

Outcomes of two DEEPS Town Halls held in June, 2020

DEEPS Diversity and Inclusion Action Committee

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Abstract

This document summarizes the recommendations and outcomes of two virtual town hall meetings of the Department of Earth, Environmental, and Planetary Sciences (DEEPS) in the wake of a series of killings of Black Americans by the police and other Americans. The first meeting was convened in response to graduate students' concerns and was held on June 17, 2020. The second meeting was convened to emphasize undergraduate concerns and was held on June 26, 2020. The students illustrated making "good trouble", in John Lewis's phrasing, toward improving DEEPS. This document also takes the opportunity to revisit recommendations, findings, and outcomes from a collection of past department efforts, including: a letter on anti-Black racism from DEEPS workers to the university (June 16, 2020); a synthesis of minutes from a graduate student Diversity Working Group meeting on (June 16, 2020); a letter of undergraduate demands to the DEEPS Community (June 24, 2020); the Fall 2019 DEEPS Undergraduate Climate Survey Report; the Task Force for Planetary Group Climate Preliminary Report Concerning Recommendations for an Inclusive, Welcoming Climate (June, 2019); the Lincoln Field Workplace Climate Council Charter (June, 2019); the DEEPS Grad Working Climate Report (Spring, 2018); and the evolving DEEPS Departmental Diversity and Inclusion Action Plan (DEEPS DIAP, first drafted in 2016). All of these documents have been archived by the DIAC for further review and discussion. The creation of the DIAC itself is an outcome of the university-wide plans to improve diversity and inclusion at Brown, including the most recent Brown Statement on Bias and Hate (March 27, 2020: <https://bit.ly/39I23T1>). As many of the concerns at the two town hall meetings concerned the nature, membership, and role of the DIAC, this document also includes updates on the DIAC. An appendix highlights the specific demands and recommendations from each of these groups and the action or inaction that has resulted.

DIAC Charge

The DIAC is against historical prejudices. It is an anti-racist, anti-homophobic, anti-sexist, anti-transphobic, anti-abuse body that actively seeks equity for the department community including all protected classes of race, religion, color, national origin, physical and mental disabilities, and gender. The overarching goals of the DIAC are to promote a diverse, inclusive,

and socially cohesive working and learning environment in DEEPS. The DIAC's activities include, but are not limited to: planning and implementing events including town halls, workshops, and other department-wide events to promote diversity and inclusion; climate surveys of areas of the department to address needs; advising other committees or the department chair on diversity and inclusion (nominations of colloquium speakers, advising the curriculum committee and DUS on diversity in our courses and concentrations, etc.). The DIAC also may evaluate and propose activities to enhance the climate and social cohesion of the department, the department's curricular groups, and its students, staff, and faculty. The DIAC coordinates recommendations from other working groups on diversity and inclusion within the department. The DIAC is not involved in disciplinary actions against any member of the DEEPS community but may refer problems and incidents to the department chair, Office of Institutional Equity and Diversity, Brown's Title IX office, or other appropriate officers. The DIAC is composed of representatives of the members of the department including faculty, graduate and undergraduate students, and staff, and is coordinated by a faculty member. The DIAC meets once each month or as needed.

Introduction

In the context of the timing of these meetings, the DIAC asserts the following facts: Black lives matter. George Floyd, Breonna Taylor, Ahmaud Arbery, Rayshard Brooks, Rem'mie Fells, and many others have been murdered by police and other Americans. Systemic and individual racism is real and exists at all levels of society including DEEPS and Brown.

In *Pathways to Diversity and Inclusion: An Action Plan for Brown University (DIAP)*, the administration details a set of concrete, achievable actions that will make Brown more fully diverse and inclusive. It is important to note that this task is a difficult one that will span many years, as in Historically White Colleges and Universities (HWCU) such as Brown, and in historically White fields such as the geosciences, and in a historically White department such as DEEPS, there are many practices of structural and institutional racism that are hidden and powerful. It is apparent from the conversations that occurred at the town hall meetings that the members of DEEPS--students, faculty, and staff--are committed to this challenge.

