

Deliverable	Existing Policy or Resource?	Initial Point of contact	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	As of May 1, 2021 - Danielle L. Williams for both Title IX and OEOC	Policies and procedures. Title IX ( <a href="https://vcfa.uark.edu/fayetteville-policies-procedures/oec/4181.php">https://vcfa.uark.edu/fayetteville-policies-procedures/oec/4181.php</a> ) and OEOC ( <a href="https://vcfa.uark.edu/fayetteville-policies-procedures/oec/2141.php">https://vcfa.uark.edu/fayetteville-policies-procedures/oec/2141.php</a> )	university has an annual report the department needs to include this in their annual report also	don't think so	depends on each supervisor	Title IX: "The Title IX Coordinator will communicate a decision to the complainant and the respondent to the extent that it affects him/her. Remedies must be provided in all instances in which a determination of responsibility for sexual harassment has been made against the respondent. Remedies must be designed to restore or preserve equal access to the University's education program or activity. Such remedies may include the same individualized services described above as "supportive measures"; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent." OEOC: "While OEOC does not impose disciplinary action, the respondent should be aware that the University takes allegations of discrimination (including discriminatory harassment) and retaliation very seriously. After OEOC conducts a fair, equitable, and timely investigation, OEOC may recommend corrective action to the appropriate University officials, if warranted. Such action can include, but is not limited to, specialized training, and other actions up to and including termination of employment or review under the Code of Student Life."
Demographic Data	Yes and no	OIR website	RSSP Research Analytics <a href="https://research.uark.edu/research-analytics/">https://research.uark.edu/research-analytics/</a>	annually	N/A?	N/A?	suggest we set metrics we want to meet and track (JAM)

Policies for working with Communities of Color	None - We have practices for working with HBCU partner but not a policy. Resource is that the same people work with the group annually.	beyond IRB, none	Need to develop policy	N/A	Needs to be developed	none, exists, but should be provided	N/A
Admissions and Hiring Policies	For admissions, existing policy is based on the graduate school. A clear policy is needed.	HR	a clear admissions evaluation policy as well as admissions steps should be posted on the department website	none exists, but should be updated	no	For admissions, training to use the admissions software is required. Other than that, there are no trainings for admissions.	N/A
Safety Plan	yes, a safety plan exists. It should be updated for DEI	faculty, and title XI coordinator	in graduate student handbook and in the field camp handbook	none exists, but should be updated	none, it should be added	N/A	none
Resource Map	No	DEI committee, department chair?	TBD- maybe department DEI site? have somewhat of a map in the grad student guide	Updated internally, possibly from input at orientation	N/A	N/A	no approval needed

### URGE Pod Agreement for U of A Department of Geosciences

This agreement is between the UARK Geosciences Pod and the Department of Geosciences at the University of Arkansas –specifically committees (standing and ad hoc) and management directly involved in recommendations and actions promoting Diversity, Inclusion and Equity within the Department. While the agreement is pointed towards the Department, we acknowledge that our actions can influence the broader university, local and larger Geoscience community. Our Unlearning Racism in Geoscience (URGE; [www.urgeoscience.org](http://www.urgeoscience.org)) pod has the following meetings scheduled with the Department of Geosciences Leadership:

- Meeting 1 - Introduction to URGE and Discussion of Pod Goals – February 10, 2021
  - Dr. Chris Liner, Department Chair
- Meeting 2 - Invitation for leadership to attend a regular pod meeting
  - Wed, 11am CST, Date TBD
- Meeting 3 - Follow-Up Discussion of Pod Proposal and Actions
  - Summer 2021, Date TBD
  - URGE leadership will regularly update the Department’s D&I committee on recommended action items. In addition, we will bring action items to an ad hoc group of interested faculty and students (D and I coffee group). We will re-evaluate if we need to interface with other entities such as admission or hiring committees at this time. Schedule additional meetings here to execute plans at the University of Arkansas.

We are committed to URGE’s primary objectives:

1. Deepen the Department and broader communities' knowledge of the effects of racism on the participation and retention of BIPOCs in Geoscience.
2. Use the existing literature, expert opinion, and personal experiences to develop anti-racist policies and strategies.
3. Share, discuss, and modify anti-racist policies and strategies within a dynamic community network and on a department level.

We are committed to our pod’s objectives:

1. Discuss and assess the racial justice, equity, and inclusivity of our department.
2. Develop an anti-racism Action Plan with actions specific to issues within the Department of Geosciences at the University of Arkansas including methods for measuring and reporting progress.

We are committed to pursuing these objectives individually, as a pod, and as a department.

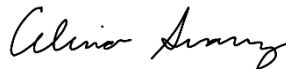


2/10/2021

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Dr. Chris Liner  
Department Chair

Date



2/10/2021

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Dr. Celina Suarez  
Pod Co-leader

Date



2/10/2021

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Jill A. Marshall  
Pod Co-leader

Date



02/11/2021

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Dr. Katia Fernandes  
Pod Member

Date



2/11/2021

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Rashauna Mickens Hintz  
Pod Member

Date



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Jo Ann Kvamme  
Pod Member

Date

2/10/2021



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Danielle Oberg  
Pod Member

Date



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Kelly Sanks  
Pod Member

Date



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Dr. John Shaw  
Pod Member

Date



2/12/2021

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Kevin Befus  
Pod Member

Date

# UARK URGE Agreement\_ToSign

Final Audit Report

2021-02-12

Created:	2021-02-12
By:	Jill Marshall (jillm@uark.edu)
Status:	Signed
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## URGE Pod Guidelines for U of A Department of Geosciences

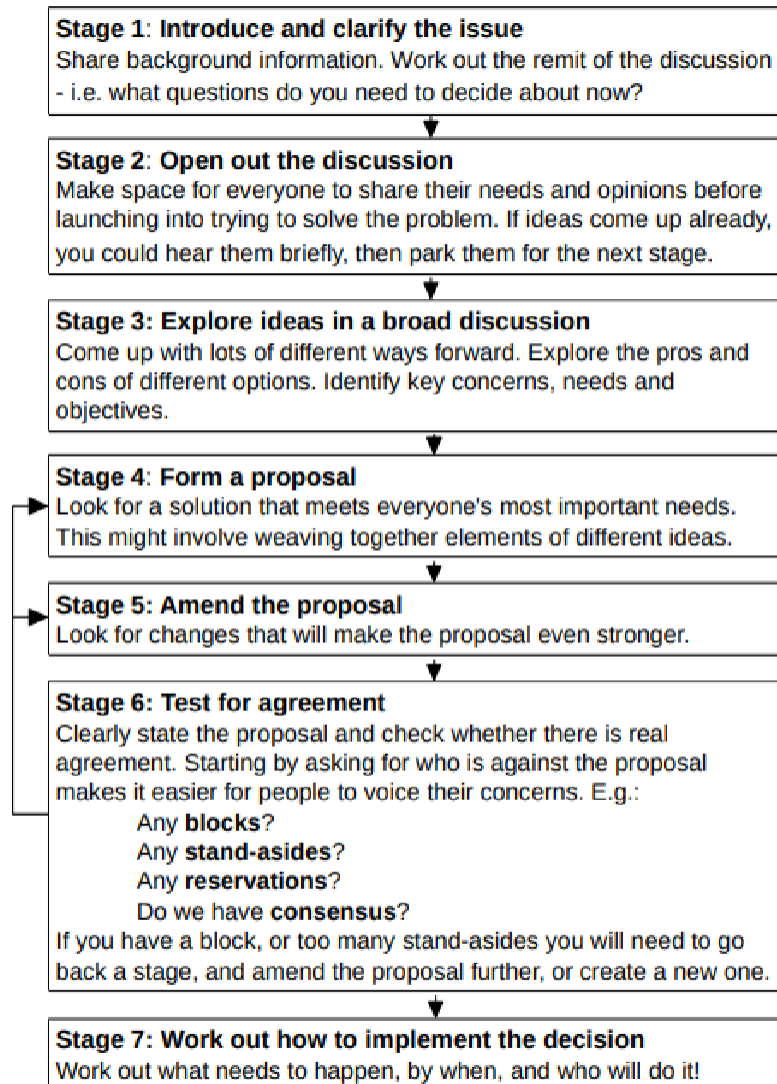
The following are a list of guidelines developed by the URGE Pod for the Department of Geosciences at the University of Arkansas. These guidelines were created to facilitate a safe and inclusive environment for learning and participation.

### Ground Rules

1. **Active listening**—Listen when people speak, ask what/where those ideas came from, and build from their comments before moving on. Add input to facilitate discussion. Ask questions to drive conversation and challenge ideas.
2. **Take space, make space**—It is fine to drive the conversation, but do not prevent people from being able to participate. Take space – Engaging in conversation/discussion. Make space – encouraging others to participate while not cold calling. Raise hands when asking to be addressed to avoid talking over people.
3. **Be respectful**—Challenge ideas, not people. Use the “oops” and “ouch” phrases to acknowledge when you have misspoken or when someone may have inadvertently offended.
4. **Commitment to the cause**—Invest as much of yourself as you can into this effort. Make an active effort to use terminology, ideas, and principles presented in interviews and readings. Change requires dedication.
5. **Participate**—Give as much as you can when we meet! Your input matters! No more than three missed meetings
6. **Assume**—Your pod members intentions are good and well-meant, even if they do not come out as such.
7. **Speak from experience**—Try not to make generalist statements, rather, speak from personal experience.
8. **We do not have to agree**—We want to understand each other and the objectives of URGE.
9. **Maintain confidentiality**—This is a safe space for us to talk about difficult issues without fear of repercussions or retaliation.
10. **Ask questions!** Open-ended, specific, or otherwise.
11. **Practice** – Use the phrases and definitions we learn in the lessons.
12. **You will be okay**—It is perfectly okay to feel uncomfortable talking about issues of race and racial inequity/inequality. Being uncomfortable leads to growth.

### Decision-Making Method

This pod will follow the flowchart for consensus from Seeds of Change. This method will be applied during meetings and the creation of deliverables. We also have an option to dissent.



[www.seedsforchange.org.uk](http://www.seedsforchange.org.uk)

### Division of Work

- The U of A Geoscience URGE Pod will meet every Wednesday from 11am – 12pm CST on Microsoft TEAMS.
- For each session, a pod member or members will lead and facilitate discussion. Members are expected to sign up to help lead at least one discussion. Pod discussion leaders will be responsible for downloading the discussion material in a timely fashion (suggested at least five days before each session).
- Session leader starts and polishes deliverables, but the pod will create/edit them together.
- The pod will have a communal notes document (stored on Microsoft TEAMS) during meetings that can be turned into the first draft of deliverables.

- The additions to the deliverables will be finalized by Thursday evenings and final revisions and polishing will be completed by Friday afternoon by the pod discussion leaders so they can be submitted on Friday and respecting that everyone is busy.
- New, important, and/or actionable information will be shared with the Department of Geosciences during the weekly open forum for Diversity, Equity, and Inclusion (Fridays from 9am – 10am CST on Microsoft TEAMS).
- If members cannot make 3 meetings they agree to strongly consider withdrawing from the pod.
- Pod leaders will schedule meetings and communicate with institution leadership (send deliverables).



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Draft URGE Complaints and Reporting Policy for the University of  
Arkansas

This is what the UARK Geoscience Pod at the University of Arkansas found on policies for handling complaints, the reporting process, resources, and possible outcomes. Some information was public; answers that were only found through follow up with contacts are noted. We also have used this opportunity to note measures that may be insufficient, with recommended actions to improve the measures that we have some control over (departmental) or can hope to influence. We will finalize this document by summer and re-visit as needed.

- **The link(s) to the reporting policy at our organization are here:**
  - [University of Arkansas Reporting Policies \(Section 5 of Faculty/Staff Handbook\)](#)
  - [Report an incident at the University of Arkansas](#)
    - [Title IX](#)
    - [Office of Equal Opportunity and Compliance \(OEOC\)](#)
  - Reporting policies are regularly reviewed and are currently under review.
  - Certain reports are made available to the public ([Crime](#) and [Title IX](#))
  
- **What mechanisms are available for reporting complaints, bias, microaggressions, harassment, and overt racism?**
  - Anyone can make a report.
  - Reporting can be done [online](#), over the phone, or in person.
    - [Title IX Procedure and contact information.](#)
    - [OEOC procedure and contact information.](#)
  - [Anonymous reports](#) can be made over the phone but are not encouraged.
  - In-person, phone, and online reports go to their respective departments for investigation. All reports are confidential and are only accessible on a need-to-know basis.
    - Liz Means, Title IX Compliance Coordinator (email: [edavisme@uark.edu](mailto:edavisme@uark.edu))
    - Shane Barker, Title IX Deputy Coordinator (email: [sxb028@uark.edu](mailto:sxb028@uark.edu))
    - J'onnelle Colbert-Diaz, OEOC Compliance Officer/ADA Coordinator (email: [jcdiaz@uark.edu](mailto:jcdiaz@uark.edu))
    - April Daniel, OEOC Grievance Officer (email: [axd004@uark.edu](mailto:axd004@uark.edu))
    - Melanie Chandler, OEOC Case Manager (email: [mxc028@uark.edu](mailto:mxc028@uark.edu))
  - Police are not involved in the process unless the victim asks for police involvement.
  
- **What are the outcomes or consequences for reported individuals?**
  - A designated Compliance Officer decides the outcomes/consequences.
  - The process starts with an internal investigation/interviews. Both sides can engage legal counsel. The person target of a complaint is given opportunity to respond.

Corrective measures can go from training to termination.

