ESS community & friends discussion

Supporting our Black students, faculty, staff and postdocs

Committing to action for justice, equity, diversity and inclusion in our campus and department

Facilitators: Kate Huntington (she/her), Noell Bernard-Kingsley (she/her), Meghan Oxley (she/her), Gemma O’Connor (she/her), T.J. Fudge (he/him)

Use this time to prepare to use Poll Everywhere

LOGIN USING YOUR PHONE OR LAPTOP
USERNAME: kate1

USE THE APP
Username: Kate1
Or
TEXT KATE1 to 22333

https://pollev.com/kate1
Today

Acknowledge current events, listen to Black voices in the community, and support them with action

Brainstorm action to address both specific needs now, and long-term change to our department’s policies, practices & culture, framed in terms of the AGU DEI progress report as a way to focus our efforts.

The more power we have, the more we must do. We hope those of us with power come away feeling empowered & compelled to do this work.
How the chat & discussion will work

- If you would like to make a comment or ask a question during the structured part of the presentation, please use the group chat.
- You can send anonymous comments privately in the Chat to Noell Bernard-Kingsley.
- If you would like to speak, please raise your hand using the hand-raise function.
- Written comments and questions will be read by a facilitator as time allows.
Who is in the room?

Undergraduate Student
Graduate Student
Postdoc
Staff
Faculty
Other ESS community member
Friend of ESS
Group norms

1. Strive for intellectual humility. Be willing to grapple with challenging ideas.
2. Differentiate between opinion - which everyone has - and informed knowledge, which comes from sustained experience, study, and practice. Hold your opinions lightly and with humility.
3. Let go of personal anecdotal evidence and look at broader group-level patterns.
4. Notice your own defensive reactions and attempt to use these reactions as entry points for gaining deeper self-knowledge, rather than as a rationale for closing off.
5. Recognize how your own social positionality (e.g., race, class, gender, sexuality, ability) informs your perspectives and reactions to the speaker/topic?
7. Identify where your learning edge is and push it. For example, whenever you think “I already know this,” ask yourself, “How can I take this deeper?” or “How am I applying in practice what I already know?”
8. WAIT - Why am I talking? Why am I not talking?

- *Respecting Differences*, Sensoy & Diangelo, via Ericka Hart
Self & Group Care

- Share the space
- Participate as you feel able
- This could be a challenging conversation
- Engage in a brave way

Triggers: murder, violence, death, racism

24/7 helpline: 206-685-7233
Micro-Affirmations: Small or subtle actions we can take to make people feel that they are welcome in a space and that their contributions are valued.

I noticed ____ didn’t use your correct pronouns. Would you like me to bring that up with them?

What do you think about that?

I think ____ made that point earlier.

To echo the point that ____ made...

How can I support you if that situation comes up again?

Before we move on, is there anyone who hasn’t had a chance to weigh in?

I’m sorry you’re going through that. How can I help?
What are ways to create space for, and amplify voices of Black people, People of Color, intersectional identities, and those who feel othered or vulnerable?
Today’s gathering was planned a few weeks ago as an action-oriented diversity, equity and inclusion discussion for the ESS community and friends.

It has taken on new significance in light of recent events, specifically the murders of Ahmaud Arbery, Breonna Taylor, Tony McDade, George Floyd, and the false and racist accusation of violence against Christian Cooper.

We have a responsibility to use our platform, voice, community and our power to create a safe and productive environment for our Black community members.
“If you are disillusioned with the protests, the anger, the Black Lives Matter movement or are more concerned about looting than people, please know that the stories and people who make the news represent a tiny fraction of what all minorities face daily.”

- Mellina White, Seattle-based writer
“None of us are untouched by these current events. We may be in the hallowed walls of higher education, but we are still part of the human family…. bearing witness to, and experiencing, the twin terrors of health and racist pandemics.

Many of us are struggling with our emotions, our pain, our despair. Black students and colleagues especially might be struggling right now.”

- Joy Williamson-Lott, Dean of UW Graduate School
What do we do?
“Limit your response to what is of real, tangible help to us…. Don’t make us swim through your tears while we fight”

- Ijeoma Oluo, Seattle-based Author
UW Black student organizations letter

“Standing in solidarity with Black students cannot just be a message that is communicated through email but instead expressed through tangible action and institutional reform at our University.”

- In Solidarity, co-signed by 10 Black student organizations

Our Black student body is being impacted physically and psychologically, hindering their ability to produce academic work.

They are requesting accommodation, which is being urged in letters from UW President Cauce, Provost Richards, Faculty Senate Chair Janes and Vice Chair Agnotti.

E.g., instructors in Biology who are choosing to alter grading policies for all students.
What kinds of accommodations are happening?
Supporting our Black students, faculty, staff and postdocs right now

Committing to action for justice, equity, diversity and inclusion in our campus and department in the long term
“I do think it is important for people to understand how much subtle racism happens on a daily basis on campus. Some people might call it microaggression but I prefer to call it what it is: racism.”

“Racism is pervasive on campus and subtle racism is just as bad (or worse?) as overt racism.”

