



URGE Management Plan for University/Organization

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?	Defining Success
<p><a href="#">Complaints and Reporting Policy</a></p> <p>Recommendations:</p> <p>(1) Post complaints and reporting on Departmental website (completed)</p> <p>(2) Continue periodic Departmental bystander intervention training to build collective accountability</p> <p>(3) Conduct periodic Departmental climate surveys. This is not exclusively focused on complaints and reporting, but also to address issues in other sections</p>	<p>The complaints and reporting section of the Code of Conduct includes existing rather than new policies and resources, but with substantially improved access</p>	<p>DEI Committee</p> <p>Graduate Student Association (GSA)</p>	<p>Currently posted online as part of the new Departmental <a href="#">Code of Conduct</a></p>	<p>As stated in the Code of Conduct, it will be reviewed every 2 years</p>	<p>The complaints and reporting section of the Code of Conduct explicitly mentions racial discrimination/harrassment. The Code of Conduct also provides resources for BIPOC Departmental members experiencing discrimination/harrassment</p>	<p>Training is mandated for University policies</p> <p>Periodic Departmental bystander intervention training</p> <p>GSA peer-to-peer program (forthcoming) can also provide guidance to graduate students</p>	<p>Success is counted as the online presentation of policies and reporting around discrimination, harrassment, and retaliation.</p> <p>A periodic Departmental climate survey should include a question to gauge knowledge of reporting procedures and navigation by Department members</p>

<p><a href="#">Demographic Data</a></p> <p>Recommendations:</p> <p>(1) Create a Diversity Dashboard that also states a commitment to and planned actions for improving diversity</p> <p>(2) Collect new data on program outcomes for students in different demographic groups</p> <p>(3) Conduct exit interviews for undergraduates, graduate students, and postdocs</p> <p>(4) Create process-oriented diversity goals</p> <p>(5) Establish Department-level practices for postdoc and student recruitment targeting students from historically underrepresented groups</p> <p>(6) The Departmental seminar series feature a diverse slate of speakers. We also recommend 1–2 presenters annually cover topics around environmental justice, Indigenous landscape</p>	<p>Graduate and undergrad student data are already collected by the university. Departments have access to this information (although access is not straight forward).</p> <p>We recommend tracking new data on faculty, staff, postdoc, and undergrad major diversity and on program outcomes for students in different demographic groups</p> <p>We recommend conducting exit interviews for graduate students and postdocs to be carried out by the GSA in collaboration with the DEI committee</p>	<p>Graduate Admissions Committee (data and recruiting)</p> <p>DEI Committee (diversity goals and policy/culture evaluation)</p> <p>GSA (graduate student exit interviews)</p> <p>UGARC (undergrad exit interviews)</p> <p>Departmental seminar organizer. It is incumbent on all within the Department to contribute diverse nominations.</p> <p>Undergrad seminar organizer</p>	<p>Department website (Diversity Dashboard). While some metrics, e.g., enrollment and program completion by race-ethnicity, could be kept internal to protect student privacy, we believe there are considerable benefits to publicly presenting both a comprehensive picture of Departmental diversity and a clear statement of Departmental diversity goals.</p> <p>Graduate student position advertisements on various targeted boards, plus advertising to science (biology, physics, chemistry) majors at predominantly minority-serving institutions.</p>	<p>We recommend the Diversity Dashboard be updated annually</p>	<p>Racial and ethnic diversity should be a focal point of diversity goals</p> <p>We identified the need to look at outcomes with student demographics to ensure equity</p>	<p>The Graduate Admissions committee should share a best practices guide annual with faculty, including a Departmentally maintained <a href="#">active list of recruitment resources</a></p> <p>Bias training for hiring postdocs, faculty, and staff is mandated by the University</p>	<p>Ultimately, success will be measured through (1) improved Departmental diversity, (2) equal satisfaction for all Department members, and (3) equal success and retention rates</p> <p>Near-term efforts should focus on (1) a culture shift in student recruiting, (2) creation and maintenance of the Diversity Dashboard, and (3) development of specific and actionable diversity goals. Goals are process oriented (e.g., how recruitment is done) rather than Department member quotas</p> <p>A diverse speaker series could be achieved in part by (a) involving postdocs and graduate students in the nomination process, (b) continuing to offer speakers a virtual option, and (c) having</p>
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<p>knowledge, Black ecologies, and/or DEI in STEM.</p> <p>(7) The Undergraduate seminar course should feature a more diverse slate of speakers and place greater focus on career paths</p>							<p>the seminar organizer assess speaker diversity while the schedule is being made.</p>
<p><a href="#">Policies for Working with Communities of Color</a></p> <p>(1) Invite the UVA Equity Center to the Department to share knowledge on building equitable community partnerships and their equity IRB</p> <p>(2) Create/adapt a guide for working with community partners and post this document on the Departmental website</p> <p>(3) Post a land acknowledgement on the Departmental website</p> <p>(4) Encourage faculty to incorporate more inclusive syllabus language, including explicit statements supporting Black Lives and students of all immigration statuses</p>	<p>While some Departmental members have experience working with community partners, there are no formal Departmental resources or policies</p> <p>The <a href="#">UVA Equity Center</a> has a formalized equity IRB process for work in the Charlottesville community</p> <p>The College has provided faculty with <a href="#">sample syllabus language</a> for supporting Black Lives and students of all</p>	<p>TBD</p> <p>The Department currently lacks a suitable point of contact. Currently, faculty are directed to the UVA Equity Center</p>	<p>We recommend the Department create a guide for establishing locally-responsive practices when working with community partners and post this document on the Departmental website. The Department should seek input from the UVA Equity Center</p> <p>We recommend the Department add a land acknowledgment to the Departmental website.</p>	<p>NA</p> <p>This element is not developed enough to set a review date. Instead we recommend a 2 year timeline for the development of the locally-responsive practices guide</p> <p>An email to faculty suggesting more inclusive language should be sent before the fall semester</p>	<p>Departmental members in community partnerships should be aware of and sensitive to the racial, cultural, and social dimensions of their scholarship. This is especially true at UVA, which was built by enslaved people and has promoted and perpetuated white supremacy in the past and present</p>	<p>The Department should provide a reference guide for reference on the development of locally-responsive practices</p> <p>We recommend the Department invite a representative from the UVA Equity Center to speak in the next academic year</p>	<p>Success will be measured through the creation of the locally-responsive practices guide and land acknowledgement statement and Departmental engagement with the Equity Center.</p> <p>Ideally, ultimately, Department members working with community partners would move through an equity IRB process. This is premature at this time</p>

