson School site](#).

- Consider hiring a staff member (jointly with other departments) to handle reporting, provide support to people who experience/witness bias and provide guidance to the department on how to handle situations and ways that systems and behaviors need to change in response.

Barriers/Challenges

- Despite having university wide codes of conduct (e.g. [the code of conduct for UM Faculty, student rights and responsibilities](#)), we don't have one that is specific to our department and this would be useful. It would be useful if we articulated clear guidelines for behavior, including articulating the actions for violations of this code. Examples: The [Jackson School UT Austin](#) lays this out all really clearly, Baylor Geoscience has a really [clear website for Ethics](#).)
- Need to find ways to address behavior of people in our community and wherever possible find restorative and constructive ways to do this.

Low hanging fruit

- Make the decision tree
 - Clearly define what kinds of issues/concerns/complaints should be handled internally by the department and what must be handled by other bodies on campus (part of the decision tree) - the [Dean of Students Campus Climate Support](#) page as a good set of resources that we can use.
 - Anthro has this Table to decide on [different options for what you might do in a situation](#), we could do something similar. Here's the [Anthro page with resources for Grievance and Resolution Resources under Current Student Resources](#) (this page is a good example of how to organize info for students, it's easy to navigate).
- Articulate the process for what happens during the grad student grievance procedure that we already have, publish this on the ept website with the grievance procedure. This will be useful in and of itself but it then provide a template for handling other situations
- Revise the anonymous climate reporting form (choice of who it goes to, more prompts, show decision tree on form, note limits of anonymous reporting)
- Note how to obtain bystander training in student welcome documents (GSI handbook? resource map?)
- Identify a small group of people (n = 3) in the department from different types of positions with different experiences (students, staff, postdocs, faculty) who want to work on reporting and can be a go-to group for Naomi to consult as she works with other Grad Chairs on this.

Long-term goals

- Department has a staff member to provide support on department climate and reporting, with the training to do so, could be a shared position with another department.
- Establish a department code of conduct, ways to give people constructive feedback and mechanisms for holding departmental members accountable for their actions

- Create meaningful ways for people to report incidents within the department in anonymous and non-anonymous ways and the department has systems in place to support those who experience these incidents and structures to act on them so there is accountability for those involved and so they can be reduced (eliminated?) in the future.
- Provide ways for departmental members to report incidents through venues outside the department in a way that leads to support for departmental members and constructive change.
- Continually offer bystander trainings, part of the long term work we do. Although there are steps to take with this in the short-term, this is long term work that in a way we never truly finish and that's ok..

Plan going forward/Plans in Progress

Naomi is working on understanding models for understanding how other units provide tools for reporting. Here's where things stand with her work on this

- Have worked with LSA IT and it's possible to set up a ticket system for an anonymous climate reporting tool but the more important and more difficult task is establishing a meaningful and effective set of procedures for what happens with the information that comes in via the form. Naomi's work interacting with other faculty, including Elizabeth Armstrong, Professor in Sociology who studies harassment on college campuses, is that there are no established systems in place for doing this, although she encourages that we push for them.
- Developing a community of other Grad Chairs who are reckoning with these same issues, working most closely with Anthropology but have also been in contact with EEB, will reach out to Astronomy - they have in place for internal reporting and how they handle unit level issues and concerns. Contacts in Anthro are working on system of interacting within LSA depts who are interested in working on this
- Anthro contacts are setting up a meeting with Fiona Lee (LSA DEI Associate Dean) to articulate the need for support for 'Unity Level repair', including exploring hiring someone who could handle/advise on unit level issues in a position that could be shared among departments.
- Develop a model for what a staff person, shared among several departments to help with reporting and accountability.
 - Examples within UM
 - School of Public Health: Andrea Hill, Wellness and Inclusion Advocate for Biostats and Epidemiology, who reports to the Chair and Chief Administrator in both departments. She has a MSW and background in mental health, is a member of each unit's DEI committees and attends all faculty meetings in her role as a student advocate; she plans DEI events.
 - Outside UM
 - Scripps: <https://scripps.ucsd.edu/diversity/team>
 - UW, Earth & Space Sciences, Director of Academic Services, Noël Bernard-Kingsley, handles advising and DEI concens. Naomi is meeting with her on 5/17 to understand models in place at UW and how they handle complaints

Metrics for success

- Clear resources on website with decision tree
- Revised climate reporting process and grievance policies that are transparent and effective
- Department develop the new climate+support staff position and secures funding / LSA/Univ Support
- Leads to new hire
- Track record that issues are addressed
- Changed sentiment in department (tracked through surveys?) about department inclusivity
- Increased feelings of well being among members of department.

