

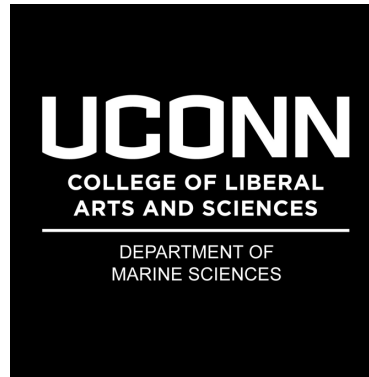
URGE Management Plan for University/Organization - Deliverable

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

Deliverable	Existing Policy or Resource?	Initial Point of Contact(s)	Where It Is or Will Be Posted	Review/Update Interval	Racial Risk Assessment?	Training Recommended?	Approval, Check, and/or Consequence
Complaints and Reporting Policy	Yes (under development)	Dr. Penny Vlahos (faculty-may change) Kayla Mladinich (liaison to be elected for GSO)	Both online and the faculty and graduate student names will be provided in resource documents	Annual review by UConn New graduate student liaison elected each year	Recommended	Yes	Need training check and approval of elected student liaison
Demographic	Only	Kelly McGarry	Marine	Recommend	Recommended	Training/learning	Needs to be

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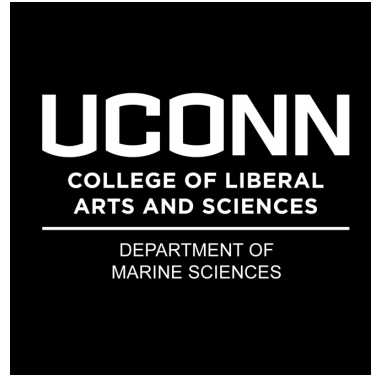
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Data	available from UConn as a whole, not department		Science website https://oire.uconn.edu/data/	every 2 years		prior to collecting demographic data from seminar speakers	approved by communications team
Policies for Working with Communities of Color	No	Pod Member(s)	Post on organization website	Recommend annually-promoting scholarships/fellowships that promote diversity	Yes	Yes	Approval and Consequence
Admissions and Hiring Policies	Yes	Pod Member(s)	UConn Marine Sciences website	No set interval, recommend annually	Recommended	Maybe	Approval
Safety Plan	Yes	Pod Member(s) JEDI Committee will develop	UConn https://dos.uconn.edu/bias-reporting-2/	Annually, but also after any major reported incidents	Not planned	Yes	Approval and Consequence

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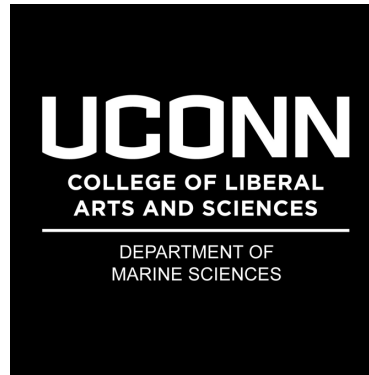
Resource Map	Yes	Annette Carlson	UConn https://policy.uconn.edu/2011/05/17/employee-code-of-conduct/	Additions on a rolling basis	Not planned	No, not staff-wide but only with HR	Approval
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Additional considerations for each deliverable (use this space 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.
- Our pod objectives:
 1. Better understand the unintended impact of our actions and inaction
 2. Develop strategies for promoting anti-racism in our personal and professional lives
 3. Identify and undertake specific actions to improve accessibility, justice, equity, diversity and inclusion in our labs, classes, and other spaces in the department
- **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.

