

CoSE ANTI-RACISM TASK FORCE REPORT
August 23, 2022

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Executive Summary

In August 2020, following the social unrest activated by the murder of George Floyd, May 25, 2020, the leadership of the College of Science & Engineering (CoSE) at San Francisco State University (SFSU) issued a statement that CoSE stands in solidarity with the *Black Lives Matter Movement* to eradicate racism, and made a commitment to work toward a vision for institutionalizing anti-racism in the college. The statement announced the formation of a Task Force for Anti-Racism, which was charged with “establishing short-, medium-, and long-term goals with accountability benchmarks that ensure that CoSE steadfastly and successfully pursues its mission to create an anti-racist culture and build an inclusive community throughout the college” (Announcing a CoSE Task Force for Anti-Racism, 2020). The CoSE Task Force for Anti-Racism (here after “the Task Force”) was formed in November of 2020.

The Task Force met as a full group and as sub-committees throughout the 2020/2021 academic year, with additional meetings during the summer and Fall Semester of 2021. Through their research and work together, the Task Force identified eight overarching goals:

- I. Create an Anti-Racism Committee (ARC) charged with advancing the strategic plan
- II. Create an Associate Dean of Diversity, Equity and Inclusion (DEI) position within CoSE
- III. Create an ongoing assessment of racial climate for students, faculty, and staff within CoSE
- IV. Transform the CoSE environment to a multicultural student community
- V. Transform the CoSE environment to a multicultural faculty and staff community
- VI. Create policies for addressing anti-racism and promoting racial equity within CoSE
- VII. Develop practices for promoting racial equity within CoSE and the broader community
- VIII. Create a partnership between CoSE and the College of Ethnic Studies (COETHS) as well as other colleges to advance social justice

The Task Force created a Strategic Action Plan which identified the above goals, along with objectives, recommended actions, benchmarks, responsibilities, and time frames (Section 6). The Task Force also identified high priority actions that are essential for executing the Strategic Action Plan and the success of an anti-racism environment (Section 4).

The Task Force views the Strategic Action Plan as a call to action! Without taking concrete steps toward anti-racism and advancing racial equity within CoSE classrooms, laboratories, program design, resource allocation, policies, and practices, we risk perpetuating individual, cultural and institutional racism within our college and institution. While the Task Force realizes the complexities and difficulties for implementing the Strategic Action Plan, they remain steadfast and committed to creating a CoSE community where systemic racism is eradicated.

1. Introduction

It is essential to invest time and resources to advance substantive change by dismantling the racist structures that frame the work within CoSE. The scientific, psychological, and pedagogical expertise of the college is diminished by our failure to recognize and reject our own complicity in individual, cultural and institutional racism (Announcing a CoSE Task Force for Anti-Racism, 2020). To that end, the Task Force developed goals with accountability benchmarks to dismantle racist structures and ensure that CoSE steadfastly and successfully pursues the **vision** of institutionalizing an anti-racism structure comprised of policies, practices, and commitment to execute the **mission** of creating an anti-racist culture and building an inclusive community (Announcing a CoSE Task Force for Anti-Racism, 2020). The scaffold to build an inclusive community by creating an anti-racist culture starts with establishing elements of success:

- Taking proactive steps to address racism by recognizing and naming existing structures that frame institutional racism and the harms that those structures impose.
- Addressing racial injustice, beginning with the structures that frame institutional racism, by building alternative structures that explicitly seek to eradicate racism moving forward.
- Providing educational and other opportunities and incentives for faculty/staff/students to engage in self-reflection. Encouraging self-reflection and education for faculty, staff, and students to understand, remember and accept the realities of historic and structural racism in their personal and professional lives, in their communities, and in institutions such as CoSE.
- Encouraging members of the CoSE community to recognize their agency to change problematic systems and structures and facilitate the active work toward dismantling institutional racism by building a CoSE community of anti-racism.

With these elements of success, the Task Force created a plan that responds to the CoSE mission and vision by utilizing the elements of success as the foundation to address racism and create an anti-racism community for faculty, students, and staff within CoSE. The result of the Task Force's work was the development of a Strategic Action Plan.

1.1 A shared understanding of terms

Shared understanding is necessary to engage in social change. To share the perspective of the Task Force, the definition of terms used in this report are located in Appendix A. However, identifying and defining terms is not simple. The meaning of each term may vary within legal, academic, scientific, political, critical, and social contexts. Therefore, the intent of defining these terms is to provide a shared understanding of

them within this document. A more comprehensive review and study of these terms is strongly recommended.

1.2 The context for the Task Force

The Task Force was conceived in the wake of the death of George Floyd, a 46-year-old man of African Ancestry in Minneapolis, who on May 25, 2020, was murdered by Derek Chauvin, a 44-year-old police officer of European Ancestry. This murder, and many other murders fueled by racism, ignited a significant global movement, building on the *Black Lives Matter* movement, a grassroots social movement that began in 2013 following the murder of Trayvon Martin, a 17-year-old African American teenager murdered in February 2012 by George Zimmerman in Sanford, Florida. In recognition of the fact that such acts by police frequently occur and are rarely seriously investigated, much less punished, between 15 and 26 million people globally participated in protest demonstrations against the racially motivated murders of George Floyd, Trayvon Martin, and others, that eventually led to the imposition of serious consequences.¹

While scientific organizations, professional societies, and alliances issued statements of support to eradicate racism in the aftermath of the highly publicized murders of George Floyd, Breonna Taylor, Dion Johnson, Ahmaud Arbery, and the racially motivated ten murders of African Americans in Buffalo, New York, it is not enough to simply proclaim commitments to change or to act only when socially expedient to do so.

While these assaults and murders have occurred nationally within communities of color, it is important to understand that students, faculty, and staff at SF State have endured racially motivated encounters. The SF State Campus Climate Initiatives surveyed 2,521 members of the SF State community to evaluate the current campus climate. Although the results from the survey in the *Learning, Living and Working Report* (2019) primarily focused on barriers for respondents with disabilities, barriers for Transgender/Genderqueer/Nonbinary Respondents, and observations of unwanted sexual experiences, ethnicity was identified as an area of exclusionary, intimidating, offensive or hostile conduct. In 2021, at the CoSE Science Council, a panel of African American Students in CoSe, *Lifting up Black Voices*, shared intense and difficult experiences of racism with faculty and students in their classrooms and labs. The sharing of these difficult narratives triggered the memory of traumatic experiences and

¹ On April 20, 2021, Chauvin was convicted of second-degree unintentional murder, third-degree murder, and second-degree manslaughter and sentenced to 22.5 years in prison on June 25, 2021. In addition to Chauvin, three other police officers were Kueng, Lane, and Thao were charged with aiding and abetting second-degree murder. All four officers also face federal civil rights charges, of which Chauvin pled guilty to federal charges of violating Floyd's civil rights by using unreasonable force and ignoring Floyd's serious medical needs.

students' reactions were monitored by a trained mental health clinician and designated faculty.

The field of science, and specifically the work and engagements of the faculty, staff, and students of CoSE, should not be inextricably tied to commodification, colonialism, and its complicity in institutional racism. To achieve this change and to move beyond mere statements, systems that continue to oppress communities of color must be exposed, interrogated, and changed. The discourse around “diversity, equity and inclusion” in STEM must be viewed as a reclamation project for all oppressed groups, especially for CoSE.

The reclamation of racial justice is arguably the most important educational imperative during this time of turmoil (Brown, 2019). To achieve these goals, CoSE must support work that is equally focused on eradicating systemic racism and advancing racial equity within the mechanisms of how instruction is delivered, how programs are designed, and how resources are allocated, while maintaining a clear vision of the context in which it is being offered to students, faculty, and staff. CoSE must acknowledge and commit to addressing the long-term effects of racism, especially anti-Black racism, that inflicts tremendous and unfair burdens on faculty, staff, and students of color, especially students of African Ancestry. CoSE stands in solidarity with all others striving toward racial equity, actively committed to achieving the vision for enacting anti-racist policies and practices in the college.

1.3 The Trend: Racism as manifested in disparity

While institutional racism and structures of inequity are pervasive and cause numerous harms across society, one of the most visible harms can be observed in one of the key trends in education, and within the STEM fields in particular: disparity within the field, and an absence or erasure of individuals of color at all levels. This disparity in representation may begin with, and is undoubtedly exacerbated by, the opportunity gap.