Are reports tracked? Yes/No

- Title IX: “For a period of at least seven years, the University will maintain the records of: 1) Each sexual harassment investigation, including any determination regarding responsibility, any recordings or transcripts, disciplinary sanctions, and remedies provided to the complainant; 2) Any appeal and the result therefrom; 3) Any informal resolution and the result therefrom; 4) All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. These materials will be made publicly available on the University’s website. 5) Records of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment, along with documentation of the University’s bases for its conclusion that its response was not deliberately indifferent.”  
“Documentation pertaining to terminations, expulsions or educational sanctions may be retained indefinitely.”
- OEOC: “Investigation records will be maintained by OEOC, including for statistical purposes and to document that the University has responded to complaints. Investigation determinations and records of administrative actions taken in response will be kept in employee personnel files if a complaint is substantiated. Further, such a record may be retained in personnel records where a finding of a violation of this policy was not sustained but where administrative action was determined to be appropriate.”  
“Records maintained by OEOC may include, but are not limited to, information to document receipt of the complaint and that the University has responded to all complaints; notification of the person against whom a complaint is made as well as their response; steps taken to investigate the complaint; and whether the complaint was a violation of policy. The records will document actions taken to stop discrimination (including discriminatory harassment) and any actions taken, corrective or disciplinary.”
- For actions within the department the reports reside with the Department Chair. We recommend that the Chair annually provide the D&I committee with a summary report (by category) of complaints and outcomes. This preserves institutional memory and allows for tracking of any persistent problems (e.g., multiple reports by multiple individuals of racial discrimination) as well as opportunity to track improvements and/or zero reported infractions.

Resolution and punishment

- Title IX: “The Title IX Coordinator will communicate a decision to the complainant and the respondent to the extent that it affects him/her. Remedies must be provided in all instances in which a determination of responsibility for sexual harassment has been made against the respondent. Remedies must be designed to restore or preserve equal access to the University’s education program or activity. Such remedies may include the same individualized services described above as “supportive measures”; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent.”
- OEOC: “While OEOC does not impose disciplinary action, the respondent should be aware that the University takes allegations of discrimination (including discriminatory harassment) and retaliation very seriously. After OEOC conducts a fair, equitable, and timely investigation, OEOC may recommend corrective action to the appropriate University officials, if warranted. Such action can include, but is not limited to, specialized training, and other actions up to and including termination of employment or review under the Code of Student Life.”

- **What resources are available for individuals reporting?**

- Support for those that need to report:
  - Student resources: [Title IX](#) and [OEOC](#)
  - Faculty/Staff resources: [Title IX](#) and [OEOC](#)
- Reporting does not impact student grades or faculty/staff evaluations.
- Students and faculty/staff are protected against retaliation or repercussions from reporting.
  - “The University prohibits retaliation based on a protected activity, such as the filing of a complaint of alleged discrimination (including discriminatory harassment, or sexual harassment) or participation in the investigation of such a claim. Any witness, complainant or respondent involved in an investigation shall not be retaliated against for their participation in the fact-finding process.”

- **What resources are available to groups raising issues or proposing changes?**

- Currently, there is no option for students, faculty, or staff to propose large-scale policy change. (This could change in the future)
- Policies are reviewed and updated over time.
  - [The 2019 – 2021 plan](#)
  - [The metric dashboard](#)
- Leadership asks students and/or staff for input on how to improve via a [Suggestionbox](#)

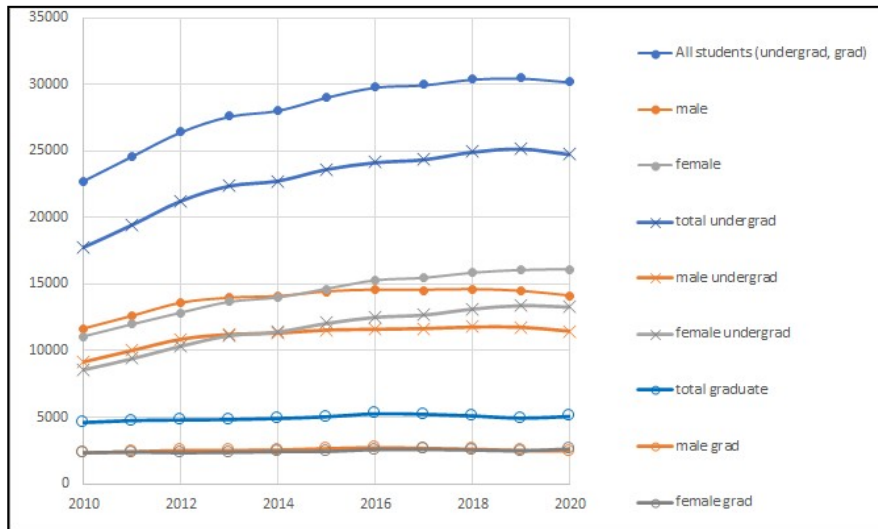
The objective of this document is to compile the last 5 to 10 years worth of demographic data for the University of Arkansas (UA) as a whole (referred to as “Total University”) and at the departmental level for the Department of Geosciences (GEOS).

Demographic Data for University of Arkansas (U of A)

Total University student enrollment

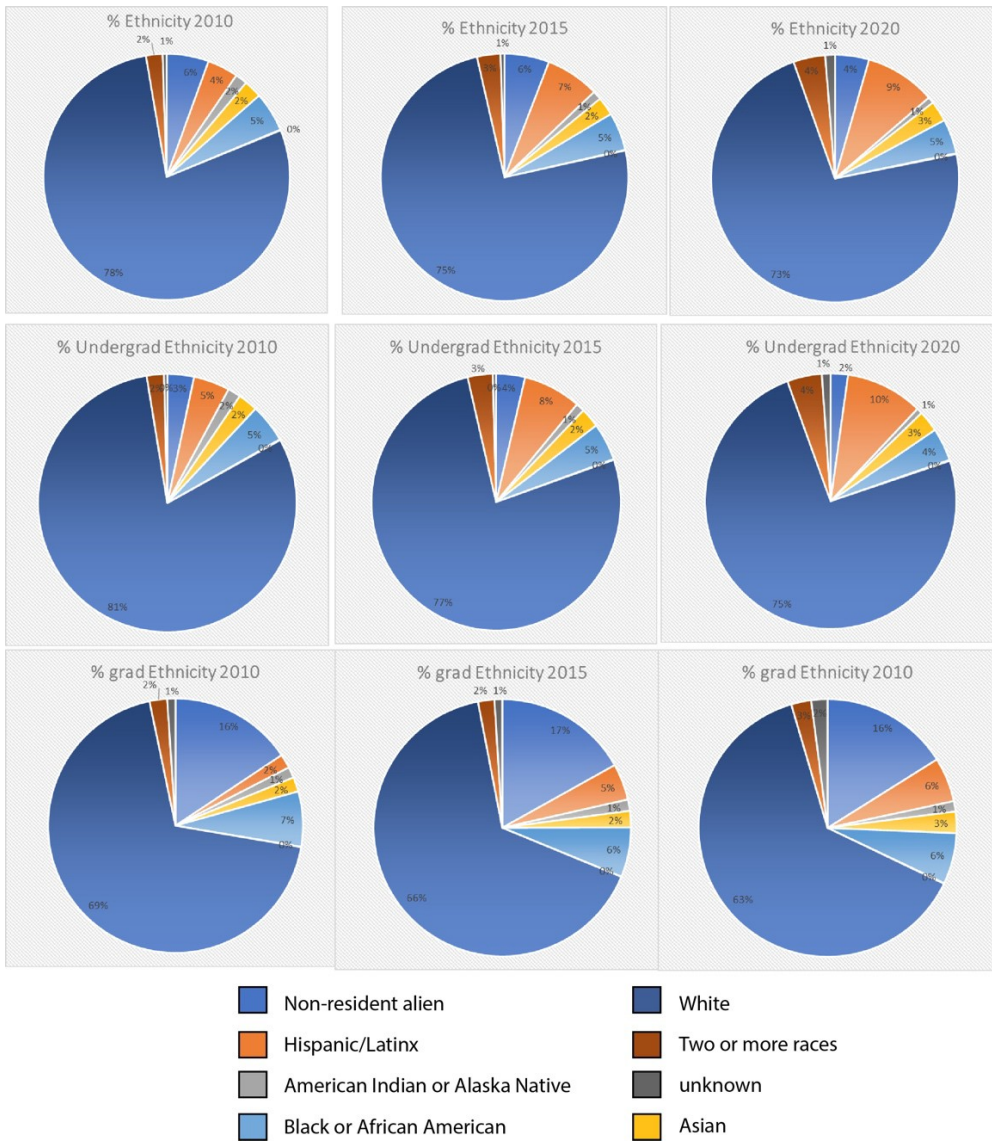
Online access to U of A student demographics found [here](#).

**Gender:** Enrollment at UA has been rising since 2010 to ~ 30,000 students. Until 2014, male students made up the majority of enrolled students. In 2015, female students made up the majority of enrolled students. For reference, the gender make-up of Arkansas is 51% female, 49% male.



**Figure 1: Total enrollment at the University of Arkansas (UA) over the last 10 years by gender and degree level**

**Ethnicity:** Enrollment by white students makes up most of the students enrolled at the UA. Since 2010, the number of underrepresented minority students (URM) have increased however white students still make up over 73% of enrolled students in 2020 and URM including Asian-Americans make up 22%. For graduate students (both PhD and MS), enrollment ranged between 63 and 69% in the last 10 years, non-resident aliens make up between 16-17% and all URM make up between 14-19%. For reference, the demographic make-up of Arkansas is 79% white, 15.7% African-American, 7.9% Hispanic or Latino, and 2.2% two or more races with Asian, American Indian or Alaska Native representing less than 2% (<https://www.census.gov/quickfacts/AR>).



**Figure 2: Percent Ethnicity for the University of Arkansas, undergraduates enrolled at UA, and graduate enrolled at UA for 2010 to 2020.**

Total University faculty demographics

Online Resource for Faculty Demographics can be found [here](#).

**Gender:** Full-time faculty at the University of Arkansas ranged between 65-35% and 60-40% male-female faculty between 2010 and 2018, starting in 2019 and 2020, gender-parity was better at 59-41% male- female.

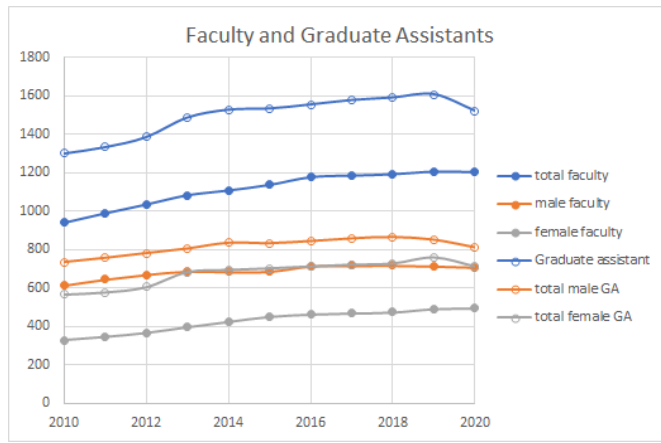


Figure 3: Total number of full-time faculty and Graduate Assistants (GA) for the past 10 years.

**Ethnicity:** Full-time faculty reduced from 81% white-dominated to 70% white-dominated. The greatest ethnic minority was Asian-Americans. This was followed by Hispanic/Latino faculty at 2-4%. African- Americans make up between 2-3% faculty. We have also included graduate assistant demographics since many of our undergraduate students are taught by graduate assistants. Graduate assistants are dominated by white/European-Americans. A third of graduate assistants are made up of non-resident aliens. URM make up between 8 and 11% for GAs with the most common ethnicity being African- American or Hispanic/Latino graduate assistants.

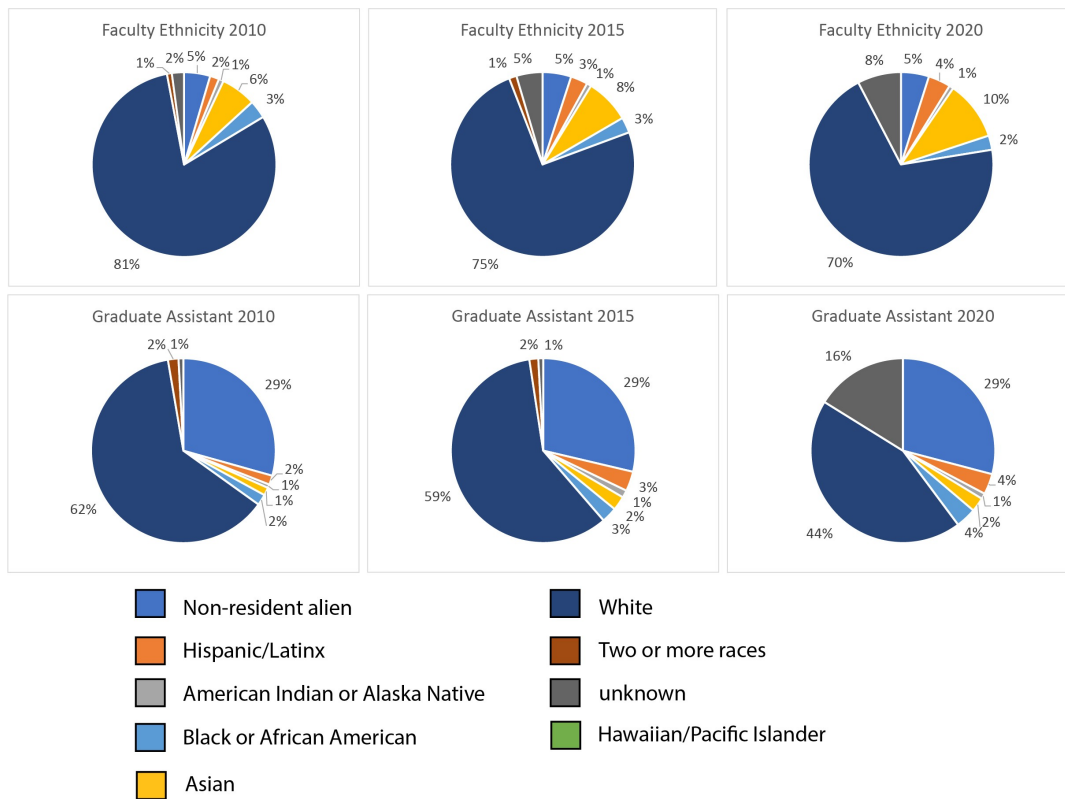


Figure 4: Ethnicity amongst all full-time faculty and graduate assistant at the University of Arkansas

## Department of Geosciences (GEOS) GEOS student enrollment

Online access to GEOS student demographics found [here](#). GEOS data need to be filtered for visualization.

