

URGE Management Plan for University/Organization - MUN/Canada Pod Deliverable

This is our plan going forward. In our next meeting, we intend to prioritize which aspects we will begin with and also to assign various people to specific roles within this plan. The table focusses and summarizes what is in each deliverable and who we think we need to advocate with for change. The summaries below highlight what our key goals are for each aspect of the program. A key point that is missing is a clear timeline and a prioritization, these will be the focus of our subsequent discussions.

For reference, our deliverables are here: <https://urgeoscience.org/pods/mun-canada-pod/>

<b>Deliverable</b>	<b>Existing Policy or Resource?</b>	<b>Who do we think we should follow-up with</b>	<b>Where It Is or Will Be Posted</b>	<b>Review/Update Interval</b>	<b>Requires input from EDI office.</b>	<b>Training Recommended?</b>	<b>Is this something the pod can accomplish? Or do we need higher-level buy-in?</b>
Complaints and Reporting Policy	Yes	EDI office/HR office/Student services office	On various websites already	Already reviewed every 2 years	Yes, particularly lack of race-based complaints	Not planned	Higher-level
Demographic Data	No	Joint Equities Committee (Human Resources); SGS; Registrar's Office	Available for faculty/staff upon request; Should be posted readily online (e.g. <a href="https://www.mun.ca/vacademic/What_We_">https://www.mun.ca/vacademic/What_We_</a>	Recommended every 2 years	Yes	Advocate for enhanced training for HR JEC folks to improve data quality and presentation	Higher-level

			Do/equity-diversity-inclusion.php)				
Policies for Working with Communities of Color	Yes	Indigenization office (indigeno.usaffairs@mun.ca)	Link to relevant policies from department website to other MUN sites	Recommended annually	Yes	Yes	This is above the level of our pod but we will seek incorporation within departmental policies and guidelines
Admissions and Hiring Policies	Yes	Department Faculty, Faculty of Science, and MUN HR	Departmental website could link to existing policies	No set interval, recommend annually	Recommended	All faculty could benefit from regular EDI and bias training	Above the pod, but we can advocate for change with Dean and HR. New VP EDI office represents new important resource for this.
Safety Plan	Yes	Department/grad committee	Currently part of grad handbook, Consider also posting on departmental website	Annually, but also after any major reported incidents	Not planned	Yes	Department level

Resource Map	No	Department	Post on department website	Additions/removals on a rolling basis	Not planned, but collaboration could be useful	No	Department level
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Additional considerations for each deliverable (use this space to elaborate on table entries, organize it as appropriate for your pod):

- **Agreement** - This agreement will be adapted to outline how we will interact and meet with leadership about these policies, as well as regular meetings with key contacts such as diversity/inclusion committees, HR, etc. Presently our pod intends to:
  - Advocate for making a similar agreement for faculty meetings and department seminars. (The first part that discusses how to have discussions.)
  - Add an inclusivity tip at the beginning of seminars/meetings
  - We will continue to use this as we move forward. Our pod intends to continue, perhaps proposing that we be made into a departmental EDI committee.
- **Pod Guidelines** - Our pod guidelines will be adapted into longer term plans/bylaws, particularly if we are successful in advocating for a departmental EDI committee. It would also be useful for other committees within the department to develop and enforce guidelines and codes of conduct.
- **Complaints and Reporting Policy** - Complaints and reporting policy differed between our various subsets (Faculty, Students, UofL and YGS) but generally we were able to find the avenues to make a complaint. The policies exist and changes/approvals are beyond our pod. MUN policies do appear to be reviewed regularly and individuals have the opportunity to suggest changes (though how is not always clear). Based on what we learned, our pod suggests that the policy be modified to address these deficiencies/questions:
  - Specifically address racism. Currently it is included generally under harassment (e.g., how sexual harassment is separated and resources are provided to support individuals)
  - Provide an anonymous complaint system
  - Streamline/clarify information on how to report and what will happen (flowchart)?
  - Information on complaints and resolutions needs to be made available
  - What is the path of a complaint through the system (again, flowchart would help)?
  - What should the complainant expect as they go through the system?
  - What supports are available, ensuring that it can be done anonymously, and making sure that complainants are supported throughout the process?
- **Demographic Data** - There are issues to work through on how and what demographic data are collected and made public, but we will need to work closely with HR and the new office of the Vice Provost of EDI on this and it may take several years and/or involvement of additional departments for wider aggregation of data. Our pod intends to:
  - Track down demographic data recorded on applications and advocate for them to be made publicly available. We learned that data on students (graduate or undergraduate)

are not being formally collected. However, students can self-identify when applying so these data need to be more formally collected in the effort to make demographics available across staff, faculty and students.