The geosciences lack equity in present membership at all levels. While more junior geoscientists represent a more diverse background than more senior ones, there is still a long way to go ([*Earth Science has a Whiteness Problem* - Emma Goldberg, New York Times, 2019](#); [*No progress on diversity in 40 years* - Rachel E. Bernard & Emily H. G. Cooperdock, Nature Geoscience 11, 292-295, 2018](#); [*Race and gender still an issue at academic conferences* - Sara Cannon et al., TheConversation.com, 2018](#); [*Race and racism in the geosciences* - Kuheli Dutt, Nature Geoscience 13, 2-3, 2020](#)). Challenges between generations are natural, as more senior members entered the field at a different time and may prioritize values and traditions

differently while more junior members come from a more diverse set of experiences and backgrounds. Diversity leads to more creative problem solving (*S. E. Page, The Diversity Bonus: How Great Teams Payoff in the Knowledge Economy, Princeton University Press, Princeton, NJ, 2009*), but it is not typically rewarded in admissions or citations (*The Diversity–Innovation Paradox in Science - Bas Hofstra, Vivek V. Kulkarni, Sebastian Munoz-Najar Galvez, Bryan He, Dan Jurafsky, and Daniel A. McFarland, 2020*). Furthermore, there is an historical legacy of bias and oppression in the geosciences (*Science Still Bears the Fingerprints of Colonialism - Rohan Deb Roy, Smithsonian Magazine, 2018; 'Bees, not refugees': the environmentalist roots of anti-immigrant bigotry - Susie Cagle, The Guardian, 2019; Sierra Club apologizes for racist views of 'father of national parks' John Muir, Associated Press, 2020*), where scientists have participated in strengthening racist ideology through misapplication of geological principles and evidence and exploration of our world has resulted in oppression of indigenous peoples (e.g., Linnaeus, Darwin, etc.). The DIAC plans to work together with the DEEPS community to document this history more fully as part of a restorative introspection. All environmental scientists should have an understanding of environmental justice and the inequities brought on by the unequal impacts of climate change, pollution, and extraction industries on communities of color, indigenous communities, and the global south. A commitment to working together, finding roles for community members to play in change, and making values and practices explicit and transparent is the critical task for improvement of climate in DEEPS. While the DEEPS DIAP reported improving statistics in DEEPS and geosciences representation in 2016, a revisit by the DIAC is overdue and is planned as part of the annual survey activities.

Individual acts of racism, aggression, or micro-aggressions are part of the challenges that the DEEPS community faces. These actions come both from within our community and without, and deserve prompt and serious attention. Many of the concerns raised in the town hall meetings relate to what to do when one witnesses or survives such an action. A repeated query at the town hall meetings was how DEEPS members can help in fighting racism: all members of the DEEPS community can help to reduce the number and impact of such aggressions, including:

Actions in response to individual racist acts available to the DEEPS community members:

- 1) Intervene as a bystander, for example using skills learned during the Diversity Working Group's "When, If, and How to be an Active Bystander." (Jan. 20, 2020)
- 2) Report the incident to the chair of the department (James_Russell@brown.edu).
- 3) File an anonymous tip to alert the chair and DIAC (noting that such anonymous tips normally cannot be the sole basis for disciplinary action: <https://forms.gle/sY8oshpfxh1LdedT9>).
- 4) Use the Office of Institutional Equity and Diversity Incident Reporting page (<https://www.brown.edu/about/administration/institutional-diversity/incident-reporting>)

5) Report to the Department of Public Safety (DPS) by calling 401-863-3322. Information about reporting bias or a hate crime is also available on the DPS webpage

(<https://www.brown.edu/about/administration/public-safety/hate-crime-faq>)

6) Or consult with a trusted community member to help take one of these steps. (Note that some campus members are required to report incidents of sexual assault or sexual harassment by the Clery Act or Title IX).

Implicit Bias is another key challenge for DEEPS, identified in the DEEPS DIAP. There is significant research indicating that even people who do not declare their own bias or feel that they possess bias, nonetheless behave and decide in a biased manner. There are a variety of resources that the DEEPS community can use to learn more

(<http://kirwaninstitute.osu.edu/research/understanding-implicit-bias/>,<https://diversity.arizona.edu/advance-grant>), including testing your own implicitly biased responses

(<https://implicit.harvard.edu/implicit>). Research indicates that implicit biases are malleable based on situation and presentation, and so it is important to take advantage of conscious practices to reduce the impact of implicit biases. Key biases to be aware of in designing these practices are affinity bias (preference for your own group), confirmation bias (prejudicial selection of which events are significant), attribution bias (making erroneous causal linkages, e.g., race determining behavior), and the Halo/Horns effect where someone you have decided you like/dislike can do no wrong/right. Many of the comments and discussions at the town hall meetings relate to how and when DEEPS members can help reduce the impact of implicit biases, the list of concrete actions below and the longer list from the collected documents in the supplement below include these suggestions.

