



URGE Management Plan for University/Organization - Example 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, institutionally, but not within our department	Delores Robinson, Dept. Chair	Post on department website Include in Graduate student transition document	Recommend review every X years	Recommended	Recommend university-sponsored bystander training	Not relevant to our pod
Demographic Data	Some data is available	Delores Robinson, Dept. Chair	Internal only Recommend posting on department website	Recommend every 1-2 years	Recommended	Not planned	Not relevant to our pod
Policies for Working with Communities of Color	No	Delores Robinson, Dept. Chair	Post on department website Recommend internal	Recommend annually	Recommended	Recommend cultural sensitivity training	Approval and Consequence

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			distribution mechanism				
Admissions and Hiring Policies	Yes	Delores Robinson, Dept. Chair	Internal to faculty	Recommend annually	Not planned	Recommend anti-bias training	Approval
Safety Plans	Yes	Delores Robinson, Dept. Chair	Internal currently Recommend posting on the website	Annually, but also after any major reported incidents	Recommended Racial risk assessment for all field, lab, and mentor-mentee activities	Recommended implicit bias, ally, and bystander intervention trainings Recommend wilderness first aid training for field school instructors/TAs	Approval and Consequence
Resource Map	Yes	Delores Robinson, Dept. Chair	Post on department website Distribute welcome packet including resource map to new students and faculty Distribute regularly via email, slack,	Recommend annual review but additions can be made on a rolling basis	Not planned	Not planned	Approval

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			etc.				
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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.
- **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.

- **Complaints and Reporting Policy** -

These are proposed modifications to the existing reporting policy:

- 1) Create an internal reporting mechanism for breaches of departmental code of conduct, which should include issues relating to diversity, equity, and inclusion. This mechanism is meant to compliment, not duplicate, university reporting mechanisms and would serve to inform department leadership of broader department culture issues that need to be addressed;
- 2) Designate a permanent staff/faculty mentor as responsible for monitoring reports and seeking mitigation/resolution;
- 3) **Draft protocol for handling and documenting complaints;**
- 4) Distribute reporting mechanisms frequently and through multiple means to ensure students, staff, and faculty remain aware of current reporting mechanisms and other support resources;
- 5) Draft and distribute periodic departmental climate surveys to identify new areas of concern and assess the impact of previous Diversity Alliance Committee departmental initiatives.

- **Demographic Data** -

There are issues to work through on how demographic data can be collected for our department 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. Once the department determines an appropriate route for collecting demographic data, we make the following recommendations:

- 1) Outline target goals for increasing diversity in the department and a metric for determining how well minority faculty, staff, and student needs are met;
- 2) **Draft policy for the collection and dissemination of demographic data;**
 - a) Establish a frequency at which demographic data for the department will be collected and designate a responsible individual to execute this task;
 - b) The method for demographic data collection should be mindful of individual privacy and maintain anonymity, as well as should be developed following a racial impact/risk assessment to collecting potentially sensitive or identifying data;



- c) Perform 1-2 year review of demographic data and compare to goals designated in recommendation 1;
- d) Publish appropriate demographic data on the department website.

- **Policies for Working with Communities of Color -**

The University of Alabama URGE pod has made the following policy recommendations for our department for working with communities of color:

- 1) Draft and publish an indigenous land acknowledgement for department website;
- 2) Perform a racial impact/risk assessment to determine the need for inclusion of communities in research plans, especially those of color, indigenous, or other minoritized communities;
- 3) **Draft departmental policy outlining appropriate protocol for engaging with communities of color, which should include the following:**
 - a) Determining when such collaborations are expected vs. encouraged;
 - b) Involvement of at least one community member from project planning stage through implementation and publication of results
 - c) Establish agreement for data/sample ownership
 - d) Establish acknowledgment/authorship expectations
 - e) Establish deliverables to the community at completion of project (e.g., community presentations; sharing publications; develop other community resource);
- 4) Establish sustained connections with Tuscaloosa community partners for targeted geoscience outreach programs that meet community educational needs;
- 5) Encourage faculty, staff, and students to take cultural sensitivity trainings to increase awareness of the importance of understanding diverse community perspectives;
- 6) Promote university-sponsored science communication training that enables faculty and students to clearly communicate scientific results to the general public audiences;
- 7) Establish department expectations for engaging in community work/outreach activities;
- 8) Create a space on the department website to encourage community members to reach out and engage with faculty on geoscience-related topics.