<p>(5) Long-term: develop a Departmental equity IRB process for grant and project review</p>	<p>immigration statuses</p>						
<p><a href="#">Admissions and Hiring Policies</a></p> <p>Some admissions and hiring recommendations are listed above under demographic data.</p> <p>Additional recommendations:</p> <p>(1) Establish a Departmental culture of widely advertising undergraduate, graduate, and postdoctoral research positions</p> <p>(2) Student research position advertisements should state minimum requirements only, address perceived financial barriers including laptops, funding, tuition, etc., and state DEI values</p> <p>(3) Hiring committees and PIs should be mindful when building interview schedules so that BIPOC candidates meet with people knowledgeable of campus</p>	<p>Hiring policies are established by the University, and hiring is overseen by UVA HR. The Departmental DDEI is included as an observer to the faculty hiring process</p> <p>The Department maintains a list of search venues for faculty hires, with this list informally passed down between committees. Some of these venues are BIPOC scholarly organizations</p> <p>There are fewer policies regarding the hiring of postdocs, graduate students, and undergraduate researchers. The Department has created a list of <a href="#">job</a></p>	<p>Faculty Hiring Committees (these include the DDEI)</p> <p>Graduate Admissions Committee</p> <p>Individual hiring managers (PIs)</p>	<p>The faculty hiring rubric must be approved by the Dean's office and be in exact alignment with the posted job description. So, although the rubric is not public, all elements of the rubric are publicly available in the advertisement.</p> <p>Graduate admissions selection criteria are published on the Departmental website</p>	<p>Updated information should be sought with each search</p> <p>The website should be reviewed every 2 years</p>	<p>Both recommendations include specific considerations for BIPOC candidates</p>	<p>Bias training for hiring postdocs, faculty, and staff is mandated by the University</p> <p>The Graduate Admissions committee should share a best practices guide annually with PIs, including a Departmentally maintained <a href="#">active list of recruitment resources</a> for hiring at all levels, to be made available through the Department website.</p>	<p>Near-term success will include adherence to existing policies around hiring and a more inclusive prospective students webpage</p> <p>Long-term success will ultimately be measured by improved Departmental diversity and retention of members from historically under-represented groups</p>

