Overview of all WOW Pod deliverables: Table below is a snapshot of the WOW pod's URGE deliverables. Specifically noting overall take home messages, if a racial risk assessment was included, if training is required, and what our next steps are.

Deliverable	Existing Policy or Resource?	Review/Update Interval	Racial Risk Assessment?	Training Recommended?	Internal or external contact?	Next step
Complaints and Reporting Policy	Exists, but could be more transparent.	At least once per year	Needed, but not done	Yes	Internal	Increase transparency, overhaul training
Demographic Data	Not public, but quite clear that this is important for accountability!	Every 6 months, new hires happen throughout the year	Needed, but not done	Yes, specifically in how to collect and compile data	External or internal with external guidance	Seeking institutional support to make a plan for collecting, compiling, & reporting data
Policies for Working with Communities of Color	Examples of previous experiences where a best practice was not in place.Recommendations moving forward	Once per year, ahead of welcoming summer students and new JP cohorts	Needed, but not done	Yes, at least a comprehensive resource or set of guidelines	Internal guidelines need to be implemented as they may be project-specific	Seeking support for targeted training. Need to create a set of guidelines
Admissions and Hiring Policies	Identified disparities and barriers in admission, discussion of mentoring and actionable items that would improve the culture	At least once per year institution-wide. Each department may have different timelines though and may require more frequent evaluations	Needed, but not done	Yes, within HR to support those at WHOI that are on hiring committees	External or internal with external guidance	Every step of the recruitment and hiring process requires an audit. Action items are currently compiled and will be presented to the institution.
Safety Plan	Emphasis on field work, campus safety, and creating an inclusive environment	At least once a year	Needed, but not done	Yes	External for training, need mandatory internal participation to made safety plans for on-boarding	Evaluate available training modules, seeking support at WHOI to host a field work training session
Resource Map	List of resources that were identified to build community and a sense of belonging within and outside of the workplace	Every 6 months to keep list useful and up to date.	Needed, but not done	Yes, to capture which resources should be included in the list	Internal	Continue building resources that can be made available at on boarding

Themes that have emerged from all deliverables:
A) Many require additional training of some kind. Including mandatory and optional training for current employees, or additional training for HR so that resources can be more readily available at WHOI.
B) There is a wealth of new information and knowledge in the form of URGE deliverables, excited to see how these resources get refined in the coming months and get turned into actionable items.

C) All deliverables and upcoming changes *require* reviews and check ins. This is a major take home because we must acknowledge that there will be mistakes made and things that require refinement after its first implementation. Additionally, this is **required** for accountability.

D) The combination of racial risk assessments and need for training (also see A), demonstrates that external resources will be needed outside of WHOI. More specifically, we mean outside voices and professionals. This requires investment. The hiring of a diversity officer at WHOI is one of the early steps for this, moving forward, we would like to see regular use of outside experts.

WOW Pod's top priority action items:

Transparency & regularly updated demographic data:

1. **Envision action at WHOI:** make demographic data available yearly, put into place an external (strongly suggest) or internal (less ideal, but would require additional training) group that will revisit this annually. These can be reported as percentages to hide the n=1 problem

   a. Examples of demographic data: JP applicant pool by department, JP students offered positions, JP students throughout their PhD programs, postdoc admissions (with external or internal funds), applicant pool for staff and scientist hires, hires by department, invited speakers by department, etc.

2. **Track internal efforts for this progress**: The point of collecting this data is that we can get actual baseline information. When we compare year-to-year, we will see differences… if we also track individuals' engagement and work on these issues we will be able to see what works and does not work.

   a. Requires acknowledgement that things may not work, and there may be mistakes. Additionally, we can expect things to change unevenly, meaning - changes may occur only within the student population or within a few departments. The only way we can productively approach this is to get the data.

   b. *Dashboard to track engagements of individuals in service and more. Would be informative for promotions and noting who can take on more (or less) service.*

      i. **Envisioned action at WHOI**: Department-wide system to track all employee and student efforts and time devoted to service. <u>Service may include</u>: hosting or contributing to the planning of events that engage with the public or are aimed at increasing student / early career retention, committee at WHOI (CDEI, Women's committee, Postdoc Association positions, and more), involvement in groups at WHOI that increase belonging within the community (Glow, URGE pods, and others).

   c. In parallel with the demographic data mentioned above, there are other parameters that we would like to see tracked (time invested into collecting and compiling the stats on) - these include:

      i. Comparison of salaries for career stages and related demographic data (while difficult to perform and maintain anonymity, external help/resources may guide us in how to collect/compile/distribute this type of information?)