Explicit and implicit bias are not the only issues requiring improvement in DEEPS. Many of the discussions during the town halls highlighted aspects of structural and institutional racism where actions by DEEPS can be taken. The elimination of the GRE requirement for graduate admissions by DEEPS last year is one example, but advertising this change has not yet been wide enough (even among DEEPS members). Many of the comments highlighted transparency failures and flawed, biased procedures, which the DIAC can analyze for DEEPS to address and improve. An illustrative example of the distinctions between individual racism and structural racism is the request for clarity in how to report incidents of individual racism. Brown has rules, DEEPS has norms, but these are not widely known in the DEEPS community (this problem has been repeatedly noted in collected past documents). In this case, there is an original act of individual racism that might trigger a complaint or bystander intervention. It is not a sufficient response from the DIAC to say, "I am not a racist, thus I personally would not commit such an act", and deem that assertion of non-racism to be sufficient. Instead, applying only non-racism in this instance would be tantamount to complicity in the structural racism that allows such acts to occur without consequences. An anti-racist response is needed to address the structural

racism: the DEEPS community needs to preemptively unite and agree that such acts will not be tolerated and will be met with a response, to formulate procedures in advance of incidents, and to make these norms and procedures widely known. The community is making progress on the first two parts of this anti-racist response, but the communication aspect is failing and DIAC plans to take this on in the coming year.

As gatekeepers to the prestige and opportunities afforded by higher education degrees, the faculty of DEEPS have a special responsibility to reduce the impact of racism on all programs within DEEPS, including admissions, retention, coursework, grading, examinations, and expectations. The DIAC, working together with the relevant faculty committees, will focus on evaluating the practices and norms across the department to highlight issues that can be addressed in the coming years.

The horror of the graphic incidents precipitating these two meetings, along with the heavy weight of over five hundred years of colonial racism in this part of the world and four hundred and one years since the beginning of American slavery, underlie the strong emotions and convictions of the DEEPS community. Those overarching issues cannot be solved by the department, but neither is their scale an excuse for DEEPS to fail to improve itself. Many of the comments in the town halls reflect significant anger about a lack of progress in improving the climate of DEEPS. The DIAC received this message clearly and has plans to immediately implement a major improvement in openness, transparency, and accountability of DIAC meetings and processes, beginning with this document. Furthermore, the DIAC plans to collaborate with other DEEPS bodies to analyze other department procedures potentially ossifying biases. Specific actions and plans are listed among the suggested actions below. Over the next few months, the DIAC will prioritize the immediate actions among those concrete actions listed.

Finally, DEEPS cherishes the diversity it already has. These town hall meetings, collected documents, and many other interactions make apparent the desire and commitment to build the most collegial and equitable community possible. DEEPS has a diversity of identities, ages, economic resources, educational backgrounds, and of course competing commitments. DIAC is working to hone its procedures and plans, including developing quarantine-resistant, yet highly inclusive meetings with every constituency making a request; producing transparent agendas and actions; and welcoming community input in all of its meetings and activities.

List of Concrete Actions

Improved Documentation

The DEEPS Website needs DIAC/DIAP content:

- 1) DEEPS is overdue in posting our DIAP and its updates on our webpage per the administration's rules.
- 2) The students have requested a broader framing addressing the historical legacy of racism in geosciences and environmental racism and its close ties to White supremacy, and this helpful context will be developed, by the DIAC working together with the students, drawing on the growing list of resources already initiated and collected by the DIAC.
- 3) The department website is being redesigned, but that is not a valid excuse for inaction. In response to the students DIAC has created an open google drive where such materials are being collected and linked to from the present and future website
- 4) Centralize all information regarding DIAC and DIAP.
- 5) Consider barriers to access.

Code of Conduct:

- 1) Develop a DEEPS Code of Conduct specifying: How can I personally contribute in my role within the DEEPS community, as a scientist, as educator, and as a citizen?
- 2) Build upon community standards, such as the AGU Code of Conduct (<https://bit.ly/2EsAlZc>) which was voted into force for DEEPS in the 2019-2020 academic year, the Brown Academic Code (<https://bit.ly/3gevWMV>), and the DEEPS graduate student handbook (<https://bit.ly/310ZZ4I>).
- 3) Widely distribute and post this Code of Conduct (on the department website, flyers, etc.).

Flowchart for Complaints:

- 1) As suggested from the Planetary Working Group, develop an action flowchart to guide complaints to the existing resources.
- 2) Widely distribute and post this flowchart (on the department website, flyers, etc.).