**Gender:** Overall, enrollment in the Department of Geosciences has decreased since 2015. Male students have been most students for all years since 2010 with the greatest disparity being in 2012 with at 71-29% male/female ratio to a most equitable year of 2019 with a 51-49% male/female ratio. Gender enrollment does not follow that of the University as a whole.

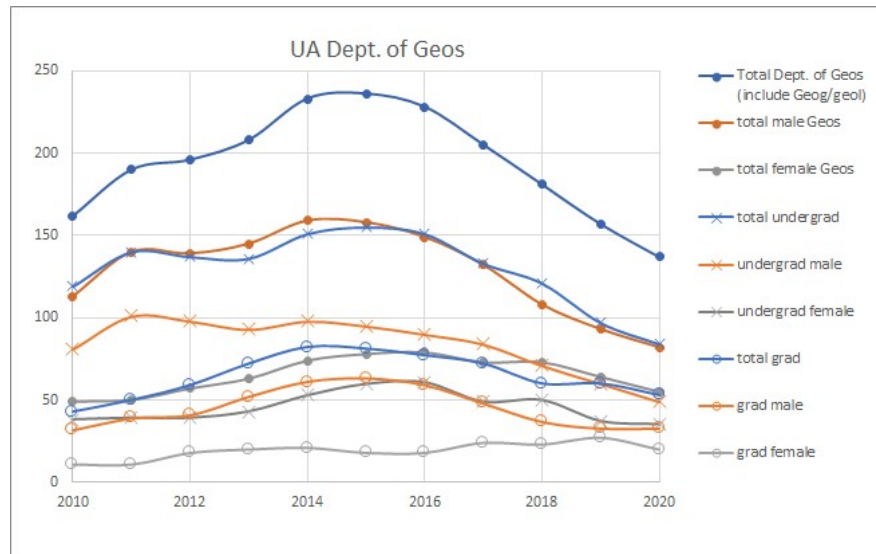
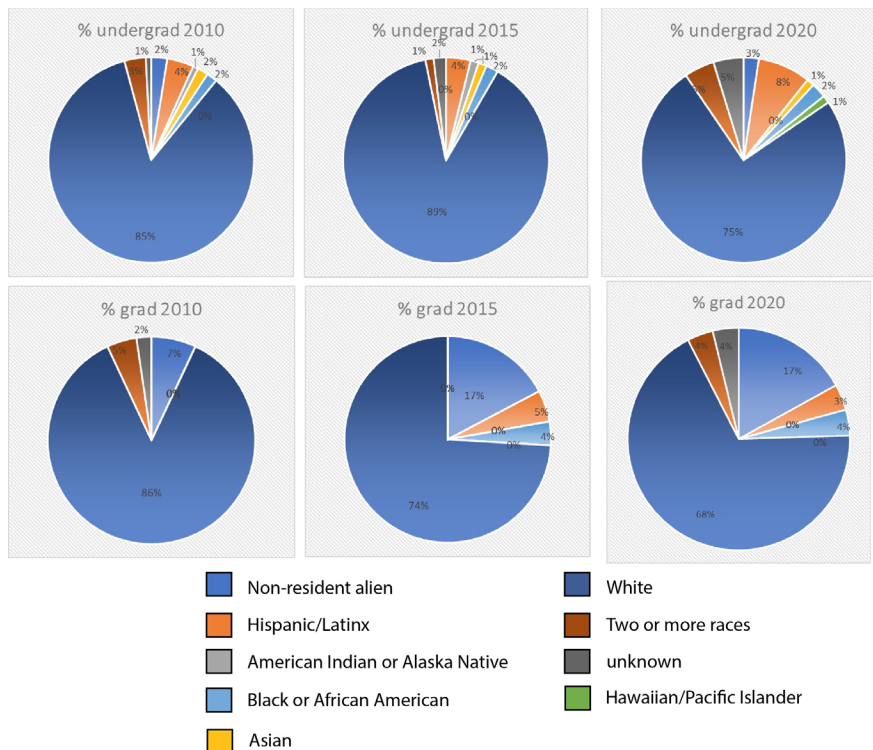


Figure 5: Enrollment for the Department of Geosciences by gender and degree level.

**Ethnicity:** The 85% white-dominated majority among undergraduates in 2010 has decreased to 75% in 2020, whereas the number among graduate students has gone from 86% white-dominated majority in 2010 to a 68% in 2020.



**Figure 6: Enrollment by ethnicity for the Department of Geosciences for the years 2010 to 2020**

### GEOS Faculty Demographics

Online access to GEOS faculty demographics found [here](#). GEOS data need to be filtered for visualization.

**Gender:** The Department of Geosciences is made up of 66% male and 34% female faculty and staff. This includes staff, non-tenure track, and tenure-track/tenured faculty. This is below the average for the University of Arkansas which currently has a 51-49% male-female ratio.

**Ethnicity:** The department's ethnicity is made up of 74% white/European-America. Thirteen faculty and staff are Asian-American. Two faculty, (3%) are Latina, and one faculty member is African-American. This is consistent with the University of Arkansas faculty as a whole.



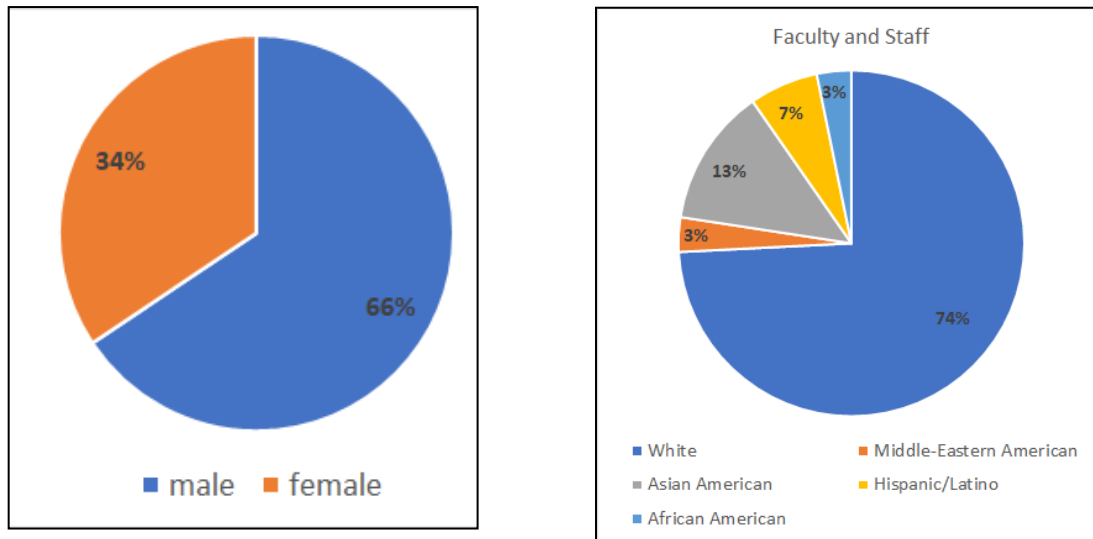


Figure 7: Gender (left) and Ethnicity (right) break down of Department of Geosciences faculty and staff including tenured, tenure-track, non-tenure-track, and staff.

**Colloquium:** We compiled data for the Geosciences weekly Colloquium since Fall 2017. Our simple classification for ethnicity was White for American/European Caucasian and Minorities which includes all other categories combined.

In recent years our Geosciences Department Colloquium organizers became more cognizant of the importance of having a balanced selection of Speakers with respect to Gender and Ethnicity. Following the Summer 2020 BLM and George Floyd protests, the Colloquium organizers decided to broaden the scope of the Colloquium to include among the typical geosciences talks, speakers that presented and discussed various DE&I issues in academia and in our community. This has continued in Spring 2021 by both promoting discussion of DE&I in academia as well as observing a gender balanced selection of speakers, although the ethnical balance was not adequate, and the organizers recognize this lapse. This data is not online as this demographic analysis was first conducted for this task.

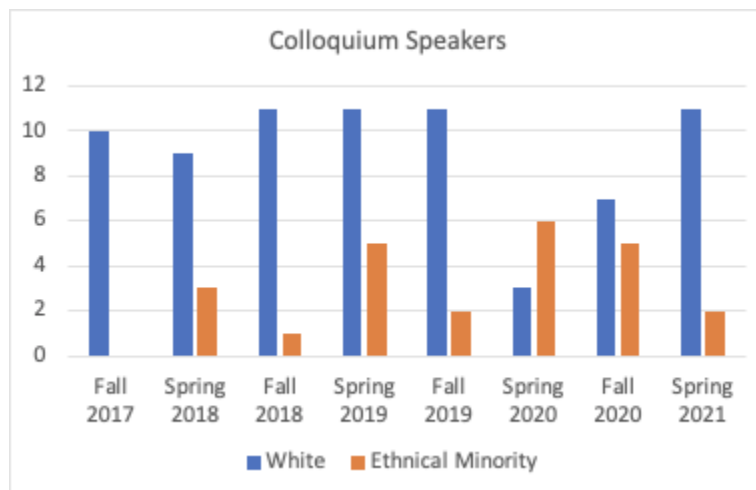
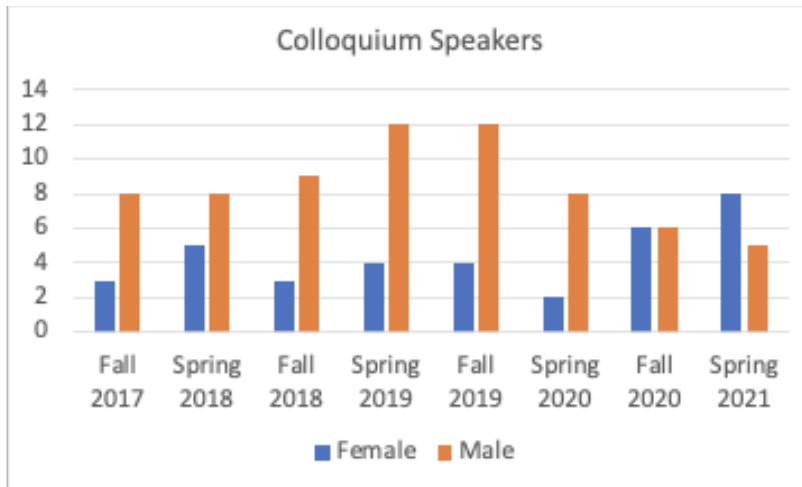


Figure 8. Ethnicity distribution of Colloquium Speakers.

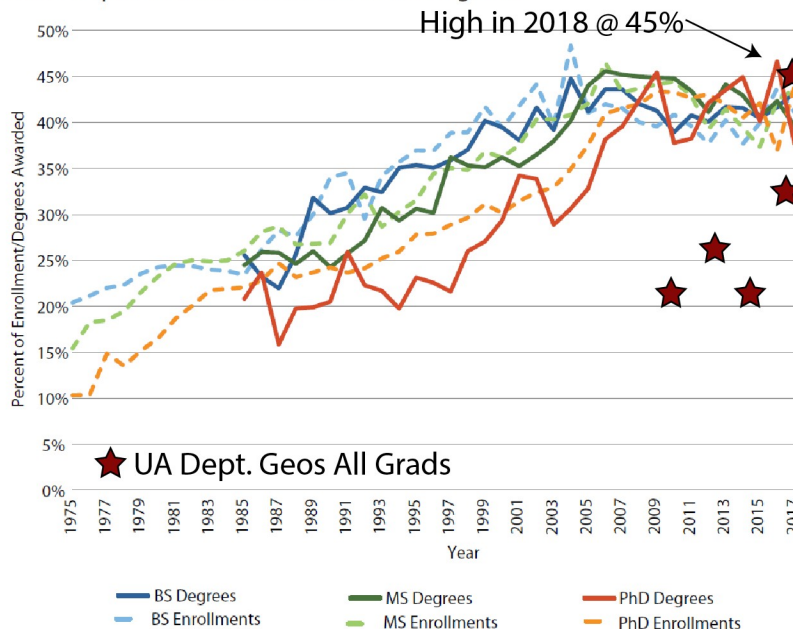


**Figure 9. Gender distribution of Colloquium Speakers.**

**Comparison to AGI Diversity in Geosciences**

**Gender Comparison:** Compared to the AGI Diversity in Geosciences, 2018 Status of the Workforce survey, the Department of Geosciences at the University of Arkansas is below the national average for female participation in Geosciences Programs. In 2017, the department improved to the national average at 45%. In 2018 to 2020, the department has gone from 40-41%.

**Figure 4.10: Participation of Women in Geoscience Programs**



*Figure 10: Comparison of the Dept. Of Geosciences at UA to AGI 2018 Status of Workforce. For the 2020 academic year the department has 38% female graduate students.*

**Ethnicity Comparison:** Relative to the AGI Status of the Workforce, released in 2018, the Department of Geosciences have ranged between 0 and 17% URM for the BS degree. For the MS degree, URM range between 0 and 17%. The PhD program did not begin awarding degrees until 2018. URM in this comparison

includes Asian-Americans but does not include Non-resident aliens. Over the past 10 years, the undergraduate degree has been dominated by white students, between 81-89%. The next highest URM is Hispanic/Latino students or students of 2 or more races, between 6 and 7%. For the MS degree, white students represented 89-64%, 64% in 2020. Non-resident aliens make up the majority of non-white students. The next highest group are Asian Americans and students of two or more races, at 7%. African American students make up a maximum of 11% in 2014. PhD degrees have been dominated by non- resident aliens and white students. One African-American has been awarded a PhD (in 2018).

