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For the session 8 deliverable we have created one table for each deliverable for sessions 2-7 in the Eclogite Pod as all of our deliverable contained more than one policy, proposed resource or action item. We will be combining our pod's deliverables with the other two UMN ESCI pods over the summer, so these tables serve as a draft management plan until each deliverable can be merged.

Session 2

Deliverable Session 2 Policy for dealing with complaints	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

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Policy 1: The department will clearly state on the website resources available to all members of the department for reporting complaints.	Yes	Pod Member(s) Sharon	On website already - link available on the main page (Diversity and Inclusion)	Already reviewed every 1 years, or when new resources are found or policies change	no	Should be included in on-boarding trains and/or materials	N/A
Policy 2: After a reported incident, revise codes within the department if needed	No	Pod Member(s)		As incidents occur	yes	Included in the field methods course in prep for summer field courses	Details may not be available o protect privacy of victims

Additional considerations for each policy:

- Policy 1:** Recourses for reporting bias on should be easily found on our department website. Moving forward, new department member orientation and on-boarding should include training and/or documentation of what policies are, where to find them and how to report incidences of bias or discrimination.

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- Policy 2:** If a reported incident occurs (racism, sexual harassment, bullying ect.), particularly in the field or in the department, information about the incident should be collected (as feasible) and the relevant conduct codes should be evaluated to see if they need revision to provide more clear protection for students/staff/ect.

Session 3

Deliverable Session 3	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
Action item 1 (policy): Evaluation of graduate student degrees conferred for minority student completion rates	Resource-yes, data is public from graduate school Policy - current DGS tracks other data but not this	Session 3 pod member(s) DGS (David Fox/Max Bezada) Graduate Studies Committee	With DGS/GSC, maybe intranet? Could perhaps be made public if individual student are not identifiable in the data	Data should be compiled annually and shared with the department head and/or during a faculty meeting, as appropriate	Yes - we should be careful with any practice that collects data on minority students	Not sure	DGS/GSC need to agree to policy
Action Item 2:	No policy,	Session 3 pod	UGS	Data should be	Yes - we	Yes- for survey	Need to comply

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UNIVERSITY OF MINNESOTA

Annual survey of undergraduate students for demographics and belonging, particularly of graduating seniors	limited data, some exit interviews of seniors (but discussions for creating survey are in process)	Member(s) Josh Feinberg & UGS Committee DE&I Committee	Committee will hold data - cannot be shared if ID of a student is possible from data	updated and analyzed annually and shared with the department head and/or during a faculty meeting, as appropriate	should be careful with any practice that collects data on minority students	design: should research other surveys for ideas and best practices (don't reinvent the wheel)	with UMN policies and laws re: identifiable students, need student trust to get honest answers DUGS/UGS need to agree to policy
Action Item 3: Seminar speaker data collection and speaker nomination practices	No policy for data collection, some practices are in place for speaker nomination	Department head DE&I Committee	Department head has some speaker data currently, also sends out speaker nomination request	Data should be collected and evaluated on a semester-by-semester or annual basis	Yes - we should be careful with any practice that collects data on minority scientists	Yes- for awareness on how we nominate and select speakers	Department head already encourages this practice each year; could consider ways to ensure this practice continues through leadership changes
Action Item 4: Exit survey of graduate	New practice to our	Department head DGS/GSC	Collected data likely for internal	Annually or on a multi-year basis-at whatever time	Yes	In designing the exit interview, would be good to	Students might not be honest while leaving if

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students	department still in the process of being established		use only; possibly some feedback or statistics might be appropriate for posting elsewhere	interval is reasonable to be regular/recent, but far enough apart so that respondents to the survey are not identifiable		examine best practices if they exist	they still need good references or don't trust sharing their feelings/opinions DGS/GSC need to agree to policy
Action Item 5: Survey of postdoctoral researchers to be given upon entering department to collect demographic and other data	No practice or collected data exist	Department Administrators DE&I Committee	Collected data likely for internal use only	Annually	Yes - we should be careful with any practice that collects data on minority scientists	Look for best practices on collecting postdoctoral data from peer or other institutions	Department/PI buy-in Person(s) need to be identified to manage, retain, and analyze this data
Action Item 6: Hiring diverse non-tenure-line faculty and staff members	No specific practice	UMN HR Sharon Kressler	N/A	N/A	As it relates to general hiring practices, yes	Yes, implicit bias training for anyone involved in the hiring process	Need to integrate w/ how the UMN admin hiring system works