Anonymous Feedback/Tip Form:

- 1) The DIAC has already created this form: <https://forms.gle/sY8oshpfxh1LdedT9>
- 2) The software does not collect the identity of the informant.
- 3) Complaints go to the Chair for action.
- 4) The Chair may direct DIAC to suggest potential structural changes to avoid issues or improve climate in response

Minutes/DIAC Meeting reports:

- 1) All upcoming and past meetings and any public documents (e.g., minutes) will be posted online by the mechanism above. Agendas will be distributed in advance of all DIAC meetings including who may attend (typically open invitations with a particular emphasis group specifically invited), minutes taken, and minutes posted online or a summary report posted when confidentiality/anonymizing/form require (e.g., this document).

- 2) The DIAC is developing a plan for inclusive meetings to come, which will include the specifics of levels of confidentiality, targeted invitees, etc. You can expect different flavors of DIAC meetings to capture data widely, and you can look for the annual reporting required by the administration. There is enthusiasm for many targeted meetings with groups outside of the DIAC (e.g., postdocs, hiring committees, admissions committee, CS MOSAIC+ program, etc.).
- 3) The DIAC will have primarily only planning meetings without outside participation (which will have public minutes).
- 4) The only issue is a balance of transparency and confidentiality, but that is easily manageable.

Recruiting

- 1) Make stipends & tuition payments for graduate students more explicit on advertising materials & website (subject to legal limitations)
- 2) Make career paths more explicit on website
- 3) Collect biographies of diverse students & alums for website
- 4) Focus revisions on barriers to access: make application procedures more transparent, especially contacting a prospective advisor; highlight optional GRE status; illustrate ways of highlighting research-relevant experience on applications; link to ways the department offers research experience (internships, DEEPS STEP, leadership alliance).
- 5) Solicit feedback on application materials and procedures from the Office of Institutional Equity and Diversity
- 6) Review the statistics on identity of past applicants, invitations, and matriculating students (Collected annually by the DGS already)
- 7) Reach out to alumni for recommendations on improving recruitment diversity and inclusion
- 8) Establish “application mentor” program, like at [Univ. of Colorado](#) or [MIT-WHOI](#)

Evaluate Admissions/Recruitment Biases:

- 1) DIAC will request to meet with Admissions Committee on a timely basis to inquire about practices relevant to structural racism and other inclusion practices
- 2) DIAC will offer to meet with any Faculty Hiring Committee formed to offer assistance in inclusive practices, recruiting opportunities, and implicit bias. The DIAC will review existing materials provided to all hiring committees to find opportunities for improvement (e.g., requiring a diversity and inclusion statement from all future applicants).
- 3) Career Day should be expanded to be one a semester, campus wide, more diverse speakers, continue to emphasize variety of careers, discuss salaries & finances, discuss career perception with students to identify issues.
- 4) Evaluate procedures and provide guidance for campus visits and tele-interviews for graduate students, post-docs, staff, and faculty hires.

5) DIAC will continue to explore possibilities for active measures and systems to expand recruitment of a diverse community, e.g., supporting faculty and student recruiting trips to specific conferences and universities.

Climate and Retention

Evaluate Retention Issues:

- 1) Data Collection on Retention, Tenure, carry out post-exit surveys of students, staff, and faculty regardless of departure reason
- 2) Evaluate statistics of self-identity vs. AGU, EGU, and vs. whole US at multiple career stages within DEEPS.

Evaluate Curriculum Biases:

DIAC will request meeting with Curriculum Committee to discuss:

- 1) Work on getting more classes registered for DIAP credit
- 2) Revising the canon to include more diversity
- 3) Teaching the history of geoscience, including the role of geosciences in oppression and bias (Linnaeus, Darwin, Agassiz, Fisher, Pearson, scientific racism, political scientism, etc.). For whom were the geosciences created?
- 4) Accessibility of introductory courses: curriculum and structure, assumed knowledge
- 5) Accessibility and diversity issues in first year courses (introductory undergrad lecture courses, FYS, incoming graduate student seminar); key to make informal study opportunities welcoming to all; consider sign-up sheets, or assigning students so that everyone has a study group option
- 6) How to incorporate ethics and impacts of work on marginalized communities
- 7) Cross-list and guest lectures, esp. with ENVS, Sociology, Africana Studies, History for greater diversity & expertise. Environmental justice field course?
- 8) Diversity syllabus statements: how to avoid hypocrisy, how to take seriously. Code of Conduct in each class?
- 9) Sheridan offers diversity in the classroom training, is this encouraged? Key for faculty and grad students.
- 10) Include diversity and inclusion in DEEPS-led grad and undergrad TA training
- 11) Emphasize transferable skills outside of geosciences in syllabi & curricula
- 12) Suggest non-traditional and low-stakes assessments
- 13) Find ways to illustrate the value of PhD/AB to students based on alumni and cohort results
- 14) Field courses help to prepare for jobs without graduate school

Travel Funding:

1) While department resources have been committed for graduate students in the past for such trips, and COVID-19 precludes immediate travel, a frequent request is for student & faculty travel to:

--Recruit at HBCUs or other institutions toward more diverse recruitment.