Resources

- ADVANCE GEO - <https://serc.carleton.edu/advancegeo/resources/index.html>
- AGU Ethics & Equity resources - <https://ethicsandequitycenter.org/>
- Looks like the UM had a Bias Response Team that was [not reinstated due to a lawsuit](#), it was replaced with the [Campus Climate Support](#) offered through the Dean of Students.
- Other depts with good resource lists and codes of conduct:
 - UT Jackson School:
- Other UM Depts with resources listed:
 - EEB: <https://lsa.umich.edu/eeb/graduates/current-students/resources.html>
 - Anthropology: <https://lsa.umich.edu/anthro/graduates/current-student-resources.html>
 - Astronomy: <https://lsa.umich.edu/astro/departmental-reporting-form.html>

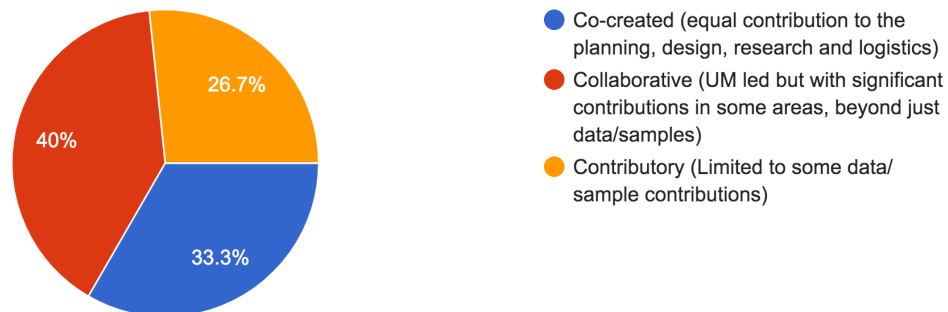
Policies for Working with Communities of Color

Existing policies/programs:

- Our department does not currently have any existing policies/programs for engaging with communities during field work and/or through collaboration
- In March of 2021, the UMich Earth URGE Team put together a survey to collect information on the different strategies employed by faculty, post-docs, and graduate students for engaging with communities in the field
 - 22 responses: 45.5% Faculty, 9.1% Post-Doc, 40.9% Graduate Student, 4.5% Research Scientist
 - 81.8% of respondents indicated that their research group does not have a standard approach to developing research plans that involve local communities (22 respondents)
 - 63.6% indicated that they have interacted with people in their study area as a structured part of their research (22 respondents)
 - 73.8% of respondents indicated they have a recurring collaboration with local communities in the region(s) where they conduct their fieldwork (15 respondents)
 - Response rates concerning extent and nature of these collaborations (15 respondents):
 - 80%, *Logistical support during fieldwork (e.g. translation, hosting, driving, navigation, providing field equipment)*
 - 53.3%, *Sourcing local resources (e.g. getting maps, data, permits)*
 - 40%, *Collaborating on outreach to communities affected by your research*
 - 60%, *Professional training/interactive activities*
 - 66.7%, *Minor intellectual contribution to the project (e.g., sourcing samples, nominal authorship)*
 - 46.7%, *Major intellectual contribution (e.g. writing sections of manuscript, assisted in developing scientific goals)*
 - 33.3% described the majority of their interactions to be co-created (e.g. equal contribution to the planning, design, research and logistics)
 - 40% described the majority of their interactions to be collaborative (e.g. UM led but with significant contributions in some areas, beyond just data/samples)
 - 26.7% described the majority of their interactions to be contributory (e.g. Limited to some data/sample contributions) (15 respondents)\
 - Compensation strategies for local researchers and/or communities (15 respondents)
 - 66.7%, *co-authorship on a journal article*
 - 26.7%, *honorarium*
 - 73.3%, *paper or talk acknowledgements*
 - 13.4%, *paid for a visit to US and/or hosted at US institution*
 - 20.1%, *did not compensate or unsure of how to compensate*

How would describe the majority of your interactions?