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<p>(tentative/suggested) Action Item 7: Request CSE and CLA to collect undergrad demographic data in a way that is more useful to the department and to expand gender definitions</p>	<p>N/A</p>	<p>DE&I Committee UGS Committee</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>One or both committees identified here may be in a position to speak with the Office of Institutional Research (OIR) about this</p>
<p>Action Item 8: Expanding these efforts to all arms of the School</p>	<p>Current practices vary widely amongst the five arms of the School</p>	<p>Heads of the Department, MGS, IRM, PGC, CSD</p>	<p>Determined on a unit-by-unit basis</p>	<p>Heads of units should have a procedure for annually evaluating efforts related to DE&I An annual meeting of unit heads to discuss successes and challenges could be considered</p>	<p>Yes- if data will be collected in a given unit</p>	<p>Some units may need to engage in general discussion and learning, similar to efforts undertaken by the Department in the last year and during URGE</p>	<p>Heads of each unit need to commit to the goals and purpose and adapt outlined strategies for their unit</p>

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

- **Action item 1:** The public data available for minority graduate student degree progress and degrees conferred in our department is a data source we may be under-utilizing in taking a critical lens to our program for minority graduate student completion rates. **We propose that these data should be analyzed by the graduate studies committee annually to ensure we are supporting minority students and maintaining parity in our retention rates for minority and non-minority students.**
- **Action item 2:**
 - The Undergraduate Studies committee has recently (at our request) obtained demographic data for majors in Earth Sciences and Environmental Geosciences; however, the data are complex because they are collected in a different way for BS students from the College of Science & Engineering and BA students from the College of Liberal Arts. Neither dataset is an accurate measure of all the undergraduate majors in our department. Therefore, the department will look into surveying students directly, perhaps within existing surveys such as the undergraduate entrance or exit surveys. The Undergraduate Studies Committee will work with the Diversity, Equity, and Inclusion Committee on appropriate wording of the survey, and will familiarize themselves with UMN policies on data sharing. The timescales for regular evaluation of these data will be discussed by the Undergraduate Studies Committee.
 - To collect some qualitative data regarding undergraduate student feelings of community and inclusiveness, the department should consider how to collect feedback from graduating seniors as part of the exit interview. This will be difficult to keep anonymous, so considerations of how to do this in a way students feel safe and protected will need to be considered before implementing. The undergraduate studies committee will discuss strategies for encouraging participation of undergraduate students in the SERU surveys which has historically been low.
- **Action item 3:** Seminar speaker data will be collected and maintained by the department for internal use. The three URGE pods at UMN will discuss best practices for the collection of these data in the future. The department also should evaluate ways to better highlight and showcase the work and research of seminar speakers using a variety of digital outlets (web,

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social media, building video displays). The department encourages faculty to consider diversity in its annual solicitation of proposed seminar speakers, but suggestions for a more codified policy to ensure consistency and continuity of this initiative in the future will be solicited from the department and/or DEI Committee.

- **Action item 4:** As part of the newly added exit interview for graduating graduate students, we should consider asking for the qualitative experiences of all students, but be particularly aware of the experiences of self-identified students of URM. It would be difficult to maintain anonymity with any provided feedback, so we will need to consider this before implementing.
- **Action item 5:** The department will consider enacting an internal entrance survey for postdoctoral researchers joining a lab under a PI in our department. (Question: Who would collect and manage these data?)
- **Action item 6:** The number of non tenure-line faculty and administrative staff in our department is very small, making quantitative data collection about these groups less useful. When filling these positions, similar policies as those for hiring faculty regarding a diverse interview pool should be used, if a similar policy is not already in place [a future URGE topic]. We emphasize the benefits of having diverse administrative staff and non tenure-line faculty in creating a welcoming and supportive community for diverse students in the department.
- (tentative/suggested) **Action item 7:** Our department has undergraduate student majors in both the college of science and engineering (CSE) and the college of liberal arts (CLA). The colleges currently do not track student data in the same way and do not share data with the department. We should start a conversation with the college dean regarding how to work with them to better track students who are interested in or have already declared their major as earth or environmental sciences. This will help us track disparities and better identify if there are barriers to undergrads in our department. As part of this it would also be good to push more more expansive gender identity options for undergrads.
- **Action item 8:** Expanding these efforts to all arms of the School as current practices vary widely amongst the five arms of the School (CSD, MGS, IRM, PGC, Department)

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Session 4

Deliverable Session 4	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
Policy 1 Resources for involving communities of color in research projects	No	Pod members, DEI Committee? , Sharon?	On website	Potential to be reviewed/updated annually	?	Should be mentioned in onboarding of faculty/researchers/postdocs/grad students	N/A?
Policy 2 Land/place acknowledgment text for department use	No	Pod members, DEI Committee? , Sharon?	On website	As needed?	?	Should be mentioned in onboarding of faculty/researchers/postdocs/grad students	N/A?