--Attend SACNAS, MPOWIR, or other diversity-building meetings. etc.

2) DIAC will work with the Chair to make a plan for how these resources should be garnered from the administration, accessed, and allocated transparently.

Inclusive Travel Assessment:

The DIAC will evaluate practices and provide a report on inclusivity in travel broadly, including:

1) Is the pay up front practice in Brown travel protocols a major issue? Solutions?

2) Explore/ameliorate issues surrounding field trips and field camps

3) Develop practices for better inclusion at Fall and Spring Field Trips, not sufficiently advertised or accessible at present

Trainings:

The Diversity Working Group has previously organized trainings; in addition, we will:

1) DIAC will support or plan these meetings as needed or desired

2) DIAC will explore with the faculty if these meetings can/should be made mandatory

3) DIAC will develop materials in lieu of trainings for those who cannot attend, e.g., visiting scientists, new students, faculty, or staff

4) DIAC will locate any resources distributed at these events and make them available.

Develop/Curate Implicit Biases Materials:

1) DIAC will work together with students and the DWG to curate implicit bias in geosciences materials to be distributed to committees and distributed online

Annual Climate Survey:

1) Collected in previous years by student-faculty collaboration

2) Keep a finger on the pulse of DEEPS climate each year

3) Provide longitudinal data to show evidence of improvement or new issues.

Chain of Complaints:

1) Develop flowcharts for protected status abuse issues

2) Evaluate flowcharts in consultation with Ombudsperson, OIED, Title IX, Public Safety

3) Identify key people/roles

4) Facilitate power diffusion in order to open lines of communication

5) Emphasize approachable access for issues and remain cognizant about the power imbalance between students, postdocs, staff, and faculty

6) The DIAC has established an anonymous climate feedback form, located at:

<https://forms.gle/sY8oshpfxh1LdedT9>

7) Visit the Office of Institutional Equity and Diversity Incident Reporting Page or Public Safety reporting page.

Mentoring:

- 1) Develop or curate training and/or guideline materials to improve mentoring in DEEPS
- 2) Develop a Code of Conduct for mentors
- 3) Build on what materials already exist that have been improved in the Graduate Student Handbook, but expand to cover mentoring of undergraduates, staff, visitors, junior faculty, etc.
- 4) Add these to the faculty by-laws, so that successful mentoring can be enhanced as part of faculty evaluation.

Visitors & Postdocs:

- 1) Need to develop and promote diversity & inclusion training/materials for this group.
- 2) Postdocs are a key aid in mentoring, the mentoring guidelines should keep this in mind.
- 3) DIAC may inquire with the new associate provost for postdocs to coordinate plans.

Faculty:

- 1) DIAC will request to meet annually with the faculty, discussing topics such as:
 - (WAIT): Why Am I Talking? (This is a concept from inclusive meeting practices).
 - Evaluate tenure, rewards, advising, mentorship from a diversity perspective
 - Every faculty action should include a 'gut check' on how to promote diversity
 - Accountability for promises on diversity & inclusion

Community Building

Improve outreach activities and their advertisement:

- 1) Encourage development of research summer programs or internships with local middle/high schools
- 2) Continue deepening Leadership Alliance connections
- 3) For REUs and other funded research projects, recruit for diversity and inclusion
- 4) Continue and support DEEPS STEP
- 5) Recommend improvements in communicating these outreach activities for website revisions and other department materials
- 6) Encourage more active use of dept. Twitter account by appointing a group of "stewards" who take turns posting content and promoting the department strategically. Twitter can help us reach potential applicants.