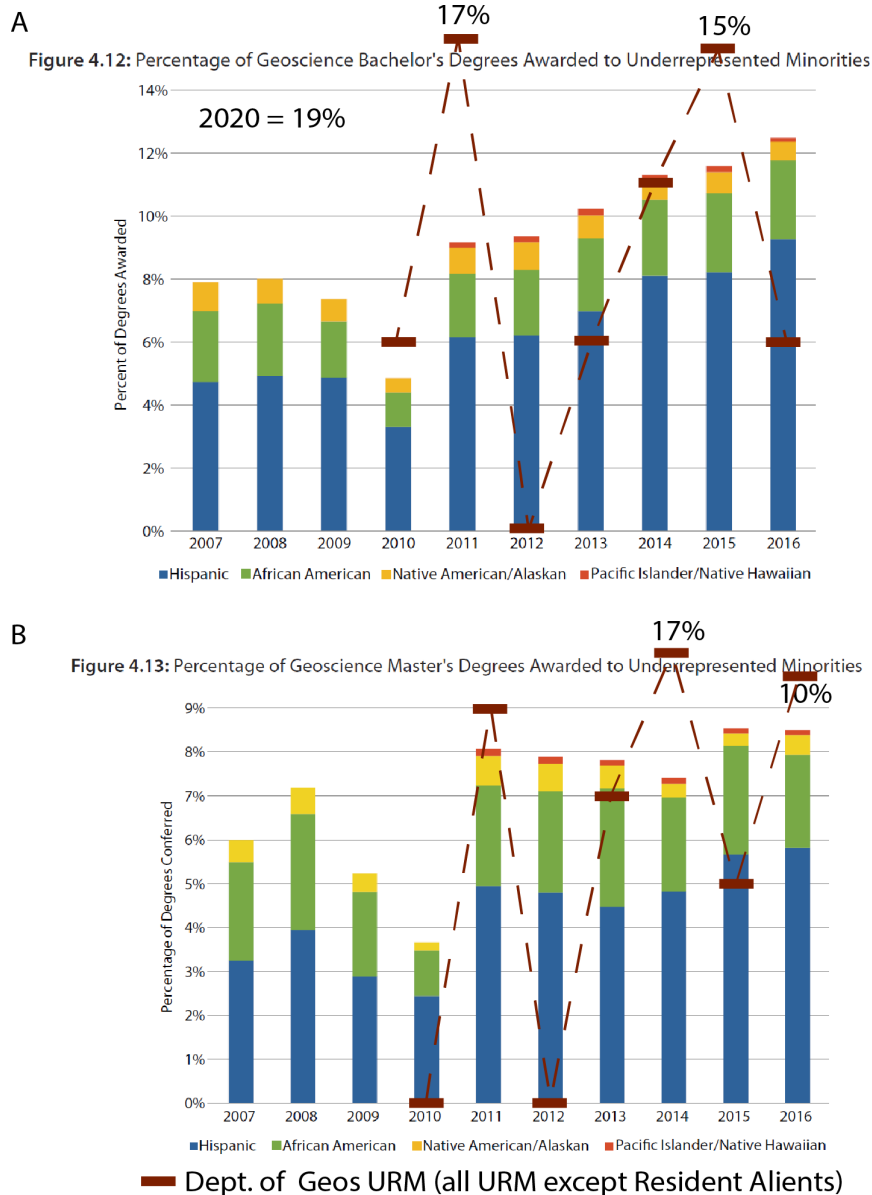
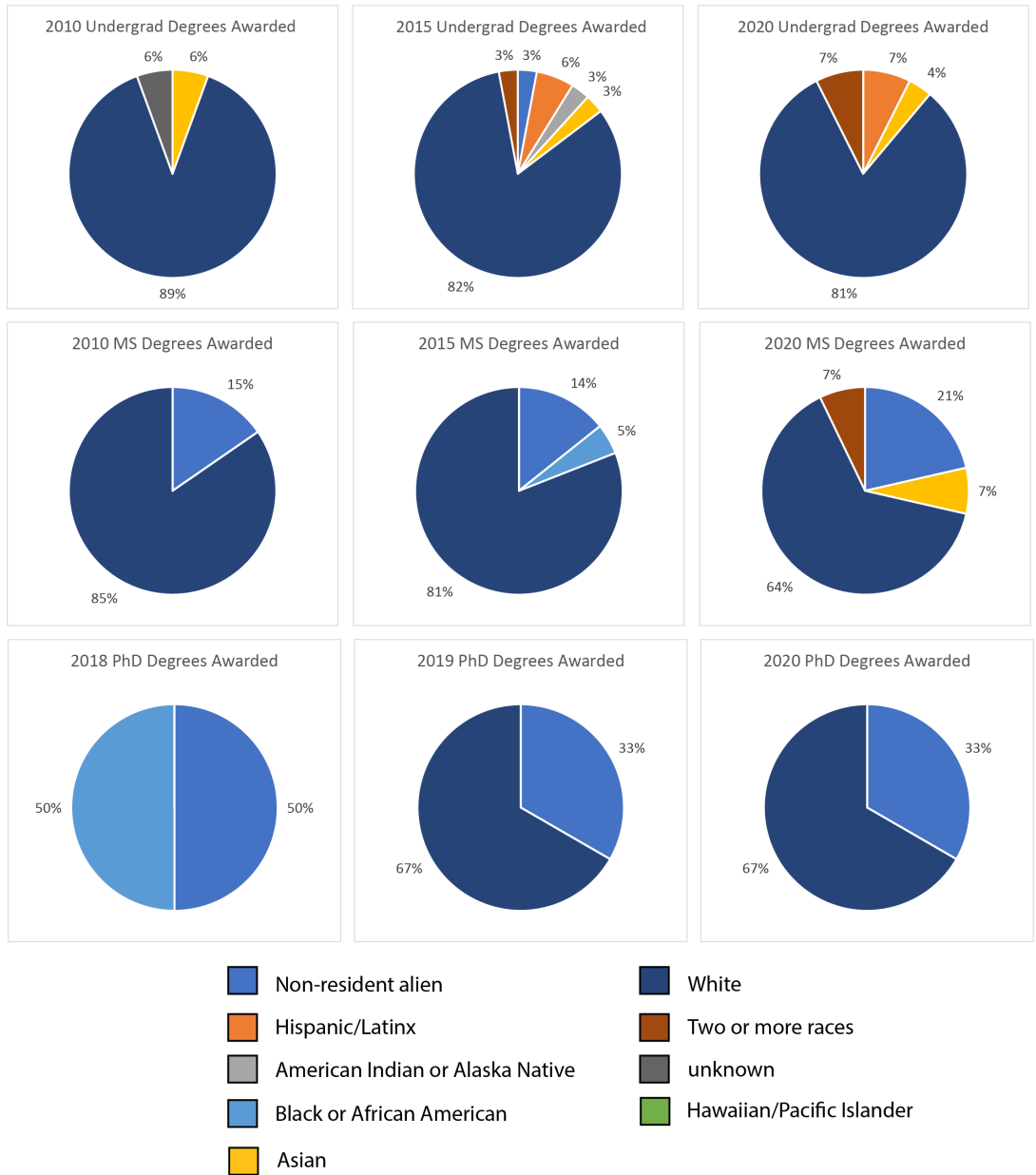


Figure 11: Degrees awarded by the Dept. Of Geosciences compared to 2018 AGI Status of the Workforce document. Under-represented groups (URM) includes all non-white students and does not include non-resident aliens. PhD students have only been awarded since 2018 since the degree program began in 2015.



**Figure 12: Degrees awarded for all levels in the Dept. Of Geosciences by ethnicity**

**Additional Demographic Considerations:** The Department of Geosciences also is advised by an Alumni Advisory Board which helps raise funds for the department as well as suggest actions by the department with respect to hiring, courses, and career talks. This group is primarily made up of white males. Although an ethnicity survey has not been conducted of the advisory board, certainly greater than 75% of the members are white. The gender make-up of the board is 19% female, 81% male. Well below the participation average for AGI 2018 participants.

## Goals on demographics or increasing representation.

### General Goals

The University of Arkansas **Division for Diversity, Equity and Inclusion:**

The Division for Diversity, Equity and Inclusion strives for Inclusive Excellence, which entails total campus engagement in actively and genuinely supporting the ideals of diversity and inclusion. We believe diversity should permeate the very fabric of our educational institution. We have a responsibility as engaged citizens to consistently incorporate behaviors and practices that support an inclusive environment on campus, in Arkansas and everywhere.

#### *Engagement and Outreach*

Goal: Develop strategic engagement and outreach frameworks that will build awareness in the campus community and promote best practices and collaboration with individuals, communities, businesses and other educational institutions in Arkansas communities.

#### *The University of Arkansas Department of Geosciences Diversity and Inclusion.*

Statement: The Department of Geosciences is committed to enhancing diversity and promoting inclusion at all levels of the department. The department is dedicated to maintaining an organizational and educational climate where differing ideas, abilities, backgrounds, and needs are fostered with opportunities for faculty, staff, and students from divergent experiences to participate and contribute. The Department of Geosciences recognizes that a wide variety of perspectives from all its members are important and necessary components of a diverse and inclusive department and of a genuinely wide- ranging contemporary education.

### Measurable goals

- The University of Arkansas has a stated goal to increase diversity to 23% of its student population by 2025. Current (2021) number is 21% (personal communication with the Office of the Provost).
- The University of Arkansas 5 years Strategic Plan of 2017 (<https://www.uark.edu/strategic-plan/DRAFT-Guiding-Priority-Task-Force-Reports-September-11.pdf>) has "Enriching Campus Diversity and Inclusion" among its guiding priorities. The plan included hiring a new Provost for the office for Diversity, Equity and Inclusion, who oversees various actions throughout the campus including the creation of a Diversity Plan for each college and department within the university by May 2018, which has largely been achieved. Although most metrics in the Strategic Plan are not numerical, planned actions have clear metrics for easy reporting such as target dates for action implementation. The Strategic Plan also has a Metrics Dashboard.

### Suggested additional goals

Determining DE&I measurable goals beyond students' enrollment to include faculty and staff body, external advisory committees, university internal committees, boards, etc.

Define goals for faculty hire committees. For Example: at least 1 URM in long list/short list.

Explore blind faculty review, faculty hiring.

### Policy or proposed policy for collecting demographic data at your organization:

We were not able to clearly determine which policies are in place at U of A in our search. A general statement from the [Office of Institutional Research and Assessment](#) follows:

Fostering informed decision making, data literacy and institutional assessment.

The [Office of Institutional Research and Assessment](#) accurately and objectively compiles, analyzes, and delivers information about the University of Arkansas community to internal and external constituencies in order to foster informed decision making, data literacy, and institutional assessment.

### What did you learn about (ours and) other organizations (or in general) while investigating demographic data?

<https://www.geosociety.org/gsatoday/groundwork/G472GW/GSATG472GW.pdf>

<https://sps.columbia.edu/ideas-impact/future-work/columbia-hbcu-fellowship>

[https://oir.uark.edu/assessment/coache/COACHE\\_Preview\\_2018.pdf](https://oir.uark.edu/assessment/coache/COACHE_Preview_2018.pdf)

<https://research.uark.edu/research-analytics/index.php>

<https://ljp.uark.edu/>

<https://fulbrightreview.uark.edu/southeast-arkansan-middle-school-students-take-on-covid-19-during-virtual-u-of-a-biomedical-research-camp/>

<https://law.uark.edu/service-outreach/youth-summit.php>

This is what was found by UARK Geosciences at University of Arkansas on Policies for Working with Communities of Color as well as plans for improved processes and/or needed resources.

There are no established policies that we could find for working with communities of color. We describe below some experiences and initiatives implemented over the years.

### **Audit of previous interactions with communities of color at our organization:**

#### Departmental/Collective initiatives

##### Initiative #1

In the Geosciences (GEOS) at the U of A reaching out to URM groups began in earnest in 2006 when the Department first attended the National Association of Black Geoscientists (it was National Association of Black Geologist and Geophysicists at that time).

GEOS continued to attend NABG every year since and have hosted the conference twice in Fayetteville (2009, 2019). We began our own NABG -UA chapter in 2009. We also realized that it was not enough to recruit students but also offer something substantial in return to the organization that helped keep these bright students in the geosciences. In 2009, the Department was awarded funding to bring students from all across the country to the NABG annual meetings (covering registration, travel, food, and hotel). GEOS has been successful in receiving these funds since 2009 and able to fund 570 students over this time. We have also taken a lead since 2009 in collecting and disseminating information to the NABG student members and the U of A acts as a student liaison for the NABG student membership. This has helped us better serve students whether recruiting them to the U of A or wherever would best suit their interests.

##### Initiative #2

In 2007, Fort Valley State University was looking for partner universities to join a Math, Science and Engineering Academy (M-SEA) gifted high school program. The program consists of providing opportunities for students to join U of A for a second bachelors in Geosciences or Engineering on a scholarship following a completed Chemistry or Math degree at Fort Valley. So far, we have had 17 Engineering students come through the program and 4 geoscientists as well as 6 MS students in Geosciences at various stages of completion.

There are other initiatives at the University level and some brief info follows below:

- **Biomedical Research Camp** <https://fulbrightreview.uark.edu/southeast-arkansas-middle-school-students-take-on-covid-19-during-virtual-u-of-a-biomedical-research-camp/>
- **The Kemke Journalism Project** <https://ljp.uark.edu/>
- **Accounting Careers Awareness Program** <https://news.uark.edu/articles/42278/walton-college-hosts-accounting-career-awareness-program>
- **Engineering Career Awareness Program:** <https://ecap.uark.edu/>
- **Summer Pre-Law Program (SPPARK):** <https://law.uark.edu/service-outreach/sppark/>
- **Native Youth in Food & Agriculture Leadership Summit:** <https://law.uark.edu/service-outreach/youth-summit.php>

## Research related personal initiatives/perspectives

Previous interactions with communities of color are varied and the department does not collect data on the number of research projects undertaken in countries or regions with communities of color, but we will describe the personal experiences of three faculty.

