URGE

Unlearning Racism in Geoscience

Unlearning Racism in Geoscience (URGE; www.urgeoscience.org) is a community-wide journal-reading and policy-design curriculum to help Geoscientists unlearn racism and improve accessibility, justice, equity, and inclusion (AJEDI) in our discipline. URGE's primary objectives are to (1) deepen the community's knowledge of the effects of racism on the participation and retention of Black, Brown, and Indigenous and people of color in Geoscience[1], (2) use the existing literature, expert opinion, and personal experiences to develop anti-racist policies and strategies[2,3], and (3) share, discuss, and modify anti-racist policies and strategies within a dynamic community network and on a national stage. By meeting these objectives, we hope that Geoscience departments and societies will be able to implement a well-researched crowdsourced group of anti-racist policies.

Deliverable - Management Plan

Education is essential but action is also imperative for achieving the objectives of URGE. Therefore, each topic is paired with concrete deliverables for the individual pods to develop, draft, and share. This deliverable is a management plan for incorporating URGE deliverables.

The deliverables that your pod drafted throughout the sessions of URGE build on one another and are sometimes interwoven with existing policies. Some policies outlined in the deliverables will already be in place within your organization but may need to be improved (e.g., hiring/admissions policies), whereas others may require creating new structures and procedures (e.g., policies for working with communities of color). *Please return to each deliverable to strategize on how to propose changes or adopt new policies in ways that will increase the probability that the drafted policies will be effectively used and updated at appropriate times.* Additionally, plan to use a Racial Equity Impact Assessment[4] where appropriate to determine the implications of adopting policies or taking actions.

As you revisit your deliverables, you may be tempted to continue to develop your drafts with the knowledge gained through additional readings and discussions. Don't worry - we will get to this later. For now, we want to ensure that pursuit of perfection does not stand in the way of action. So, this deliverable is a *plan to ensure that policies and resources are adopted, implemented, enforced, and improved.*

The management plan is an opportunity to lay out how the work you have done on your deliverables can be incorporated and put to use in your organization or institution. At the very least, your management plan should:

- Indicate if this is a new policy/resource or modification to an existing policy/resource
- Assess the potential impact of implementing the policy
- Note where the policies and resources will be made publicly available (e.g., in policy booklets, on department/institution websites, etc)
- Provide individuals with policy information and/or relevant training at appropriate times
- Consider what approval steps, checks, and/or consequences (e.g., access to funds, assigned readings, training) should be put in place
- Recommend an appropriate interval for reviewing and updating policies and resources

Pods should upload their management plan to the URGE website by 5/14/21. We also encourage pods to post on their organization's website, and share over social media (#URGEoscience & tag @URGEoscience). Sharing deliverables will propagate ideas, foster discussion, and ensure accountability.

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Consider the current structure and procedures of your organization, institution, company, department, or lab and discuss the following:

- **What challenges may exist in implementing each deliverable?**
  - Having buy-in from all faculty to implement structural changes to the department courses, culture, and policies could pose a challenge.
  - Having university buy-in to amend existing policies where appropriate since many of the suggestions developed throughout URGE would benefit any department on campus.

- **Which ones will require external feedback / approval?**
  - From Session 2 Racism Complaints Policy
    - Students in toxic mentoring relationships don't always have anywhere to go because of the funding constraints. Possibly having <u>an emergency fund (via Grad Division, funded centrally)</u> to support students as they are trying to finish up, or if the new advisor doesn't have sufficient funds. If funding through the Grad Division is not available, departments could hold back some of their block allocation that is typically used for recruiting new students and hold it in a "hardship fund" for these cases.
  - From Session 6 Safety Plan and Field of Conduct
    - To have the broadest reach of the enhancements made through Session 6, we could approach EHS with suggestions on interpersonal safety additions to campus field safety assessments. This would require external feedback and approval but could have an institutional impact.

