NAU SES URGE Pod: Management Plan

The following document is a management plan for the NAU SES program that outlines the state of and implementation guidelines for incorporating URGE deliverables into the organization. Below the table are additional considerations for each deliverable.

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	Pod Member(s) / DEI committee	Internal currently, distribute to new students during orientation, included in student Handbooks	Recommend annually to update information	Not planned	Not planned, but faculty should be made aware and a part of new student orientation	Check
Demographic Data	Yes, through CDI or office of institutional research analysis (IRA)	Either CDI co-chairs or IRA	Internal for CDI and external for IRA (https://www7.nau.edu/pair/reports/AllEnrollmentStudentTrend)	Recommend every 2 years	Recommended	Not planned	Not relevant to our pod
Policies for Working with Communities of Color	No	Pod Member(s)	Internal currently, Post on organization website;	Recommend annually	Yes	Yes;	Approval and Consequence;
Admissions and Hiring Policies	Existing admissions policies, but no existing advertisement or hiring policies beyond legal requirements	Pod Member(s)/ Program Coordinators	Grad college and program admissions requirements posted in the academic catalog for MS programs and for the PhD program	"Reimagining" review in progress for CEFNS	Recommended	For hiring committees	Check
Safety Plan	Yes	Pod Member(s) /Advisor	Internal currently, distribute and discuss with new students and students on field excursions	Annually, but also after any major reported incidents	Not planned	Yes	Approval
Resource Map	Not in this format	Pod Member(s)	Post on organization website, distribute to new students during orientation	Additions on a rolling basis	Not planned	No, but faculty, staff and students should be made aware of the resource	N/A

Complaints and reporting policy:
This is modified from the SES DEI existing code of conduct. We suggest combining and streamlining this document with the DEI code of conduct. This should be distributed (possibly in the handbook), discussed with incoming students at new student orientation, and incorporated in 1sy year graduate student seminars. The DEI committee and/or URGE should review this document annually and amend or make changes if necessary to keep information up to date.

Demographic data:
The demographic data deliverable highlighted the different mechanisms which NAU and SES collect and store demographic as well as offer some commentary on how the diversity at NAU SES compares to other universities and AZ. Public demographic data collected by the office of Institutional Research and Analysis is collected yearly and there is no reason to think this won't continue. The demographic survey administered by the CDI will be administered again in 2021/2022 via the CDI. These data will hopefully help determine how successful SES is at facilitating a welcoming environment for BIPOC and achieving their JEDI goals.

Policies for working with communities of color:
We propose the following potential steps for SES to adopt a policy for working with communities of color: propose the policy to SES for internal and broad review (similar to diversity statement), once a SES approved draft is ready, conduct a racial risk assessment, amend the policy to reflect the risk assessment, get SES approval. Potential implementation avenues include posting on the department website. Furthermore, with every research proposal, whether at masters, doctoral, or professorial level, the policy would need to be not only acknowledged but incorporated in its design. Potential additions for this implementation to succeed include: create a checklist of questions that asks the person writing the proposal to think about the design of their proposal through the lens of the policy, the checklist should guide the person in preparing their proposal to be consistent with the policy, when the proposal is ready, an accompanied form would ask the same questions but the person writing the proposal should be able to answer the questions to demonstrate compliance with the policy, the form would be reviewed along with the proposal, either by the student's supervisor or by the professor's co-authors, if the proposal is policy non-compliant, it should be amended until it does comply, acknowledgement and form should be filed along with the proposal. Lastly, training requirements include the "Diversity, Inclusion, and Bias Prevention training" training at NAU is optional. SES could require that it be made mandatory for SES students and professors. Additionally, new students and new hires should be made aware of the policy with their new employee/student orientation material.

Admissions and hiring policies:
This is a document compiling existing policies for graduate admissions (for AY2021) and language currently included in postdoc job ads. The barriers discussed in this document should be brought up during the "Reimagining" process underway in CEFNS & across NAU. "Reimagining" includes reviewing course requirements and programs offered and would be an appropriate venue to review and update admissions requirements for the graduate programs. Hiring processes are not standardized and hiring committees should participate in anti-bias trainings or workshops. Regarding advertisement of both graduate programs and faculty/staff positions, a list of broader listservs/organizations to share announcements with beyond discipline-specific communities should be included in standard advertisement procedures (e.g. NABG, GeoLatinas, SACNAS in addition to GeoTectonics, GEOPrisms, Gilbert Club).

Safety plan:
This is a plan focused mainly on safe field work and field practices. It would be helpful to introduce this concept at the beginning of each new year and with each new hire. Approval process can be incorporated into travel approval and consequences can be addressed if that is not followed. This outline should also be reviewed by TAs and Professors taking any kind of field trip with classes, even day trips. Should be introduced to higher-ups in the department so that they can make everyone aware of its importance.

Resource map:
The resource map we created builds upon [resources compiled](#) by the Diversity & Inclusion Committee in the School of Earth and Sustainability, adding additional resources and compiling information in a centralized document. We suggest posting this resource on the website, along with the other materials we have developed in URGE, and including it in new student orientation. Students should be provided with a copy of this resource map (it could be incorporated into the handbook). Additionally, it would be helpful for advisors or program directors to be familiar with this resource and walk through it with their students at the beginning of their degree program. Primarily, we see this resource map as a guide that students can reference, without specific training on the contents necessary.