

URGE 
 Unlearning Racism in Geoscience
 PennEES Pod

This should be a plan to incorporate deliverables into your organization as you continue to develop, assess, and finalize policies and resources. You may want to adjust the format of this for more comprehensive plans, but this covers the essentials.

| 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 | None prior to PennEES pod efforts | Pod Member(s): Maura Slocum, Kaliopi Boussets | To be posted on organization website | Recommend every 2 years | Not planned | Yes | Not relevant to our pod |
| Demographic Data | No | Pod Member(s): Kaliopi Boussets | Internal only | Recommend every 2 years | Not planned, but highly recommended | Not planned | Not relevant to our pod |
| Policies for Working with Communities of Color | No | Pod Member(s): Natalia Aponte Borges, Kaliopi Boussets | To be posted on organization website | Recommended annually, and/or before planned work efforts, or after major incidents | Not planned, but highly recommended | Yes | Approval and Consequence |
| Admissions and Hiring Policies | Yes | Pod Member(s): Jaydee Edwards, Ananth Srinivas, Kaliopi Boussets | Internal currently | No set interval, recommend annually | Not planned, but highly recommended | Yes | Approval |
| Safety Plan | None prior to PennEES pod efforts | Pod Member(s): Sophie Silver, Kaliopi Boussets | Internal currently | Annually, but also after any major reported incidents | Not planned, but highly recommended | Yes | Approval and Consequence |
| Resource Map | Yes | TBD | Post on organization website | Additions on a rolling basis | Not planned | No, but recommended (not staff-wide but only with HR) | Approval |

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- **Agreement** - The PennEES Pod and the department chair, Dr. Brenda Casper at the University of Pennsylvania have meetings scheduled with the University/Organization Leadership and with participation from the Climate, diversity, equity and inclusion (CDEIC) committee member, Dr. Jane Dmochowski. Our commitments include URGE's primary objectives of sharing personal experiences and using existing literature to broaden our knowledge on the effects of racism. In addition, we are committed to discussing racism and equity as well as an anti-racism action plan within our organization.
- **Pod Guidelines** - In order for this pod to effectively work on the expected deliverables and report to the broader URGE group, it is important to determine the methods upon which decisions will be made within the PennEES Pod. Given the current size of our pod and the topics for which we will be making decisions, we agree to implement a group consensus method of decision making. In this manner, the collective solutions/decisions to topics that arise will be actively supported by the whole pod. In order to ensure a more equitable distribution of tasks and to further encourage accountability, we will be rotating responsibilities and leadership. The outcomes from these meetings and deliverables will be relayed to the CDEIC committee and we will continue meeting as a group to discuss further issues bi-weekly.
- **Complaints and Reporting Policy** - It is confirmed and noted here that the Earth and Environmental Science Department does not have any internal reporting forms or resources. We recommend an internal report form is created for the Earth and Environmental Science Department which prioritizes anonymity and CDEIC feedback in course evaluations. We recommend that department complaints are escalated to a disciplinary board that is reflective and consistent with other institutional processes and existing disciplinary boards.
- **Demographic Data** - There are issues to work through on how demographic data can be collected and made public, but we will need to work closely with HR on this and it may take several years and/or involvement of additional departments for wider aggregation of data. Overall, we find that our undergraduate demographics are positive relative to the national case, but the most striking and concerning demographics for our department are the past faculty. Our present faculty and recent seminar speaker demographics are a meaningful swing toward representation in-line with the overall population. This URGE deliverable was the first effort in the department to assess these statistics, however over the last 5 years the Department Chair annual report (which is internally circulated) has included partial demographic data about PhD students. We believe the Chair's Annual Report is an excellent venue for this information, as other types of data are presented there.
- **Policies for Working with Communities of Color** - Racial risk assessment on this deliverable has not been planned yet. We hope to bring this subject up during the next CDEIC (Climate, Diversity, Equity and Inclusion Committee) meeting, and seek faculty assistance in initiating this effort. Following this assessment, revisions to this [deliverable](#) will be made if necessary. Regular training is needed for staff, both so they understand the importance of this new policy as well as for how to implement the policy itself especially in coordination with the suggested safety plan efforts. Approval process can be incorporated into travel approval, e.g. check if travel or work will involve communities of color and has this new policy been reviewed and followed in the plans for this trip; consequence of not following policy



would be assigned readings and additional training.

- **Admissions and Hiring Policies** - These are proposed modifications to the existing Hiring policy. These are not public currently, but we recommend posting policies (as much information as possible) publicly on the jobs board for potential candidates. We further recommend that when drafting tenure-track position opening posts, the fullest attention is devoted to developing a well-thought out, targeted, and transparent document that represents the vision of this department. Anti-bias training should be part of this as the policies are reviewed and updated by staff to ensure bias does not impact the development of these policies, as well as afterward for implementing the policy itself. Approval process would be part of hiring staff (or admitting students), e.g., does your plan to hire a new position adhere to the updated policies.
- **Safety Plan** - This is adding anti-racism specific policies to the Safety policies in the Employee Handbook/Graduate Student Manual. Training should be paired with the training for the deliverable 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. Approval process can be incorporated into travel approval, e.g. check if racial risk assessment has been done on this travel location; consequence of not following policy would be additional scrutiny on future travel requests, assigned readings, and additional training. We recommend that this training is also part of the requirements for faculty, graduate, and undergraduate students participating in class field trips that are implemented in the Undergraduate curriculum. For further details, please refer to the [Field and Lab Safety Plan for the University of Pennsylvania Earth and Environmental Science Department](#) deliverable drafted by members of the PennEES URGE pod.
- **Resource Map** – The revamped *Penn Earth and Environmental Science* [website](#) now includes a *Resources* tab with a collection of institutional resources. We recommend that departmental resources are updated as soon as possible. As part of onboarding and/or orientation of new hires or new students, it may be beneficial to incorporate into the employee handbook or graduate student manual (once a new one is drafted) a more detailed description of these resources. Alternatively, a more focused resource map (such as that drafted from the PennEES URGE pod), can be incorporated along with the admissions and hiring policy, as part of a proposal to hire a staff member or admit a student then HR would check that the person they report to has a plan to go through the resource map with them.