- **Which can be implemented immediately?**
  - Possibly the point of contact for each/all deliverable. As we suggest who oversees the deliverables will likely be each department's DEI committee, unless otherwise determined by the department chair. The chair of the DEI committee could be the point of contact for all deliverables or assign each one to a DEI committee member.
  - From Session 2 Racism Complaints Policy:
    - There should be clear guidelines of who and what to report on the EPS and Ocean Sciences websites. Campus-wide reporting

options (Report the Hate, DEI Office, etc.) can be listed, as well as explanations of where the reports will go. Department-level reporting options, and documented discussions will also be listed. (university resources abound but not department ones). An example of how the EEB Department did this can be found here: https://www.eeb.ucsc.edu/about/idea_committee.html

- EPS Faculty Handbook discrimination policy should be updated to include not just sexual harrassment but all forms of discrimination. The procedure for reporting discrimination should be included as well as what should be expected of faculty if they are accused of discrimination (non-retaliation, cooperation with an investigation).
- From Session 3 Demographics Data Policy
    - Data can be used to assess whether there are achievement equity gaps in classes, and in grad student outcomes (like performance on QEs, attrition rates, etc).
    - The EPS and OS departments should develop stated goals for diversity among department members and seminar speakers, in which we could use databases of diverse speakers where Earth scientists self-nominate to select seminar speakers

- **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 the existing policies enforced?**
    - General policies depend on specific units. Reimbursing travel goes through the academic advisor and the office of Financial Affairs. Many graduate student related policies are under the Graduate Division with enforcement aided via the department staff Graduate Advisor.
    - Other bias and harassment policies are stated by UCOP and appear to be enforced at the campus level
    - Possibilities for where the URGE-related policies can be housed:
        - Departments -- enforcement by the department chair and/or the DEI committees
        - Division -- enforcement by potentially a division committee and the department chairs
        - University -- probably the hardest on the short-term but most logical on the long-term since many of the policies would benefit the whole campus. Enforcement would then be tricky to determine.

- **How are new policies introduced? What kinds of training or informational sessions are effective and why?**
    - Typically training is at the University level. There have been occasions that the department will go through a training workshop as a group
    - A follow-up discussion afterwards about the training might help reinforce

ideas
- Department town halls are good ways to introduce policy and give information
- Announcements before the department seminar when all students/faculty are present are also effective ways to introduce policy.

- **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?**
  - If there are changes to the department policy, then they would be supported over the long term by department committees, such as the Grad Admissions Committee, the Grad Advisory Committee, the Seminar organizers, the Curriculum Committee, etc. URGE recommendations could be vetted by the DEI committees. Then the DEI committees would propose changes in policy/practice to the faculty, and the Department chair would have to decide how to make and enforce policy. The DEI committees are project oriented, and when it comes to policy, they are mainly advisory. They do not really have authorization to change policy by themselves.

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Deliverable	Existing Policy or Resource?	Initial Point of Contact(s)	Where It Is or Will Be Posted	Review/Update Interval	Racial Risk Assessment?	Training Recommended?	Required Approval Processes	Consequence
Complaints and Reporting Policy	Yes	Dept chair, the staff (dept manager and the graduate and undergraduate advisors), the faculty graduate advisor, or central campus offices like Title IX.	Dept. Websites	Adding more detail to the reporting procedure is in progress. Annually at first, then revisit as required.	*Racial awareness as related to complaints and reporting is included in UC training(?) An internal dept. assessment of race's role in complaints and reporting is recommended.*	Incorporate into annual orientation and follow-up training for staff and students.	Enforcement requires coordination with campus offices	Consequence for not completing required trainings?
Demographic Data	Yes - some are publicly available and some are internal only but some data products are harder to access / disseminate than others.	Pod Member(s) *Faculty who have access to the data?* *Department chair*	Mix of public and internal only. Share with students directly.	Annual. Expand beyond simple admission metrics to include equity indicators (e.g., conditional passes, grades, attrition) Regular assessment and redesign of courses as required to address issues.	*Data should be analyzed on the basis of race, orientation, ESL, and other self-identifiers to determine if there are issues (e.g., dropout, grades, grad exams) that negatively affect certain groups more. This data should be used to identify equity gaps and develop strategies and resources to decrease these gaps and support marginalized student groups.*	*Data collecting professionals should be involved with this. Summaries of demographic data could be included with other training and be part of the narrative for why anti-racist efforts need to continue.*	Overview database access through permission and training. Accessing raw data requires strict vetting.	Potentially include positive reinforcement options for faculty attempting to reduce achievement gaps. *Specific undergrad/ grad/ postdoc fellowships could be reserved for historically underrepresented groups.*
Policies for Working with Communities	UC Code of Conduct, PBS Community	DEI committee makes	Post on Dept. websites,	*Annually*	*Training and education should be provided to ensure that such work is*	*Annually for those involved in such work.*	*At the time of grant writing, dept./policy*	*Consequence could be in the form of halting funding for research or*