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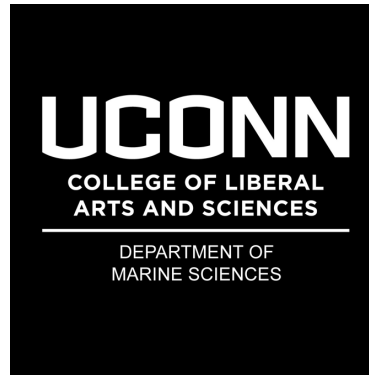
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- Ground rules
 1. Listen actively -- respect others when they are talking.
 2. Speak from your own experience instead of generalizing ("I" instead of "they," "we," "you").
 3. Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks -- focus on ideas and problems rather than people.
 4. Participate to the fullest of your ability -- community growth depends on the inclusion of every individual voice.
 5. Instead of invalidating somebody else's story with your own spin on their experience, share your own story and experience.
 6. The goal is not to always agree -- it is to gain a deeper understanding.
 7. Be conscious of body language and nonverbal responses -- they can be as disrespectful as words (even over Zoom!)
 8. Assume everyone's good intentions but also acknowledge the impact of saying something that hurts someone else, even if it is unintended.
 9. Maintain confidentiality. All stories shared in this space stay in this space unless explicit permission is given by the person sharing the story that it can be shared in another setting.
 10. Use emojis to react
 11. Signal discomfort: "Can we redirect this discussion"
 12. More talkative group members: give time for others to weigh in
 13. All members can suggest and comment in google doc
- Division of work
 1. Session leader responsibilities
 - a. Create deliverable document

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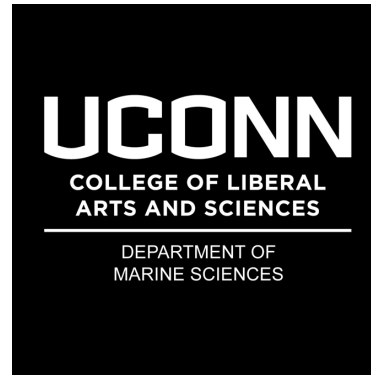
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- b. Finalize deliverable before due date
 - c. Session leaders let pod leader know that document is ready
 2. Add a second session leader
 - a. Take attendance
 - b. Take notes
 3. Session leaders may divide the virtual meeting into breakout rooms
- **Complaints and Reporting Policy** - *These are proposed modifications to the existing Reporting policy.*
- ◆ Our department implemented a climate survey in Fall 2020 and the report is currently in review.
- **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.*
- ◆ Currently, the university collects demographic data on students: <https://oire.uconn.edu/data/>
 - It is possible to search by department
 - Department-specific data should be more readily available
 - ◆ Graduate student fellowship to manage demographic data, build communications skills and act as an advocate for diversity in the department. If enough tasks are available, we could hire a full time employee/advocate.
 - ◆ Establishing a JEDI committee (faculty and graduate student involvement).
 - ◆ Settle down a plan to start collecting demographic data in our department.
 - request speakers to volunteer demographic data
- **Policies for Working with Communities of Color** - *Racial risk assessment on this deliverable is planned for August, then we will revise*

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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.

- ◆ Some pod members have worked on projects with local and international communities and have made active efforts to include members of these communities in the projects.
- ◆ Local members involved from the beginning starting from the proposal to project implementation.
- ◆ There are challenges for international communities due to funding restrictions. This is possible with better funding from the funding sources.

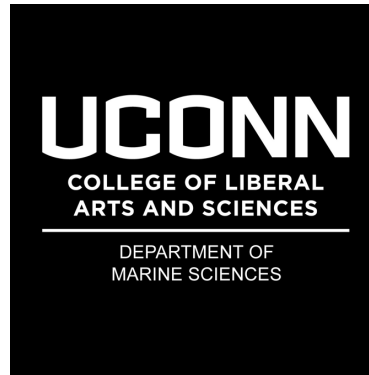
→ **Admissions and Hiring Policies** - These are proposed modifications to the existing Hiring policy. These are not public currently, but we recommend posting policies (as much information as possible) publicly on the jobs board for potential candidates. Anti-bias training may need to be part of this 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.