The Opportunity Gap - The “opportunity gap” for individuals of color, specifically students of color, as described by Darling-Hammond (2010), is the disparity in access to quality schools, teachers, and resources to ensure academic success. Even in California, a diverse state known for progressive agendas, inequitable learning persists in our school systems. This is exemplified by the persistence of lower assessment scores among Black and Latinx students in STEM content areas (California Department of Education, 2019). These disparities are linked to a persistent opportunity gap for students of color, starting as early as elementary school and continuing into college. These opportunity gaps also carry long lasting effects in the workforce. Underrepresented minority (URM) populations, which include African American/Black, Hispanic/Latinx, Native American/Alaskan Native, and Pacific Islanders continue to be

scarce in STEM disciplines (Griffin, 2018). This absence of diverse representation and presence creates what has been described by Ladson-Billings (2006) as an “educational debt”, which includes inequalities in education, health, early childhood experiences, out-of-school experiences, and economic security. The cumulative effect of the opportunity gaps and educational debt is social inequality (Sims, 2018) which also leads to inequities in the workforce.

While educational leaders agree that a competent, diverse, and culturally relevant STEM workforce should be established, there is evidence that the percentage of workers of color — in particular African American and Latinx populations — continue to be deeply harmed by the opportunity gap (McGee, 2020).

The US Trend - Currently 66% of US science and engineering professionals are men of European Ancestry or Asian Ancestry. If women are included, individuals of European ancestry and Asian ancestry comprise 88% of the STEM workforce (NSF, 2017). However, a glaring absence within this workforce are Under Represented Minorities who primarily self-identify as Black (African American) and Indigenous People of Color (BIPOC).

CoSE Trend - This nationwide trend is also reflected among the students, faculty and staff at SF State. Data from Fall 2021 demonstrates the underrepresentation of BIPOC and Latinx faculty and students at SF State and within CoSE (Table 1). BIPOC students are not represented nor reflected in the faculty at the same rate, and Tenured/Tenure-Track (T/TT) faculty of European ancestry are over-represented within both CoSE and the University at large.

A snapshot of Fall 2021 demonstrates the demographics of the student body and T/TT faculty within CoSE mirror that of the entire campus (Table 1), with a slightly higher percent who identify as Asian and international, and a slightly lower percent of students who identify as White (European Ancestry) or of two or more ethnicities (Table 1).

Identified Ethnicity	2021 Students (%)		2021 T/TT faculty (%)	
	SFSU	CoSE	SFSU	CoSE
American Indian/Alaska Native	0.2	0.1	2	2
Asian	23.8	28.1	29	32
Black/African American	5.5	5.3	4	3
Hispanic/Latinx	34.5	34.7	6	6
Pacific Islander	0.6	0.7	0	0
White/European Ancestry	17.3	14.7	54	51
not specified	5.9	3.4	5	6
two or more ethnicities	5.2	4.6		
International/Immigrant	7.0	8.5		

Table 1: SFSU and CoSE student and T/TT faculty demographics as percent of total. Student data was retrieved from the In the SFSU [Institutional Research](#) site, while faculty data is from Faculty Affairs [presentation](#) to academic senate in September 2021. Note that the demographic categories are somewhat different for students and T/TT faculty due to different data sources.

Over the past 12 years the CoSE student body demographics have changed considerably (Figure 1 and Appendix B), closely mirroring that of campus (Appendix B). The most dramatic change has been for Hispanic/Latinx students, who represented 17.2% of CoSE students in 2009, but represented 34.7% of CoSE students in Fall 2021. The enrollment for Black/African American students decreased from 6.1% to a low of 4% from 2014 to 2016, and then increased slightly to 5.3% in 2021. This variability and low percentage of Black/African American students is very concerning and represents the inequity of students of African Ancestry. Students who identify as Pacific Islander and American Indian/Native Alaskan each comprised less than 1% of the student body throughout this time. The trend for students of Asian ancestry shows less variability, and the percent of students who identify as Asian has remained relatively stable (30.3% of CoSE students identified as Asian in 2009, compared with 28.1% in 2021).

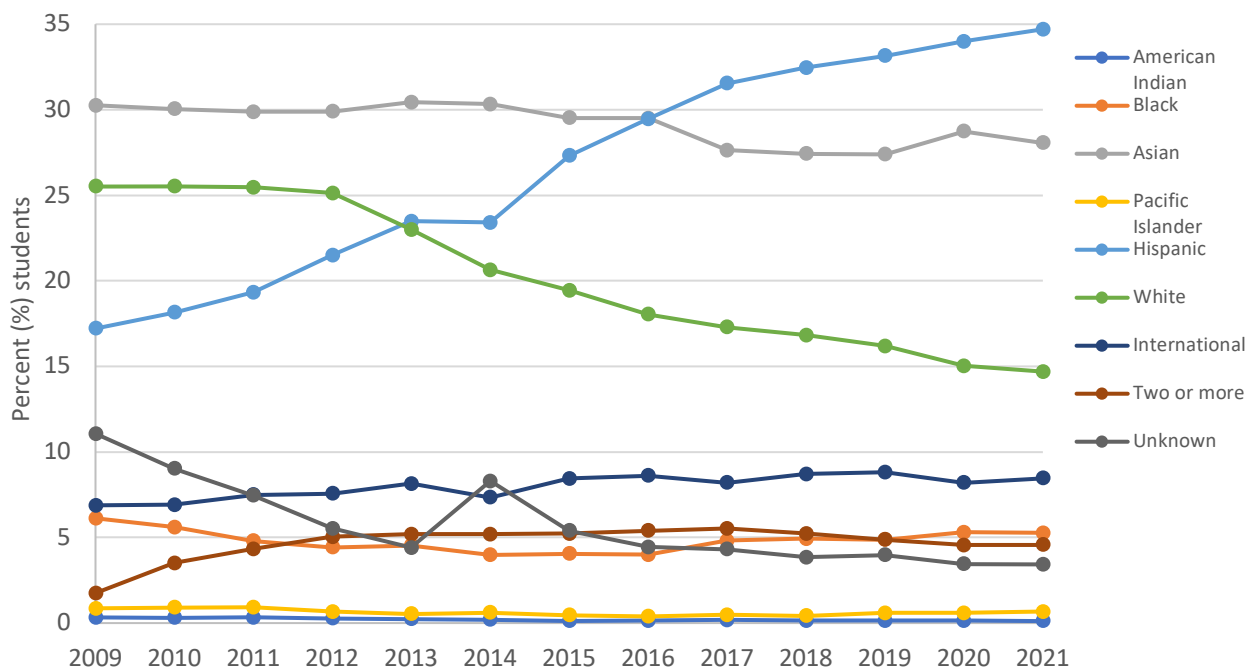


Figure 1: CoSE student demographics as percentages of total students from 2009 to 2021. Data are from SFSU Institution Research.

The Fall 2021 snapshot data (Table 1) reveal that, although the CoSE faculty demographics do not differ considerably from those of the campus overall, the faculty demographics do not reflect the diversity of the student body. Only 5.3% of CoSE students and only 3% of CoSE faculty identify as Black/African American. Hispanic/Latinx students comprise of 34.7% of CoSE students, but only 6% of CoSE faculty identify as Hispanic/Latinx. These data are evidence of the opportunity gap and the education debt for BIPOC students.

Strikingly, even obtaining these data presented a variety of challenges that reflect institutional values and structural inequities. For example, while the student demographics of identified ethnicity and gender are readily available on the SF State Institutional Research site, after a considerable amount of time dedicated to locating the faculty and staff data, the Task Force was informed by Faculty Affairs and Human Resources that they were not readily available. The Task Force was able to access T/TT faculty data for Fall 2021 only, which was presented at an Academic Senate meeting in September 2021. While these data are useful, much information regarding the racial diversity of faculty, students and staff remains absent/invisible.

The lack of publicly available data on demographics for faculty and staff prevents SF State from creating an inclusive campus. These data are required not only to interpret current demographics and identify areas of focus, but the absence of data prevents assessment of DEI initiatives. As such, the Strategic Action Plan includes an objective to create an easily accessible data portal for faculty and staff data (Goal V, Objective 1), and this is considered a high priority action item (Section 4.5)

2. Task Force Scope of Work

Shortly after the murder of George Floyd, the Dean of CoSE, Carmen Domingo, reached out to the CoSE Science Council for volunteers to draft a statement acknowledging the damaging effects of racism, setting out CoSE's solidarity with the *Black Lives Matter* movement and its commitment to eradicate racism by institutionalizing anti-racism within CoSE. The ad-hoc committee was comprised of Dean Domingo, Karina Nielsen (Director of Estuarine and Ocean Science Center), Arno Puder (Chair of Department of Computer Science), Larry Horvath (Director of Center for Science and Mathematics Education), Petra Dekens (Chair of Earth & Climate Sciences), and Patrick Monahan (Science Writer for SF State News). The ad-hoc committee sought to support the Black Lives Matter movement not merely with a simple statement of solidarity, but with a vision of action to institutionalize anti-racism in the college.