Visual representation within the Department

1) Improve the murals, posters, etc., in DEEPS spaces

Social meetings for cohesion and communication:

- 1) Encourage the formation of clubs and student groups within DEEPS
- 2) Encourage attendance at the Planetary Social Hour
- 3) Encourage attendance at the Post-Colloquium Social Hour
- 4) Encourage attendance at department banquets, dinners, events

Time & Place Selection

- 1) The successful #ShutdownSTEM carried out by DEEPS contributed majorly to the success of these meetings and this document
- 2) Significant concerns about additional time demands on the few minority members of the department were raised during the town halls
- 3) DIAC & DEEPS need to take minority taxation into account in planning
- 4) Junior faculty and early career scientists may have career issues to mind
- 5) Many DEEPS community members have home life, family, childcare or eldercare issues
- 6) These accessibility issues also are an aspect of department diversity, and require attention in planning for DIAC and DWG meeting location, frequency, and time

*****Supplement: list of past demands & actions*****

Acted Upon: 1) Disciplinary actions were taken in response to previous complaints about members of DEEPS. These actions were verbally communicated to all parties most directly affected. The department's ability to communicate these actions more broadly to our community is limited by confidentiality restrictions. This is a structural problem that the DIAC will investigate to see whether a more restorative approach can be taken in the future.

A letter of undergraduate demands to the EEPS Community (June 24, 2020):

A1) Publish a statement on the EEPS website acknowledging Geology's history of whiteness, future steps the Department will implement to stand against racism and support marginalized identities in the EEPS student population.

A2) Establish and support an EEPS student group dedicated to helping students of marginalized identities connect, study together, and discuss issues of racial, ethnic, and class diversity in the Geosciences.

Acted Upon: A3) Establish a member of the EEPS Department who students can confidentially come to with issues of microaggressions, prejudice, and any other personal experiences related to race and ethnicity ethics.

A4) Donate to organizations that help marginalized K-12 students create new experiences in what we traditionally consider the “outdoors”. If donation isn’t possible, we ask that the Department considers other forms of supporting and investing in outdoor experiences for K-12 students, such as including field trips in the STEPS curriculum.

Acted Upon: A5) Establish a clear and open line of communication where students can access DIAC meeting agendas and recordings, climate survey results, etc.

Additional points collected through an anonymous survey after the June 24 meeting:

A5) Including a course in concentration requirements focused on the intersections of environment/outdoors and race, class, and justice.

A6) In addition to establishing a member of the EEPS Department who students can confidentially come to with issues of microaggressions, prejudice, and any other personal experiences related to race and ethnicity ethics, have DIAC undergrad reps host info sessions on topics relating to similar issues on the order of once a month.

A7) Open DIAC meetings so that people affiliated with the department can sit in on, hear, and contribute to the discussions.

A8) Hold diversity training for TAs (every semester) and faculty and staff (every year).

A9) Explore steps other geology departments are taking and if lines of communication can be established between departments at different schools to create a cross-campus network of geoscientists working to fight racism and inaccessibility within our field.

A letter on anti-Black racism from DEEPS workers to the university (June 16, 2020):

B1) Establish election days as University holidays.

Acted Upon: B2) Implement annual DEI training.

B3) Uplift education in Providence.

B4) Demand RI police demilitarization.

B5) Divest from law enforcement manufacturers.

A synthesis of minutes from a graduate student Diversity Working Group meeting on (June 16, 2020):

Recruitment:

C1) Application process must be more transparent and inclusive

C2) Application process and expectations for geoscience need to be communicated broadly and explicitly on the department website and via other avenues

C3) The importance of networking and contacting advisors pre-application must be highlighted

C4) Should be better advertised that there are funds for students to visit as long as they have a faculty sponsor

Acted Upon: C5) Explicitly reject the GRE and advertise this position on the DEEPS website

C6) Drop or scale back admission requirements.

C7) Offer even more skills training so faculty have more faith admitting prospective students based on aptitude, not on current skills

C8) Faculty and graduate students should actively engage in outreach at conferences that represent scholars of color to expand our recruitment efforts to marginalized communities

C9) Similarly, the department should establish relationships with local/regional/national HBCUs, minority serving institutions, and community colleges to create opportunities for networking, collaboration, and professional development. This can be done through mechanisms like invited talks, seminars, traditional outreach events, or Skype-a-scientist-type sessions.

C10) Faculty should be personally more proactive when recruiting students to make sure they are sampling from more representative populations.

C11) The department should establish a post-bacc program to give students from disadvantaged backgrounds the opportunity to acquire essential research experiences necessary to have a competitive graduate admissions application.

C12) The department should establish a summer research program for targeted local high school students to give them the opportunity to do paid research while gaining invaluable experience that will give them a competitive advantage when applying to undergraduate programs.

C13) Advertise on the DEEPS website that along with the many other competitive benefits offered to students, we provide a transitional stipend to all incoming graduate students.

Acted Upon: C14) Incorporate a mission statement on the DEEPS website that we are a department that values and celebrates diversity and are working towards creating a more inclusive environment where all students are respected and valued.

C15) Petition Brown to remove legacy (family members who are alumni) as a consideration for undergraduate admission.

