Proposed Agenda/Format

- Tuesday night, advertise the event and share resources (see below) that we ask everyone in the department to read before the meeting.
- Discussion of current situation in the US (name George Floyd, police brutality, systematic anti-Black racism). One part of affirming Black Lives Matter is to make and implement concrete plans for making STEM just, equitable and inclusive. **(2 mins, Professor Rob van der Hilst)**
- Summary of how EAPS is doing now (full group) **(8 mins, Professor Rob van der Hilst)**
  - share EAPS statistics as well as results from department surveys
  - recap TaskForce 2023 recommendations
- Discuss recommended readings (random breakout groups) **(20 mins)**
  - ask people to do these readings beforehand and come prepared for a discussion!
  - [Slides](#) - intention is not for these to guide discussion, but just recap material from papers to jog people's memory
- Reconvene. You will be assigned to a group (Assignments will be completed prior to this). Once inside the group, the moderators will facilitate a discussion.
- Discussion questions (rotate to new breakout rooms) **(35 mins)**
  - Each breakout room will have at least two discussion leaders (see list of volunteers below) who will moderate the discussion and take notes on suggestions/opinions of the EAPS community members in their breakout room. These notes will be shared with Rob after the meeting is over.
  - Ideally, each breakout room will be a mix of faculty, research scientists, postdocs, grad students, and undergrads. We would like to mix up the department, so we ask that people not be sorted into breakout rooms by group or discipline. Please join a group randomly!
  - Each breakout room will cover (1) Individual action plan + (2) one discussion question posed below. If both of these get covered, the group can choose another question to move on to. Priority to discussing individual action plans.
- Reconvene and share out action plans (full group) **(no more than 20 mins, Julia Wilcots will call on a discussion leader at random to start the discussion and re-iterate that anyone can chime in)**
  - reconvene and ask volunteers to share actions that they plan to take in the short- and long-term.
  - open floor for any issues that came up in discussion groups that people want to discuss with a larger audience.
  - share list of resources for supporting protests/defunding police/investing in Black communities/etc

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Recommended Readings:

- Reading
  - ICEO [scorecard](#) showing status of previous recommendations made by the BSU, BGSA, and other groups for improving diversity
  - [Race and racism in the geosciences (Dutt, 2019)](#)
  - [No progress on diversity in 40 years (Bernard and Cooperdock, 2018)](#)

- - Other resources at https://www.shutdownstem.com/
- Questions to think about
  - What is one concrete, immediate action I could take to combat racism in academia?
  - What could the department do?
  - Over the next year, what role do I envision for myself in improving the climate for BIPOC in my academic community?
  - What is one concrete step that the department can take to combat systemic racism in our field?
  - What can we do to push the department towards implementing 100% of the BSU and BGSA recommendations?
- **Note: request to attendees and Comms that this meeting not be shared on social media or newsletters in a congratulatory way. One of the demands for the strike was that non-Black scientists don't use the day to do work that could lead to their own career development, and in that spirit we do not want this to become an event that EAPS brags about having held.

Discussion Leaders
Pairs of Leaders
- Rohini Shivamoggi + Lesly Franco
- Lyssa Freese + Jonathan Lin
- Rose Palermo + Henri Drake
- Julia Wilcots + Mason Rogers
- Noah Anderson + Joanna Millstein
- Meghana Ranganathan + Diana Dumit
- Kasturi Shah + Raphael Rousseau

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Recommendations for Discussion Leaders
- At the beginning of your breakout session, set some ground rules:
  - (draft of recs based on google searching, please edit)
  - Listen actively -- respect others when they are talking.

- - Speak from your own experience instead of generalizing ("I" instead of "they," "we," and "you").
    - Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks -- focus on ideas.
    - The goal is not to agree -- it is to gain a deeper understanding.
    - Speak freely when you would like to participate. (Note: for larger breakout rooms, you may want to ask people to raise their hands instead.)
  - Leave the list of ground rules up in the zoom chat so that everyone can see it throughout the discussion.
  - Let people know at the beginning that you'll be taking notes on the conversation to relay suggestions, ideas, and opinions back to Rob.
  - Try to model these ground rules in your own behavior.
  - If necessary, ask participants to adhere to these ground rules early and often.
  - The ground rules can be adjusted via group discussion if you notice one of them isn't working.
  - When discussing readings:
    - Be ready to lead a discussion of readings. Feel free to use [these slides](#) to remind people of the main findings of each paper.
    - if there's a lull, ask some open-ended questions to the group. "What surprised you the most about this article?", "What was your main takeaway from this article?", "What resonates most about this article?" "How do you think X could be addressed in EAPS?"

Breakout Room Discussion Questions

- All rooms please first provide an opportunity for people to share individual action plans

- 1. What steps can we take to improve representation through better hiring and/or recruitment processes?
  - Can EAPS apply to participate in [AGU's Bridge Program](#)? Should we start our own program, or one in conjunction with SoS?
  - **Leaders: Rohini and Lesly**
- 2. How can we incentivize greater involvement by faculty, staff, and research scientists in diversity initiatives?
  - Leaders: Lyssa and Jonathan
- 3. How should we organize the successor to the Diversity Council?
  - What should its mission be?
  - How can it be structured to maximize participation and buy-in from all EAPS community members?
  - **Leaders: Rose and Henri**
- 4. What role(s) do you envision for a DEI coordinator in the SoS/department?
  - Example areas: searches, admissions, other resources for departments
  - Should we advocate for the DEI coordinator to be someone with personal experience of marginalization based on race?
  - Should we advocate for the School of Science to hire more than one DEI coordinator?
  - Would it be possible to ask for DEI coordinators who have knowledge/experience about the disciplines of the departments they're working with?
  - **Leaders: Julia and Mason**
- 5. What do you see as your role in practicing anti-racism?
  - How to overcome overt and covert racism in the workplace and at home?

- - What is the difference between allyship and appropriating someone else's cause? What does meaningful allyship to the Black community look like?
    - How can we assess personal bias and confront it?
    - **Leaders: Kasturi and Raphael**
- 6. What role does institutional support for students play in the student experience?
    - How can we put in place support systems in the department for students, especially students of color?
    - What kinds of support systems would students find useful?
    - In what ways can we ensure that our department is an inclusive space for students of color?
    - **Leaders: Meghana and Diana**
- 7. What role does outreach play in practicing anti-racism?
    - To what extent are existing outreach activities effective? What outreach 'gaps' do we have?
    - How can we narrow the gap between the ivory tower and the real world? Both at a department level and research group level?
    - How do our actions affect our local, national, and global community?
    - How can we increase the amount of outreach done in our department?
    - In what ways can we "institutionalize" outreach and make outreach opportunities accessible?
    - What logistical support do we need for successful community engagement?
    - What do we as individuals want or require from our community partners for successful engagement?
    - **Leaders: Joanna and Noah**