The ad-hoc committee met throughout the summer of 2020 to draft an action plan to begin to work toward creating an anti-racism culture within CoSE. In August 2020, the creation of the CoSE Task Force for Anti-Racism was announced, and the published announcement was signed by the CoSE Dean, Associate Deans, and all department chairs and directors at that time (Announcing a CoSE Task Force for Anti-Racism, 2020). Importantly, the CoSE leadership, within that announcement, committed to transparency, yearly reporting, and an annual reaffirmation to “renew the commitment of the Science Council, including all new members, to our social justice and anti-racism goals.”

2.1 The Task Force Structure and Activities

Nominations for membership of this Task Force were accepted starting in September 2020. Upon receipt of these nominations, Dean Domingo and Frederick Smith (AVP, Division of Equity & Community Inclusion) reviewed these task force nominations and selected nominees, and the CoSE Task Force was formed in November 2020. The task force membership reflects several identities of multiculturalism, including gender, race/ethnicity, and positions (students, staff, faculty). The Task Force included the following members and their positions:

Federico Ardila (faculty)	Alexis Ceja (student)
Jamie Chan (staff)	Aminatou Dabokemp (student)
Petra Dekens (faculty)	Brianna Franklin (staff)
Diane Harris (faculty)	Hamid Mahmoodi (faculty)
Lea McGeever (student)	Nathan Norasith (staff)
Christopher Scippio (student)	Donna Walker-Blount (staff)

To ensure equity in the process, members of the Task Force chose not to elect one chair or leader. Instead, the role of facilitator rotated among different members who volunteered. A separate volunteer at each meeting served as a dedicated note taker, who set the agenda for and facilitated the next meeting.

Meetings: The Task Force met twice per month on average from November 2020 to June 2021 (Appendix C). At the first meeting on November 9, 2020, Dean Domingo and Vice President Frederick Smith from the Division of Equity and Community Inclusion welcomed the members, sharing their vision and hope for an effective outcome from the Task Force. Vice President Smith returned to a later meeting where he facilitated a team building activity for members to gain insight into experiences of racism.

Throughout the summer and fall of 2021, Diane Harris and Petra Dekens integrated the work of the individual groups to develop a Strategic Action Plan. The Strategic Action Plan was available to the members of the Task Force's subgroup for feedback and editing. The meeting of the entire Task Force with Dean Domingo occurred on August 16, 2021, to inform members that the Task Force was allowed to continue during the fall 2021 semester to complete the report which included the Strategic Action Plan. The progress of the Task Force, which included the Strategic Action Plan, was initially scheduled to be reported at CoSE Science Council meeting at the end of the fall 2021 semester but was rescheduled for a Science Council meeting during the spring 2022 semester.

Subgroup Activities: In addition to the full Task Force meetings, there were meetings for each subgroup. The Task Force began with a series of meetings that focused on

brainstorming and capturing ideas. This initial generation of ideas resulted in the development of four key areas of focus to build an anti-racist community. Each Task Force member identified the area of focus in which they were most interested in working and the following subgroups were formed:

<u>Student Focus:</u>	Federico Ardila, Lea McGeever, Christopher Scippio
<u>Racial Climate Survey:</u>	Jamie Chan, Alexis Ceja, Donna Walker-Blount
<u>Data Collection and Analysis:</u>	Petra Dekens, Brianna Franklin, Nathan Norasith
<u>Processes and Structural Issues:</u>	Aminatou Dabokemp, Diane Harris, Hamid Mahmoodi

The subgroups met regularly (some biweekly) and reported their progress, receiving feedback from the members of the entire Task Force in several meetings. Each subgroup submitted a list of recommendations that were incorporated into the formation of the Strategic Action Plan.

Presentations and Feedback: The progress of the Task Force’s work was presented at several meetings. At these meetings, the Task Force solicited feedback from the those who attended.

SF State Faculty Retreat:

On January 21, 2021, the Task Force hosted a working group on anti-racism in STEM at the Faculty Retreat. At the virtual meeting, an overview of the work was presented, the goals of the Task Force were identified, and feedback was requested from the 32 attendees. Attendees were assigned to breakout groups to discuss and provide feedback to the following three questions:

- What makes a college or department supportive and inclusive for students?
- What makes a college or department supportive and inclusive for faculty and staff?
- What key results should CoSE use to measure successful anti-racism efforts?

The responses to these questions were shared with the entire Task Force and contributed to the development of the Strategic Action Plan.

All-College Meetings:

On January 22, 2021, the Task Force presented at the College meeting, which was comprised of faculty and staff from all CoSE departments. The strategy of the Task Force was presented, which included preliminary information of the outcomes from the faculty retreat working group.

On March 5, 2021, at the All-College Meeting, the Task Force presented the progress of the tasks which included the formation and progress of each subgroup.

On March 3, 2022, Diane Harris and Petra Dekens presented a draft of the report, which included the Strategic Action Plan, to the Science Council comprised of department chairs and directors to solicit feedback regarding the report. The Science Council offered feedback regarding field work, trainings, post-tenure review, and mechanisms to heal and repair harm from racism. This feedback became the basis for developing and incorporating additional objectives, measurements (benchmarks), responsibilities, and a timeframe for addressing these recommendations from the Science Council within the Strategic Action Plan.

Final Feedback from Dean Carmen Domingo and the Task Force.

On May 31, 2022, a request for final edits, suggestions, and comments from the Task Force and Dean Carmen Domingo was made to complete the report. Dean Domingo, soon to be Associate Dean for CoSE Teaster Baird Jr., Chemistry Department, Associate Dean, Ron Marzke and members of the Task Force offered final suggestions and this report includes those final suggestions and edits.

On July 20, 2022, a meeting with Dean Carmen Domingo, Associate Dean Teaster Baird Jr. and Associate Dean Ron Marzke was held to finalize the report and develop plans for dissemination. The proposed timeframe for distribution to the Science Council and members of the Task Force, as well as the faculty, staff and students of CoSE via the CoSE website before the start of the fall 2022 semester.

3. The Strategic Action Plan Goals and Objectives

3.1 Construction of the Strategic Action Plan (StrAP)

The construction of the StrAP began during the spring of 2021 and continued throughout the summer and fall of 2021. While some members of the task force were no longer available to meet during these semesters (especially students who graduated from SF State), most Task Force members were able to continue their commitment to the charge of the Task Force and provided feedback to the draft of the StrAP and to the

construction of this report during the fall 2021 semester. Each subgroup and their members met during the month of October 2021 to solicit feedback on the StrAP. The StrAP represents contributions, feedback and edits from individual members of the Task Force.

3.2 The Strategic Action Plan: Goals and Objectives

The entire Strategic Action Plan (goals, specific objectives, measurements (benchmarks), actions, responsibility, and time frame) is included in this report (Section 6). The following are the goals and specific objectives of the Strategic Action Plan:

Goal I: Create an Anti-Racism Committee (ARC) charged with advancing the Strategic Action Plan

Objectives:

1. Establish an ARC that consists of faculty, staff, and students who represent multiple intersectionalities of multiculturalism and diversity, empowered to advance the strategic action plan
2. Create a website to publicize CoSE's anti-racism work
3. Demonstrate evidence of progress for advancing the Strategic Action Plan

Goal II: Create an Associate Dean of Diversity, Equity and Inclusion (DEI) position within CoSE

Objectives:

1. The Associate Dean of DEI will be charged with advancing the goals and objectives of the Strategic Action Plan in collaboration with the ARC
2. The Associate Dean will develop partnerships across campus, including with deans and associate deans of other colleges, to promote DEI goals

Goal III: Create an ongoing assessment of racial climate for students, faculty, and staff within CoSE

Objectives

1. Develop the methodology and evaluation to assess the alignment of the CoSE Strategic Action Plan on anti-racism with the needs and expectations of the CoSE community
2. Examine and evaluate the processes and structures of anti-racism and racial equity within CoSE

Goal IV: Transform the CoSE environment to a multicultural student community

Objectives:

1. Identify CoSE student demographics, specifically self-identities/affiliations of multiculturalism
2. Develop recruitment and retention plans for undergraduate and graduate students representing multicultural communities
3. Revise the curriculum with a multicultural focus on the study of the ethical application of science
4. Create equitable physical spaces conducive to learning and collaboration
5. Create and maintain classrooms where students from multicultural communities thrive and are academically successful
6. Create and maintain lab cultures where students from multicultural communities thrive and are academically successful
7. Create and maintain field work experiences (practica, internships, community service, class or research field trips, and other community service activities beyond SF State) where students from multicultural communities thrive and are academically successful

