URGE

Unlearning Racism in Geoscience

UNIVERSITY OF MINNESOTA

URGE Management Plan for the School of Earth and Environmental Sciences, University of Minnesota – Twin Cities

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 **(suugested)**	Racial Risk Assessment ?	Training Recommended?	Approval, Check, and/or Consequence
Complaints and Reporting Policy	Yes, but needs improvement	Ikuko	This should be determined by our mega-pod.	Already reviewed every 2 years after any relevant development	We need to be educated on this.	Some workshops should be planned.	This should be determined by our mega-pod.
Demographic Data	Yes, but needs improvement	David		Recommend every 2 years		No	
Policies for Working with Communities of Color	No, but the School is working on it	Jenn		Recommend annually after any relevant development		Some workshops should be planed.	
Admissions and Hiring Policies	Yes, but needs improvement	Viven		No set interval, recommend annually after any relevant development		Training should be planned for the faculty search committee and grad studies committee.	

Safety Plan	Some, but not for all (e.g., for research)	Ikuko		Annually, but also after any major reported incidents		Yes	
Resource Map	Some, and in progress	Crystal		Additions on a rolling basis		Regular reminders of where to find the resource map are needed.	

Additional considerations for each deliverable (use this space to elaborate on table entries, organize it as appropriate for your pod):
Those in blue are suggestions or action items from our deliverables.

- **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.

    - For each deliverable/session, a Breccia pod member meets with members from the other two pods in the department to compile data and action items from the deliverable.

- **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.

    - The school provides a discussion group guidline template.

- **Complaints and Reporting Policy -** These are proposed modifications to the existing Reporting policy.

- There is a need for a reporting policy (statement) at the School-level, potentially employing a multilayer approach for points of contact (e.g., some from specified cohorts, the department/research arms, the DEI committee, outside of the school, and the University)
- We could have designated peer resources for different groups (considering power dynamics).
- We may want to include an anonymous reporting line (e.g., in our intranet system) but with a specific person to monitor the reports (possibly an outsider).

- **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.

  - It will be useful to invite a hiring consultant to help the department for future hiring as MGS is doing.
  - We need to educate ourselves (e.g., through organizing a one-credit seminar course on colonization). Resources of teaching: https://geo-context.github.io/

- **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.

  - We need to develop better ethical codes and be responsible w.r.t. "academic freedom" as scientists that go beyond how they are legally defined; But, it is unclear whether we can actually have our own ethical codes that we can abide ourselves to.
  - We need to learn and understand that tribes are NOT special interest groups that received special rights; they retained those rights through treaties.

- **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.

- We need staff hiring policies and further thoughts on student admission requirements.

- **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.

    Related to Where We Work
    - Working in the evening and encountering UMPD; increase everyone's visibility (e.g., photos on the entrance monitors)
    - Addressing challenges with power dynamics; have multiple mentors

    Related to Field Work
    - Issues: field work where many/most residents carry guns; field work that requires a lot of physical activities; field work doing alone in rural areas, approached by strangers
    - Field school requires that everyone to be someone all times; if found alone, the student fails the course. – **No body should be in the field alone for physical safety.**
    - How to craft a group that can cope with a range of potential challenges in the field, including social dynamics and cohesiveness?
    - Students learning how to work in a group is critical in making everyone safe and comfortable. **Could we provide a training for undergraduate students on group work/communication and self-advocacy explicitly before the field camp.** This can also allow us to provide a consistent message for all field camps. **Written check-ins** are useful to make sure everyone is okay during the (hydro) field camp (e.g., twice during the camp; daily; with a prompt directly

related to group dynamics). Let's normalize check-ins. Discuss how to manage stressful or uncomfortable situations before issues arise. Build and agree on a team contract at the beginning of the field camp.

- It'll be good to have a policy or guidelines for field assistants.
- We should have a standard set of policies, and encourage each group or each camp to modify/include more specific guidelines; lab specific protocols/policies in line with general department ones

- **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.