15 responses



Short term plan:

- Include information on the Earth Department website for land acknowledgements
 - See [this google doc](#) for some examples of how to do this
 - Have our own departmental land acknowledgment on the website?
- Follow up with poll respondents who indicated interest in generating a policy for engaging with and exiting communities throughout the field work/collaboration process
- Add trainings/conversation into first year seminar/ethics class
 - Include examples of how different faculty members do this

Long term plan:

- Establish a working group within faculty members
 - Objectives of this working group would be to share who has these policies, who is working on developing these policies, and help everyone brainstorm their own policy
 - The goal of this would not be to make a “department wide” policy; rather, to help individual PIs identify ways they could most effectively engage with collaborators and local communities within their own research structure
 - Should include discussion of the role of co-authorships, honorariums, invitations to collaborate at various institutions involved (this would contribute to “genuine collaboration” and potentially capacity building), etc.
- Smith Lecture opportunities, starting in the fall semester 2021:
 - Potentially turn this into a Smith lecture opportunity, where certain faculty that are interested in sharing their strategies for entering/exiting communities during fieldwork speak to this, and/or share ways to make collaborations more effective and two-sided
 - Invite social scientists and historians (many are at UM, e.g., [Kyle Whyte](#)) to give us lectures (Smith lecture?) and perspectives on this engagement
- Department wide workshop - 68% of survey respondents said they would be interested in this opportunity

- Create a “Best Practices for Inclusive Fieldwork and Engaging with Local Communities” using URGE readings, local expertise & experience, crowd-sourcing, and our own workshopping. 77% of survey respondents said that this would be a useful resource. Potential topics that we would like to address include:
 - When and how to pay workers appropriately, including payment amounts that are locally appropriate
 - Writing/articulating successful strategies that are already in place
 - Defining authorship: when to include colleagues
 - Outlining the levels and communities that are possible to engage with: research peers, governmental agencies, workers who are helping
 - Understanding history and broader context of the place where you are working (colonial history and legacy of science)
 - How to build in time to engage in local outreach and community efforts in your field work; if we are there for multiple weeks, you need off-days or can easily add a few extra days that are pre-planned for community outreach

Metrics for assessing success:

- Survey 1-2 years from now (i.e., survey in spring of 2022- 2023) which replicates the one we already sent out, and assess the response rate of people who interact with communities intentionally and their comfort level

Barriers faced by our department for enacting these policies:

- Time to set up the policies and workshops; energy to follow up
- Funding to support such activities: 50% of survey respondents said that they were interested in developing a list of funding opportunities for outreach
- Training and support is needed in how to have meaningful interactions and impact in places that are still segregated or inequitable
- Specific topics for which survey respondents wanted more guidance are described as follows:
 - How to share data with local collaborators who have no email or smartphone
 - How to adequately compensate key local collaborators (e.g. meteorological station managers).
 - One consideration is that acknowledging local collaborators in a paper might not a valuable compensation for local informants who do not participate in the academic prestige economy
 - How to engage local collaborators more holistically (i.e. in the science, not just fieldwork & logistics) when they don't have an active research program of their own

Hiring and Admissions

Existing policies/practices

- Fall Preview program
- Follow Rackham recommendations
- No longer requires the GRE
- Admissions requirements are posted publicly but hiring policies are not

Barriers

- For hiring faculty: slow turnover rate
- Inconsistency in department leadership priorities; implementing some of these new ideas will take longer than the term of one chair
- Inconsistent university-level priorities from one Provost to another

Trainings

- STRIDE training is currently required for anyone on hiring committees; extending option for this training to grad students
- Holistic graduate admissions training for all committee members
- Bystander intervention training (“Coulda Shoulda Woulda”)