Goal V: Transform the CoSE environment to a multicultural faculty and staff community

Objectives:

1. Create faculty and staff data portal
2. Develop a faculty of color network within CoSE
3. Provide grants/incentives for faculty to offer and engage in anti-racism practices
4. Increase diversity and multiculturalism in faculty and staff hiring
5. Improve faculty retention, tenure, promotion, and post-tenure specifically for faculty of color
6. Improve staff retention and promotion specifically for faculty of color

Goal VI: Create policies for addressing anti-racism and promoting racial equity within CoSE

Objectives:

1. Create an institutional policy of Diversity, Equity, and Inclusion (DEI) for faculty, staff, and students
2. Develop an institutional policy for addressing racial discrimination/harassment training for students, faculty, and staff at the beginning of their enrollment/recruitment (similar to sexual harassment training)
3. Examine and evaluate the processes and structures of anti-racism and racial equity within CoSE

Goal VII: Develop practices for promoting racial equity within CoSE and the broader community

Objectives:

1. Create training opportunities of Diversity, Equity, and Inclusion for faculty, staff, and students
2. Create a transparent and efficient mechanism of multiple avenues for students, staff and faculty to report inequitable or discriminatory behavior in their classes, labs, academic, and/or administrative spaces
3. Create an internal SF State program for faculty and students to develop scientific and educational projects in cooperation with local community organizations
4. Create mechanisms within CoSE for staff, faculty, and students to heal and repair the harm perpetrated by racism

Goal VIII: Create a partnership between CoSE and the College of Ethnic Studies (COETHS) as well as with other Colleges to advance social justice

Objectives:

1. Establish a Certificate Program in Science and Social Justice
2. Promote Coursework to incorporate the use of science to address issues of social justice
3. Create SF State Center for Science and Social Justice to support new research programs

4. High Priority Actions for executing the Strategic Action Plan (StrAP)

Ensuring the successful execution of the Strategic Action Plan. The StrAP developed by the Task Force is the foundation for developing a more inclusive and anti-racist environment within CoSE at SF State. However, there is a risk of “doing nothing” other than reading this report. To address this concern and reduce the risk of “doing nothing” with this StrAP, the Task Force proposes a call to action: The creation of high priority action items for executing and ensuring the successful implementation of the StrAP.

The success and impact of the StrAP depends on the investment of resources by CoSE. To experience real, sustainable change, the College must dedicate time, through the commitment and effort of individuals, and the financial resources that are needed to implement the StrAP. High priority actions are essential for executing the StrAP and for successfully creating an anti-racism CoSE environment.

4.1 Disseminating the Report

Drafts of this report have been reviewed by the Task Force, Dean Carmen Domingo, and the CoSE Science Council. The final report will be posted on the CoSE website and shared broadly throughout the CoSE community. Additional recommendations for dissemination include members of the Task Force be available to meet with departments to discuss the report and to provide support for creating a more anti-racist culture within CoSE.

4.2 Associate Dean position of DEI

To create an anti-racist culture and build an inclusive community CoSE must prioritize this work as part of its core mission. To do this, there must be leadership at the college level, and this work must be the primary focus of that leader's role. One lesson learned by the Task Force is that this work is time intensive and requires expertise. It is simply not possible to achieve the goals outlined in the StrAP using only the voluntary service of faculty, students, and staff, who have many other obligations. Creating an Associate Dean of DEI within CoSE will ensure leadership in the college, who can work with the Dean, other Associate Deans, college Chairs and Directors, student leadership, and staff leadership, in such a way that DEI efforts can be integrated into all aspects of CoSE work, as outlined in the StrAP.

The Associate Dean of DEI, in collaboration with ARC, should publish a publicly available annual report that highlights the work of meeting the goals and objectives of the StrAP, and outlining the goals for the following year. The Associate Dean should also develop an annual budget request to meet the following year's goals. Finally, the Associate Dean of DEI should facilitate partnership activities that promote DEI work across colleges.

4.3 Anti-Racism Committee (ARC)

Although an Associate Dean of DEI will provide the necessary leadership within the college, it is critical that the voices of students, staff, and faculty continue to be an essential part of the move toward an anti-racist community within CoSE. The ARC will consist of students, staff, and faculty from across the college who represent multiculturalism. The ARC should collaborate with the Associate Dean to create a publicly available annual report that presents the evidence of progress toward meeting the goals of the StrAP. In addition, a dynamic website that publicizes the work of ARC and DEI efforts across the college should be established. The ARC should also collaborate with the Associate Dean to create priorities for the upcoming year and to outline the budget request.

4.4 Funding from CoSE Budget

The goals and objectives of the StrAP require investments of both time and funding. If CoSE, and SF State, authentically commit to creating an anti-racist culture, and building an inclusive community for the execution of the mission and vision, then appropriate funds must be allocated to this work. The Associate Dean of DEI, in collaboration with ARC, should set annual goals and associated budget needed to meet these goals. This requested budget would be included by CoSE in the annual budget request to Academic Affairs.

4.5 Access to data

To fully assess SF State's progress in creating a diverse campus it is essential that demographic data for students, faculty, and staff are readily available. As highlighted in the introduction (Section 1.3), although student data are available through the SF State Institutional Research site, there is no comparable data portal for staff and faculty. Because this presents a significant barrier to creating a diverse and inclusive college and campus, developing data portals for faculty and staff data are considered a high priority action item. Demographic data for T/TT faculty, lecturer faculty, and staff should be available for the last 10 years. The database should be able to be queried by college, department, and rank (for T/TT faculty) or years of service (lecturer faculty and staff).

5. Conclusion

The Strategic Action Plan is the guide for responding to the CoSE mission and vision of creating a climate of inclusiveness, respect, and acceptance for a multicultural community of faculty, students, and staff with the one major focus of eradicating systemic racism. This document is a "living" one where goals and objectives can be modified to meet the current needs of the college. To monitor the progress toward successfully meeting the goals of the StrAP, the Task Force strongly recommends continuous assessments of goal progress by utilizing a Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis.

One major factor toward the success of the CoSE StrAP is the support and involvement of the greater SF State community. The vision is to share this Plan across campus. One mechanism to share and receive support for the StrAP is to develop partnerships with other departments, with the goal of building an anti-racism, inclusive SF State community. This type of partnership has already begun.

The Task Force appreciates the support from the Dean, the College and several individuals beyond the membership of the Task Force: Frederick Scott, Amy Smith, Dawn Elissa Fischer, Wei Ming Dariotis, Candice Kelly, and Diana Chu. We are grateful

for their commitment to the success of developing a guide for creating an anti-racism inclusive CoSE and SF State community.

While the Task Force realizes the complexities and difficulties for implementing the StrAP, the Task Force remains steadfast and committed to creating a CoSE community where systemic racism is eradicated.

6. The Full Strategic Action Plan

Goal I: Create an Anti-Racism Committee (ARC) charged with advancing the strategic plan					
	Specific Objectives	Measurement (Benchmarks)	Actions	Responsibility	Time Frame
1	Establish an ARC that consists of faculty, staff, and students who represent multiple intersectionalities of multiculturalism and diversity, empowered to advance the Strategic Action Plan	ARC Committee	Members of CoSE (faculty, staff and students) will be selected for the ARC committee through a collaborative process, that involves solicited applications, and recommendations by the CoSE Dean and Associate Dean of DEI	Dean's Office	2022
2	Create a website to publicize CoSE's anti-racism work	ARC Webpage and other ARC resources	Create a dynamic webpage on CoSE's anti-racism work, consolidating research opportunities, opportunities for collaborations with other colleges, scholarships, student organizations, events, and resources	ARC	2022
3	Demonstrate evidence of progress for advancing the Strategic Action Plan	Annual Report - publicly available	In collaboration with the Associate Dean of DEI the committee will collect evidence of progress toward meeting the goals of the strategic plan which include identifying resources (budget) for continued progress	ARC Dean's Office Associate Dean of DEI	2023 annually thereafter

