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 Geoscience[1], (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 - 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 our pod.*

1. UCSB Earth Science Pod Ground Rules[4]

1. Listen actively—respect others when they are talking. Don't think about how you will respond.
2. Speak from your own experience instead of generalizing ("I" instead of "they," "we," "you") and don't ask anyone to speak for their perceived group (e.g., asking one of the undergraduates in the group to speak for all undergraduates).
3. Don't be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks—focus on ideas and problems rather than people. The goal is not to always agree—it is to gain a deeper understanding.
4. Participate to the fullest of your ability—community growth depends on the inclusion of every individual voice.
5. Rather than diminishing or invalidating somebody else's story with your own interpretation of their experience, share your own story and experience—recognize that attempting to explain someone else's experience to them is often more invalidating than it is reassuring.
6. Be conscious of body language and nonverbal responses—they can be as disrespectful as words (even over Zoom!). Feel free to turn your camera off if you need a few minutes.
7. Recognize that the impact of words and nonverbal signals matter more than intent. Assume everyone's good intentions but also acknowledge the impact of saying something that hurts someone else, even if it is unintended.
8. 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 (Title IX violations reported to "responsible parties" are the only exceptions). Feel free to take notes but leave out identifying information (e.g., name, gender, department affiliation). If a situation arises when SVSH information might be shared, stop and ensure

the person sharing knows that certain disclosures may need to be reported if a "responsible party" is present.

9. Our pod is committed to operating democratically, everyone's voice--regardless of "rank"--given equal weight. Our objective is to minimize power dynamics.

[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.change.org/p/geoscientists-call-for-a-robust-anti-racisim-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

2. Making decisions as a group

We will work on the deliverables in the first week and review/make edits before meeting the second week of a session to make our final decisions on deliverables. Members not in attendance will be polled on motions, and given the opportunity to review and suggest edits to documents, within two days. It is our individual responsibility to review and make edits before the second meeting, during which final decisions will be made with those present.

The group will use the consensus model for making group decisions on final deliverables. Agreeing, agreeing with reservations, and standing aside/abstaining allow an item to move forward following group discussion. Blocking an item means that if the proposal goes forward, you would leave the group. If a proposal is blocked, we must move back to discussion until consensus is reached. If you see anything that you strongly oppose, you should make the meeting. Nonattendance will be interpreted as abstention unless the individual communicates otherwise in advance.

3. Pod member roles and responsibilities

Pod leaders are the main points of contact between URGE and the pods. Pod leaders submit files to the URGE website (e.g., the sign-up form, updates to pod membership, and deliverables). Preferably, a designated person from the pod will submit deliverables to URGE, to avoid duplication.

1. Schedule meetings - **Allyson**
2. Take notes as needed, especially in discussions of deliverables - **rotating in alphabetical order by first name starting from J**.
3. Upload deliverables to the URGE website - **Allyson**
4. **Everyone** should read supplemental articles / materials for deliverables (for example, the asset mapping deliverable will be accompanied by a short paper about the purpose of creating community asset maps and how to generate your own.) and come ready to contribute.
5. **Everyone** should take part in drafting deliverables and sharing them with the pod for review/edits/discussion at the pod meetings.

6. Facilitating meetings, moving the group through the deliverables and ensuring there is consensus before moving onto the next point - **rotating among students in alphabetical order by first name starting from A.**

<u>Pod Members (for rotation):</u>
Allyson
Amy
Andy*
Devin
Elianne
Lindsay
Judy
Sarah
Susannah*
Yann*

*Not part of facilitation rotation