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Policy 3 Document describing expectations for respecting tribal sovereignty during field work that impacts these communities	No	Pod members, DEI Committee? , Sharon?	On website or dept. intranet ?	As needed?	?	Should be mentioned in onboarding of faculty/researchers/postdocs/gr ad students	N/A?
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Additional considerations for each policy:

- Policy 1:** our URGE pod is working on a document stating our department's support of collaborative, mutually beneficial research with historically marginalized groups. The document will contain links to publications and exemplary project webpages (e.g. <https://manoominpsin.umn.edu/>) that can serve as guides for researchers developing or working on projects that involve communities of color. An important part of this document consists of information on regional organizations that can potentially connect STEM students from communities of color with our lab-based researchers; making the document useful to all researchers in our department
- Policy 2:** We intend to make sure that our department webpage includes language for a land/place acknowledgment that can be used in presentations, posters, etc. made by department members.
- Policy 3:** We are also working on a more specialized document with requirements and expectations regarding respecting tribal sovereignty during field and other work that impacts these communities, in Minnesota and in other states.

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UNIVERSITY OF MINNESOTA

Session 5

Deliverable Session 5	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
Resource 1: procedures for conducting a faculty search and hiring process	No	D. Whitney, S. Kressler	not for posting[1]	first draft needs to be reviewed, approved by faculty, and then re-reviewed before each faculty search	Yes (needs one)	search committee should have training or other education related to bias in selection processes	
Resource 2: procedures related to graduate admissions	Partially existing/ needs to be amended/ completed	Director of Graduate Studies, Student Personnel Coordinator	department website[2]	first draft needs to be reviewed, approved by faculty, and then re-reviewed approx. every few years	Yes (needs one)	grad studies committee & faculty advisors should have training related to bias in selection processes	

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UNIVERSITY OF MINNESOTA

Policy 1: General policies and procedures for hiring (researchers, technical staff)	Not specifically for ESCI; the U has hiring policies	S. Kressler	department website	review needed each year to make sure in line with U policies	Yes (needs one)	supervisors need training related to bias in selection processes	
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Additional considerations for each policy:

- **Policy 1:** Recourses for reporting bias on should be easily found on our department website. Moving forward, new department member orientation and on-boarding should include training and/or documentation of what policies are, where to find them and how to report incidences of bias or discrimination.

Session 6

Deliverable Session 6	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
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Policy 1 Resources for reporting misconduct in the field	Yes, but can use amending	Pod Member(s) Sharon Field Faculty	On website already	Updated Yearly	Yes – but could be more intentional	Should be included in on-boarding trains and/or materials	
Policy 2 Resources for reporting misconduct on campus	Yes	Pod members Sharon Faculty	On website	Updated Yearly	Yes	Included – mandatory sexual harassment and racial bias trainings are already implemented	
Policy 3 anti-racist practices to promote laboratory safety	Not officially, at least not in every laboratory	Lab Pis Lab managers Graduate Students Postdocs	Laboratory website, lab door	Not officially in place for labs. Could be updated yearly	Should be included for the safety of lab members	Maybe – details and thoughts below	

Additional considerations for each policy:

- **Policy 1:** Resources for reporting misconduct in the field.

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- There are 2 field codes of conduct (general and sexual misconduct policy) available on the website that are easy to navigate to on summer field course. Not sure if the codes of conduct are made available to graduate field workers.
- Note: Contacts link on summer field course page does not navigate to the field faculty team
- Racial Risk assessment: There are policies for students to report racial and sexual harassment, but more preemptive training could be implemented. Also, there can be a focus on assessing risks of field areas (i.e. acknowledgement of field areas in places where racial or sexual bias may prove to be dangerous for students of various identities).
- **Policy 2:** Similar details as Policy 1
- **Policy 3:** Anti-racist practices to promote laboratory safety
 - Pis should make an explicit attempt at addressing anti-racist policies they will include in their laboratories to ensure safety for at risk individuals
 - Explicit practices such as describing a mentorship plan, discussions of anti-racism in lab groups, amplifying BIPOC scientists, and many more are included in the URGE Session 6 deliverable.

Session 7

Deliverable Session #7	Existing Policy or Resource?	Initial Point of Contact(s)	Where It Is or Will Be Posted	Review/Update Interval	Racial Risk Assessment needed?	Training Recommended?	Approval, Check, and/or Consequence
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<p>Policy 1: Resources for students/staff with an emphasis on resources for BIPOC individuals at the departmental level, university level and beyond (Twin-Cities community & National resources)</p>	<p>Yes</p>	<p>Pod Member(s); Department Administrator (Sharon Kressler) and Student Personnel Coordinator (Jennifer Petrie)</p>	<p>Should be available on the dept. Intranet or under the 'Initiatives/ JEDI' tab on the ESci website</p>	<p>Should be reviewed every year: links updated as needed; resources should be added/retired if no longer available</p>	<p>No</p>	<p>Should be included in on-boarding training and/or materials</p>	<p>N/A</p>
<p>Policy 2: Open door policy resource and individuals in the ESci department</p>	<p>No</p>	<p>DEI committee; listed and participating individuals</p>	<p>Should be available on the DEI website and on message boards in the department</p>	<p>Ever semester</p>	<p>Yes</p>	<p>Yes: implicit-biased training; external training and/or commitment to self-education</p>	<p>N/A</p>