### Faculty#1

Nascent project in the Arctic - a few locals were included originally more by convention than with extreme intention (bear monitors, transport upriver). We just put in a more comprehensive proposal for the same region and have intentionally included training and dependence on locals to help with field work/ monitoring as well as inclusion of local oral and photo history to better understand the landscape through time. We have not included any locals in the project development - as newbies we are still trying to figure out how to make mutually beneficial connections.

Another recently funded project includes working with the local tribes (we consulted with them beforehand) on a collaborative project exploring the intersection of geology and human activity in the watershed through time.

### Faculty#2

I have participated in the Ft. Valley State program (see above).

Have approached the Caddo and Osage tribe leaders with respect to naming new species.

I am also part of a research project in which the PIs have started to work with the Navajo Nation. I am doing research on Navajo Nation land (related to the previous stated proposal) but have not directly reached out to researchers from the Navajo Nation, I've just put in the research proposal application to do work on the land.

### Faculty#3

South Dakota Sioux tribes contacted USGS hydrologists (and GEOS faculty) for guidance on water-supply monitoring and characterization. Close contact was maintained throughout the work to ensure that the work was relevant and answered needs.

An alternative example was NAWQA sampling in Memphis, where contact was made with State and municipal water agencies, but little contact with local people, homeowners, local stakeholders who lived near sampled wells.

## **What worked well in these interactions?**

## Departmental/Collective initiatives

Sincerity, listening to what the students and organizations need from us, a long-lasting commitment and sufficient funding.

## Research related personal initiatives/perspectives

### Faculty#1

Successful projects require huge investments in building trust. In a previous project, I rode in on the shoulders of others who had paved the way. I was involved with that project for ten years or so.



## Faculty#2

In the project with the Navajo Nation, local collaborators were included as authors in a recent collaborative project.

The Osage and Caddo Nations were not involved in the project but are acknowledged in the publications' acknowledgement. I also had to put in an application to the Osage to ask permission to use the name Pawhuska as a species name. In addition, I will be providing replicas to the nation as well as a write-up for the general public.

## Faculty#3

South Dakota Sioux tribe members were included in the project from the earliest stages. Local involvement improves final outcomes and maintains relevance of the science

**What did not work well and how can this be better addressed in future plans?**

## Departmental/Collective initiatives

There needs to be more buy-in from the U of A. We can work hard to recruit students but if there are not funds, other students to identify with, and faculty to advise the students it is not as productive as it could be.

## Research related personal initiatives/perspectives

### Faculty #1

As for sharing findings and data, attempts weren't always successful. Two reasons- 1) Some scientists are lousy communicators - even given the directive that they should be able to describe their science such that anyone can understand it- many fail 2) Small non-profits and even universities do not have the budget to do this - which makes me realize perhaps we need to budget for this. Time allocated to the process of working within the community's governance, customs, and priorities are also limited by 3-year cycle grants.

On challenges connecting with local communities of color:

Working with local Gwich'in Renewable Resource Board we ran into problems as the required NSF language for letter of support means something different to the tribe than it meant to the NSF- and we were facing not getting a key letter for our proposal - even though the Board supported our intent to hire locals for field training/monitoring and working with the council to seek local knowledge about landscape change over time to inform our project/work with the community with planning for risk assessment. Luckily, we were working with Arctic program and they came up with a go around.

Funding programs need to be aware of these potential roadblocks and, as in the case above, allow for flexibility that respects all perspectives on programmatic directives.

## Faculty#2

For the NSF proposal on the Navajo Nation, we are hoping to include students and teachers for the Navajo Nation and listening sessions were planned but COVID cancelled all of them.

**Are there ways to improve the outcomes of projects already undertaken?**

## Departmental/Collective initiatives

A wider commitment on the part of the department would help program underway continue into the future. Presently programs are too individual specific. There need to be funds available when a student is recruited. We need to work harder to make NABG UA Chapter a space for students to connect. This is often a fluctuating group depending on who the President is any given year.

We can work more with FVSU and other HBCU to encourage students toward Geosciences.

We can discuss how to create a MS program where students come in with a BS in Chemistry or Math and can still complete a MS in 3 years (and we need to find a way to fund it). This trend has started at the U of AL and UT-Austin to help students from 3-2 program choose Geosciences over Engineering.

### Research related personal initiatives/perspectives

#### Faculty #1

After watching the session interview with Patricia Cochran, I realized how much we were doing wrong. My Arctic research partner had the same reaction - and we immediately agreed to meet this week to revamp our approach - including reaching out now before we even begin developing a proposal to talk about community needs, existing knowledge, how to partner up from the start.

#### Faculty#2

We have sought to build trust with the Navajo Nation and we have a collaborator that is part of the Navajo Nation leadership and are paying her consulting fees.

Data and findings sharing are planned for the Navajo Nation and for the Caddo and Osage, we are planning on providing a "for the public" write up as well as 3D prints of the specimen for educational use.

#### Faculty#3

Actively seek to include local students in research. Native Americans are hugely underrepresented in the sciences and such involvement is a path to greater inclusion and representation.

### **Are there specific resources or guidelines that are needed to improve the process for planning ahead and working with communities of color?**

Good intentions are great but there has to be commitment and funding. An example is we were accepted to a group at AGU where we would have access to students of color applying to graduate school, but we would have to wait until April. At that time each year our funding is gone and there is no drive to hold or create new funding for students from this pool.

Commitment – faculty need to be prepared to attend conferences like NABG, SACNAS, or STEM Annually to create a trust and connections with students.

A common thread to meaningful interactions with communities of color came from involving the community from the onset of the project. This seemed to allow for contribution from the community, involvement of the community when possible, and also helped build trust between the scientist(s) and the community. Negative experiences seemed to stem from a lack of involvement and communication with the community and too much managing from state partners versus the community itself. In the future, it is important to involve the community in the research from the beginning, and where possible, to allow them to provide input on the problem in hand and their ideal deliverable from the research project. Regular communication with the community will also help build and keep trust through the life of the project. Another common thread was that it takes time to build trust, so longer projects would be beneficial, however, this is highly dependent on funding and not always possible.

We would like to include this type of research on the tenure package to promote community science within the department. This will help with early career scientists who are invested in this research, but do not feel they have the time or resources to take on a project where research objectives are dictated by the community and not the state of the science. Sadly, it is difficult for pre-tenure faculty to do this type of research because building relationships and trust with communities takes a long time. If a connection is not already formed by senior faculty, then it is difficult to receive grant funding. A potential solution is to find ways to include (and value) this type of multi-year time investment and commitment in faculty annual evaluations.

The following document describes what was found by the UARK Geosciences URGE pod at the University of Arkansas on Hiring and Admissions Policies, as well as what the pod would propose to change and improve.

As part of our research for UA hiring and admissions policies, we outlined the procedure, to the best of our knowledge, for the hiring processes in our department for faculty and admissions for graduate students. At each step, we discussed the potential for barriers and the introduction of bias into the process, as well as some preliminary ways to address these issues.

**What EEO (Equal Employment Opportunity) statement is included in a standard job or admissions advertisement? Are there other inclusion statements and resources publicly available?**

"The University of Arkansas seeks to attract, develop and retain high quality faculty, staff and administrators that consistently display practices and behaviors to advance a culture and climate that embeds inclusion, diversity, equity, and access. For more information on diversity and inclusion on campus, please visit: Division of Diversity, Equity, and Inclusion.

The University of Arkansas is an equal opportunity, affirmative action institution. The university welcomes applications without regard to race/color, sex, gender, pregnancy, age, national origin, disability, religion, marital or parental status, protected veteran or military status, genetic information, sexual orientation, gender identity or any other characteristic protected under applicable federal or state law. "

Associated links:

<https://oeoc.uark.edu/recruitment-information/diverse-recruitment-resources/index.php>

[https://hr.uark.edu/documents/posters/equal\\_employment\\_opportunity\\_is\\_the\\_law.pdf](https://hr.uark.edu/documents/posters/equal_employment_opportunity_is_the_law.pdf)

**Where are advertisements posted or sent? Are there other strategies for reaching applicants for hiring and/or admissions, e.g. job fairs, showcases?**

University job site: <https://uasys.wd5.myworkdayjobs.com/UASYS>

Advertisements for faculty hires are posted at on the department new feed and the university job site. Advertisement is typically posted on EOS and GSA Today. Recent hires were posted on the websites of NABG and SACNAS although the cost of SACNAS advertisements has been a hindrance in the past.

Student opportunities for GRAs are advertised by the individual advisors and it is left to them to determine where they will advertise. GTA's are not explicitly advertised but when a student applies, they are requested to indicate if they would be interested in funding

**What are the requirements for an applicant, e.g. letters of recommendations, fees/test scores/grades? Is providing any of these a potential barrier that could be further lowered or removed? Are there any problematic questions asked?**

Requirements for admissions include 1) three letters of recommendation, 2) transcript, 3) GRE scores, 4) personal statement, 5) CV, 6) completion of the equivalent BS Geology degree at the Univ. of Arkansas, 7)

minimum GPA of 2.75 (graduate school limit, all applicants with <2.75 that the department wishes to admit will be admitted on a probationary level and paperwork must be filed describing how the department will monitor the students' progress

GREs are a financial barrier, BS Geology degrees can be a barrier to students entering without a traditional geology degree in that they will be required to make up the core geology courses not on their transcript.

In the case of international students, English proficiency test is required and if below a certain standard, a student can still be admitted as long as s/he is not required to perform student instruction in the first semester of arrival (they may be allowed to be a grader or perform other tasks that are not "face-to-face" with students. The student will need to attend a language proficiency class before starting TA activities that require instruction. Such extra coursework can become a barrier for admission depending on the source of funding available to the student.

**How are applicants/applications evaluated? Is that process and/or rubric public? What kind of biases are introduced in this process and what strategies are used to address these, e.g. removing applicant names?**

#### *Graduate Student Admissions:*

While student candidates are evaluated by the graduate committee, the recommendation by a potential adviser carries tremendous weight. Hence, if a faculty member says, "I have RA funding" or "I need a TA and I want this person," it often is the reason a student gets admitted. This definitely biases toward high-information applicants. The faculty member's evaluation of the few students applying to work with them is *\*not\** transparent. Often students requesting to work with junior faculty who have not yet secured funding are given preference for open TA slots.

A potential source of bias introduced in 2020 was the temporary waiver of GRE scores for admission to graduate programs but no GRE waiver for competitive scholarships within the University. In other words, students that voluntarily submitted GRE scores and qualified to compete for university funding might have had an advantage in securing funding over a student equally qualified that lacked the GRE scores requirement to apply for external (to the department) funding. There is no explicit rubric to evaluate statements or recommendation letters. Grades in the form of GPA are often ranked based on the last 60 credit hours. GREs are ranked via percentile ranking. This evaluation, since it is not formalized in any rubric and is often subjective based on the MS, PhD coordinators and TA selection committee chair, is very inconsistent from year to year.

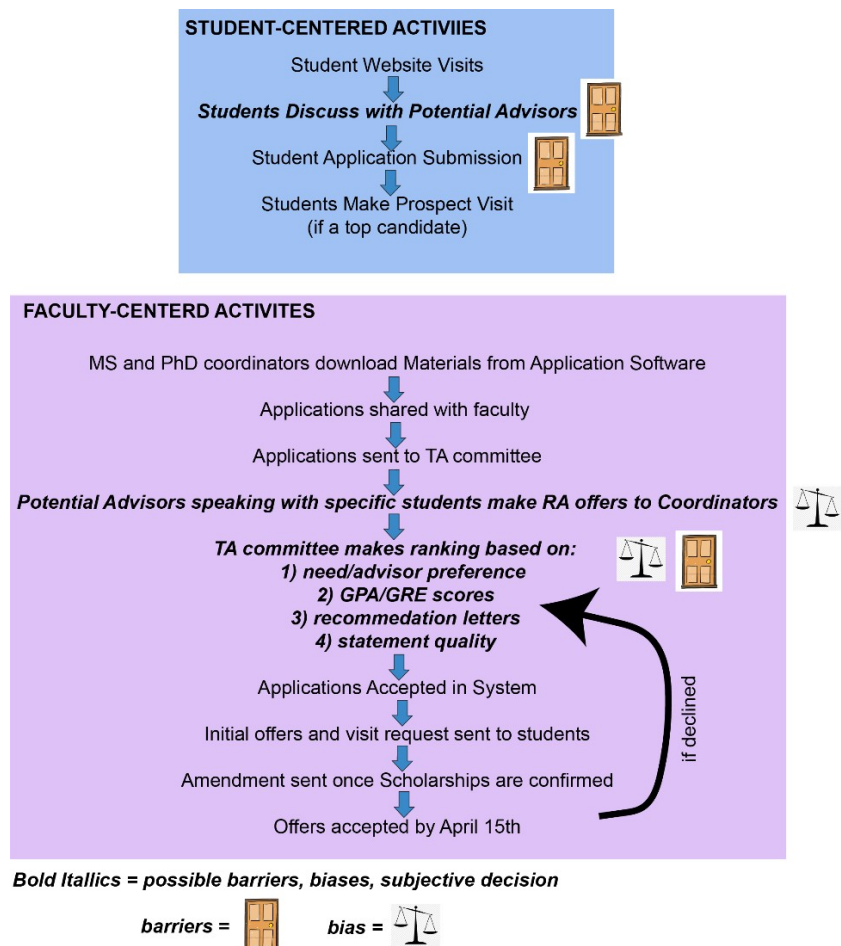


Figure 1: Flow-chart of graduate student admissions process. Potential barriers and biases are marked by a door and scales respectively. These steps are also bold and italics.