Short-term plan

- Continue using standard feedback during graduate admissions to indicate what opinions are based on (attending talk, read file, met with one-on-one, etc.). Use this feedback form or some variant during faculty hiring as well
- Apply to join AGU Bridge program (fall 2021)
- Revisit departmental fellowship allocations
- Revisit how we use the TOEFL (our threshold is higher than Rackham’s) or allow other ways to demonstrate competency in English
- Forming a standing committee (with student participation!) focused on hiring which would include building a list of “rising stars” to invite for Smith lectures, encouraging them to apply for PFP, LSA, MI Society of Fellows
- At least one graduate student on every search committee--not necessarily with binding votes, but it would be good to include them in a more regular way
- Ask for DEI statement from faculty job candidates with publicly posted rubric

Long-term plan

- Departmental postdoctoral fellowship (currently not sure whether this is possible)
- Leverage Presidential Postdoc, LSA, others to hire more diverse faculty
- Every lab group should have a code of conduct with clear expectations about research/teaching/service
- Annual Young Scientist Symposium - invited symposium organized by group of faculty, postdocs, students with rotating areas of interest
- Make handout of policies for hiring

Accountability

- Incentives for DEI work need to be formalized for faculty
 - Ex: factor service/DEI more into the promotion framework
 - Infuse anti-racism and DEI in incentives and rewards, AND metrics of success
 - Maybe require a service statement for promotion to tenured professor? (Currently *is* formally a factor for promotion to full professorship, but not yet for tenure)
- Review effectiveness of current policies every 5 years
 - For admissions, e.g. track applications, matriculation, graduation
 - Continually evaluate admissions strategies
 - For hiring, use previous strategic plans to evaluate whether we meet goals and if not why
 - For standing committee be consistent in how we run it and track outcomes
- Track demographics in a standardized way (even internally) to evaluate whether things are working
- More surveys to track student/faculty opinions on department climate

Safety Plan

Short-term Plans

- Develop and distribute a rubric/guide to developing risk and code of conduct plans. Goal is to have this being part of building a lab.
- Incorporate Camp Davis GSI Handbook into general GSI Handbook
- Add Camp Davis pre-course class meetings for team-building, establishing expectations, introductions, etc.
 - Develop planning checklist for Camp Davis classes
- Include a list of UM-run “ready-made” trainings to the new student welcome documents
- Way for people to tacitly signal you are part of UM-EES (lanyard)
- Add trainings that are already run by UM
 - Bystander Intervention Training
 - Know Your Rights for police interactions
 - QPR Training
 - Wilderness First Aid (optimally this could be done sooner, as it’s a shorter course than Wilderness First Responder)
- Establish new safety protocols for Camp Davis such as nightly emergency contact and implement them
 - Increase transparency and availability of existing Camp Davis safety protocols
- GeoClub camping experience for student who do not have previous outdoor experience and want to learn without the pressures of a class field trip
 - Maybe a regular event once or twice a year (fall and late spring?)
 - Maybe market it so that it is more than just a “newbie” group, but also a chance for some department socialization and cohesion.
 - Beneficial to undergrads who might be intimidated by outdoors and grad students who might have to do fieldwork for their research, but lack experience.

Long-term Plans

- Incorporate the risk assessment as a mandatory part of department travel (by lab group, field season)
- Add trainings that UM does not already run
 - Wilderness First Responder (UM Rec runs a WFR course (<https://recsports.umich.edu/trips/certifications/>), but the timing is not great for Camp Davis)
 - Group dynamics/leadership trainings
- Developing mental health plan for Camp Davis that possibly includes an independent professional staff member

Metrics for Success

- Have a revised exit survey ready to be approved this fall (slow point is likely approval, not making the survey)
- Lab and Field risk/culture assessments

- Every lab group has a risk assessment for their field area, updated yearly
- Every lab has a code of conduct for work at the university
- Record how safety protocols were implemented in the field
 - Camp Davis - nightly emergency contact
 - Field work - post-trip report
- Establish regular trainings run by the DEI group or the department - make this a department activity. Create and update/maintain a calendar of available trainings.

