URGE Management Plan for Brown DEEPS Pod at Brown University

URGE Deliverable #8	Existing Policy or Resource?	Initial Point of Contact(s)	Priority Level
Session 2: Racism and Individuals			
Introduce feedback mechanisms into our course to give instructors the ability to make changes if needed on a regular basis. By the time we fill out the end of semester feedback form it's too late. Questionnaires (anonymous) given at the beginning and several points throughout the middle of the course will give instructors the opportunity to make students feel more comfortable and included. Asking students at the beginning of the semester what things are important to them/they're passionate about can help instructors get to know their students more, make them feel more included, and meet them where they're at. These feedback mechanisms should be embedded not only in courses but in other situations where power imbalances occur.	Yes	Chair/Curriculum	High
The use of pronouns can be a powerful tool to help create solidarity and raise awareness for how misgendering someone can be a type of microaggression. Alternatively, we should be sensitive to those who do not wish to share their pronouns.	No	Colloquia/Lunch Bunch Organizers	Medium
We should implement mandatory TA training that includes a component on recognizing and diffusing situations of discrimination and marginalization in the classroom. Work with the Sheridan Center to have every TA take certificate training at least once.	Yes, but not mandatory	Sheridan Center	High
Reporting tool: we've compiled an excellent list of the resources available to students to navigate reporting complaints. This resource also includes advocacy, mentoring, and affinity groups that can further help students find a	No	DIAC/website committee	High

sense of safety and belonging in their academic community. This resource should be formally organized and posted to the GeoGrad Wiki and the DEEPS website. We should also continue to collect and share these resources as we learn about them.			
Session 3: Racism and History			
GeoContext: We should incorporate social and cultural aspects of the people we choose to teach about, controversy and all. What is the best way to implement this department wide? Encourage each instructor to research the people they teach and include context in their lessons? At the very least we need to be active in making sure we do not contribute to white-washing our history.	No	Chair/Curriculum	Medium
We should take time to re-evaluate the people for whom we name awards, professorships, buildings, etc. after to ensure that they truly embody the values that we choose to represent. This is an extremely easy way for historical biases to find their way into the present. For example, all our awards/buildings/etc. may be named after men because women and minorities were excluded from academia at the time when they were active. This would have to be discussed with Advancement.	No	Brown University Advancement	High
Similarly, we should move away from the Western way of teaching about scientists as lone wolves and instead emphasize the true teamwork that led to important discoveries and advancements. Avoid glorification and instead teach about the underrepresented scientists and hidden figures.	No	Pod members	High
Ensure that DEEPS has family friendly policies that guarantee that faculty, staff, and students don't have to choose between simply being a person and being part of academia.	Yes	DIAC	Medium
In our own conversations and practices, make sure we are considering not just	Yes	DIAC/DWG	High

diversifying our hired faculty/staff and admitted students, but also working on retaining these members of our community.			
When it comes to hiring practices, create more opportunities for early career scientists to enter academia. Hiring faculty from other universities does not necessarily help increase diversity across all of academia. We could create transitional post-doc programs to create faculty-oriented jobs for early career folks. This exists at the University level through the Presidential diversity postdoc fellowship.	Yes	Brown Presidential DIversity Postdoctoral Fellowship	Low
We should actively collect and archive the demographics of students that apply, are accepted, and that matriculate into the program. This data should be published on a public-facing website, or at the very least, shared regularly among faculty and graduate student representatives. The same should also be done for faculty hiring. This information is already collected by the University, but is confidential.	Yes	Graduate School	Medium
The department currently collects exit surveys from students that graduate and faculty that leave the department. We should also collect exit surveys from students that leave the program before graduating to make sure we understand who is leaving and why they are leaving. These surveys are typically confidential but should be openly discussed among a confidential group of faculty and staff members.	Yes	Director of Graduate Studies	Medium
Session 4: Racism and Justice			
We should actively try to incorporate indigenous knowledge into our research and the papers we write. See e.g. the Vision Matauranga framework in NZ	No	DIAC	High
When evaluating tenure of professors, we should ensure that our system is flexible and sensitive to experiences that might exist outside traditional ways of doing things. E.g., Roger Fu's story of living in Chile for 2 years to incorporate	Yes	Search Committees	High