Additional considerations for each policy:

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Policy 1: List of resources for students (undergraduate, graduate), staff, researchers/postdocs, faculty in the department, with a focus on providing resources for BIPOC students and student with intersecting identities (e.g. LGBTQ+ identified students; students with disabilities, etc.). These resources are provided to help students find groups, resources or safe spaces available for self-care, finding community, and developing their skillsets to thrive in their academic program.

Suggestions:

- Resources should be made available through the department intranet and be easily accessible and searchable under a resources page on the ESci departmental website (under 'Initiatives/JEDI'; we recommend including an easily findable link).
- Given the existence of identity-specific resources on the DEI Committee website > Resources related to DEI (e.g. Implicit/Unconscious Bias; Persons with disabilities; Gender & Sexuality), an additional 'topic' for BIPOC resources could be added and include quick-links to some of the BIPOC-specific resources and networks available through the department, University and scientific societies. Specific resources are outlined in the deliverable for session 7.
- How and where to access this document should be communicated during orientation and on-boarding, and students are encouraged to add to the list of compiled resources. The resource document broadly includes:
 - Codes of conduct at the University and Departmental levels
 - Mentoring practices and communication in the department
 - Expectations of students, faculty and staff
 - Mental health resources
 - Disability resources
 - Affinity groups and organizations at the University, in the Twin Cities, and beyond (National networks)
 - Professional support systems/networks
 - Housing and living resources (e.g. food resources)
 - Fieldwork-specific resources (gear, skillset expectations, preparation, etc)

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- Skillset building/development, workshops
- Travel and research grants

We envision this document as a 'living resource' since new organizations and resources are developing quickly. We recommend that the document be updated every summer, before the start of the academic year, as to ensure that the resources document does not become obsolete. The action items for this task include:

- Removing no longer existing resources and links
- Editing links for resources that have migrated to different web locations
- Adding additional or newly available resources over the years – in particular, anyone who has used a resource that has proven helpful in their academic journey is encouraged to share it with the rest of the departmental community through this document.

Policy 2: Open door policy resource and individuals in the ESci department. Noting that one cannot declare themselves an ally, this proposed resource is a way to help students self-identify their own mentors and allies. A list of people in the department who have agreed to have an open-door-policy, and are willing to act as mentors and/or allies will be made available through the department's intranet. The department currently makes use of university-distributed flyers for posting on student, faculty and staff doors indicating that 'this office contains an ally'. Although these flyers are well-intentioned, declaring oneself an ally is problematic, and their impact is not necessarily a positive one. We propose an alternative way to create awareness of people in the department willing and able to provide support and resources on an as-needed basis for individuals that seek it out, with built-in mechanisms for training, resource-building, and accountability.

Suggestions:

We all establish different trust relationships with others based on positive experiences and interactions or shared identities, and want to make sure that the person seeking out support/mentorship is the one who identifies a potential ally for them in the first place, rather than a potential mentor declaring themselves an ally with the expectation that anyone will feel safe and comfortable confiding in them.

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- Students may recognize an ally or mentor in a faculty or staff member in the department; creating a list of people that are willing and available to connect with would be one way to open up pathways for creating multi-mentor systems for those who want to do so.
- Everyone has different needs for themselves and looks for different qualities in mentors that align with those needs, and those with an open door policy should never be offended if an individual chooses not to seek them out as a mentor.
- Individuals that would like to be a part of this endeavor would follow required training, some of which is already offered by the department (e.g. bias training), and be committed to putting in the work of self-reflection as to (1) prepare those individuals to be effective allies, and (2) not mislead students in believing that someone with an open-door policy is necessarily an ally to them.
 - Accountability: volunteers could sign a 'Declaration of Commitment' to doing the work of allyship.
 - An alternative to the 'allyship' posters could be for a poster indicating that a student/faculty/staff has an open-door policy. These posters could also indicate where to find (1) the list of individuals with an open-door policy, and (2) the Resource Map (Policy 1)
 - Accountability: volunteers could meet on a regular basis (e.g. once a month) to discuss strategies and resources available to them
 - Resource building: volunteers could assemble resources for being an Ally and an Accomplice (e.g. [University of Pittsburgh list of Ally & Accomplice resources](#)) to learn about their potential roles as mentors, allies and accomplices to others and especially to URM students and how to best support them. Such resources already exist for example as part of the URGE program.