of Color	Standards, and departmental standards	recommendations to department chair	Dept DEI pages.		*inclusive of and sensitive to diverse racial experiences.*	*Training happens before grant-writing or a new student joins a project.*	*enforcer should be notified seeking approval. Post-work, submit report on how these policies were upheld.*	*additional training on why upholding policies for working respectfully with communities of color is crucial.*
Admissions and Hiring Policies	For admissions, each department has a policy. For hiring there are camus policies	Admissions committee and department chair	Internal currently Some information currently found on dept. websites *Add to department websites explicit info on when and how to contact faculty in the application process*	No set interval, recommend annually particularly for graduate admissions and every few years for external departmental review	*The diversity statements are important in determining if admissions and hiring will allow for a diverse and inclusive environment for all cohorts (student and faculty)..*	*Hiring and admissions committees must take Implicit Association Tests before beginning a search https://implicit.harvard.edu/implicit/takeatest.html process*	*Dept. heads and dean of PBSci should review/approve admission policies, but an external review should first be done by an outside consultant.*	Incentivize faculty training through, e.g., advertizing positions if certain training/tasks completed? *Diversity statements are mandatory aspect of job applications*
Safety Plan	Yes	Pod Member(s) Department safety committee if one exists, otherwise the department manager	UCSC webpage, also UC wide	*Annually, but also after any major reported incidents*	*Should be required for all labs, should consider campus climate and surrounding town climate and demographics, particularly in the context of students working late and on weekends. Should be required for all field work and classes to ensure that all students will be in a comfortable, safe and inclusive environment*	Yes	*Approval of safety plan should be done by the department, EHS, and DEI committees to touch on all safety-related points.*	*Classes with field trips should have approved safety plans in the syllabus in order to be added to the course catalogue. People conducting research field work should submit safety plan ahead of time. Consequence could be not getting reimbursed for travel expenses.*

					during these trips.			*The EMS building should have a safety plan for those working late at night.*
Resource Map	No but currently in progress	Ongoing responsibility of DEI committee	*Post on OS and EPS websites*	*Annual review*	*Training should be provided to ensure that the resource map is inclusive and anti-racist.*	*Annual trainings/re trainings?*	*Syllabi contain resource map or link to resource map; grad advisor (or someone else? Diversity committees?) checks syllabi each quarter to ensure resources are included*	*N/A*

Polished summary
(purple = text from example? Suggestions?)

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

- **Agreement** - [[[This agreement can be adapted to outline how you will interact and meet with leadership about these policies, as well as regular meetings with key contacts such as diversity/inclusion committees, HR, etc.]]] -- ready to delete the purple?

  URGE recommendations could be first discussed by the departmental DEI committees. Those committees would vet them, prioritize them, strategize about how to take the next steps. The committee would present the recommendations to the dept chair, who would decide whether to bring them to the faculty for discussion. The department faculty would then decide if and how to implement the recommendations.

- **Pod Guidelines** - [[[Your pod guidelines can be adapted into longer term plans/bylaws, e.g. will this turn into a committee or working group in your organization/institution, will membership/leadership rotate, etc.]]] -- ready to delete the purple?
  We propose a departmental working group across EPS and OS with participation on a rotating basis to revisit the deliverables as they evolve with the needs of the department; this working group should consist of faculty, students (graduate and undergraduate) and staff members; there will be two-year terms to ensure continuity; and the Pod Guidelines developed during URGE will serve as a starting point for the working group's work flow. Since there is a lot of work to be done, the working group can exist to complement the work done in the EPS and OS DEI committees, but it should be made clear from the outset what the specific responsibilities of each will be and how they will communicate with each other. [The agreement that results from the above consensus and the pod guidelines will be reviewed with the divisional and graduate deans, to request support for a long-term plan to implement these practices at the departmental, and possibly even the divisional, level.] -- do we need this last sentence?

- **Complaints and Reporting Policy -** These are proposed modifications to the existing Reporting policy, particularly regarding transparency and accountability.

