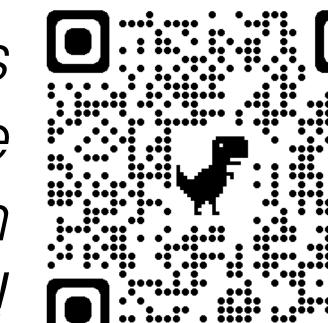


URGE-ing IDEAs Forward in Yale EPS

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For links and more info, scan





Introduction

- 16 graduate students, postdocs, researchers, and faculty members in Yale's Department of Earth & Planetary Sciences participated in URGE
- Effective teamwork and delegation employed to draft all deliverables
- All deliverables were elevated to the EPS
 Department's IDEA (Inclusion, Diversity, Equity, and Anti-Racism Committee); four out of six committee members (including its chair) participated in URGE
- The chair of the IDEA Committee was able to either post URGE-inspired information on IDEA website or bring initiatives to the faculty for approval
- Our successes as a pod over the course of a semester, at an institution where not all department members had previously felt empowered to enact change, show the efficacy of a national movement like URGE that provided structure, deadlines, and momentum from the greater geoscience community

Organizational Structure

Week 1

- Pod Leader solicited 2 volunteers to draft deliverable
- Pod Leader zoomed or emailed with volunteers (sometimes joined by IDEA Chair) to brainstorm deliverable goals

Week 2

- Yale EPS Pod had 2 meeting times, allowing members to choose more convenient time each week
- Pod leader attended both meetings to carry over conversations
- Discussion participants posted their contributions to Google Jamboards
- Deliverable drafters divided between meetings to get verbal feedback from entire pod

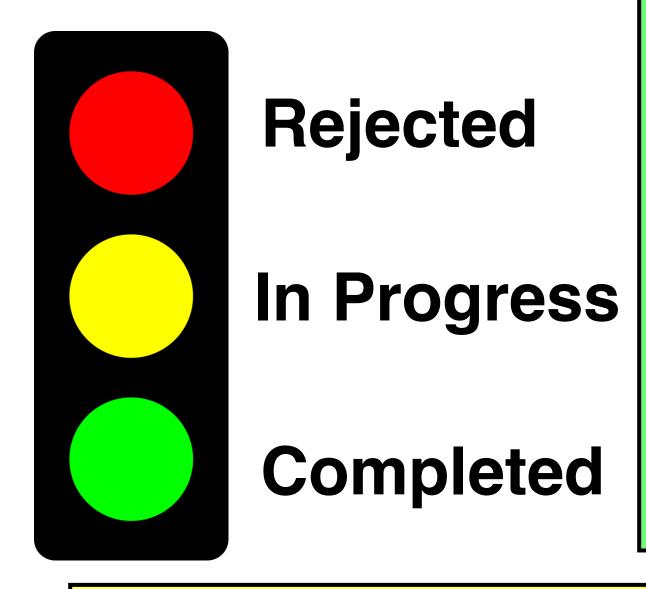
Week 3+

- 4/6 IDEA Committee Members were in URGE, including the Pod Leader and IDEA Chair
- IDEA heard most of the pod's recommendations, debated some of the action items, and either directly implemented many or passed them on to faculty for approval

Eventually

 The IDEA Chair presented deliverable proposals to rest of faculty for approval, boosted by IDEA junior faculty member, and URGE faculty participants

Results



2. Reporting Mechanisms

J. Girard, J. Kasbohm

Compiled and posted on EPS Website

Next steps: Share with other departments

4. Working with Local Communities

T. Reershemius Matras, S. Westacott

- DEI fellowship created for graduate students
- A Yale undergraduate of Cherokee descent volunteered to research a better-informed land acknowledgment than official Yale statement
- Best practices document (to prevent parachute research) addended to field code of conduct

Next steps: Draft land acknowledgment to be reviewed by Native American Cultural Center, seek faculty approval to post on EPS website

6. Safety Plan: Fieldwork Code of Conduct

J. Kasbohm, B. Beaty, T. Gibson, A. Millikin, D. Meyer, S. Westacott

- A new EPS fieldwork code of conduct (modeled on code Kasbohm helped draft at Princeton) was drafted and implemented in a pilot manner on Summer 2021 department field trip
- A survey of trip participants was performed to assess the efficacy of the code/seek feedback

Next steps: Obtain formal faculty approval for implementation of code on all department fieldwork and field trips. Establish Fieldwork Working Group to create the following documents and initiatives:

- Pre-departure packet for trip leaders with best practice documents (bathrooms, local communities, accessibility, etc.)
- Pre-departure dietary and medical questionnaire for all field trip participants
- Provide annual Wilderness First Aid and biannual Wilderness First Responder Training required for all trip leaders and open to all trip participants
- Create department closet for lightly-used field gear for student use

Gender is recorded by OIR as a binary

Yale does not track all of the types of diversity we care about. Could we make a survey for EPS?

Anything <100% response rate might underestimate diversity

3. Demographic Data

A. Denton, T. Gibson

Links to Yale's Office of Institutional Research (OIR) data posted to IDEA website, with disclaimer that these data are imperfect

Next steps: Encourage OIR to collect different types of data, create Hometown google map for EPS website to celebrate backgrounds of all department members

5. Hiring and Admissions Policies

W. Frazer, K. Jenkins

- New graduate admissions
 FAQ posted to EPS website
- New graduate mentoring program between pre-quals/ post-quals grad students
- GRE no longer required
- Holistic rubric for evaluating graduate applicants resulted in higher URM yield

These show we care about DEI!

No diversity
 statement required
 for current faculty
 search

These are performative and extractive of minoritized scientists

Next steps: Apply holistic evaluation to faculty search candidates

7. Resource Map

J. Kasbohm, T. Reershemius Matras

List of New Haven resources
 (food, housing, groceries, personal
 care, etc.) crowdsourced by URGE
 pod

Next steps: Request input from rest of EPS and post to EPS graduate student website

IDEA Committee Initiatives

The EPS IDEA committee is appointed by the department chair and made up of two faculty, two graduate student, and two postdocs/researchers. Our recent initiatives include:

- Designed new DEI webpage for department, including links to demographic information
- Suggests 1-2 colloquium speakers per semester to speak on DEI-related issues and/or enhance diversity of speaker lineup
- Established a new departmental Public Outreach/DEI Graduate Fellowship, allowing graduate students to engage in meaningful, compensated outreach/DEI projects (in lieu of a TA assignment)
- Sponsored IDEA Reading Group
- Sponsored departmental workshops/talks on various topics (race and racism, mental health awareness, writing and evaluating diversity statements)
- Worked with the departmental Director of Graduate Studies on strategies for graduate recruiting, including EPS participation in the Summer Undergraduate Research Fellowship (SURF) Program at Yale
- Facilitated formation of departmental working groups (e.g., women in geoscience, mental health awareness, disability/accessibility, international scholars, race and racism...)
- "Inclusion and Belonging" initiatives (building community for postdocs, cultural potluck, and more!)

Conversation Starters!

- How can URGE focus more on inclusion of international students, who face obstacles different from underrepresented domestic students?
- How can we empower early-career participants to enact change in departmental decisionmaking where they are typically not included, such as hiring committees?
- What obstacles did your pod deal with? How did you overcome them?

Acknowledgments

- The Yale EPS URGE Pod: T. Gibson, L. Tarhan, J. Liu, A. Denton, C.V. Davis, B. Beaty, D. Meyer, J. Girard, U. Heede, W. Frazer, K. Jenkins, T. Reershemius Matras
- Past and present members of the IDEA Committee