Goal II: Create an Associate Dean of Diversity, Equity and Inclusion (DEI) position within CoSE					
	Specific Objectives	Measurement (Benchmarks)	Actions	Responsibility	Time Frame
1	The Associate Dean of DEI will be charged with advancing the goals and objectives of the Strategic Action Plan in collaboration with the ARC.	Annual Associate Dean's Report	Develop mechanisms to conduct the work of meeting the goals and objectives of the Strategic Action Plan to advance the mission of anti-racism	Dean's Office	2023
		CoSE Budget	Develop the budget for executing the goals and objectives of the Strategic Action Plan	Dean's Office Associate Dean of DEI ARC	2022
2	The Associate Dean will develop partnerships across campus, including with deans and associate deans of other colleges, to promote DEI goals	Partnerships activities between the Associate Dean of DEI and representatives from other colleges	Collaborate with deans and associate deans from other colleges by engaging in activities and other endeavors to promote the work of DEI	Associate Dean of DEI ARC	2023

Goal III: Create an ongoing assessment of racial climate for students, faculty, and staff within CoSE					
	Specific Objectives	Measurement (Benchmarks)	Actions	Responsibility	Time Frame
1	Develop the methodology and the evaluation to assess the alignment of the CoSE Strategic Action Plan on Anti-racism and the needs and expectations of the CoSE community	Approved survey conducted every 2 years	Create a climate survey instrument for faculty, students and staff with stakeholder and approved by IRB	Associate Dean of DEI ARC	2022 bi-annually thereafter
		Focus groups	Convene focus groups of students, faculty, and staff to assess the racial climate of CoSE and the effectiveness of the Strategic Plan and include outcome in annual report	Associate Dean of DEI ARC	2023 and every 4 years thereafter
		Dashboard	CoSE analyzes and disseminates the results of the survey and focus groups to the CoSE community via a dashboard platform on the CoSE website	Associate Dean of DEI ARC	2023
2	Examine and evaluate the processes and structures of anti-racism and racial equity within CoSE	Annual report	Conduct an annual evaluation which includes a mechanism for faculty, staff, and students to provide feedback about practices and policies	Associate Dean of DEI ARC	2023

Goal IV: Transform the CoSE environment to a multicultural student community					
	Specific Objectives	Measurement (Benchmarks)	Actions	Responsibility	Time Frame
1	Identify CoSE student demographics, specifically self-identities/affiliations of multiculturalism	Associate Dean of DEI Annual report	Collect statistics on student demographics, specially ethnocultural affiliation, to be reported annually to the broader CoSE community	Dean's office Associate Dean of DEI	Annually
2	Develop recruitment and retention plans for undergraduate and graduate students representing multicultural communities	Removal of GRE requirements from the SF State Bulletin	Eliminate GRE requirements for all CoSE departments	Graduate Division CoSE Science Council Associate Dean of DEI	2022
		Underrepresented students receiving scholarships/fellowships	Increase the number of fellowships/scholarships by 1% each year for incoming and continuing students from underrepresented communities	Associate Dean of DEI Development office	2022
		Development of DEI fellowships/scholarships	Create specific DEI fellowships/scholarships for incoming and continuing students from underrepresented communities	Associate Dean of DEI Development office	2022
		CoSE and department websites & announcements	Identify departments, undergraduate programs and graduate programs' announcements of activities that promote multiculturalism within the Sciences	Graduate Division CoSE Science Council Associate Dean of DEI Curriculum Review Council for Campus	2022
3	Revise the curriculum with a multicultural focus on the study of the ethical application of science	Graduation requirement for completing a course on the ethical application of science.	Within three years, establish a graduation requirement for every COSE department on the ethical application of science	Graduate Division CoSE Science Council Associate Dean of DEI Curriculum Review Council for Campus	2024
4	Create equitable physical spaces conducive to learning and collaboration	Designated physical spaces	Invite science educators to participate in developing space, especially the lounge design, for the new Science building, to ensure that students experience physical spaces that are conducive to their learning	ARC Dean's office Associate Dean of DEI	2023
5	Create and maintain classrooms where students from multicultural communities thrive and are academically successful	At least 25% (with the expectation of 100%) of CoSE courses are taught by faculty who have completed the equitable classroom practices training program	With funding support, create a training program where faculty can engage in active, interactive training on equitable classroom practices	Associate Dean of DEI CoSE Faculty ARC	2022
			Require the equitable classroom training program for CoSE faculty	Associate Dean of DEI CoSE Faculty ARC	2022 bi-annually thereafter
		Strategies for institutionalized equitable teaching practices	Utilize effective pedagogical and systemic strategies (e.g., Metro Program) to institutionalize equitable practices	Associate Dean of DEI CoSE Faculty ARC	2022
		Revised proposed syllabi for courses	Create support for departments to redesign their critical transition "weed out" courses to advance multicultural classrooms	Associate Dean of DEI ARC	2022
		Programs that promote community and learning (such as the STEM METRO academies)	Develop and promote programs that integrate scientific inquiry and learning with the diverse interests and needs of a multicultural student community	CoSE Faculty CSME, SEPAL, CEETL, and MERGE ARC	2022
		Teaching practices that emphasize ethnocultural histories and science	Organize and offer workshops for faculty to learn and incorporate in their research and teaching, the histories of ethnocultural (specifically individuals of African Ancestry and indigenous people) contributions to science	Associate Dean of DEI ARC CEETL	2022
			Utilize critical thinking and inquiry as teaching practices to advance the cultural impact of science as a core to the curriculum	Associate Dean of DEI ARC CEETL Department Curriculum Committees	2022
6	Create and maintain lab cultures where students from multicultural communities thrive and are academically successful	At least 25% (with the expectation of 100%) of CoSE labs have implemented Anti-Racist Lab rules and students' rights as evidenced by lab websites, syllabi and other documents disseminated to students	CoSE labs establish and implement set of Anti-Racist Lab Rules (Chaudhary and Behre, 2020) and student rights (see appendix) to create a safe and inclusive lab environment for BIPOC members	ARC Associate Dean of DEI CoSE Faculty with labs	2023
7	Create and maintain field work experiences (practica, internships, community service, class or research field trips, and other community service activities beyond SF State) where students from multicultural communities thrive and are academically successful	At least 25% of CoSE courses (research, supervision, and/or classes) that involve field work experiences have implemented the guidelines as evidenced by course syllabi, websites, and other documents disseminated to students	CoSE establishes and implements a set of guidelines to create safe multicultural and inclusive field work experiences for all students	ARC Associate Dean of DEI CoSE instructors, research PIs, or supervisors who are responsible for the field work research experiences	2022

Goal V: Transform the CoSE environment to a multicultural faculty and staff community					
Specific Objectives		Measurement (Benchmarks)	Actions	Responsibility	Time Frame
1	Create faculty and staff data portal	Data Portal	Develop a data portal similar to IR site that includes faculty (T/TT and Lecturer) and staff data	Associate Dean of DEI The Dean ARC	2022
2	Develop a faculty of color network within CoSE	Association of Black Faculty and Staff Organization, Latinx Faculty and Staff, Organization, and organizations for faculty and staff of color	Encourage CoSE to participate faculty and staff of color activities on campus	ARC	2022
3	Provide grants/incentives for faculty to offer and engage in anti-racism practices	Colloquium Series for at least 50% of CoSE faculty	Create, fund, and maintain an interdisciplinary Colloquium Series on anti-racist science	Associate Dean of DEI ARC	2022
4	Increase diversity and multiculturalism in faculty and staff hiring	Required training for all CoSE Search Committee members	Mandate all CoSE search committee members to participate in required training of the DEI process as part of the faculty search process	The Dean Associate Dean of DEI ARC	2022
		DEI Statement in all CoSE Faculty Searches	Mandate all CoSE faculty searches to include DEI statements from applicants as a required part of the search process	Associate Dean of DEI The Dean ARC CoSE Department Faculty Search Committees	2022
		Recruitment plan for multicultural hiring of faculty and staff	Create a recruitment plan by the college for hiring of faculty and staff who represent multicultural communities	Associate Dean of DEI The Dean ARC CoSE Department Faculty Search Committees	2022
		Evaluation Rubric for candidates' DEI commitments	Develop a rubric to evaluate the candidates' commitment to DEI	Associate Dean of DEI The Dean ARC CoSE Department Faculty Search Committees	2022
5	Improve faculty retention, tenure, promotion, and post-tenure specifically for faculty of color	Evidence of DEI commitments and requirements in at least 50% of CoSE Departmental RTP criteria	Revise departmental RTP criteria to include statements that reflect commitments and requirements to DEI which include recognizing and rewarding "hidden service", specifically for faculty of color in the RTP and post-tenure reviews	Associate Dean of DEI The Dean ARC CoSE Departments	2024
		Evaluation rubric for retention, tenure, and promotion	Develop evaluation rubric by CoSE as a guide to measure DEI efforts for retention, tenure, and promotion	The Dean Associate Dean of DEI Staff Representatives ARC	2024
		Evidence of DEI commitments and requirements in at least 50% of CoSE departments post-tenure review process	Create a CoSE wide post-tenure review process that is equitable for all tenured faculty and does not penalize faculty using evaluation tools (such as student evaluations) that may reflect racist bias and conduct	The Dean Associate Dean of DEI Staff Representatives ARC	2024
6	Improve staff retention and promotion specifically among faculty of color	DEI policies and practices incorporated into documents for staff promotion and advancement in 50% of CoSE department	CoSE departments include DEI in documentation for staff advancement	The Dean Associate Dean of DEI Staff Representatives ARC	2026
		Evaluation Rubric as a guide to measure DEI efforts for promotion and leadership	Develop evaluation rubric by CoSE as a guide to measure DEI efforts for retention, tenure, and promotion which includes a strategy to recognize and reward "hidden service" performed specifically by faculty of color	The Dean Associate Dean of DEI Staff Representatives ARC	2025

