



This table summarizes the status of the WWU Geology URGE Pod session conversations and deliverables. More detailed notes on the existing, recommended, and in progress resources and policies are given below.

Yes = existed before URGE; New = URGE implemented; In progress = working on it, nothing complete; Recommended = just an idea at this phase

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, new, and in progress	Sean & Ahna	WWU, Geo Department Websites, Canvas Modules	Annual (+) update needed to Canvas Module, Dept. Website	Yes, recommended	Recommended: Students introduced to resource in every class syllabus	Need faculty buy-in for implementation
Demographic Data	Yes, and in progress	Doug, Eston & Jess	Geo Department Website	Recommended annually	Not planned	Not planned	Approval for Website changes
Policies for Working with Communities of Color	In progress	Mai, Kristina, & Allison	Geo Department Website, GEOL 595 Canvas Module	No set interval	Yes, recommended	Recommended: Present to graduate students in GEOL 595	Need faculty buy-in for implementation
Admissions and Hiring Policies	Yes, and in progress	Sue & Emily	Internal, Admissions info should be included on department website	No set interval	Yes	Not planned	Approval
Safety Plan	Yes, and in progress	Sean, Ed, & Kristina	Internal & External (resource page/website)	Annually and after major incidents	Yes	Yes	Approval and consequences
Resource Map	In progress	Sue & Erin	Geology Department Website	Rolling basis	Not Planned	No	Approval

Points for future discussion marked in red.



- **URGE/Department communication plan**– Next discussion with Chair: as we move towards implementing more Pod recommendations, what does the communication process look like between Pod and department leadership?
- **Pod Guidelines** – June 4 meeting: as we move forward with this work, and how do we welcome more people in to these projects?

- **Complaints and Reporting Policy -**

Overview: There are several existing mechanisms for reporting complaints, bias, microaggressions, harassment, and overt racism at WWU. In addition, Sean Mulcahy and Ahna Nixon, Community Ambassadors and members of the URGE Pod, have implemented a new reporting mechanism that is specific to the Geology Department.

- University-wide mechanisms (two existing avenues):
 - Discrimination Complaints via Civil Rights and Title IX Office
 - Existing “Bias Response Team” campus wide form: https://wwu-advocate.symplcity.com/public_report/index.php/pid478512
- College and Department-specific options:
 - College of Science and Engineering Community Ambassador Program, including Geo Department student and faculty ambassadors
 - Geology “Equity and Inclusion Feedback Form”: <https://geology.wwu.edu/form/geology-department-bias-reportin>
 - Dissemination to students: (in progress) Canvas Module (*Who will finalize?*) to be imported into every GEOL class page. *How will we promote faculty buy-in to ensure that this Module gets added to every GEOL Canvas page?*
 - What resources/people are responsible/needed to make it happen? (in progress) Bernie is seeking additional admin support for Geology Department Website development over the summer. *How will the URGE Pod recommendations be communicated to the person responsible for Website updates?*

- **Demographic Data -**

Overview: While recent demographic trends in the Geology Department are promising, showing a notable rise in URM students starting around 2011, WWU Geology (15% undergraduate, 9% graduate) still lags far behind the national average in terms of URM representation in earners of Geology degrees (30%).

- Proposal for regular review of demographic data: We recommend Annual review by the WWU Geology Executive committee

- Proposed new efforts for increasing URM representation:
 - Geology Department Webpage Updates:
 - EID statement: *not started - one recommendation is to write together at an “all hands meeting”? As above, how will URGE Pod recommendations be communicated to the person responsible for Website updates?*
 - Include links/contact info about student-led geology groups/clubs (e.g. DIG, AEG chapter) *not started*
 - Create a page of biographies of some of our past faculty and students who have challenged gender and racial barriers during their careers (*not started*)
 - Revise the departmental addendum to the COPEP (tenure and promotion guidelines) to specifically include evaluation of faculty work on Equity, Inclusion, and Diversity efforts in the context of teaching, research and/or service. (in progress)
 - Have student representation in faculty meetings. (not started). *Who wants to take lead on this discussion?*
 - Incorporating mention, discussion of EID topics in our classes (at various stages) *How do we promote faculty efforts in this area?*
 - Regular survey of all students including questions about feelings of inclusiveness in our department (not started)

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

Overview: A large portion of the research conducted by WWU Geology Department members occurs on the traditional homelands of the Coast Salish People. The URGE Pod has identified this as an area for future work and reflection among Department members. In addition, many faculty conduct research in non-indigenous communities of color in the US and abroad.

- Proposed next steps:
 - Add a Native Lands Acknowledgement on Department Webpage (not started, though WWU has an official Land Acknowledgement Page)
 - Formalize and share a “best practices document”, and post a contact list of the many local tribes (in progress)
 - Post on Department EID Page *Again, what does communication re: webpage updates look like?*
 - Share with first year graduate students in 595 *Will need buy-in from 595 instructors*
- Suggestion (not policy or resource): attend tribal events in the region. Learn and listen. *How do we get better about finding these? Any email lists for event announcements? Reach out to faculty in WWU Salish Sea program*

- **Admissions and Hiring Policies -**

Overview: Western Washington University and the Geology Department currently have hiring and admissions policies in place; we suggest these changes to make them more equitable and inclusive. Relevant information about Hiring and Admissions, including onboarding resources should be



posted on the department website or in a shared resource space that is available to all who would benefit. All decisions about hiring and admissions policies should go through a racial risk assessment to examine how those policies will affect different racial and ethnic groups.

