



URGE Management Plan for USD Environmental and Ocean Sciences

For each deliverable, we have assigned a main point person and a secondary point person from our URGE pod to be in charge of following up with the deliverable, including ensuring that it gets finalized and implemented. On Wednesday, May 12, our URGE pod members presented our work with URGE at our end of semester department meeting and recruited other members from our department who were not part of URGE to be on each deliverable team. In this way, we have further buy in from the department and additional voices to ensure implementation of these new policies is effective. The table below outlines this organizational structure for each URGE deliverable, including an additional deliverable on changes to our curriculum to incorporate an anti-racist and decolonial perspective (this is something we discussed regularly in our URGE meetings, but did not fit cleanly into any of the other deliverables).

<b>Deliverable</b>	<b>Existing Policy or Resource?</b>	<b>Primary URGE point person</b>	<b>Second URGE point person</b>	<b>Other EOSC team members</b>	<b>Where It Is or Will Be Posted</b>	<b>Review/Update Interval</b>
Complaints and Reporting Policy	No	Jenny	Sarah	Ron	Plan to post on website	Recommended Every 2 Years
Demographic Data	Yes	Sarah	Christian	Ron	Internal only	Recommended Every 2 Years
Policy for Working with Communities of Color	No	Drew	Christian	Steve, Soroya	Faculty Google Drive folder	Recommended Every 2 Years
Admissions and Hiring Policies	No	Suzanne	Jenny	Ron	Faculty Google Drive folder	Recommended Every 2 Years
Field Safety Plan	Yes	Andy	Suzanne	Eric, Liz, Russ, Ruth	Faculty Google Drive folder	Recommended Annually
Resource Map	No	Michel	Drew		Plan to post on website	Recommended Annually
Curricular Changes	Ongoing discussions	Jenny	Michel	Beth	Faculty Google Drive folder	Recommended Annually



Additional considerations for each deliverable (use this space to elaborate on table entries, organize it as appropriate for your pod):

- **Agreement:** On April 16, our URGE pod met and presented our work to the president of our university. He is very enthusiastic and supportive of our work, and we discussed ways that our work can complement the university-wide work as part of the [Horizon Project](#). We have plans to further share our work with the USD community by potentially visiting a presidential cabinet meeting and giving a seminar to faculty members in other departments.
- **Complaints and Reporting Policy:** Our deliverable provided ideas and action items to incorporate into a departmental reporting policy, but no departmental reporting policy currently exists. This deliverable URGE team will work to develop this policy to ideally implement by the start of this upcoming school year. In developing this departmental policy, we also plan to reach out to the Dean's office to ensure our policy aligns with the forthcoming college and university reporting policies that are currently being developed.
- **Demographic Data:** We already have demographic data that are regularly collected at the college and university-level that we have internal access to (and we have regularly reviewed this as part of our most recent departmental program review). In addition to continuing to review this data, this deliverable pod will discuss if there are ways to collect further demographic data at the departmental level to assess the effectiveness of the policies and actions that we plan to implement as a department.
- **Policies for Working with Communities of Color:** Our deliverable provided ideas and action items to incorporate into a departmental policy on working with communities of color, but no departmental policy currently exists. This deliverable URGE team will work to develop this policy to ideally implement sometime in the upcoming school year. In developing this departmental policy, we also plan to reach out to the Office of Sponsored Research to determine if there are ways we can coordinate on a college and university-wide level.
- **Admissions and Hiring Policies:** Our deliverable provided ideas and action items to incorporate into new departmental policies on hiring and graduate admissions. Although we have practices in place for both of these things, in many cases these practices are not formalized into policy. This deliverable URGE team will work to develop and implement different aspects of policies on a timeline such that they will be in effect for the upcoming graduate admissions cycle and any upcoming hires in the next academic year. One of the longer-term action items that was discussed with the USD president was potential institutional support for expanding our participation in SACNAS.
- **Field Safety Plan:** Our deliverable provided ideas to incorporate into a departmental faculty field safety guidelines (that would be internal facing) in addition to proposed changes to our existing student field safety guidelines. This deliverable URGE team will work to develop the internal faculty field safety guidelines and finalize the revisions of our student field safety guidelines to ideally implement by the start of this upcoming school year. Specific to our department is that many of our courses participate in class field trips, and so this faculty field guidelines will need to be discussed carefully with faculty teaching sections of the same classes.



- **Resource Map:** Our deliverable provided a draft of two resource maps, one for incoming faculty/postdoctoral scholars and another for students (both undergraduates and graduate students). This deliverable URGE team will review these draft resource maps and revise and add additional items by incorporating ideas from all members of the department. Ideally these resource maps will be ready to share with students by the start of this upcoming school year.
- **Curricular Changes:** Although not an assigned URGE deliverable, our URGE pod was particularly interested in how we could apply the ideas we learned through URGE to very intentionally incorporate anti-racist and decolonial perspectives in our undergraduate curriculum. One idea in particular that we are interested in developing is including place-based learning scaffolded into different courses (particularly ones that involve field work). This work can be complemented by college-wide discussions (that some of our department members are involved in) on adapting anti-racist and decolonial program learning outcomes. These changes will likely be incorporated over time, but some changes, including an interdisciplinary module on environmental racism in one of our 300-level courses, are already planning for the upcoming Fall semester.