Goal VI: Create policies for addressing anti-racism and promoting racial equity within CoSE					
Specific Objectives		Measurement (Benchmarks)	Actions	Responsibility	Time Frame
1	Create institutional policy of Diversity, Equity, and Inclusion (DEI) for all faculty, staff, and students.	The Policy on Diversity, Equity, and Inclusion (DEI) CoSE Bylaws	Develop a policy for identifying acts of racism and discrimination and consequences for these actions which includes a mechanism for reporting.	Associate Dean of DEI ARC Academic Affairs Academic Senate	2022
2	Develop institutional policy for addressing racial discrimination/harassment training for students, faculty, and staff at the beginning of their enrollment/recruitment (similar to sexual harassment training).	Completion of the workshop for CoSE student enrollment and CoSE faculty and staff hiring	Establish and execute a required training workshop on racial discrimination and harassment at the beginning of their enrollment (for students) and hiring (faculty and staff)	Associate Dean of DEI ARC	2023
3	Examine and evaluate the processes and structures of anti-racism and racial equity within CoSE	Results from surveys and focus groups included in a bi-Annual report	Conduct an annual evaluation which includes a mechanism for faculty, staff, and students to provide feedback about practices and policies	Dean's Office Associate Dean of DEI ARC	2023 and bi-annually thereafter

Goal VII: Develop practices for promoting racial equity within CoSE and the broader community					
Specific Objectives		Measurement (Benchmarks)	Actions	Responsibility	Time Frame
1	Create training opportunities of Diversity, Equity, and Inclusion (DEI) for faculty, staff, and students	Completion and evaluation of the training workshops	Offer to staff, faculty and students a bystander training for intervening when they witness inequitable or discriminatory behavior in their classes and study groups	Associate Dean of DEI ARC	2022
			Offer staff, faculty and students training in how to reduce racism when organizing meetings by implementing inclusive practices and principles that reflect multicultural representation, establish collective meeting expectations where all voices are heard, and that ensures transparency in the decision-making process	Associate Dean of DEI ARC	2023
2	Create a transparent and efficient mechanism of multiple avenues for faculty, staff, and students to report inequitable or discriminatory behavior in their classes, labs, academic, and/ or administrative spaces	Resources completion and evaluation of the training workshops Accurate accounting of CoSE-specific grievances	Develop a mechanism to Inform BIPOC students, staff, and faculty of available resources to receive support and/or file grievances	Associate Dean of DEI ARC	2023
			Create a training workshop for students on how to file grievances of racism and discrimination	Associate Dean of DEI ARC	2023
3	Create an internal SF State program for faculty and students to develop scientific and educational projects in cooperation with local community organizations	Funding for faculty and students to work within the local community	Identify funding opportunities and create a funding mechanism for faculty and students to develop scientific and educational projects within the local (but outside SF State) community	Dean's Office DEI Associate Dean ARC	2023
		Resources for faculty, students, and the community	Create pamphlets and other materials which include the historical context of issues affecting racial groups on campus and in the communities, including actionable plans and requirements	CoSE Associate Dean of DEI ARC	2022
4	Create mechanisms within CoSE for staff, faculty, and students to heal and repair the harm perpetrated by racism	Active participation by the CoSE community in healing opportunities	Create structured or formal opportunities that create space for healing and reparation through listening, learning, teaching, and acceptance	CoSE Associate Dean of DEI ARC	2023

Goal VIII: Create a partnership between CoSE and the College of Ethnic Studies (COETHS) as well as other colleges to advance social justice					
Specific Objectives	Measurement (Benchmarks)	Actions	Responsibility	Time Frame	
1	Establish a certificate program in Science and Social Justice	CoSE Certificates for undergraduate and graduate degrees.	Create undergraduate- and graduate-degree certificates in CoSE, offering relevant coursework and research experiences within CoSE	Associate Dean of DEI ARC Curriculum Review Council	2026
2	Promote coursework to incorporate the use of science to address issues of social justice	One course from each CoSE department for a total of nine CoSE courses	Create an SF State internal program that offers release time for faculty to develop new courses on science and social justice, encouraging collaboration with other college	Deans from the Colleges Associate Dean of DEI Department Chairs Curriculum Review Committee	2024
3	Create SF State Center for Science and Social Justice to support new research programs	Grants for faculty	Create an SFSU/CoSE internal program that offers "seed grants" for faculty to develop new scientific research programs to address social justice in the Sciences	Deans from the Colleges Associate Dean of DEI Department Chairs ARC	2024
		Grants for students	Create an SFSU/CoSE funding program that prioritizes BIPOC students for freestanding grants that allow them to transition without penalty their research focus to health equity and social justice	Deans from the Colleges Associate Dean of DEI Student Enrichment Opportunities Director	2024
		Faculty and student positions	Provide funding for faculty and student positions to develop a Science and Social Justice Program	Deans from the Colleges Associate Dean of DEI Department Chairs	2024
		Submission of a proposal to fund a Center/Research Program for Science and Social Justice	Develop a fundraising plan to secure independent funding for creating a Center Develop a national grant that incorporates the partnership of CoSE and COETHS as well as other colleges such as the College of Education to organize and develop a research program/center to address anti-racism and social justice within campus and throughout local communities	Deans from the Colleges Associate Dean of DEI Department Chairs Fundraising Consultants	2025
		Proposal to the provost for a cluster hire and approval of a cluster hire across CoSE and COETHS	Propose a cluster hire of faculty representing CoSE and COETHS with an emphasis on science and social justice	Deans from the Colleges Associate Dean of DEI Department Chairs Provost	2026
		Fellowship program	Establish a long-term fellowship program for students, specifically BIPOC students, to engage and conduct research in the program	Deans from the Colleges Associate Dean of DEI Department Chairs	2023

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APPENDIX A: Shared Understanding of Terms

Anti-racism is the process of identifying and opposing racism with the goal to challenge racism and racist actions by transforming policies, behaviors and beliefs of racist ideas and action. Anti-racism is an action to eliminate racism at all levels: individual, institutional, structural, and global (Cherry, 2021).

Black and/or Indigenous People of Color (BIPOC) “explicitly refers to Black and Indigenous People which helps to counter anti-Black racism and invisibilization of Native communities” (Sen & Keleher, 2019, p.7).

Culture Helms and Cook (1966) defines culture that encompasses shared values, beliefs, traditions, rituals, language, and behaviors, that are transmitted throughout generations of a social group (American Psychological Association [APA] Task Force on Race and Ethnicity Guidelines in Psychology, 2019).

Diversity identifies differences between people. These differences can include race, gender, sexual orientation, religion and spiritual understanding, background, political affiliation, economic status, and more identities. However, the term, diversity (from a Human Resources perspective) most recently tends to focus on the compliance of policies and standards and includes a variety of differences, which may have the effect of diluting its usefulness within the context of anti-racist work (Human Resource Management, Diversity and Multiculturalism, 2016).

Diversity, Equity, and Inclusion (DEI) are concepts to describe a community of support and acceptance for multiculturalism. Diversity promotes participation of individuals who represent different identities such as race, ethnicity, sexual orientation, gender, religions, language, and age. Equity promotes equal opportunities of fairness and social justice for all individuals. Inclusion is the experience of belonging where all are equally supported, respected, and accepted (Rosencrance, 2021). The importance of DEI is to build an ant-racist community of multiculturalism.

Ethnicity refers to a social construct and is a “characterization of people based on having a shared culture (e.g., language, food, music, values, and beliefs) related to common ancestry and shared history” (APA Task Force on Race and Ethnicity Guidelines in Psychology 2019, p. 46,).