Retention:

D1) Revise our “canons” to incorporate works from more diverse voices in the community.

D2) Incorporate discussions about ethics into our courses, especially as they pertain to the intersection of our work (e.g. field work, specimen collection, oil and gas exploration, and resource exploitation) and marginalized communities (poorer communities, native and indigeneous communities, etc.).

D3) How else can we "reward" people spending time on racial justice, inclusion, etc. Can Brown make it part of a tenure dossier? Can there be more classes (maybe co-offered with sociology or Africana Studies) on these issues so undergrads/grads can get academic credit?

Acted Upon: D4) Encourage advisers to spend time with their groups working on these issues, to demonstrate they are important enough to be worth our time.

Acted Upon: D5) Keep up the good work and even boost recruitment for DEEPS STEP - what a great outreach opportunity! Right now, we can get class credit for it in the spring- will this continue?

D6) Actively promote the variety of careers that graduates of our program will have access too, especially careers that are outside of academia.

D7) Increase the career recruitment opportunities for DEEPS undergraduates and graduate students.

D8) Have short course to have all new students all take a class together; basics of geology.

D9) Fill empty wall on geochem walls with mural (contact minority artists, or maybe ourselves/undergrads)

D10) Having a similar program to the MOSAIC program within the CS department.

Acted Upon: D11) Centralize information and resources that students have where they can address systemic racial issues within the department.

Role and responsibilities of faculty in heralding change:

E1) Commit to targeted hires to recruit more scholars of color.

E2) End minority taxation, the culture of asking the few people of color we have among faculty, staff, and students to take on a disproportionate amount of responsibility in our diversity and inclusion efforts.

Acted Upon: E3) Celebrate the successes of balancing our gender demographics while also acknowledging that there are other demographic benchmarks that we're missing.

E4) As individuals, dissociate the concept of being a good person and being complicit to or ignorant of racial injustices.

E5) Faculty should fully internalize these systemic issues and take aggressive responsibility in enacting change.

E6) Create short training modules for DEEPS TAs to be trained in anti-racism. TAs have the unique opportunity of overseeing student interactions in labs and can proactively address exclusionary and dismissive behaviors that marginalize students.

E7) Emphasis patronage of Black and minority-owned businesses for departmental procurement and events.

E8) Encourage advisors to incorporate books, papers, and articles relating to anti-racism in academia into their group research meetings.

E9) Proactively invite, cite, and collaborate with scholars of color in our respective fields.

E10) Make the demographics of DEEPS transparent and accessible to hold us accountable as we aim to balance representation within our department.

E11) Make sure survey questions are non-gender based.

E12) Crowd-source lists of HUG people in our fields that we might not be aware of, so we can cite their work (example for hydrology [here](#))

E13) Seek funding to make our publications gold open-access to make our work more accessible.

The Fall 2019 DEEPS Undergraduate Climate Survey Report:

F1) More formal education on the types of careers open to geo undergraduates, e.g. information session on geo careers” (more than just geo careers day)

F2) The only recruiting present in the DEEPS department is fossil fuel based and wanting alternatives.

F3) More availability of GIS courses and a field methods course and general lab skills workshops.

F4) Racism and sexism were highlighted as negative experiences regarding the learning climate in DEEPS.

Acted Upon: F5) More attention to identity, inclusion, and training for professors: Give profs guidelines and training to running a class that prioritizes mental health and continue to center and promote the inclusions and consideration of the experiences of marginalized people in discussions about community and course selection.

Acted Upon: F6) The majority of people in DEEPS are fantastic and have been really supportive, but the few people who have harassed students or have made them feel uncomfortable in other ways need more accountability and transparency on how they are handled.

Acted Upon: F7) When microaggressions occur, it is difficult to hold that person accountable, coming not only from graduate students and faculty, but also undergraduate students. To combat this, there should be teach-ins and trainings held to emphasize DEEPS as an anti-racist, anti-misogynist department.

F8) This raises the question of the roles of the undergraduate DIAP representatives. These representatives could be tasked with holding sessions throughout the year concerning marginalized communities in the sciences, mental health, and anti-racist techniques, much like the MPCs in dorms.

F9) This can be supplemented by a training from Project LETS and a tie-in to GEOW+. These organizations already have forums to discuss identity and ways of addressing microaggressions.

Acted Upon: F10) A town hall is needed to increase transparency. This will lower a division between faculty, graduate students and undergraduate students.