- **Admissions and Hiring Policies -**

These are proposed modifications to the existing graduate admissions policy:

- 1) Update department website annually to indicate which faculty are actively recruiting students;
- 2) Construct or link to an already extant how-to-apply-to-grad-school guide (e.g., geogradapp.com);
- 3) Establish graduate student admissions review committee;

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- 4) Attend institutional, regional, or national conferences or recruitment fairs to recruit diverse potential applicants (especially NABG, SACNAS, etc.);
- 5) Publish application fees, information on fee waivers, and thresholds and targets (GPA, research experience) for both admissions and funding on department website; or explicitly state typical thresholds that are no longer required (GRE);
- 6) Design holistic rubric for scoring applicants that reflects departmental values and publish on department website;
- 7) Include means to assess non-cognitive skills and past experience and provide instructions as to how these materials may impact admissions decisions;
- 8) Assign at least two reviewers for each application;
- 9) Record applicant scores, rank applicants, and conduct admissions committee review to discuss applicant rankings.

These are proposed modifications to the existing hiring policy:

- 1) Strengthen outreach and recruitment to build diverse applicant pool;
- 2) Ensure minority professional organizations are equally included in the recruiting process (i.e., if informal interviews are happening at AGU or GSA, ensure they are also happening at NABG and SACNAS);
- 3) Invite DEI office personnel to sit on hiring committee to provide diverse input without taxing department minority faculty members;
- 4) Encourage or require implicit bias training for hiring committees;
- 5) Design a rubric for scoring applicants that reflects departmental values and publish on department website;
- 6) Decide interview questions in advance and distribute to candidates invited to interview;
- 7) Record applicant scores, rank applicants, and conduct admissions committee review to discuss applicant rankings;
- 8) Submit the department's hiring process to external evaluation.

These are not public currently, but we recommend posting policies (as much information as possible) publicly on the jobs board for potential candidates.

- **Safety Plan -**

We recommend adding anti-racism specific languages in the following areas of DGS operations:

- 1) Require lab groups to draft code of conduct to outline professional expectations for work done with/for the lab group including lab work, attending professional meetings, social activities, etc.;
- 2) Draft example field work protocol lab group code of conduct, and mentor-mentee agreements that serve as a minimum requirement for appropriate department activities;
- 3) Add anti-racism verbiage to employee/student handbook, field work safety protocol, lab group codes of conduct, and mentor-mentee agreements;
- 4) Encourage faculty mentors to develop mentor-mentee contracts and professional development plans that clearly communicate productivity expectations and lab deliverables with students in their first year;



- 5) Conduct racial impact/risk assessments prior to conducting any field work;
- 6) Require bystander and implicit bias training for field camp instructors and strongly encourage these trainings for any course or lab group with a field work component;
- 7) Require wilderness first aid for field camp instructors/TAs;
- 8) Develop protocol for holding faculty, staff, and students accountable for adhering to safety plans;
- 9) Reiterate where to find department and university incident reporting resources.

- **Resource Map -**

For graduate students, here is currently a resource map for graduate students titled "[2020 DGS Survival Guide for Graduate Students](#)". However, to our knowledge, this document has not been widely circulated by DGS faculty to new and current students. The UA DGS URGE pod recommends the following for maintaining and distributing a resource map to students:

- 1) Design a one page flier of emergency resources for distressed students;
- 2) Designate an individual or working group to review current document and modify to include resources identified in URGE Sessions 2 and 7;
- 3) The individual or group named above should be responsible for distribution of this resource guide;
- 4) This document should be part of the onboarding of new students and incorporated into the student handbook;
- 5) New resources may be added on a rolling basis per instructions in the document;
- 6) This resource guide should be reviewed on an annual basis to ensure resources listed remain relevant and up-to-date as well as to maintain proper formatting and therefore navigability of the document;
- 7) Provide a link to the resource guide on the department website under student resources.

We assume a similar resource guide exists for new faculty and a similar review and maintenance process should be implemented.