Ethnoculture refers to the influence of culture shared among an ethnic group with common ancestry and history. Timble and Dickson (2005) reference ethnocultural identities as pan-ethnic, shared culture that is shaped by common experiences of history, values, beliefs, traditions, land, and places common among a group of individuals

with each other compared to other groups of individuals (APA Task Force on Race and Ethnicity Guidelines in Psychology, 2019).

Institutional Racism is differential treatment to disadvantage individuals based on race and embedded in policies, laws, and regulations of an organization (APA Dictionary of Psychology, 2020).

Intersectionality is “related to multiple socially constructed categories create similar, additive, and unique intersections of experiences, which are qualitatively different than the sum of individual identities (Cole, 2009; Crenshaw, 1989, 1991; Steinbugler, Press, & Días, 2006) Intersectionality is not, however, concerned only or primarily with identity, but with an examination of how systems of oppression and privilege interact.” (APA Task Force on Race and Ethnicity Guidelines in Psychology, 2019 p. 49).

Multicultural refers to the “coexistence of diverse cultures that reflect varying reference group identities. The term, multicultural can embody the coexistence of cultures within an individual, family, group, or organization” (Multicultural guidelines: An ecological approach to context, identity, and intersectionality, 2017b, p. 167). Multicultural is more comprehensive than the term, diversity, as multiculturalism focuses on inclusiveness, an understanding as well as respect and intent to examine unequal power and privilege in communities, especially communities of color (Human Resource Management, Diversity and Multiculturalism, 2016).

Race is the “social construction and categorization of people based on perceived shared physical traits that result in the maintenance of a sociopolitical hierarchy... with no basis of a coherent biological reality” (APA Task Force on Race and Ethnicity Guidelines in Psychology, 2019 p.47).

Racial Equity is the process of eliminating racial disparities. The intent is to change structures and systems “by prioritizing measurable change in the lives of people of color” (Sen and Keleher, 2019, p.7). It demands that we attend to individual discrimination and social outcomes caused by racism.

Racism is “characterized by (a) the belief that one’s own cultural or ‘racial’ heritage is innately superior to those of others and (b) the use of power, either overt or covert, either intentionally or unintentionally, to enforce these prejudices and preferences” (Skillings and Dobbins, 1991, p.207). According to Solomos (1993), the process of racism is discrimination based on racial membership (Pendry, 2012).

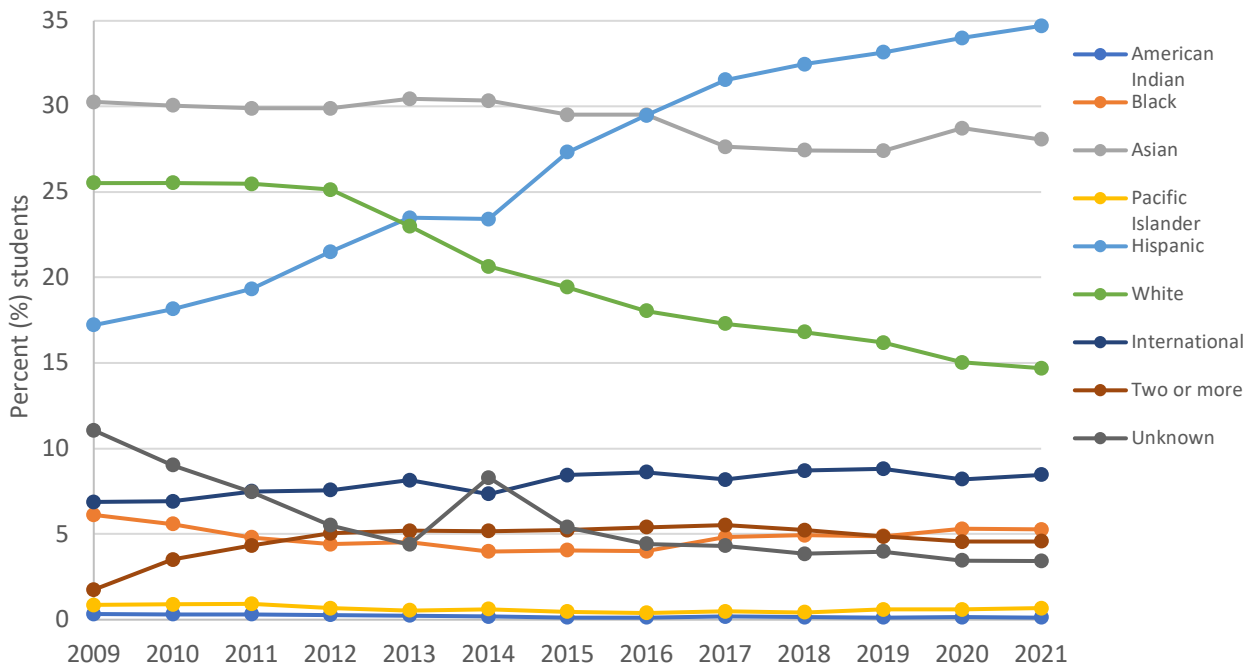
Social Justice refers to justice in the distribution of opportunities among different groups in a society, as they relate to “social constructions of identity, hierarchy, power, and privilege. The social constructions may be related to variations among humans,

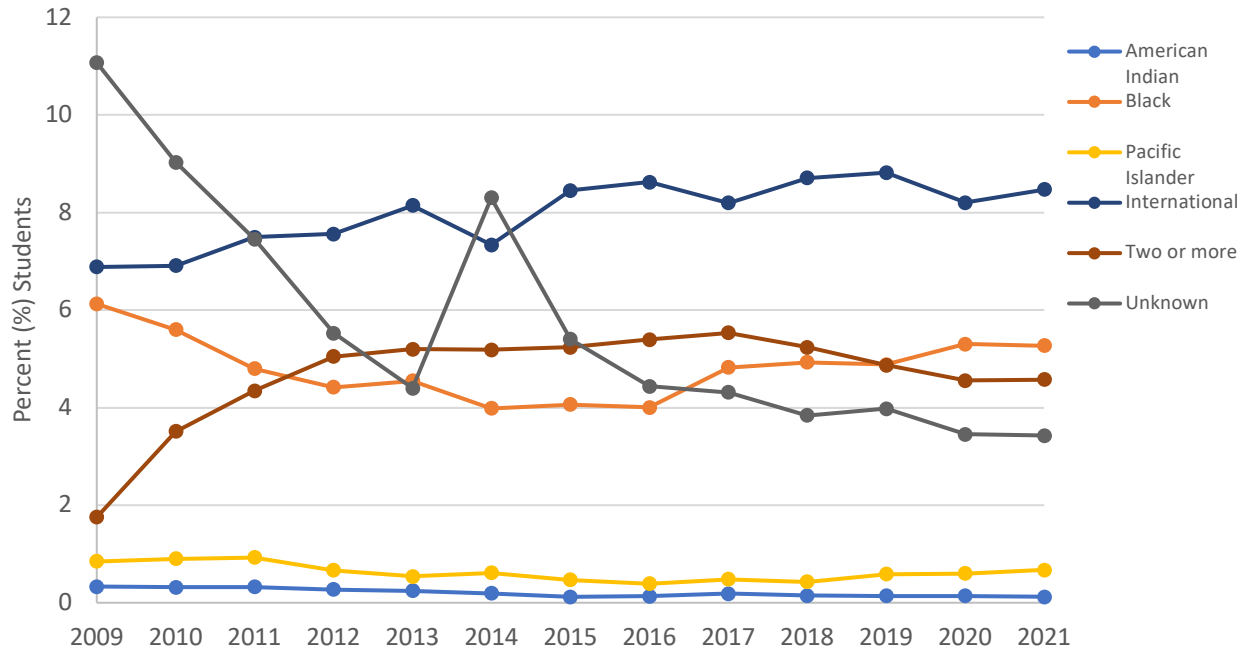
including such factors as abilities, ages, cultures, genders, geographic, locations, histories, immigration statuses, languages, national and ethnic identities, racializations, religions, sexualities, and socio-economic classes” (Social Justice, SF State Academic Bulletin, 2022-2023, <https://bulletin.sfsu.edu/undergraduate-education/sf-state-studies/sj/>). Social justice requires personal responsibility to create social institutions that provide access to equity, equality, opportunity, participation, and inclusion for all.

