

URGE Management Plan for University/Organization

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	Yes, in part	Jane, Elizabeth,	On website already	Review every 2 years	Not planned	Not planned	Check
Demographic Data	Yes	Lupe, Anna	Part on website, part internal, and part only with access to a few individuals	Recommend every 2 years	Recommended	Not planned	Approval
Policies for Working with Communities of Color	No	Laura, Robyn, Michael,	Post on organization website	Recommend annually	Recommended	Yes	Approval and Consequence
Admissions and Hiring Policies	Yes, in part, varies by department	Riley, Aaron, Karen, Kevin	Propose to make it internally online and part of the applications	Recommend annually	Recommended	Yes	Approval
Safety Plan	No	Thomas, Zac	Departmental and public online	Annually, but also after any major reported incidents	Not planned	Yes	Approval and Consequence
Resource Map	Yes, one resource map	Dara, Isabel, Nikki	GSAC website & SE3 DEI website	Additions on a rolling basis	Not planned	No, not staff-wide but only with HR	Approval

Additional considerations for each deliverable (use this space to elaborate on table entries, organize it as appropriate for your pod):

- **Agreement** - This agreement can be adapted to outline how you will interact and meet with leadership about these policies, as well as regular meetings with key contacts such as diversity/inclusion committees, HR, etc.
- **Pod Guidelines** - Your pod guidelines can be adapted into longer term plans/bylaws, e.g. will this turn into a committee or working group in your organization/institution, will membership/leadership rotate, etc.
- **Complaints and Reporting Policy** - These are proposed modifications to the existing Reporting policy.
 - Transparency of reports
 - Reporting resources should be in one place
 - 'Conduct' should be a metric considered in hiring, promotion and tenure
- **Demographic Data** -
 - Identifying Lupe as a point of contact on data of DEI and specific school data
 - Creating policies such that transparency is established in the absence of data transparency
 - Develop partnerships with existing organizations like IR&DS with appropriate questions to improve programs like field trips
 - Move from a focus on collecting additional data to acting on the data we already have (Stanford has a lot of data!)
- **Policies for Working with Communities of Color** -
 - Not all training is good, but we can improve existing training such that they are more collaborative and engaging
 - Repeatedly bringing the DEI office into the developing stage of a field class or field project
 - Creating a roadmap of the problems one could expect to have when working with communities of color in both class and research settings

- Having a form that goes through the DEI office on how the research or class impacts a community (like an IRB form). This can come in early in the research development process. This form can be further developed during the developing stages of the new school and structured to fit with each new department.
- **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. Anti-bias training may need to 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.
 - Faculty Hiring [mid-term]: Moving lessons learned from this year's IDEAL hiring initiatives to common/required practice in department searches [EEO statements and inclusion job ad practices, diversity statements in application, committee anti-bias training, ACEDI/faculty equity advisor involvement in designing/managing search, faculty targeted recruitment of diverse candidates, etc]
 - Postdoc Hiring [long-term]: School of Earth clearing house for position advertisements
 - Recruitment [long-term]: developing active research and educational partnerships/exchanges with minority serving institutions
 - Recruitment [short-term]: expand targeted (individual level) outreach at conferences/meeting (AGU, SACNAS, etc) following best practices from DEI office
 - [short-term] organized clearing-house of application and applicant support resources at student/postdoc/faculty levels that can be hosted on department and school websites [fee waivers, transparent process, funding resources/expectations/levels - internal and external, resources/contacts for questions on campus culture, DEI practices and support mechanisms, housing/relocation assistance, etc]
- **Safety Plan** -
 - Field Safety Plan
 - Creating a template form for risk assessment that would then get approved. Each field project or class would then need to fill out this form. We would encourage the forms to be filled out during the development stages and integrate DEI office members. The risk assessment would have a procedure for working with parties outside of Stanford.
 - Campus Safety Plan
 - Lab expectations document that explains the expected conduct in the lab and between researchers. Furthermore, the lab expectations should explicitly describe the implications of not meeting these expectations.
 - At a minimum, the Lab CoC template should include sections on Inclusivity and Diversity, Mental Health, Publications, Conferences, Conflict Resolution, Working Hours, Meetings, and Holidays. Relevant sections should include links to university, department, and lab resources and outline reporting mechanisms for CoC violations.
- **Resource Map** -
 - There is only one resource map focused on the reporting platforms for graduate students. It is published in the SE3 intranet. However, not many students know where to find it nor is it easily accessible.
 - The Graduate Student Advisory Council (GSAC) of SE3 will be publishing all graduate student relevant resource maps onto their website.
 - While post-doc and staff resource maps will be published on the SE3 DEI website.
 - New resource maps will be made continuously. The committee met on 5/12/21 to brainstorm and make a plan going forward
 - The current maps that are planned to be made include:
 - Know before you come
 - What to talk about during your first advisor meeting
 - Student organizations in SE3 and on campus
 - Social spaces
 - University financial support
 - Food resources on-campus
 - Reporting procedures
 - Navigating mental health
 - Managing advisor-advisee expectations
 - International student resources
 - Crisis resource
 - Academic resources
 - Stanford computing (free or discounted softwares)
 - Productivity resources
 - The hidden curriculum in graduate school
 - Public transportation in the bay area
 - Graduate student maps will be shared with graduate students during orientation and quarterly department town hall by GSAC representatives
 - Plans are in place to share staff and post-doc maps during onboarding and incorporated in the employee handbook. The approval 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.