- ◆ When giving feedback to the hiring committee, the students feel that the student's choice isn't always who is offered a position. Maybe the hiring committee and department should make the hiring process more transparent.
- ◆ Student opportunities for new admissions should be listed and made very obvious on multiple platforms (i.e. website and listservs).

→ **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

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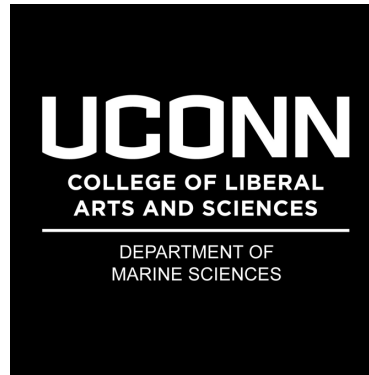


racial risk assessment has been done on this travel location; consequence of not following policy would be additional scrutiny on future travel requests, assigned readings, and additional training.

- ◆ Include anti-racist statement in PI expectations document.
 - ◆ All communication, be it online or in person, should be appropriate for a professional audience, and be considerate of people from different cultural backgrounds. Sexual language and imagery is not appropriate at any time.
 - ◆ Be kind to others and do not insult or put down other group members.
 - ◆ Behave professionally. Remember that harassment and sexist, racist, or exclusionary jokes are not appropriate.
 - ◆ Harassment includes offensive verbal comments related to gender, sexual orientation, disability, physical appearance, body size, race, religion, sexual images in public spaces, deliberate intimidation, stalking, following, harassing photography or recording, sustained disruption of discussions, inappropriate physical contact, and unwelcome sexual attention.
 - ◆ Participants asked to stop any harassing behavior are expected to comply immediately.
 - ◆ Contribute to discussions in meetings with a constructive, positive approach
 - ◆ Be mindful of talking over others when discussing in groups, and be willing to hear out the ideas of others.
- **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.
- Mentoring plan

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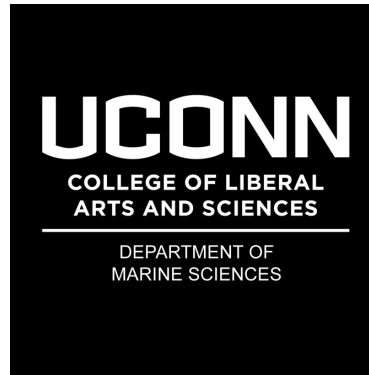
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- ◆ All mentors should engage with the new hire/student prior to their arrival and provide resources for reporting and diversity/inclusion policies in the department/ at the university. Any personal concerns on the part of the new hire should be addressed.
- ◆ DMS code of conduct
- ◆ Specific laboratory policies including how often discussions on diversity and inclusion or ways to address potential issues in the workspace will be addressed prior to the arrival of the new hire/student. The availability of peer groups and journal clubs will be provided. Expectations for timelines (e.g., manuscript expectations, time management, hours in the laboratory a week) and work progress will be laid out by the advisor/mentor and a typical meeting schedule will be established as a laboratory group and for individual meetings.
- ◆ Expectations document: The mentor should have a plan in place for dealing with unexpected life events, racist, and sexist incidents in the laboratory or department. The new hire/student's needs and wants should be determined early on to make sure they can be successful and accommodated by the department and their specific advisor (e.g., career goals, family emergencies, media requests, mental health).
- ◆ Evaluations: rubric, frequency for advisor/committee evaluations, encourage self-evaluation (reflection) and review long term goals and how to achieve them
 - Somewhere to report to with issues (JEDI Committee, university resources), personal check ins with individual and group meetings, annual student report adaptations (good to check in with goals; long- and short-term).
- Core work resources