Resource Map - Disseminating Resources for Mentoring, Policies, Communities, Mental Health Support, Professional Development, Outreach

Short-term Plan

- Use DEI portion of website to share resources** [should be up by June 2021]
- Add resources to other portions of EARTH website
- Poster/Flyer in DEI corner with QR codes
 - What to prioritize?
 - [Counseling and Psychological Services \(CAPS\)](#)
 - [Spectrum Center](#)
 - [International Center](#)
 - [Sexual Assault Prevention and Awareness Center](#)
 - [Services for Students with Disabilities](#)
 - [Complaint Reporting](#)
 - tentatively: [Center for Learning and Teaching \(CRLT\)](#)

Long-term Plan - pass these ideas along to GSMs and Grad Chair

- Add resource list to GSI/Grad Student Handbook
- Add resource list to Faculty Handbook
- Or, make handout w/ resources with QR codes
- Get students on the Curriculum Committee and DEI Committee through students being expected to serve on various committees (required for first-years or second-years to get involved? Want to get students involved in service as early as possible - 1 semester of mandatory service work?) - also Career Panel committee, Fall Preview committee, Alumni Affairs committee, officer of Geoclub, Outreach committee, MGU committee, Newsletter/Media committee?, Search/Hiring committee (going to lunch with all candidates & providing input), Smith Lecture cookie committee, ... propose own committee?
 - Start w/ Grad Chair strongly encouraging first years?

Accountability and Sharing

- Use Newsletter to share progress (?) - make sure it goes to current dept members; I didn't receive last one
- Ask Chair or Chief Admin to share link(s) to resources at beginning of Fall semester or Fall & Winter semester

Workshops and Trainings Calendar

Extensive info about trainings here:

<https://docs.google.com/spreadsheets/d/1m-3OolmKVdBcyin14NJsW9ObVr9K6pL0zvw3Fgk5Hk/edit#gid=0>

Training/Workshop	Implementation	Deliverable
Department/Organizational Culture Change (Pilot Offering):	SAPAC	7
Ethics of collaborating with community members in research (acknowledgements, authorship, honoraria)? With info on international collaborations as well	First year ethics seminar for grads & postdocs	4
STRIDE training for faculty	Already implemented for faculty on search committees	5
Inclusive hiring workshop for faculty (originally organized by Julie Cole)		5
NextProf	NextProf Can be better advertised	5
Preparing Future Faculty	CRLT	
Inclusive teaching workshops through CRLT	(program listings) Better advertised/incentivised	6
Know your rights training for interacting with police (including regular police vs campus police)	(video) (Jim Toy Center)	6
Bystander intervention through UM	(CSG) (HR) (SAPAC)	6
GeoClub practice camping experience	GeoClub (needs development)	6
Mandatory Wilderness First Aid for ALL Camp Davis instructors (GSI + Faculty)	Through Kurt Burmeister or Campus rec	6
Mandatory Wilderness First Responder training for 1-2 Camp Davis instructors	Through Kurt Burmeister or Campus rec	6
Mandatory QPR training for ALL Camp Davis instructors	CAPS	6
Training for alcohol/drug consumption and		6

instructor responsibilities - Camp Davis		
Camp Davis GSI training for intergroup dynamics, de-escalation, and recognizing students in crisis. Also includes who to report to, how, and when. Clarifies role reasonable purview of GSI's	Needs development -recognizing students in crisis (CAPS)	6
Mentoring training for faculty and students	MORE	7
SilverCloud Online Mental Health Support - self guided CBT practices	CAPS	7
CAPS 101 + focus on graduate/professional students	Workshop through CAPS -incorporate in 531?	7
Cultural adjustment/international student issues	CAPS	7
Eating & body image issues	CAPS	7
Adjusting to UM (may be UG focused?)	CAPS	7
Mindfulness for wellness	CAPS	7
Positive psychology, resilience, and self-compassion	CAPS	7
Stress less	CAPS	7
<u>SAPAC Services Overview & Responding to Disclosures of Sexual Misconduct Workshop:</u>	SAPAC	7
<u>Engendering Respectful Communities (ERC) Workshop for Graduate Students:</u>	SAPAC	7
LGBTQ Allyhood Development training	Spectrum Center	7