The Task Force for Planetary Group Climate Preliminary Report Concerning Recommendations for an Inclusive, Welcoming Climate (June, 2019);

The Lincoln Field Workplace Climate Council Charter (June, 2019):

H1) Conduct no less than one meeting per month during the academic year and no less than four meetings per academic year open to the DEEPS community;

Acted Upon: H2) Oversee the continued implementation of recommendations of the Spring 2018 DEEPS Graduate Student Working Climate Report, the Task Force on Planetary Group Climate Final Report as well as recommendations based on other reports, findings, and conclusions deemed relevant by the Council;

Acted Upon: H3) Recommend to the departmental Chair, Faculty, Director of Graduate Studies (DGS), Planetary Graduate Student Faculty Representative, Diversity and Inclusivity Action Plan (DIAP) Committee, and any other relevant departmental committees reforms to practices, structures, and habits that would enhance the workplace climate for all;

Acted Upon: H4) Welcome additional members of the administration, faculty, staff, and students to participate in its deliberations as pertinent;

Acted Upon: H5) Assist the planetary group and the department in conjunction with the DIAP committee in the development and implementation of guidelines and tools to help identify and reduce bias and improve communications, based on empirically tested best practices;

Acted Upon: H6) Assist with the implementation of best practices in the planetary group through workshops, townhalls, and discussion groups;

H7) Engage the planetary community in a manner and at a time and frequency to be determined by the Council to ensure the continued progress of the planetary group toward the goal of a positive and inclusive workplace and to assess the state of the planetary climate;

H8) Assess in a manner and at a time and frequency to be determined by the Council the continued progress of the planetary group toward the goal of a positive and inclusive workplace;

Acted Upon: H9) Recommend strategies and resources in support of increasing faculty, staff, and student understanding of and enhancing preparation for academic and professional development opportunities for all;

H10) Ensure that all individuals are aware of available resources to mediate workplace disputes.

H11) Ensure the Codes of Conduct to which DEEPS, the DEEPS planetary group, and the University adheres is communicated to the entire DEEPS planetary community at least once per semester.

The DEEPS Grad Working Climate Report (Spring, 2018):

I1) Advisors and students should have regular conversations about goals (both short- and long-term) and expectations (papers, lab work, work hours, one-on-one meeting regularity).

Acted Upon: I2) The handbook should be made more explicit on requirements (e.g. for the transitional Master's) and/or requirements should be agreed upon by the student's entire committee, so that advisors don't have undue power over such decisions.

I3) The grievance procedure should be standardized (in consultation with the Graduate School and grad students), including a timeline. It should be followed in a timely manner without further prompting from students.

I4) There should be consequences for repeat offenders (including salary, the ability to admit new grad students, etc.). These issues should be discussed more openly among the faculty.

Acted Upon: I5) Increasing the department's diversity has been identified as a priority.

I6) Everyone should educate themselves on the diversity issues raised above and work to build a more affirming and inclusive environment that doesn't single out, mock, or appropriate the culture of any underrepresented groups.

I7) We should all reflect on how to better integrate and celebrate diverse individuals.

Acted Upon: I8) The department should consider implementing mandatory inclusivity training and increasing communication with University offices such as SEAS.

Acted Upon: I9) Advisors should treat their students with more respect, including respecting their time and well-being.

Acted Upon: I10) Current and former students' experiences should be taken into account during end of year and tenure reviews.

I11) Bystanders should call out their peers at both the grad and faculty level for abuse of power and discriminatory behavior.

Acted Upon: I12) We should continue to have department-wide meetings with a range of topics and examples/scenarios (i.e. ranging from microaggressions to harassment).

Acted Upon: I13) The department should have more regular workplace climate surveys and refrain from referencing anachronous surveys that don't apply to the current grad student body.

I14) The department should consider reducing emphasis on the four separate groups and work on promoting group unity and support.

Acted Upon: I15) Students would like more outside-of-work activities that would bring together faculty and grad students to build unity and boost morale, such as the Spring Picnic and intramural sports.

I16) Faculty should try to lift up and affirm graduate students' opinions/voices, especially in issues of prejudice and intimidation.

I17) Faculty should try to engage students in open conversation on these issues and seek out suggestions from them in an appropriate form.

Acted Upon: I18) The department should consider creating and supporting an inclusion taskforce that consists of faculty, staff, grad students, and undergrads with the goal of making

everyone aware of and developing procedures for addressing incidents of bias and workplace climate issues. Such a taskforce would encourage communication and transparency.

I19) The department should consider removing first-year duties and “traditions”.

Acted Upon: I20) Students have a lot of ideas about how to improve the working climate and would like increased communication at all levels, including student/advisor, student/chair/DGS, etc. This would also help clarify expectations of students and faculty.