Field work conduct:

**Plan a few days of some field-work conduct discussions? Perhaps in the fall.

1. **Moving targets for science diplomacy & engagement**: Purposeful actions for acknowledging our presence when we are in the field.

a. Guidelines for establishing project-specific best practices. Like a series of questions or steps one needs to take when planning expeditions (e.g., who have you talked to?). These should go hand-in-hand with getting the correct permits or access to a site.
b. If these steps were not taken, what can you actively do WHILE in the field or after the work has been completed.
  i. Name things generic (e.g., Site 1, Site 2, Site C..,etc.) and then engage with the community.
  ii. Re-visit your broader impacts
c. Relevant reference and source for invited speaker engagement: **Alegado** RA, Hintzen, KD, Tamanaha M, Ascunsion B, Bottjer-Wilson D (2021) Kūlana Noiʻi: a kanaka ʻōiwi-centered indigenist axiology for conducting research with communities. *IGNITE: A Justice-Forward Approach to Decolonizing Higher Education through Space, Place, and Culture,* in review. (https://figshare.com/articles/preprint/K_lana_Noi_i/11540289/1)
d. **Envisioned action at WHOI**: Guidelines designed for specific field work scenarios, where individuals going into the field can have access and guidelines on how they should (and will) connect with local communities in an appropriate way.

2. **Safety in the field:** *Retention/onboarding:* Establish best practices for field work safety.
  a. **Envisioned action at WHOI:** Would like to hold a meeting with the Field Work initiative and engage with them to establish guidelines that can be used throughout the WHOI community.
    i. http://fieldworkinitiative.org/the-fisst-training/
  b. Really t-shirts from WHOI would help!
  c. Adding to existing fieldwork guidelines at WHOI from EH&S: http://ehs.whoi.edu/ehs/occsafety/FieldworkSafetyGuideline.pdf

Opportunities for training in "how to be a mentor"

3. Promote a culture of mentoring to support incoming hires as well as existing employees and students.
  a. **Provide training (workshop, online resource) in how to be a good mentor.**
  b. **Identify what kind of 'how to be a mentor' material that would be helpful?**
  c. **Envisioned action at WHOI:** Build on the current 'mentoring workshop' that is currently used for SSF and PEP mentors. E.g. establish a mentoring skills series that would address different topics on mentoring in each session over a course of a semester including key values, best practices, cultural competence etc. Alternatively, establish training fellowships (prioritize Early Career researchers but consider all career stages) to attend workshops on mentoring. Create a WHOI webpage to provide access to the material for all (i.e. tech staff's current mentoring program https://intranet.whoi.edu/tscommittee/whoi-tech-staff-mentoring-program/). Acknowledge that trained mentors also can benefit from being mentored. Consider building mentor/mentee relationships across departments (currently practiced by Tech Staff at WHOI).

Aggressive diverse faculty recruitment

a) Below is a brief summary, core points are compiled in full here: https://urgeoscience.org/index.php?gf-download=2021%2F04%2FWHOI-Sustainability-Pod-Se[…]3c7e00f6df59a4834eef635c0847a3a862848a09ed44cfbda0802bd70418
b) Audit and revisit each step in the recruitment, hiring, and retention of scientific staff

c) Results of audit will reveal steps that may discriminate against URM candidates
d) Turn the results into action, which will be action items for many levels within the organization:
    i) <u>President/direction</u>: defining WHOI's values, setting and values and priorities of the institution
    ii) <u>Department heads</u>: invest in new methods and mechanisms to recruit historically excluded groups, prioritize cluster hires and a plan to continue support for the cluster, be competitive in recruitment (i.e., counter offers, demonstrate why WHOI supports the candidate lifestyle, as well as the science)
    iii) <u>Search committee</u>: Committees should work together to have a shared set of core values during their evaluation process, develop two rubrics - one agreed upon by the committee for the specific position, and a section for the diversity statements. Create this rubric early. Proactively reach out to candidates for the position.