- Drew Gorman-Lewis, ESS Faculty
Most of us identify as “not racist,” but nonetheless either consciously or unwittingly believe in or endorse racist ideas.

Racist: "One who is supporting a racist policy through their actions or inaction or expressing a racist idea"

- Ibram X. Kendi, award-winning scholar and author
“If black people could end racism, we would have ended racism. We have died trying to end systemic racism. I need you to do the work in your community. And it starts with looking at the day-to-day things….

Every time you go through something, and it's easy for you, look around and say, "Who is it not easy for? And what can I do to dismantle that system?"

But in order to do that, you have to be willing to look at it and see it as a part of the system of whiteness because that's what it is.”

- Ijeoma Oluo, Seattle-based Author
[3 minute break]

Get up, stretch, take some deep breaths, enter comments in the chat, or scan the AGU doc.

(Paste link into chat now)

What did you think about AGU's ethics, diversity and inclusion activities?

This is the worst *%#@ quarter, how could you expect anyone to read it ?!?!

I think some of the policies and practices would be helpful for our department.

I don’t think they would be helpful for our department.

Not sure.
AGU Honors and Recognition

Effort to “deepen” the nomination pool led to increased awards for women

Committees reached beyond their comfortable networks to find new nominators and deserving candidates
AGU Bridge Program
To develop and share inclusive practices for recruiting, admitting, and retaining women and underrepresented minorities
1: Access to the AGU Bridge Program student applicant database
2: Recognition of our department’s commitment to diversity and inclusion in Earth and space sciences
3: Access to AGU Bridge Program staff, veteran Bridge Program Partners, and other subject matter experts
4: Recommendation of the department’s supportive educational environment to prospective students
5  AGU’s Diversity and Inclusion Advisory Committee

Formation of the committee
Wrote opinion pieces for Eos
Developing diversity dashboard

7  AGU Leadership’s Commitment to Diversity and Inclusion

Training in alternate years
Hosted bystander intervention and implicit bias workshops

8  Collaborating to Increase Diversity and Inclusion

Efforts are similar to our department’s efforts
Grad student responses to survey about AGU doc, concerns & comments about Department DEI
Grad student responses: Ideas for moving forward

- Publish a diversity statement on ESS website
- Work to reach a wider pool of applicants, make application process more transparent, offer support for potential applicants during the process.
- Apply for the AGU Bridge program
- DEI training as a quarterly seminar and a quarterly DEI discussion
  - Lots of positive feedback on Scott Winn and Title IX trainings
  - Implicit bias training during admissions season
- Some infrastructure to create space for working on these issues
  - Circulate AGU best practices documents, instructional videos, etc. that resonate with efforts we want to focus on. Maybe in first-year seminar and faculty meetings.
  - Diversity reading seminar
  - Larger diversity group that keeps up the consistency in these discussions (like DIG group in ATMOS)
- Set up effective mentoring efforts
- More engagement from faculty
- Support on these issues from everyone-- those with power and white males
STUDENTS ONLY: What resonated most with you?
FACULTY ONLY: What is something you're willing to put effort into doing to address these things?
EVERYONE: What are barriers people face in our department. Who are they barriers for?
In the past year, what is one way you have contributed toward positive culture change in the department?
What is your personal next step?
If you have power, you have the responsibility to educate yourself.

This is just a taste of resources out there.

**So You Want to Talk About Race** and **I am Drowning in Whiteness**, Ijeoma Oluo

**How to be an Anti-Racist, The American Nightmare**, and **An Anti-Racist Reading List**, Ibram X. Kendi

**Tone Policing and the Sound of Equality in STEM**, Chanda Prescod-Weinstein

**Working in Science was a Brutal Education. That’s Why I Left**, Brandon Taylor

**Don’t Understand the Protests? What You’re Seeing is People Pushed to the Edge**, Kareem Abdul-Jabbar

**Rachel Cargle**, creator of **The Great Unlearn** and **The Loveland Foundation**

**Attention White People: Your #BLM Memes are Not Enough**, Mellina White

**How Managers Can (and Should) Address Race and Violence in the News**, Maria Louisa
If you have power, you have the responsibility to educate yourself.

Public Letter and Call to Action, UW President Ana Mari Cauce

Statement from UW Black Organizations shared by UW Black Student Union

Give Black Students Break on Grades for Protests, Petition Asks UW, Brooke Wolford

6 Ways to be Antiracist, Rebecca Ruiz

How to Make this Moment the Turning Point for Real Change, Barack Obama

Public Health Experts Say the Pandemic is Exactly Why Protests Must Continue, Shannon Palus

Seeing White Podcast, Chenjerai Kumanyika, Celeste Headlee, John Biewen

White Fragility, Robin DiAngelo
Reflect

Supporting our Black students, faculty, staff and postdocs right now - action items?

Action for justice, equity, diversity and inclusion, through long-term change to our department’s policies, practices & culture - Guidance to help ESS DEI (JEDI?) Committee prioritize, and increased awareness and responsibility at the personal & departmental level

The more power we have, the more we must do. Did those of us with power come away feeling more prepared & compelled to do this work?