Potential stages in the graduate recruiting process where biases could be introduced includes self-selection, selection based on prestige, and “who knows who.”

Strategies we are exploring to address these barriers include adding a ranking system for recommenders that ask the recommender to rank the student based on valued characteristics such as perseverance, addition of prompts to the personal statement, and removal of the GRE as a requirement. The first two options are doable, however, there is significant push back from the graduate school to eliminate the GRE. Also, the GRE is required for most internal Graduate School fellowships. These requirements are provided by private donors and we cannot change their request.

### *Faculty Hires:*

The job description is written by the search committee. The search committee chair and members are assigned by the chair of the department. Once a job description is written, it is approved by the College and the OEOC. An example of a typical job description can be found in Appendix 1.

Once approved, the search committee will initiate their search by sending the job advertisement to outlets such as GSA Today and Eos. Additional outlets that have been used include NABG and SACNAS although the price of SACNAS advertisements has been a challenge. Individuals of the faculty sometimes send the job

advertisement to other personal contacts that might be interested or know people that are interested. Once applications are due, the committee reviews cover letters, CV, statements of research, teaching and (new in the past year) service statements. Applicants are ranked based off of these categories, with research typically being the highest values category. Rubrics have been used in the past but such action is left to the committee chair and committee so it has not been applied equally across the department over the years.

Once a long list is created, recommendations letters are requested and those not within the longlist are eliminated from consideration. Justification for these actions must be provided to the OEOC and a justification form is completed for each candidate. After recommendation letters are received and reviewed, the committee reviews the letters and narrows the long list to a shortlist of 3-4 applicants that are then offered an interview over the course of 1-2 days. Those not on the short list are removed from consideration and again, justification must be provided to OEOC for these actions. This interview is composed of meetings with the faculty one-on-one, meeting with the dean of research and the college, meeting with students for a meal, a research talk (45 min) and an evening mixer. In the past couple of years we have also arranged for the candidate to meet with a realtor to review the housing market within Fayetteville and surrounding area.

After the interview, the faculty as a whole, with input from the search committee and student representatives, will rank the applicants and the top-ranking applicant will be provided with an offer.

Areas of potential bias within this process: 1) assignment of committee – the value system of the committee can create bias, 2) dissemination of the ad – perpetuates privilege, 3) initial ranking – current process is not transparent.

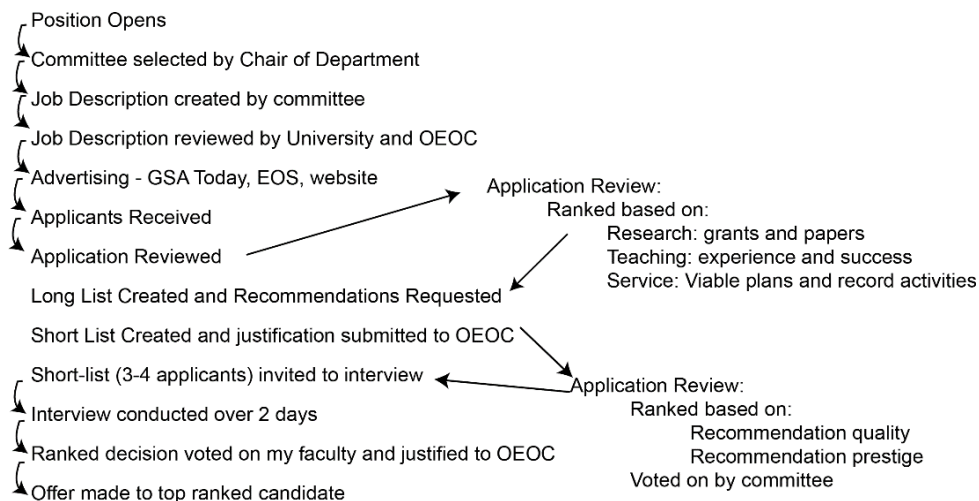


Figure 2: Faculty-hire flow chart

**Who is on selection committees and who makes the final decisions? Who interacts with the applicants?**

*For Graduate Student Admissions:*

The selection committee for MS TA funding is a group of 6 TT faculty at different career stages. There is no official MS admissions committee. The admissions is left to the MS coordinator and the chair. This is obviously a source for bias as selection for admissions can be left to only 1-2 people, especially if the applicant has not made contact with any faculty members. For PhD, since students can only be admitted with funding, the selection committee is the same as the admissions committee. The potential adviser and MS or PhD

coordinator interacts with students. Although we run a prospective student event, this is after students are accepted (typically, but not always).

Overall our selection is vague depending on who is on the various committees. A ranking is made, first selection is given to junior faculty who need students. From there the ranking based on grades and GRE scores are offered positions. If a student is under RA funding, the advisor is the one who makes the final decision.

*For Faculty Hires:*

The faculty search committee is assigned by the department chair. The Chair will select a committee chair to be the main point of contact for the applicants. The committee will work to rank the applicants to the short-list stage. From there, the entire faculty is involved in the selection of interviews and final ranking based on a rank vote. Besides the search committee chair, once offers are made, the main point of contact is the chair of the department.

**Has your hiring and/or admissions process been evaluated by outside consultants? What is the process for changing it?**

*For Graduate Student Admissions:*

No. Changes in the evaluation procedure can be conducted by the department. However, certain components, such as the GRE, are set by the graduate school.

*For Faculty Hires:*

No. Changes in the evaluation process of faculty hires are set by OEOC. OEOC procedures (evaluation based on required and preferred qualifications) are set at the college level and decisions must be justified to the OEOC.

**Has your university or company implemented or considered strategies like cohort hiring, mentoring, dual career support and partner hires, re-visioning your work culture, or other considerations outlined in “Leveraging Promising Practices”?**

*For Graduate Student Admissions:*

Over the past year (2020 to 2021), the graduate students within the department have initiated a student-run mentorship program. This program is meant to provide undergraduate and 1<sup>st</sup>-year graduate students mentorship and comradery. The goal is to provide support in grant-writing, graduate school applications, and departmental culture. The group will provide mentor profiles for mentees so that the mentees can select a student that best fits with their needs.

<https://uark.sharepoint.com/teams/GeoscienceStudentMentorshipProgram>



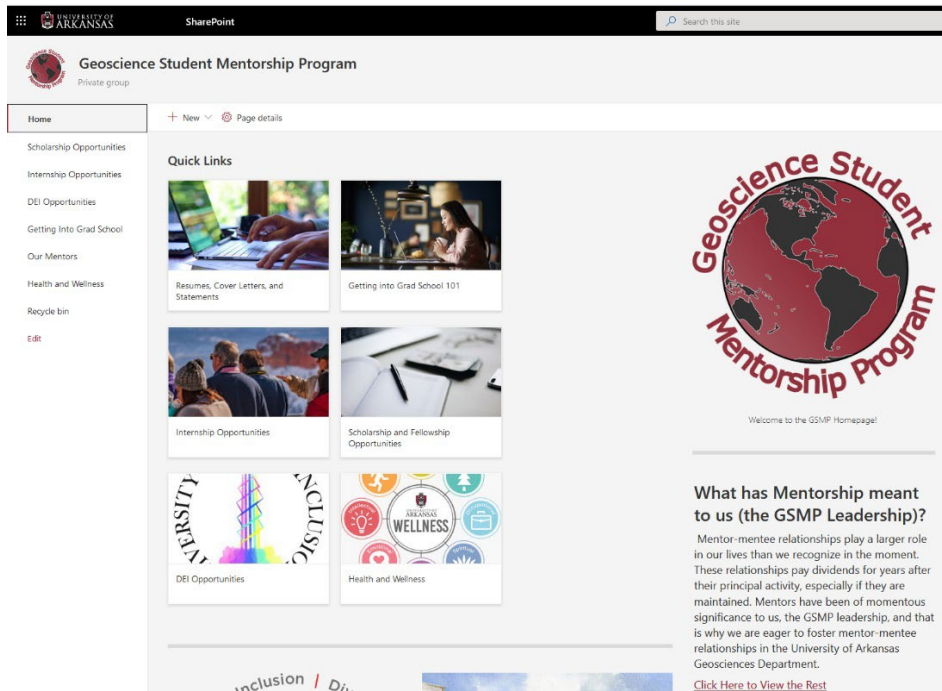


Figure 3. Share-point site for new Geosciences Student Mentorship Program

The Graduate School has implemented the Razorgrad Institute for Success and Engagement (RISE) program. The RISE is a week-long program designed to invest in promising new graduate students from historically underrepresented populations in graduate school (African American, Hispanic or Latinx, American Indian and Alaskan Native, and first-generation) during the transition into graduate education on our campus.

<https://graduate-and-international.uark.edu/graduate/current-students/student-support/rise-program.php>

#### *For Faculty Hires:*

Partner hires are absolutely considered (for faculty - nothing of the kind for students). We did not find an explicit strategy – considered on a case-by-case basis without obvious strategy. (<https://provost.uark.edu/spousal-hiring.php>). For the dual, partner, and cohort hires, our procedure is to make a case to the Dean of the college and the administration more broadly. The Department, in the past two years, has started an informal mentoring program for new faculty in an effort to provide support in their transition to faculty life, integrating in the department, as well as the community. The new faculty member selects 1-3 faculty mentors within the department and can include mentors from the larger college. This mentorship group is dissolved at the end of the year to allow the faculty mentee to re-join the committee in a new way depending on their needs.

The University has also piloted a “Bridge Program” for new faculty hires. This department-level program entails (1) creating welcoming teams and, subsequently, mentoring teams, and (2) a set of welcoming (pre-boarding/onboarding) and mentoring activities for all new full-time faculty members. The Bridge Program's goal is to provide “equal access to the benefits associated with good mentoring” and structural support to all new faculty, especially faculty from historically underrepresented groups and all marginalized faculty. To ensure the faculty's successful integration into their units and the UA campus, the Program assists new faculty with (1) navigating our campus and its culture, (2) integrating into the home unit, college, university, and local communities, and (3) embarking on activities (e.g., instruction, scholarship) that are central to the faculty's success and their career. In 2020, the UA received an NSF ADVANCE grant and the piloted Bridge Program

will be included among the deliverables of the grant. With funding from the ADVANCE grant, the Program will be rolled out across the campus. The Department of Geosciences has already committed to participate in this program.

### **Appendix 1: Most Recent Job Announcement**

**About the University:** Founded in 1871 as a land grant institution, the University of Arkansas is classified by the Carnegie Foundation among the top two percent of universities in the nation, with the highest level of research activity. Ten colleges and schools serve more than 27,100 students with more than 200 academic programs.

University of Arkansas students earn nationally competitive awards at an impressive rate and represent 50 states and more than 120 countries.

**About the College:** The University of Arkansas is committed to providing an educational and work environment in which thought, creativity, and growth are stimulated, and in which individuals are free to realize their full potential. The J. William Fulbright College of Arts and Sciences promotes these ideals and welcomes applicants who foster an inclusive environment through an open exchange of voices and ideas from populations of diverse backgrounds.

**About the Department:** The Department of Geosciences, with 22 faculty, is an interdisciplinary program offering bachelors and masters degrees in geography and geology, and a Ph.D. in Geosciences (<http://geosciences.uark.edu>). The Department also participates in two interdisciplinary Ph.D. programs in Environmental Dynamics and Space and Planetary Sciences. The Department is closely affiliated with the Center for Advanced Spatial Technologies (<https://cast.uark.edu/>), Tree-Ring Laboratory, Arkansas Water Resources Center, the University's Stable Isotope Laboratory (<https://isotope.hosted.uark.edu/>), MicroCT Imaging Consortium (<https://micro.uark.edu/>) and Trace Element and Radiogenic Isotope Laboratory (<https://icp.uark.edu/>).

**Summary of job duties:** The Department of Geosciences at University of Arkansas invites applications for a 9-month tenure-track Assistant Professor of Hydrogeology with an anticipated start date of August 2020. We seek an outstanding individual with skills in hydrogeology and expertise that supports a combination of the University's three signature research areas (<https://researchfrontiers.uark.edu/signature-research-areas/>). The successful candidate will be expected to develop an independent, externally-funded research program and complement ongoing collaborative and interdisciplinary research in the Department of Geosciences and the University. Teaching duties may include introductory hydrogeology, field camp, and upper division undergraduate or graduate courses in the candidate's field of interest.

**Minimum qualifications:** A doctoral degree in geology or a related discipline conferred by the start of employment. A demonstrated ability to teach hydrology or hydrogeology at the senior/graduate level and additional graduate courses and demonstrated ability to develop an independent, externally funded research program.

**Preferred qualifications:** Research that incorporates aspects of field-based hydrogeology. A publishing record in refereed journals and demonstrated funding capabilities. Preference will be given to applicants who will complement or enhance the existing research and teaching areas of the Department of Geosciences and affiliated centers and programs. Relevant research sub-fields include (but are not limited to): groundwater availability and water quality, contaminant hydrology, ecohydrology, Critical Zone hydrology (both surface and subsurface), hydrogeologic system response to evolving climate regimes, and the impact of humans and climate on the water cycle. **Application information:** For a complete position announcement and information regarding how to apply, visit [http://\\*\\*\\*\\*\\*](http://*****)

To be considered for the position, applicants must submit a cover letter/letter of application, a curriculum vita

and three statements, each less than 2 pages long. First, a research statement should describe the candidate's research program, and research priorities as a faculty member. Second, a teaching statement should describe the candidate's teaching background and philosophy, as well as priorities as a faculty member. Third, an inclusion statement should focus on how the applicant plans to foster inclusiveness, contribute to an equitable scholarly community, and help students from diverse backgrounds succeed. A list of three professional references (name, title, email address, and contact number) willing to provide letters of reference will be requested during the application process. The letters should address the research and teaching experiences of the applicant. Letters will be requested from the references provided for all finalists selected for an interview. All applications must be submitted electronically at [https://\\*\\*\\*\\*](https://****). Questions regarding this position (but not applications) may be addressed to the committee chair, Dr. John \*\*\*\* (\*\*\*\*@uark.edu). Completed applications received by September 1, 2019 will be assured full consideration. Late applications will be reviewed as necessary to fill the position.