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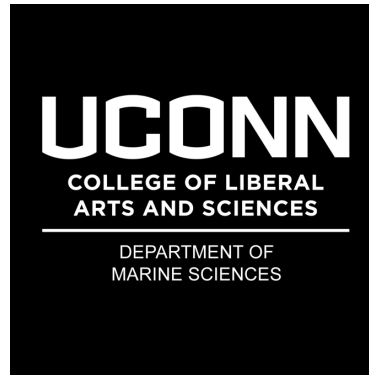
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- ◆ Code-of-conduct - link, all members must sign a code of conduct that addresses inclusivity and diversity, mental health, publications or outputs, social media use, working hours, and vacation
 - [University policies](#)
 - All Principal Investigators (PI) have been suggested to provide a laboratory code-of-conduct
 - All PIs will be provided with workshop resources (e.g., <https://www.facultydiversity.org/>) and expected to participate at least once a year
- ◆ Communication plan- All PIs should have an established schedule of individual and group meetings to establish goals, check in with each other, and identify changes that need to be made to provide a safe environment
- ◆ Reporting Policy - link, address issues related to insensitivity, harassment, exclusion and what are the consequences (e.g. not everyone drinks alcohol; no “locker room” talk), provide additional contacts for reporting outside of advisor
 - [Report racism or discrimination](#)
 - [Report sexual harassment](#)
 - General laboratory and department etiquette will be provided with resources
 - Reach out to a trusted member of the department or a member of the JEDI Committee
- ◆ Equipment - where to find, fund individual gear like hiking boots, fund or provide access to sufficient “library” of hiking/camping/outdoor equipment
 - The department will start a gear repository
 - Rental of SCUBA equipment (Jeff.godfrey@uconn.edu)

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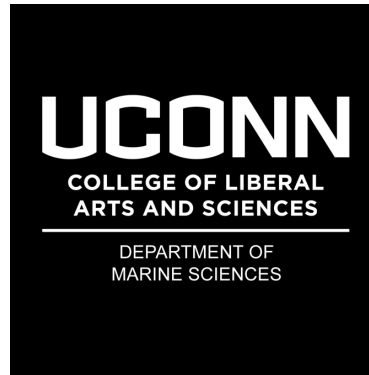
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- ◆ Conference and workshop participation:
 - An Expectation document will be provided describing conference opportunities and payment options provided for students/employees by funding through their laboratory (e.g, grant money) or through fellowships obtained by the individual. A specific number of workshops and conferences will be determined for the year.
 - Advisors will be explicit about opportunities for this type of participation and at what point they will be expected to attend conferences
 - Students will not be expected to pay their own way.
- ◆ Be open to considering proposed workshops/conferences, especially for groups like SACNAS, NABG, AISES, GeoLatinas and others
- Community support and mental health resources
 - ◆ Assistance finding accommodations, moving expenses/assistance
 - ◆ Outline services at organization/university: diversity officer, counseling and psychological services, ombudsperson, affinity groups, etc.
 - Aaron Collins - UConn Avery Point SSS Director
 - <https://cap.uconn.edu/person/aaron-collins/>
 - <https://cap.uconn.edu/ssss/program-services/mentoring/>
 - Frank Tuitt - UConn VP and Chief Diversity Officer
 - Jessica Musgrove - UConn Avery Point Clinical Case Manager
 - <https://averypoint.uconn.edu/student-life/student-resources/counseling-and-wellness-services/>

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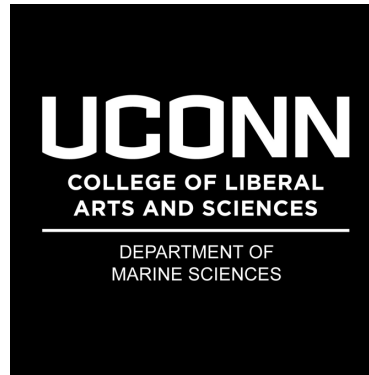
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- JEDI Committee
- ◆ Encourage and assist making connections to someone who may understand their experience (e.g., Black male counselor for a Black male student)
 - Be mindful of options and connect the employee with someone who can better relate to their experience
 - [UConn cultural centers](#)
 - [Career center affinity communities](#)
 - [African american cultural center organizations](#)
- ◆ Calendar(s) of events or mailing lists to join
- ◆ Activities, clubs and organizations available at UConn:
 - Journal clubs and peer groups in department or on university level (e.g., religious groups)
 - UConn list of clubs/organizations [link](#)
 - [cultural centers at uconn](#)
- ◆ Businesses or other needs, e.g. gyms, barber shops/hair services, etc.
 - Provide a community list through the department and peers
- ◆ Introductions for other people of color - fund membership fees for organizations like SACNAS, NABG, AISES, GeoLatinas, and others
- ◆ Outline expectations for taking vacation (e.g., 3 weeks) and for reasonable work hours (e.g., 40-50 hrs/wk; be explicit!)

