

SESE Inclusive Community Strategic Plan

First edition

SESE JEDI Task Force & Allies (Fall 2020 - Summer 2021)

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Section 2: Plan Overview

Reasons for this plan:

- We are overwhelmingly white.
- We are overwhelmingly male.
- We need to recognize other dimensions of marginalization and identity.
- We have a problem with microaggressions, mental health, and cultivating a sense of belonging.
- There is systemic racism and bias built into university structures and processes.
- We need to work against our implicit biases.
- We need to center the experiences of marginalized individuals.

Section 2: Plan Overview

This plan was created with lots of community input and involvement, including listening sessions and education-focused activities.

We selected recommendations with the following priorities and considerations:

- They are SESE-focused
- They call for both systemic change and individual action
- They are rooted in best practices and research
- They include both small wins and larger efforts

School of Earth & Space Exploration

Inclusive Community Strategic Plan

The plan identifies four cross-cutting recommendations for everyone to center in all systems

**Highest priority*



ASU is a comprehensive public research university, **measured not by whom it excludes, but by whom it includes and how they succeed**; advancing research and discovery of public value; and assuming fundamental responsibility for the economic, social, cultural and overall health of the communities it serves.



Training

to regularize self-reflection and actions that advance justice, equity, diversity, and inclusion in all aspects of academic life



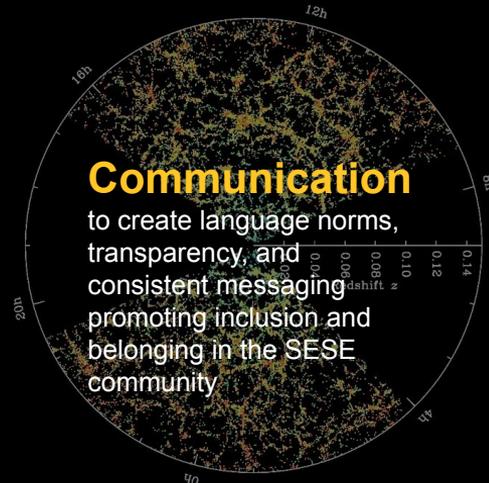
Mentoring

across all SESE communities to provide an equitable opportunity to thrive and enhance belonging



Community Conduct Norms*

for how systems work, our expectations of how we treat one another, and the consequences of failing to do so



Communication

to create language norms, transparency, and consistent messaging promoting inclusion and belonging in the SESE community

Section 3: Cross-Cutting Themes

1. **Training** on JEDI-related topics (implicit bias, anti-racism, etc.) for all SESE community members on an annual basis
2. **Mentorship** for everyone in SESE using a mentoring map
3. **Community conduct norms** clarified through a code of conduct with a clear flow chart for reporting mechanisms
 - * Identified as highest priority
4. **Communication** and language norms to promote an inclusive and collaborative environment, including improving onboarding for new hires and email listserv access (*added in response to feedback to the initial Strategic Plan draft*)

Section 4: Undergraduate Students

1. Improve Training and Facilitate Class Discussions

- Inclusivity training and discussions about JEDI topics, available to everyone in SESE

2. Facilitate Multigenerational Mentoring Groups

- Include faculty, graduate students, and postdocs

3. Track PEER Retention Rates

- Inspired by “Talking About Leaving Revisited”

Section 5: Graduate Students

- Priority #1 : Explicitly define norms and expectations for mentoring relationships
 - Update the Guidebook with explicit expectations for faculty mentors
 - Require a mentoring plan to be devised in SES 502, **have this document updated and submitted annually with graduate student annual review documents.**
- Priority #2 : Develop rubrics for qualifying examinations
 - Develop the rubric with input from all academic communities in SESE
 - Provide explicit expectations about the milestone and how it fits into the degree program. This should be discussed in the student's 1st annual review.
 - **The rubric criteria should be addressed in the student's qualifying exam memo.**
- Priority #3 : Create standardized on- and off-campus risk assessments
 - Complete off-campus risk assessments and obtain student input prior to fieldwork
 - **Require community members to participate in relevant trainings/workshops, e.g., active bystander training, de-escalation etc.**

Section 6: Postdoctoral Scholars

1. Priority #1: Improve transparency and consistency in postdoc employment terms & norms
 - a. Develop a postdoc-focused **climate and job satisfaction survey**
 - b. Work towards ensuring all postdocs receive **full benefits** and can serve as PIs

2. Priority #2: Create a postdoc community with integration in the broader SESE community
**highest priority*
 - a. Hold an annual regular **postdoc orientations and postdoc retreat**
 - b. Offer additional slots for new and senior postdocs to present at SESE colloquiums → *Already implemented in Fall/2021 series!*
 - c. Internal SESE Symposium with priority slots for postdocs → *Successful first edition in Aug/2021!*

3. Priority #3: Provide and increase awareness of resources for research activities and professional development
 - a. **Document and advertise all available resources** for research activities within SESE
 - b. Invest in **professional development courses** within ASU or externally focused on postdoc careers
(added in response to Strategic Plan feedback)

→ *For a successful implementation of the strategic plan, we highly encourage postdocs to actively participate in IC committee listening sessions and surveys in the upcoming years.*

Section 7: Teaching Professionals

Priority #1: Provide Clarity and Transparency in Professional Roles and Responsibilities

Priority #2: Provide Career Counseling, Mentoring and Training

Priority #3: Improve Communication and Accessibility

Section 8: Research Staff

Separated from Teaching Professionals after community feedback

Recommendations:

- Improve Communication
 - Move to a more inclusive system of mailing lists so transmission of information is less reliant on (overworked) faculty
- Clarify research staff roles and responsibilities
 - Introduce SESE-specific definitions of different job titles
 - Restructure SESE website people listing to make categories clearer

Section 9: Staff

- Priority #1: Address power dynamics, bias and workplace climate for staff within SESE
- Priority #2: Enact Equitable Hiring Practices and Career-Long Mentoring & Professional Development Opportunities for All Staff
- Priority #3: Provide JEDI & Harassment Training for All Staff

But to get to those priorities...

We need to be able to have open conversations to know what to work on and how.
We don't have enough feedback to represent the whole staff - yet!

- Based on exit interviews, staff are hesitant to talk. Need to create an environment to facilitate open and honest conversations
 - Listening sessions that are in 1-on-1 with a non-staff facilitator this year
 - Sustained group listening sessions throughout the year
 - Building staff community

Section 10: Faculty

- Priority #1: Provide Additional Professional Development Training for Faculty
 - Added in response to faculty input:
 - provide teaching resources for cultural awareness and local sociocultural/environmental issues and needs
 - provide learning opportunities for faculty regarding demonstrated biases in content and assessment mechanisms
- Priority #2: Update Guidance on Annual Evaluations and Promotion & Tenure
 - Reporting trial and bylaw revision underway
- Priority #3: Develop a Robust Faculty Mentoring Program
 - Pilot based on ADVANCE guidelines planned for spring '22
- Priority #4: Hire & Support BIPOC Faculty

*Highest Priority