*The University of Arkansas is an equal opportunity institution committed to achieving diversity in its faculty. Therefore, the University is especially interested in applications from qualified candidates who would contribute to the diversity of our academic departments. The University welcomes applications without regard to race/color, sex, gender, pregnancy, age, national origin, disability, religion, marital or parental status, protected veteran or military status, genetic information, sexual orientation, gender identity or any other characteristic protected under applicable federal or state law.*

*Persons must have proof of legal authority to work in the United States on the first day of employment. All applicant information is subject to public disclosure under the Arkansas Freedom of Information Act.*

Department of Geosciences Field Safety Document

## Introduction

Field work and field trips are critical to educating students in the geosciences. Firsthand experiential learning provides students with real world opportunities to understand fundamental geoscience processes and mechanisms. Because these opportunities often take place along road cuts, in wilderness areas, and on public lands, steps must be taken to mitigate risks and promote safe field practices. Risk mitigation and safe practices for several situations pertinent to field geology at the University of Arkansas are outlined below, and are applicable to both geology field camp and geology field trips.

## General Concerns

- 1) Does the world know where you are?
  - A Notification of Travel Plans should be filed with the department indicating where and when the different aspects of the field trip/camp will take place. Provide a detailed schedule/itinerary letting people at the University of Arkansas and the University of Montana Western (for field camp) know where you will be each day.
- 2) Are your students adequately equipped?
  - Students should be prepared for extreme weather that will depend on field site. This involves dressing in layers, carrying a rain jacket, and carrying a backpack with a first aid kit and plenty of water, and food. Students must wear appropriate footwear, e.g., hiking boots with thick socks. Students in field camp will be trained and equipped with a hand held GPS unit. The student should also carry safety glasses or sunglasses for protection during rock sampling on the outcrop with a hammer. Students will be briefed about field safety prior to the beginning of fieldwork.
- 3) Is a student's relationship to the local culture potentially dangerous?
  - Some individuals encounter dangerous situations in the field because of their identity. It is important that the field group minimize chances of conflict in these situations. For example, field camps in Montana have reported gunfire in the vicinity of field sites, and aggressive people in bars after hours. To mitigate dangerous situations, a *risk assessment* will be performed as a group, and should consider all identities found in that group, with particular focus on racial, LGBTQ, international, and religious identities. Dangerous events of the past, current events, bystander intervention strategies, and procedures for documenting incidents in the field will be discussed as a group prior to at a field site. No individual may be forced into a field situation that they consider to be too dangerous. Failure to perform this risk assessment discussion may be reported to the Department Chair. Bad experiences encountered by some individuals are the group's responsibility, and unsafe situations for some suggest that a field campaign or field camp is not adequately prepared. Reporting incidents can be done through the avenues outlined at the end of this document. The department's annual anonymous climate survey (administered in August each year) is also a helpful reporting mechanism.
- 4) Can you get help quickly in an emergency?
  - Pertinent phone numbers for local hospitals, emergency medical services, the department, and the university should be available to access with a cell phone. The department also has an Iridium satellite phone that may be used when field activities occur in remote locations without adequate cellular service.

- 5) Are you ready for a medical emergency?
- Prior to the trip, all students should fill out a Field Trip Information Form which provides information regarding health insurance and an emergency contact. Allergies, current prescriptions, and existing medical conditions should also be noted on this form, and copies of the forms should be carried in each vehicle.
  - Whenever possible, faculty and teaching assistants should be trained in CPR and wilderness first aid. If all do not have the training, then at least some of the faculty and teaching assistants should have it and be prepared to use it in the field should the need arise. All faculty and teaching assistants should carry a first aid kit in the field. Field camp/trip staff should be prepared to make decisions regarding the evacuation of injured personnel and/or the need to call for help from local authorities versus driving the injured person into town to the local clinic or hospital.
- 6) Do your students know what to do in an emergency?
- Students must be briefed at the beginning of the field camp/trip about what to do in the case of an emergency. Students should always map in groups of 2 to 3 people. This allows at least one person to stabilize the injured person and leave to get additional help. In a group of 3, one individual can remain with the injured person while the third person can leave to get help from a faculty member or teaching assistant. One teaching assistant will stay with the vehicles each day to aid students who need transportation to the clinic or the hospital.
- 6) What is the policy regarding firearms?
- Firearms on University of Arkansas field trips. Handguns are only allowed on field trips to the extent specifically authorized by state law. Each individual who lawfully possesses a handgun and an enhanced carry permit is required to keep the handgun concealed from public view at all times and is responsible for carrying the handgun in a safe manner. If an individual carries a concealed handgun in a personal carrier such as a backpack, purse, or handbag, the carrier must remain within the individual's immediate vicinity (i.e., within arm's reach). During the field trip, you may be required to engage in activities that may require you to separate from your belongings, and thus you should plan accordingly. Any student who violates the concealed carry laws while on the field trip or field camp may be subject to criminal prosecution and/or discipline by the University, up to and including dismissal. If you observe someone displaying a handgun or other weapon on the trip or during the camp, it should be reported to the faculty and the University of Arkansas Police Department.
  - Firearms on University of Arkansas field camp at University of Montana Western. Firearms, including handguns, pellet/B.B. guns, paint ball guns, wrist rockets, sling shots, blow guns and any other self-propelling apparatus are not allowed in the residence halls at the University of Montana Western. By extension of this policy, this requires that no firearms be permitted while the student is participating in field camp, since it would require separation of your handgun from your immediate person.
- 7) What is the policy regarding alcohol?
- Alcohol is absolutely not allowed in University vehicles and trailers. By extension of this policy, no alcohol is permitted while camping, as alcohol cannot be transported in the vehicles and trailers. During field camp, alcohol may only be consumed by students over 21 at bars in the town of Dillon, Montana. Students must walk to these establishments, as the University vehicles will not be permitted for travel to and from the bars.

### **Reducing Risks in the Field**

- 1) Van Safety. 15-passenger vans are notorious for roll over and other accidents. Most organizations have banned their use altogether. Problems with these vehicles can be mitigated by driving at a maximum speed limit of 65 mph and avoiding sudden jerking of the steering wheel. When entering turns on the

road or the freeway, be sure to drive below the posted speed limit during the turn. University policy requires that the maximum number of passengers be limited to 10, including the driver. All persons should sit in seats that are in front of the rear axle and all should be wearing their seat belt. Drivers should limit their driving to 2-3 hours followed by a break. A driver should periodically check the van's tire pressure. Drivers should be extremely mindful when driving with a trailer due to the increased stopping distance and the potential for roll over. Use the 4 to 6 second rule to maintain a safe distance from traffic ahead of you, especially when towing a trailer.

2) Field Safety. There are several risks that present themselves when carrying outfield work in either the field camp or during a department field trip.

- Heat and cold exposure. In Montana especially, heat exposure and cold exposure are both possible during field mapping. Faculty, teaching assistants, and students should be prepared for both situations by dressing in layers and carrying both a jacket and a rain coat. Hats are also helpful. Pants are preferred over shorts when doing field work to protect against the elements and rough vegetation.

- Barbed wire. Many of the field areas in southwestern Montana contain barbed wire fences that can obstruct traverses in the field. The preferred method of negotiating these fences (in lieu of a gate between fences) is to take off your backpack and place it on the side over the fence. One person can carefully lift up the bottom barbed wire while the other individuals slide underneath the fence. Avoid climbing on the fence posts as this may lead to the staples popping off and you becoming entrained in the barbed wire. If a gate is available between the barbed wire, be sure to leave it as you found it, e.g. if you find it closed, leave it closed when you leave.

- Wildlife and snakes. When doing fieldwork, all wildlife should be avoided. Of the 10 species of snakes in Montana, only one is venomous – the prairie rattlesnake (also called the western rattlesnake). When hiking, be constantly mindful of where you step and where you put your hands to avoid encounters with snakes.

- Road cuts. Visiting road cuts during field camp or a field trip can be potentially hazardous due to loose and falling rocks. Climbing is absolutely not permitted on the road cuts. All faculty and students should wear high visibility safety vests and stay as far away from the road as possible. Faculty should supervise students to make sure they stay clear of the road and that they are cognizant of the possibility of falling rocks.

## Concluding Remarks

The ultimate goal of this field safety document is to provide mechanisms for risk mitigation during geology field trips and the department's field camp. All faculty and students should read this document and work together to reduce risks while enjoying the field.

- **The link(s) to the reporting policy at our organization are here:**

- University of Arkansas Reporting Policies (Section 5 of Faculty/Staff Handbook)
- [Report an incident at the University of Arkansas](#)
  - [Title IX](#)
  - [Office of Equal Opportunity and Compliance \(OEOC\)](#)
- Reporting policies are regularly reviewed and are currently under review.
- Certain reports are made available to the public ([Crime](#) and [Title IX](#))

- **What mechanisms are available for reporting complaints, bias, microaggressions, harassment, and overt racism?**

- Anyone can make a report.
- Reporting can be done [online](#), over the phone, or in person.
  - [Title IX Procedure and contact information.](#)
  - [OEOC procedure and contact information.](#)

- **Anonymous reports** can be made over the phone but are not encouraged. In-person, phone, and online reports go to their respective departments for investigation. All reports are confidential and are only accessible on a need-to-know basis.

- Liz Means, Title IX Compliance Coordinator (email: [edavisme@uark.edu](mailto:edavisme@uark.edu))
- Shane Barker, Title IX Deputy Coordinator (email: [sxb028@uark.edu](mailto:sxb028@uark.edu))
- J'onelle Colbert-Diaz, OEOC Compliance Officer/ADA Coordinator (email: [jcdiaz@uark.edu](mailto:jcdiaz@uark.edu))
- April Daniel, OEOC Grievance Officer (email: [axd004@uark.edu](mailto:axd004@uark.edu))
- Melanie Chandler, OEOC Case Manager (email: [mxc028@uark.edu](mailto:mxc028@uark.edu))

- Police are not involved in the process unless the victim asks for police involvement.

- **What are the outcomes or consequences for reported individuals?**

- A designated Compliance Officer decides the outcomes/consequences.

- The process starts with an internal investigation/interviews. Both sides can engage legal counsel. The person target of a complaint is given opportunity to respond. Corrective measures can go from training to termination.

- Are reports tracked? Yes/No

- Title IX: "For a period of at least seven years, the University will maintain the records of: 1) Each sexual harassment investigation, including any determination regarding responsibility, any recordings or transcripts, disciplinary sanctions, and remedies provided to the complainant; 2) Any appeal and the result therefrom; 3) Any informal resolution and the result therefrom; 4) All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. These materials will be made publicly available on the University's website. 5) Records of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment, along with documentation of the University's bases for its conclusion that its response was not deliberately indifferent."

"Documentation pertaining to terminations, expulsions or educational sanctions may be retained indefinitely."

- OEOC: "Investigation records will be maintained by OEOC, including for statistical purposes and to document that the University has responded to complaints. Investigation determinations and records of administrative actions taken in response will be kept in employee personnel files if a complaint is substantiated. Further, such a record may be retained in personnel records where a finding of a violation of this policy was not sustained but where administrative action was determined to be appropriate."

"Records maintained by OEOC may include, but are not limited to, information to document receipt of the complaint and that the University has responded to all complaints; notification of the person against whom a complaint is made as well as their response; steps taken to investigate the complaint; and whether the complaint was a violation of policy. The records will document actions taken to stop discrimination (including discriminatory harassment) and any actions taken, corrective or disciplinary."

- For actions within the department the reports reside with the Department Chair. We recommend that the Chair annually provide the D&I committee with a summary report (by category) of complaints and outcomes. This preserves institutional memory and allows for tracking of any persistent problems (e.g., multiple reports by multiple individuals of racial discrimination) as well as opportunity to track improvements and/or zero reported infractions.

- Resolution and punishment

- Title IX: "The Title IX Coordinator will communicate a decision to the complainant and the respondent to the extent that it affects

him/her. Remedies must be provided in all instances in which a determination of responsibility for sexual harassment has been made against the respondent. Remedies must be designed to restore or preserve equal access to the University's education program or activity. Such remedies may include the same individualized services described above as "supportive measures"; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent."

▪ OEOC: "While OEOC does not impose disciplinary action, the respondents should be aware that the University takes allegations of discrimination (including discriminatory harassment) and retaliation very seriously. After OEOC conducts a fair, equitable, and timely investigation, OEOC may recommend corrective action to the appropriate University officials, if warranted. Such action can include, but is not limited to, specialized training, and other actions up to and including termination of employment or review under the Code of Student Life."

- **What resources are available for individuals reporting?**

- Support for those that need to report:

- Student resources: [Title IX](#) and [OEOC](#)
- Faculty/Staff resources: [Title IX](#) and [OEOC](#)

- Reporting does not impact student grades or faculty/staff evaluations.

- Students and faculty/staff are protected against retaliation or repercussions from reporting.

- "The University prohibits retaliation based on a protected activity, such as the filing of a complaint of alleged discrimination (including discriminatory harassment, or sexual harassment) or participation in the investigation of such a claim. Any witness, complainant or respondent involved in an investigation shall not be retaliated against for their participation in the fact-finding process."

- **What resources are available to groups raising issues or proposing changes?**

- Currently, there is no option for students, faculty, or staff to propose large-scale policy change. (This could change in the future)

- Policies are reviewed and updated over time.