- Grad Student Hiring
 - Improve the graduate student application instructions on the department website.
 - Create a section that explains WWU's admissions process and suggest that potential applicants reach out to individual advisors, list stipends and TA workload.
 - Make clear that we primarily provide funded positions (students do not need to have funding to apply).
 - Improve the information that is currently available.
 - Clearer communication for grad students from advisors about unique challenges to WWU (low stipends, high cost of living, etc.)
 - Mitigate bias for potential graduate students during the application process by future advisors.
 - Anyone who interacts with student applications should have to attend implicit bias training.
 - Create a more specific personal statement prompt in the graduate student application that speak to departmental metrics of success. Also include a specific prompt for future teaching assistants that asks for statements relating to how students would contribute to equity and inclusion efforts/ benefit the department's efforts.
- Faculty Hiring
 - The department should consider including a rubric on PageUp or a page on the department website with information about the faculty hiring that includes a timeline as to set an equal playing field for job applicants who may not realize how important addressing specific qualifications are.
 - More frequent and clear communication with job applicants to avoid unexplained delays.
 - Change the Faculty phone interview to a video interview.
 - Create a protocol for letting all applicants know how they are being evaluated both before and after applications are submitted (e.g., a departmental website for each search that includes the evaluation rubric, a timeline, and an approximate update on where the search committee is in the process).
- Faculty Recruitment
 - Suggest changes to the EOO job advertisement statement, the current version does not reflect much originality or commitment.
 - Provide better local context/background about WWU and its specific commitments to EOO in the job ad.
 - Come up with our own operationalized definition of diversity with concrete evidence of how that is valued by the university to include that in the job advertisement.
 - Faculty hiring advertisement strategies should be expanded to include targeted visits to SACNAS meetings and the NABG Technical conference.
 - Part of the expected protocol for all faculty searches should include active personal outreach to minority serving institutions and institutions serving a different population demographic.

- Create pathways to have scholars from minoritized backgrounds interact with our faculty and students; best idea for our department is through our speaker series.
- Graduate and Undergraduate Recruitment
 - Provide more committed evidence-based EID statements on the department website.
 - Become an AGU Bridge site after doing the work to make sure the Geology Department is appropriately set up with supports for success for all students.
 - Improve outreach to high school and community college students in the Pacific NW.
 - Engage in more outreach to minority serving institutions (e.g. NWIC) and organizations (e.g. SACNAS, NABG, GeoLatinas)
 - Build relationships with Universities that have documented success in graduating BIPOC undergraduates and PhDs.
 - Take a long-term view with outreach – Investing in activities that increase interest in the field from minority and underrepresented students. Make this kind of outreach more explicitly valued in the faculty P&T documents.

- **Safety Plan**

Overview: Western Washington University currently has existing field course safety guidelines in place but a safety plan for the department does not exist. This proposed safety plan can (and should be) a work in progress that is revisited and refined annually and after any major incidents. All pieces of the safety plan should go through a racial risk assessment to ensure how the plan will affect different racial and ethnic groups. We envision that this safety plan would be posted on the department website and on a canvas module for all classes with field components.

- Draft a department code of conduct with a specific section for separate code of conduct in the class and research related to field work.
- Develop a field safety rights document for students
- De-escalation training should be offered to anyone participating in field work.
- Wilderness First Aid training should be offered to any faculty or student participating in field work.
- Implement a field safety plan (outlined in the deliverable for session 6).
 - This should include a risk assessment of field sites.
- The University's Field Course Safety guidelines should be revised to include resources assessing risks related to race and identity and for reporting bias or harassment incidents while working in the field.

- **Resource Map**

Overview: We do not currently have a resource map in place for our department. The map designed during Unit 7 could be part of onboarding and orientation for new staff/faculty, and available for current and prospective students on the department website. This could also be shared through the community on a department resource page and through the community ambassador.

- Post department norms created at the annual "All Hands meeting" to the department website.

- Create a student advising guide for faculty.
- Create a Canvas page for undergraduate opportunities/messaging and easy access to resources.
- Create a department “job board” advertising for research assistants to make undergraduate research more equitable.
- Create a “best practices” document with equitable undergraduate recruitment procedures for research opportunities.
- Create a mechanism to provide compensation to faculty for outreach/DEI work.
- Connect students/faculty with alumni (professional mentors for students).
- Reach out to new multicultural center director – affinity groups for new faculty/staff.
- Resources enacted by the university/surrounding community:
 - Fund de-escalation training/ Western de-escalation team (as an alternative to campus police).
 - Mitigation team (people who are trained in de-escalation techniques)
 - Alternatives to working with law enforcement.

- **Mentoring**

Overview: The need for better mentoring structures and resources was a recurring theme through our Pod conversations in many Units.

- Create a formalized mentoring program for first year faculty to assist in onboarding and navigating things such as P&T policies.
- Improve undergrad mentoring via:
 - Additional training and explicit “best practices” for faculty advisors.
 - Introduce students to “best practices” plans for completing the different majors (i.e. BA, BS, Geophysics) in a timely fashion.
 - A centralized, regularly updated hub of information for undergraduates: [Department Canvas page?](#)

- **Next Steps**

We have two planned meetings and one event on the calendar to move the URGE work forward:

May 21st (1 pm) - Pod meeting to plan the upcoming URGE GLT (internal department seminar)

June 4th (noon) - Present URGE summary at the last department GLT of the quarter

June 4th (1 pm) - Pod meeting to discuss plans for implementing these recommended policies and actions.