- **Demographic Data - [[[**There are issues to work through on how demographic data can be collected and made public, but we will need to work closely with HR on this and it may take several years and/or involvement of additional departments for wider aggregation of data.]]] - delete? keep?
  Departmental data can be accessed through some of the internal databases, but it does not currently capture some of the nuances of graduate students (e.g., leaving with a masters, conditional exam passes). Additionally, it would be beneficial to have a designated staff member collect and analyze this data so that it can be presented to students and faculty on a yearly basis, including prospective and incoming students and faculty. This designated staff member will need to work closely with HR to make sure that the data is stored securely and does not violate any data-sharing policies such as FERPA. For wider aggregation of data, this staff member can work with the PBSci division. We understand that handling sensitive data like this can be tricky, so it may take several years before all the security steps are in place in order to share the summary of the data at any level.

- **Policies for Working with Communities of Color -** Racial risk assessment on this deliverable is planned for August, then we will revise the deliverable if necessary. Training is needed for staff, both so they understand the importance of this new policy as well as for how to implement the policy itself. Approval process can be incorporated into travel approval, e.g. check if travel or work will involve communities of

color and has this new policy been reviewed and followed in the plans for this trip; consequence of not following policy would be assigned readings and additional training.

Specific training and educational materials need to be developed in this area, particularly to address the challenges that students and faculty of color may face within the department, as well as in the larger context of earth sciences (e.g., perceived biases, field work). In particular, field safety should be expanded to include considerations of safe environments that are inclusive and equitable for communities of color. For research that involves communities of color, there should be strong departmental advocacy and support for including these communities as equal partners and stakeholders in these projects and publications. There should be internal review of grants submitted for field work with communities of color to ensure that it does not reflect "helicopter science" practices, but rather just, equitable and inclusive research.

- **Admissions and Hiring Policies -** These are proposed modifications to the existing Hiring policy. These are not public currently, but we recommend posting policies (as much information as possible) publicly on the jobs board for potential candidates. Anti-bias training may need to be part of this as the policies are reviewed and updated by staff to ensure bias does not impact the development of these policies, as well as afterward for implementing the policy itself. Approval process would be part of hiring staff (or admitting students), e.g., does your plan to hire a new position adhere to the updated policies.

The current practice of reviewing diversity statements first during hiring review ensures appropriate attention to the diversity-equity-inclusion (DEI) contributions of faculty. (Are these also done for graduate students? Graduate students I believe have an open-ended personal history essay where they can talk about DEI but it is not the only way to answer the prompt.) The DEI policies of the department should be posted for all prospective students, faculty and staff in a clearly-labelled and prominent tab on the EPS and OS websites. In admitting students and hiring faculty, the department should consider how DEI contributions transform the research promise of a candidate, such as through advancing environmental and social justice, which, in turn, will impact the field to make it more diverse, inclusive and equitable. There should be annual anti-bias and DEI training for all members of admission and hiring communities, including with visits from outside experts in these issues (e.g., social scientists, sociologists). To ensure diverse candidates in an admissions or hiring pool, it is important to advertise graduate applications and faculty vacancies widely, across a number of platforms and organizations. The department could host an online open house every fall as an information session for prospective graduate students about what geoscience research is done at UCSC, how to apply, tips on how to contact potential advisors, good approaches to writing the essays, how to request an application fee waiver, etc.

- **Safety Plan -** This is adding anti-racism specific policies to the Safety policies in the Employee Handbook. Training should be paired with the training for the deliverable on working with communities of color to emphasize the importance of these new policies, and then also on the details associated with implementing the safety plan policy. Approval process can be incorporated into travel approval, e.g. check if racial risk assessment has been done on this travel location; consequence of not following policy would be additional scrutiny on future travel requests, assigned readings, and additional training.

Racial risk assessment and safety plan should be included in the Environmental Health and Safety Field Safety Plan. Labs should be required to include this for all field work and field courses. Additional suggestions are included for ensuring the safety of faculty, staff, and students (and particularly students of color) while in the field. The department should review the UC Field Safety resources and guidelines and develop and adopt internal policies and practices for implementation for field work and classes.

- **Resource Map -** There is no current resource map, but this could be part of onboarding and/or orientation and incorporated into the employee handbook. The approval can be incorporated along with the admissions and hiring policy, as part of a proposal to hire a staff member or admit a student then HR would check that the person they report to has a plan to go through the resource map with them.

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Both the OS and EPS diversity committees are currently working on creating resource maps that should be distributed and made available to faculty, students, and staff.