

URGE

Unlearning Racism in Geoscience

Unlearning Racism in Geoscience (URGE; www.urgeoscience.org) is a community-wide journal-reading and policy-design curriculum to help Geoscientists unlearn racism and improve accessibility, justice, equity, and inclusion (AJEDI) in our discipline. URGE's primary objectives are to (1) deepen the community's knowledge of the effects of racism on the participation and retention of black, brown, and indigenous people in Geoscience¹, (2) use the existing literature, expert opinion, and personal experiences to develop anti-racist policies and strategies^{2,3}, and (3) share, discuss, and modify anti-racist policies and strategies within a dynamic community network and on a national stage. By meeting these objectives, we hope that Geoscience departments and societies will be able to implement a well-researched crowdsourced group of anti-racist policies.

Deliverable - Chico Geoscience Pod Guidelines

Education is essential but action is also imperative for achieving the objectives of URGE. Therefore, each URGE topic is paired with deliverables for individual pods to draft and share. *This deliverable is a set of agreed upon guidelines and group norms for the Chico Geosciences Pod.*

Before you begin your work as a pod, it is critical to lay a strong foundation as a group so that all members of the pod can participate and learn. As a group, discuss what you need to ensure a safe, inclusive environment to discuss difficult and potentially controversial issues.

1. Ground Rules⁴

1. Listen actively -- respect others when they are talking.
2. Speak from your own experience instead of generalizing ("I" instead of "they," "we," "you").
3. Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks -- focus on ideas and problems rather than people.
4. Participate to the fullest of your ability -- community growth depends on the inclusion of every individual voice.
5. Instead of invalidating somebody else's story with your own spin on their experience, share your own story and experience.
6. The goal is not to always agree -- it is to gain a deeper understanding.
7. Be conscious of body language and nonverbal responses -- they can be as disrespectful as words (even over Zoom!)
8. Assume everyone's good intentions but also acknowledge the impact of saying something that hurts someone else, even if it is unintended.
9. Maintain confidentiality. All stories shared in this space stay in this space unless explicit permission is given by the person sharing the story that it can be shared in another setting.

2. Making decisions as a group

The Chico Geoscience pod will discuss ideas and deliverables as described above, then will make decisions as a group through the process of group consensus (<https://www.seedsforchange.org.uk/shortconsensus>). Through consensus, our pod will find solutions and make decisions that everyone supports, even if our opinions are not unanimous. If decisions cannot be made through consensus, discussion will continue until appropriate decisions are made that are supported by all members.

¹ R. E. Bernard, E. H. G. Cooperdock, No progress on diversity in 40 years. Nature Publishing Group, 11, 1–5 (2018).

² <https://notimeforsilence.org/>; ³ <https://www.cifange.org/p/geoscientists-call-for-a-robust-anti-racism-plan-for-the-geosciences>

⁴ Adapted from <http://www.edchange.org/multicultural/activities/groundrules.html> and https://www.mnys.org/assets/1/6/ground_rules_-_arc_discussion.pdf



3. Pod member roles and responsibilities

All pod members are pod co-leaders, using rotating discussion leadership, based on "The Circle Way"⁽¹⁾. Discussions for each session are scheduled, and pod members have developed a schedule for discussions in which the session leader will complete the following:

1. Prepare for discussion by reviewing supplemental readings and review deliverables.
2. Take attendance, open discussion during the session
3. Take notes in preparation of deliverables, share draft deliverables with pod members and complete follow-up scheduling (e.g. meetings with department/institutional leadership)
4. Upload deliverables for that session to the URGE website.
5. The leader for sessions immediately prior to pod reports to the department meetings will guide discussion/preparation of those reports.

(1) <https://static1.squarespace.com/static/55597e72e4b0f7284bff49e0/t/56e340a1f8baf38bbe1d00f6/1457733793606/TCW+Guidelines+English.pdf>