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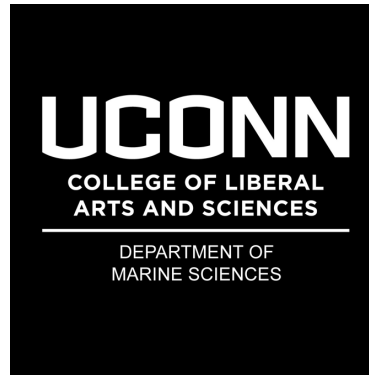
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- Skillset support resources
 - ◆ Skills necessary for job will be listed in job expectations and addressed during the interview process
 - ◆ Training available through the department:
 - [Diving courses](#) available through the university and SCUBA club at Avery Point
 - Boating through [Vessel operations](#)
 - Mentors will be able to address training with students individually and will provide outside training options
 - ◆ Coding resources:
 - Workshops available for cost through HPCU or MARS
 - Department courses available for coding:
 - MARN5200. Oceanographic Data Analysis
 - 5210. Experimental Design in Marine Ecology
 - 6001. Mathematical Models in Marine Sciences
 - 6002. Mathematical Models in Marine Sciences: Practicum
 - [High performance computing](#) open and available to use by anybody
 - NCF
 - UConn holds an annual or biannual R training workshops for beginners
- Professional development resources
 - ◆ Outline available resources for training/development or best practices in:
 - Professional development class with Sandra Shumway

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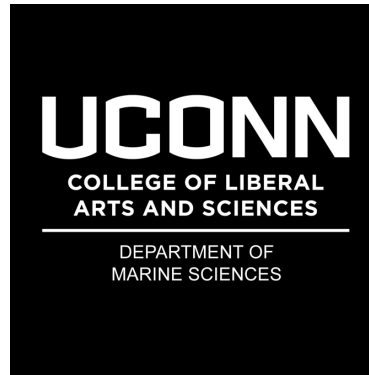
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- Feng Symposium hosted by graduate students every other year
- Career resources through the [university](#)
- Brown Bags-for graduate students to practice scientific presentation skills
- Developing a professional development seminar series
- Proposal writing- writing groups among graduate students
- Public speaking
- Networking
- Course for Design/drafting of figures using Adobe Suite/Python/ArcGIS
- Getting involved in professional societies
- Additional coursework
- ◆ Fellowships through department and graduate school:
 - <https://marinesciences.uconn.edu/mscss/scholarships/>
 - Lund Fellowship
 - Annual travel award
 - yearly summer fellowship
 - <https://grad.uconn.edu/financing/fellowships/internal-awards/>
- Outreach resources
 - ◆ Develop a program for peer mentorship in department
 - ◆ Outreach through the graduate student organization on campus (e.g., talks at local schools, breweries, libraries)

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- ◆ Outreach opportunities on campus with [Project Oceanology](#)
- ◆ Be a part of the justice, equity, diversity, and inclusion (Be A JEDI) efforts- join committee or put forth recommendations
- ◆ Establish clear boundaries with the PI's and the students personal commitment to outreach efforts in the department (e.g., time tax, emotional boundaries)
- ◆ Information on honoraria and establishing/charging speaker fees