- Find out what students (grad/ugrad) are giving in the way of demographic data (related to above bullet) and how it is tracked? How are those data used (if they are used at all)?
  - Propose MUN collect and report actual demographic data for students and staff in each department and use these to update their reporting in an effort to evaluate diversity on campus and relationship among students, staff and faculty.
  - For the process of hiring, the Joint Equities Committee (Human Resources) provides hiring committees with most recent census data on identity of those who have obtained their PhD in Canada within the field (e.g. Earth Sciences or Geosciences). We suspect that these data are not very accurate as they must be based upon the long-form census or subset of those filling out the census. We need to advocate for better data collection.
- **Policies for Working with Communities of Color** - This is relatively well-developed for Indigenous communities, but there are no other guidelines we could find for working with other communities. There is an apparently robust human-subject approval process, perhaps this process should be part of that. Our pod suggests that we:
    - Compare this document to our working with indigenous communities documents that are working their way through the senate and documents already made available by the Indigenization Office at Memorial.
    - Propose that those policies also be in place for other communities of colour.
    - Maintain the importance of engaging with communities at the very start of the research process (e.g. gearing research to community interests where possible) and returning to the communities after the research is completed, sharing the results so that they can potentially benefit from them.
- **Admissions and Hiring Policies** - The Pod has clearly outlined all of the existing guidelines and support services for faculty hiring in terms of the inclusive language to be used in advertisements and who to contact about making the application process more accessible but there remains much ambiguity about how equity and diversity can be ensured beyond the ad and into the hiring process. Suggestions have been put forward to call on candidates to address EDI during their research and/or teaching seminar(s). Most recently, a rubric was formulated and used for the latest departmental hiring competition and it is hoped that, following faculty consultation, something can be standardized for future hiring efforts. We also acknowledge these are very initial steps as we need to advocate for support for new faculty of color once they are hired! As for admission of graduate students, the process is tremendously ad hoc and relies heavily on grades. There is also nothing to ensure that EDI is taken into account when faculty members put forward potential students to the SGS competition. It is not clear how we should move forward with this, other than encouraging faculty to think beyond their biases and the old way of doing things. Our goals on this topic are to:
    - For students, follow-up on the inclusivity tip, organize a meeting to discuss what makes students successful in our program and how we can develop more explicit evaluation materials for SGS and recruitment of new students that truly test for these qualities. For example, holding virtual interviews and tours with applicants.
    - Find, and develop as necessary, support networks to support people here once they arrive.

- Codify the resources that we have.
  - Find resources for BIPOC faculty and students (tied to resource map).
  - Find ways to encourage faculty to develop admissions policies for their individual groups that encourage diverse applicants and to develop mentorship policies that support these students when they get here. The former could be helped through similar approaches to faculty hiring (e.g. specific advert information, BIPOC networks/venues for posting adverts).
- **Safety Plan** - The Pod has made a Safety Plan that specifically pertains to field work including resources, Code of Conduct, and Bill of Rights. Our goals for this document are to:
    - Ensure it gets incorporated into the graduate student handbook and required pre-field paperwork.
    - Get suggestions from past students and faculty who actually teach these courses as part of this process.
    - Expand it to the lab-group level through faculty discussions and perhaps through Graduate Studies Committee policies.
    - Ensure new graduate students receive some sort of lab group agreement when they arrive (Grad Matters Committee might be able to enact policy around this).
- **Resource Map** - We propose one good resource map should be completed and made available (as an example) on our departmental website after faculty discussion and approval. This could be provided as part of a series of resources for our department (e.g. code of conduct, field and laboratory safety) in promoting EDI at the lab group and department level. This would be in addition to integrating it into our student handbook once that is approved. Our pod goals from this document are to:
    - Tie in with existing resources across campus, including indigenous student resource centre, incoming EDI office, international student office, Black students' association, etc. also at the faculty/staff level and including local organizations outside of the university (e.g. <https://stjohnspride.ca/local-resources/>)
    - Put a system in place so that it is updated on a regular basis. For example, this could become an annual task of the EDI committee.