indigenous knowledge into his astronomical research.			
Continue to support faculty and student engagement in SACNAS and actively find ways to engage with the indigenous communities here in Rhode Island.	Yes	DIAC	Medium
In our own presentations we should spend more time talking about broader impacts and how our work affects the communities where we work and study. Normalize having a DEI slide in the beginning of science talks, and a science portion to DEI talks, so that the whole identity/science of the researcher is supported.	No	Pod Members	High
We should incorporate a land acknowledgement at the beginning of the first colloquium of every semester. Additional land acknowledgements should be included for colloquiums/lunch bunches present work that was done (or with samples acquired from) indigenous people's land.	No	Pod Members	Medium
Regarding field work practices, especially when we engage with lands of indigenous peoples: find ways to incorporate ethics training for how to properly engage with indigenous communities. An important part of this is to include them in our research in sincere ways that avoids tokenism. Build, maintain, and nurture these relationships. Is this included in BEAR training?	No	DIAC	High
Session 5: Racism and Accessibility			
Greatly expand the FAQ for applying to join as a graduate student. A new website made by geology grad students for this exact function (https://geogradapp.com/). Use this as a model on our website, while amplifying their work?	Yes	DGS	High
Explicitly and clearly state on our department website that it is our expectation that students contact potential advisors in advance of applying. We should go so far as to explicitly advise students how to craft these emails. Similarly, we should encourage faculty to actively update their research websites to advertise	No	DGS	Low

their work, their students, and potential opportunities for new students.			
Explicitly and clearly state on our website that GREs will not be evaluated or considered.	Yes	Website	Low
Regarding our graduate application process, evaluate what it is exactly that we want to see in our students. We know that GREs, grades, and even letters of recommendation and research experiences can be biased due to systems and structures that marginalize certain folks. The personal letter can be a great tool for equitable evaluating students, but we should make sure that the prompts we give them explicitly state what we are looking for in a student.	No	Admissions Committee/DIAC	High
Petition to grad school to waive graduate application fee. If this is not possible, advocate to push back the fee waiver deadline to the time of the application deadline. At the very least, explicitly state on our website that this fee waiver exists and has a deadline students should try to meet. This already exists on the University level (https://www.brown.edu/academics/gradschool/application-fee-waivers)	Yes	Brown University	Low
Regarding hiring and admission processes, DEEPS should continue to focus on implementing an equitable admissions committee and should also consider allowing independent observers to review our admissions process to be on the lookout for biases. DEEPS should also periodically host admissions/faculty admission holistic review workshops. Consider implementing a rubric that can be used to fairly and equitable evaluate potential students. This is in the works after a holistic review of admissions/hiring practices.	Yes	Admissions Committee/DIAC	Medium
Use REUs here in DEEPS as an opportunity to coach students on admission processes. This is built into REU programs.	Yes	Summer Intern Organizers	Low
Session 6: Racism and Inclusivity			

Encourage all faculty to read and discuss in their research groups "10 Simple Rules for Building an Anti-Racist Lab". We also have additional resources and readings for other steps PIs can take towards creating an anti-racist lab.	No	Pod Members/DIAC	High
Regarding interactions with campus security and students, we should reach out and establish a relationship with them to prevent the possibility of future incidents. We should share with them that students in our department work late and that they should expect these folks to be on campus and in labs after hours.	No	Pod Members	Medium
Bystander and intervention training should be a regularly occurring workshop that the entire department participates in every few years.	Yes	DWG	Medium
Advisors should take a proactive role in self-educating on the experience of team member's identities and learn about the issues that students face on campus, in the field, and at conference centers. Note: this does not mean asking BIPOCs to relive trauma surrounding their identity as a source of education. Advisors must be aware of the potential types of microaggressions and explicit incidences of racism that students could potentially encounter. This should be developed into a risk management plan that discusses established risks and mitigation strategies. Additionally, all of this information should be communicated with students prior to travel so that students feel comfortable and prepared before they are committed to the trip.	No	DIAC	High
Advisors and field trip TAs should be trained in detecting and diffusing incidences of racism, bullying, discrimination, and harassment in the field.	No	DIAC	High
Regarding field work and field trips, instructors and advising should send out a standardized anonymous feedback form that gives students the opportunity to address any medical, cultural, social needs prior to traveling. Examples include medications, access to religious to cultural items, personal hygiene, feelings towards drinking or other types of social activities. Cultural sensitivity should be	No	DIAC	High

a guiding principle when developing these questionnaires. Feedback should be regular throughout a trip/field season to allow students/researchers to address concerns as they may arise.			
DEEPS should advocate to the University to provide resources and organized structures for preparing faculty and advisors for field trips and field work.	No	DIAC	Medium
DEEPS should create an inventory of fieldwork and field trip gear to ensure that the lack of access to resources is never a reason for students not to participate. DEEPS does guarantee that gear is provided to students and is specified in announcements about trips.	Yes	DIAC	Low
Session 7: Racism and Self Care			
The papers provided in this session are a valuable resource for non-BIPOC faculty and advisors to read to hear the stories and voices of BIPOC students and the issues that they face regularly in academia because of their identity. We encourage all faculty and staff to read them.	No	Pod Members	Medium
We (either as graduate students or as a department) should collect a list of resources within and outside of the university that students of color use to find belonging, safety, inclusion, and support. This could be anything from University-provided resources to local barber shops and restaurants. These resources should then be made publicly accessible through the department website, GeoGradWiki, and as onboarding materials for all hires and admitted students, including post-docs. Note: Deliverable 7 has many of these resources listed, which should serve as a starting point.	No	Pod Members	High