- [The 2019 – 2021 plan](#)
- [The metric dashboard](#)

- Leadership asks students and/or staff for input on how to improve via a [Suggestion box](#)



This is a draft Resource Map for the URGE Pod at the University of Arkansas. Currently, the department of Geoscience has an informal mentoring plan for new faculty and no mentoring plan for new graduate students. The current Geoscience graduate students have created an all-inclusive guide to being a graduate student at the University of Arkansas, which documents everything from program requirements to the best places to eat in Fayetteville, AR. This document is private but shared widely among the graduate students (e.g., within Teams) and encouraged by the faculty. The university will adopt a mentoring program in the coming year called the Bridge Program, which aims to formalize new faculty mentoring, and the department of Geoscience has committed to participating in the Bridge Program. Below we describe a mentoring implementation plan and the various resources we have found that we will distribute to all new faculty and graduate students who enter the department.

- Mentoring plan
  - The Department of Geosciences has an active, though informal, mentoring plan. The plan consists of each new faculty contacting up to three mentors that agree to meet with them as they see fit. At the end of the first year, the department head informs the new faculty and mentors that their informal mentoring group can be kept for the following year or have mentors swapped in or out. We have mixed reviews about this informal mentoring program.
  - The Bridge Program (<https://fulbright.uark.edu/new-faculty/bridge.php>) is a university-wide mentoring program for new faculty that will begin soon at the University of Arkansas. This program entails (1) creating welcoming teams and, subsequently, mentoring teams, and (2) a set of welcoming (pre-boarding/onboarding) and mentoring activities for all new full-time faculty members. The Bridge Program's goal is to provide “equal access to the benefits associated with good mentoring” and structural support to all new faculty, especially faculty from historically underrepresented groups and all marginalized faculty. To ensure the faculty’s successful integration into their units and the UA campus, the Program assists new faculty with (1) navigating our campus and its culture, (2) integrating into the home unit, college, university, and local communities, and (3) embarking on activities (e.g., instruction, scholarship) that are central to the faculty’s success and their career. In 2020, the UA received an NSF ADVANCE grant and the piloted Bridge Program will be included among the deliverables of the grant. With funding from the ADVANCE grant, the Program will be rolled out across the campus. The Department of Geosciences has already committed to participate in this program.
  - For incoming graduate students, the University of Arkansas Graduate School conducts a small (<20 incoming students) week-long Razorgrad Institute for Success and Engagement (RISE) for students from historically underrepresented populations (<https://graduate-and-international.uark.edu/graduate/current-students/student-support/rise-program.php>).
  - We would like to provide all the resources provided in this document to the new hires and graduate students at their prospective visits, when they accept the positions, and/or at orientation.
  - We are also establishing a yearly departmental “Climate Survey” via an online anonymous form to inquire about faculty and students needs to better help them succeed. We intend to also connect with prospective students and faculty to individually share departmental resources and the results of our climate surveys.
  - The graduate students have created a guide that is distributed to all new and current graduate students. We plan to adapt this living document and distribute to new faculty.
- Core work resources

- Code of conduct (<https://handbook.uark.edu/>)
- Geosciences Graduate student handbook
- Communication and plan expectations (e.g. how do members communicate with each other and what times are appropriate)
  - Currently decided between advisor and advisee
  - No department-wide rules
- Reporting policy- <https://report.uark.edu/>. Additional points of contact for reporting outside of an advisor are as follows:
  - All university employees are required to report if you talk to them about an incident
    - faculty,
    - administrators,
    - academic advisors,
    - coaches and athletic trainers,
    - graduate teaching and research assistants,
    - resident assistants, and
    - all supervisory staff.
  - Anonymous reporting
  - Online reporting system
  - Title IX coordinator (Liz Means)
  - Office of Equal Opportunity and Compliance (OEOC)
  - Report discrimination here:  
<https://oeoc.uark.edu/reporting/index.php>
- Equipment- where to find, fund individual gear like hiking boots fund or provide, access to sufficient library of hiking/camping/outdoors
  - Currently must be discussed between advisor and advisee In the past, we have had a gear drive to provide reduced price outdoor equipment for field camp students, but this does not exist for graduate students.
- Conference and workshop participation (how often and who pays for it?)
  - Currently decided between advisor and advisee
  - The graduate school has travel grants for conferences and the application can be found here:
    - <https://gpsc.uark.edu/travel/> (\$500 grant)
    - <https://graduate-and-international.uark.edu/graduate/costs-and-funding/travel-and-research/travel-grants.php> (\$1100 for doctoral students and \$660 for masters)
  - We are open to considering proposed workshops/conferences, especially for groups like SACNAS, NABG, AISES, GeoLatinas
    - We have hosted the NABG conference every year since 2009 (with the exception of 2020 and 2021 due to COVID-19).
- Community support and mental health resources
  - Assistance finding accommodations, moving expenses/assistance
    - Jane B. Gearhart Full Circle Food Pantry (<https://service.uark.edu/services/pantry/>)
    - Link the new graduate students up with a current student to help them find a place to live, this would be informal and initiated by the primary advisor
  - Services at organization/university:
    - Division of diversity, equity, and inclusion information and team can be found here (<https://diversity.uark.edu/>)

- Counseling and psychological services- CAPS (479-575-5376), which also has DEI resources (<https://health.uark.edu/mental-health/caps-diversity.php>)
- Center for multi-cultural and diversity education (<https://multicultural.uark.edu/>)
- Ombudsperson (N/A, cannot find who this is but it appears that there is one at the university)
- The university has lots of affinity groups (mostly in the form of RSOs) and the full list can be found here: <https://diversity.uark.edu/get-involved/registered-student-organizations.php>
  - African students organization
  - Al-Islam student association
  - Black graduate student association
  - Diversity, Inclusion, and You association
- Encourage and assist making connections to someone who may understand their experience (e.g., Black male counselor for a Black male student)- we will add this to our informal mentoring plan and graduate student guide. Calendar(s) of events or mailing lists to join
  - The department of Geoscience has a mailing list where relevant information is distributed. All new and current faculty and graduate students are added to this mailing list.
  - The graduate students are also added to a graduate school mailing list where events hosted by the graduate school and other relevant information is distributed.
  - Other listservs (larger community like Gilbert Club) are not widely distributed amongst the department. Finding these list servs is mostly up to yourself or an advisor, peer, or mentor.
- What activities/institutions will help them feel at home? Are there local clubs, religious or spiritual organizations, organizations, hobbies they were previously involved with that they can get connected with in the area? Ideas for connecting with cohorts, organizations, social clubs with common identities and/or interests.
  - We plan to address these on an individual basis
  - We also plan to ask about resources needed by the new graduate students at orientation, so we can add them to the informal graduate guide
- Local businesses for POC
  - Instagram accounts to follow:
    - @blackownednwa
      - Fitness (a few of many)
        - ELXR Yoga Lounge
        - Diamond Training
        - Speed Matterz
      - Salons, Barber Shops, and Beauty (a few of many)
        - Brushed Beauty Studio
        - NWA Hair Couture
        - House of Styles
        - Levelz 2 Barber Lounge
        - Signature Fadez
        - A Cut Above
        - Truly Devine 2 Salon
        - MikiBeautePlus Salon
      - Arts and Entertainment (a few of many)

- Chrystal Seawood
- Puzzled Pictures
- My-T-By-Design
- NICE NWA
- DJ Afrosia
- DJ Ty WalkerTara Talks, Ryan Listens
- Sauced Up Radio
- The Black Label Show
- Foods and Restaurants (a few of many)
  - Berry Natural
  - Recipes & Barbecue
  - Zanzibar Kitchen
  - Mary's Vegan Kitchen
  - Sweet Greens Vegan
  - KDKS Chicken & Waffles
  - Wes's Bar-B-Q & Burger Plus

@fayettevillear

@fayflyer @fayettevilleparksandrec @fayettefood

@fayettevillefarmersmarket

- We have no data on whether the department would be willing to:
  - Fund membership fees for organizations like SACNAS, NABG, AISES, GeoLatinas, and others
  - Outline expectations for taking vacation (e.g., 3weeks) and for reasonable workhours (e.g., 40-50 hrs/wk; be explicit!)
  - We plan to propose making both of these norms
- Skillset support resources
  - What skills or experiences are required for their work/coursework? e.g., driving, hiking/outdoors activities, compass/GPS navigation, swimming/SCUBA, operating power tools, first aid, etc.
    - Case by case basis
    - Hiking and outdoor activities may be required for classes, even if they are not necessary for graduate research.
    - We currently do not have any program in place to assist with fieldgear for graduate students who may not already own it, but we recently started a gear drive for undergraduate students to obtain cheap gear for field camp.
    - Operating power tools may be required, but we have no formal training for learning how to do this.
  - What skills training is supported through the organization, how would someone acquire/improve these skills? What training is available prior to arrival?
    - No training available prior to arrival
    - Various DEI trainings at the university level
    - No geology-related training provided outside of courses and advisor specific training

- Do they need to know how to code? If so, what languages? (e.g., R, Matlab, Python) If they do not have this skill, what resources/training are available?
  - Not all students in the program need to know how to code.
  - The department of Geoscience has multiple classes that focus on learning how to code or improving coding skills (R and Python). If students need this for their research they are encouraged to enroll.
  - If students need to use Matlab for their research (or another program), they can work with their advisor for this.
- Professional development resources
  - We would like to start (or reinstate) the following groups focused on professional development:
    - Writing club
    - Brown bag lunch (research talks at lunch)
    - PhD coffee hour
- Outreach resources
  - Outline of opportunities, expectations, benefits, and/or compensation for mentoring new hires and/or students who wish to be engaged in belonging, accessibility, justice, equity, diversity, and inclusion (Be A JEDI) efforts
    - Opportunities include:
      - JEDI coffee hour on Fridays where the department (faculty and students) meet to discuss and workshop relevant opportunities/topics
      - JEDI committee (made of faculty and one student representative)
      - JEDI graduate student group where graduate students meet and plan/work on objectives to increase diversity and inclusion in the department (currently an informal group)
      - Geoscience Student Mentorship Program (GSMP) where graduate or upper-level undergraduate students mentor students in the department on various topics (i.e. finding a job, how to go to graduate school, building a resume). This program is currently optional for undergraduate geoscience students.
      - Various university-wide workshops (e.g., OUCH! training)
      - Equity discussion group teams channel for sharing resources inside and outside of the University of Arkansas
    - Expectations, benefits, and compensation:
      - No compensation currently and it is only considered as part of the Service portion of the job description.
  - No expectation from the department to participate, but it is strongly encouraged. Explicitly acknowledge, discuss, and suggest policies to limit the “time tax” put on people of color for participation in Be A JEDI activities and support clear path for opting out
    - We currently do not have any policies to limit the time tax put on POC for participating in DEI activities. We also do not have any “pressure” for people to join DEI activities and do not currently consider participation explicitly in tenure.
    - We have paid one speaker to lead a department discussion of the book “How to be an Antiracist”. The speaker asked the department to pay them, which we did, but we do not have any policies for this. The other DEI talks we have hosted have not had honoraria.

The final session of the Urge program is a summary of what we have learned. What resources we have, where they are located and details on how to use and update them. From the attached spreadsheet we can view areas where we are succeeding and areas where we need further work.

This is just a beginning to a process that will make us aware of our strengths and weaknesses. The findings along with our summaries of each session will be compiled for use by the department and hopefully with stimulate constructive discussion in how to move the department forward.

It is important to state that while this has been an eye-opening experience for those of us in the pod for the department to move forward there will need to be “buy in” from all faculty, staff, students, and administration to truly succeed. This may be a far more difficult task given that those who participated were already interested or involved in DEI work. As we reach out to the remainder of the department and university it may take longer to truly have everyone participating.

1. What challenges may exist in implementing each deliverable?

Seeing where change needs to be made was the first step however implementing these changes will take longer since we will need buy in from faculty, staff and students which will likely necessitate workshops and trainings to get everyone interested in the changes needed. One way to address this challenge is to present the faculty with action plans generated from the URGE pod. Another is to make direct appeal to the chair (bypassing the faculty meeting) and requesting action from the chair in hopes that some changes just become policy rather than putting it to a faculty vote. There is also a worry that people will become fatigued with this work and stop engaging so we will need to find ways to keep everyone engaged and working toward a common goal.

2. Which ones will require external feedback/approval?

Changes in hiring and admission, changes to how faculty are evaluated or if we want to add training as a requirement will need a faculty vote and possibly college approval. We would also need departmental approval to add an overview of complaints and reporting data to our annual report. Due to privacy issue this is important information has not looked at in the past and an acceptable means of reporting would need to be agreed on that would also protect a person’s privacy rights.

3. Which can be implemented immediately?

Safety procedures and plans can be implemented right away with addition and changes included as departmental discussions continue. Revision of our graduate student evaluation can begin by next fall application cycle. For example, revising the departmental website for transparency in the application evaluation process. We can also start collecting data on where we are to allow us to evaluate if we are making progress or not. This will be done by DEI committee in yearly reports. We can also continue to create a Resource Map. Presently there is a lot of information, but it is not easily accessibly or even findable!

4. What Checks and Balances/approval steps currently exist for ensuring that people adhere to policies that are already in place? (e.g., approval process for reimbursable travel) Are they effective? How are existing policies enforced?

We do not have checks and balances at this time and to incorporate them we will need to engage all the faculty,

so everyone feels they are a part of how we move forward. Only at that time will we be able to incorporate a system to have policies and enforce them. A strong DEI committee and Chair commitment is essential in guiding this. Our yearly reports can be a first step to the checks and balances. We need to determine what actions need to be done if we are not meeting our goals. Or, for example, if there is an incident, how we address it.

5. How are new policies introduced? What kinds of training and informational sessions are effective and why?

New policies are usually introduced from the top down. If appropriate training sessions are then available so individuals understand the new procedures. With the types of changes needed in Geosciences it is important to have DEI training not only available but required. It will also be necessary to have workshops/retreats to discuss the department we want and how to get there so we have maximum buy in.

6. How will you ensure the policies and resources developed through URGE will be maintained and supported over the long term, e.g., through staff/student turnover?

The DEI committee will be vitally important and since this committee changes annually there will always be committed people focused and willing to keep the program moving forward and work toward the goals we have set.