<p>BIPOC experiences and resources</p> <p>(4) The Departmental prospective students website should be made more engaging and describe Departmental DEI goals and initiatives</p>	<p><a href="#">boards reaching students</a></p>						
<p><a href="#">Fieldwork and Safety Plan</a></p> <p>Recommendations:</p> <p>(1) All field sites, including temporary ones, establish clear safety protocols that also address the unique concerns of BIPOC field researchers. A template is now available</p> <p>(2) Remove financial barriers for fieldwork through the creation of a gear fund/exchange</p> <p>(3) Address the unofficial requirement that students own/have access to a vehicle for transport to/from field sites</p> <p>(4) Improve communication around Departmental pre-purchase (as opposed to reimbursement) of</p>	<p>Laboratory safety policies and training resources are provided by the UVA Environmental Health and Safety Office. Established field stations have their own policies and resources for site safety and conduct</p> <p>Through this deliverable, we created a <a href="#">field safety plan template</a>, which is now available to all Department members. This document is designed to create safe and positive field experiences at new and less-established field sites</p>	<p>Fields site managers and lab PIs</p>	<p>The <a href="#">field safety plan template</a> is posted online as part of the new departmental <a href="#">Code of Conduct</a></p> <p>Field sites should brief students and other workers on the safety plan prior to field work</p> <p>Access to gear and transportation should be stated clearly on all student position advertisements</p>	<p>As stated in the Code of Conduct, it will be reviewed every 2 years, but also after any major reported incident</p>	<p>The field safety plan includes prompts to consider the unique experiences and risks faced by BIPOC field researchers</p>	<p>The field safety plan establishes training guidelines and standards. Field research at established stations will include training based on practices at that station</p>	<p>Success is measured as the adoption of a Departmental culture in which all lab groups are proactive about field safety and creating inclusive field experiences</p> <p>The Department should identify a source of funding to establish a gear fund and address issues with vehicle ownership through rental vehicles and shared vehicle access. Students should be aware that they are not to burden transportation costs and travel pre-purchase is an option</p>

airplane tickets, hotel, and other travel costs							
<p><a href="#">Resource Map</a></p> <p>(1) Post existing resources for community and well-being for Departmental members on Departmental website (completed)</p> <p>(2) Share the full resource map with the graduate student body through the GSA</p> <p>(3) Create a peer-to-peer mentoring program for graduate students</p> <p>(4) Host an orientation exclusively for incoming BIPOC graduate students</p> <p>(5) Fund monthly small group lunches for BIPOC graduate students</p> <p>(6) Establish a BIPOC community- development leadership program, where graduate students are compensated, either hourly or through in-kind support, to participate in Departmental DEI initiatives</p>	<p>The resource map describes existing resources</p> <p>We propose 4 new programs focused on BIPOC graduate students</p>	<p>GSA</p> <p>DEI Committee</p>	<p>The resource map, focused on community building and well-being, has been incorporated into the Departmental <a href="#">Code of Conduct</a>, which is posted on the Departmental website</p> <p>The resource map should also be shared through the GSA with current and incoming graduate students. Postdoctoral research should be invited to participate</p>	<p>As stated in the Code of Conduct, it will be reviewed every 2 years by the DEI Committee, but should be reviewed more frequently by the GSA</p>	<p>The resource map features services and programs specifically for BIPOC graduate and undergraduate students</p>	<p>While training generally is not required, an orientation for peer mentors would be necessary</p>	<p>Success is measured through equal senses of belonging (determined through a periodic culture survey) and an active support of the four proposed programs for BIPOC Department members</p>

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