APPENDIX B:
COSE AND SF STATE DEMOGRAPHICS ON RACE AND ETHNICITY

CoSE Student Demographic Data

	Amlnd	Black	Asian	Paclsl	Hisp	White	Intl	TwoMore	Unknown
2009	0.33	6.13	30.26	0.85	17.21	25.52	6.88	1.75	11.07
2010	0.31	5.59	30.05	0.90	18.16	25.52	6.91	3.51	9.03
2011	0.32	4.79	29.88	0.92	19.33	25.46	7.49	4.34	7.46
2012	0.27	4.42	29.89	0.66	21.50	25.13	7.56	5.05	5.52
2013	0.24	4.54	30.44	0.54	23.49	23.00	8.14	5.20	4.40
2014	0.19	3.98	30.33	0.61	23.41	20.65	7.34	5.19	8.30
2015	0.12	4.06	29.52	0.47	27.31	19.44	8.45	5.24	5.40
2016	0.13	4.00	29.51	0.39	29.47	18.04	8.62	5.39	4.44
2017	0.18	4.82	27.63	0.48	31.55	17.30	8.20	5.53	4.31
2018	0.15	4.93	27.43	0.43	32.46	16.82	8.70	5.24	3.84
2019	0.14	4.88	27.39	0.59	33.16	16.18	8.82	4.87	3.98
2020	0.14	5.30	28.73	0.60	33.99	15.03	8.20	4.55	3.45
2021	0.12	5.27	28.06	0.67	34.70	14.70	8.47	4.57	3.43





APPENDIX C:
DATES OF FULL GROUP TASK FORCE MEETINGS

3. November 9 th , 2020
4. November 19 th , 2020
5. December 3 rd , 2020
6. December 10 th , 2020
7. January 11 th , 2021
8. January 25 th , 2021
9. February 19 th , 2021
10. March 3 rd , 2021
11. March 29 th , 2021
12. April 5 th , 2021
13. April 26 th , 2021
14. May 11 th , 2021
15. June 1 st , 2021

APPENDIX D: Draft of SURVEY/ASSESSMENT TOOL

Please note: This survey is a beginning draft. The questions and references will be developed by the committee that is tasked with revising the survey. No parts of this draft survey should be duplicated beyond this report.

QUESTIONS FOR THE GOALS OF THE SURVEY:

- What are the **experiences** or observed racist/biased interactions in CoSE?
- What **navigational knowledge** or experiences have they had trying to seek help in these cases?
- What **knowledge/training** do they have about how to be an ally on campus to BIPOC people and resources for mitigating bias on campus?
- What are the staff/faculty **thoughts and/or beliefs** about BIPOC diversity and representation and its effects on student achievement?
- What **trends and patterns** do we see about racial bias within CoSE?
- What **differences in expectations or behavior do you experience in the workplace** (work load, language/behaviors, silencing, recognition for work).
- **Perceptions of CoSE's response to recent acts of racism and discriminations:** Are the perceptions and responses adequate (which may tie their experience being BIPOC in CoSE)?

HOW TO COLLECT INFORMATION:

- The survey is distributed electronically (Qualtrics) to all College faculty, staff and students.
- Focus groups or interviews/forums will elaborate on responses from the surveys and identify appropriate actions.
- Frequency of the focus groups/forums
- Frequency of the survey for staff and faculty
- Payment for the survey or focus groups/panels
- Consider the policies and/or mandates that require the survey to be completed.
Ex: faculty evaluation, sexual harassment training.

QUESTIONS FOR FACULTY AND STAFF

These are [LIKERT scale questions](#) on a numerical scale which represents - agree or disagree spectrum.

Sense of belonging/community

1. I feel a sense of belonging in CoSE.
2. I enjoy working in CoSE.
3. In the past month, I have received recognition for doing good work in CoSE.
4. My values and beliefs are accepted in CoSE.
5. I have experienced different treatment within CoSE based on my race.
6. A genuine spirit of community and cooperation exists within CoSE.
7. Faculty/staff members understand the mission, vision, and values of CoSE.

8. CoSE has organizations and hosts events that support and celebrate BIPOC faculty, and staff.
9. CoSE has organizations and hosts events that support and celebrate BIPOC students.
10. CoSE makes a genuine effort to recruit BIPOC faculty and staff.
11. CoSE has made a special effort to help BIPOC faculty and staff feel that they are connected or experience a sense of belonging.

Experience with racial discrimination

1. I have experienced racial insensitivity from students in CoSE.
2. I have experienced racial insensitivity from faculty in CoSE.
3. I have experienced racial insensitivity from staff in CoSE.
4. In CoSE, I have been ignored after expressing my ideas or sharing my comments because of my race.
5. I have been in a situation where a CoSE faculty or staff embarrassed, patronized, or treated me negatively because of my race.
6. I have been in a situation where a CoSE student embarrassed, patronized, or treated me negatively because of my race.
7. My access to promotion/higher management has been affected by my race.
8. In CoSE, BIPOC faculty and staff must go above and beyond to get the same benefits as white colleagues.
9. Faculty and staff in CoSE address racial or ethnic insults, discrimination, and stereotypes immediately.
10. There are established grievance procedures in place at CoSE.
11. Which, if any, of the following forms of discrimination have you faced in CoSE?
 - verbal (slurs, name-calling, stereotyping)
 - physical
 - microaggressions
 - online harassment
 - racist jokes
 - biased/prejudiced faculty/staff
 - biased/prejudiced classmates
 - racial profiling.
12. If I were to hear CoSE faculty, staff, or other students make racist jokes or statements, I would feel comfortable openly expressing my thoughts.
13. If I were to experience CoSE faculty, staff, or other students make racist jokes or statements, I would feel comfortable reporting it to a CoSE faculty or staff.
14. If I were to witness CoSE faculty, staff, or other students make racist jokes or statements, I would feel comfortable reporting it to a CoSE faculty or staff.
15. If I were to report racial harassment or discrimination in CoSE, I am confident that CoSE would respond to it appropriately.
16. I have reported incidents of harassment and/or discrimination that I experienced in CoSE.

Navigation knowledge and access to education

1. I have contact or knowledge of my union representative and my rights as an employee of SF State.

2. I have sought advice from my union rep or my supervisor about unfair/racist experiences.
3. I am aware of the opportunities provided by CoSE to learn about diversity-related issues.

Please provide any additional comments that you have on how racial issues impact your experiences on campus.

Please provide any recommendations for policies and practices that SF State can implement to better address and reduce acts of racism and/or discrimination on campus.

QUESTIONS FOR STUDENTS (20-30 options)

Campus Questions

1. How safe do you feel at SF State?
 - A. Not at all safe. I am constantly on guard because of how often I experience or observe racism
 - B. Somewhat safe. I experience or observe racism but efforts to interrupt or address it are reliable and I get the support I need
 - C. Somewhat unsafe. I experience or observe racism and efforts to interrupt or address it are inconsistent or unreliable and I may not get the support I need
 - D. Very safe. I never experience or observe racism.

2. How knowledgeable do you think you are in addressing and reporting racism and/or discrimination on campus?
 - A. Not at all knowledgeable
 - B. Slightly knowledgeable
 - C. Somewhat knowledgeable
 - D. Moderately knowledgeable
 - E. Very knowledgeable
 - F. If you would like to add additional information, please use the space below [open text box].

3. Would you be interested in attending workshops or training sessions on how to be an ally to BIPOC people on campus?
 - A. Yes
 - B. No
 - C. Maybe, I would need more information.
 - D. Not sure

4. Please indicate the degree to which you agree with the following statements.
Scale: **a.** Strongly Disagree; **b.** Disagree; **c.** Somewhat Disagree; **d.** Neither agree nor disagree; **e.** Somewhat Agree; **f.** Agree; **g.** Strongly Agree
 - A. SF State is an inclusive and safe campus for BIPOC students.

B. Racism is a problem at SF State.

CoSE climate questions

1. Faculty and staff in CoSE respect the racial differences among students.
2. I have experienced racial insensitivity from other students in CoSE.
3. I have experienced racial insensitivity from faculty and staff in CoSE.
4. Faculty and staff in CoSE address racial or ethnic insults, discrimination, and stereotypes immediately.
5. CoSE makes a genuine effort to recruit BIPOC faculty and staff.
6. CoSE has made a special effort to help BIPOC students to feel connected or experience a sense of belonging.
7. In CoSE, I have been ignored after expressing my ideas or sharing my comments because of my race.
8. I have been in a situation where a CoSE faculty, staff, or another student embarrassed, patronized, or treated me negatively because of my race.
9. In CoSE, BIPOC students must go above and beyond to get the same benefits as white students.
10. CoSE has organizations and hosts events that support and celebrate BIPOC students.
11. Which, if any, of the following forms of discrimination have you faced in CoSE?
 - A. verbal (slurs, name-calling, stereotyping),
 - B. physical,
 - C. microaggressions,
 - D. online harassment,
 - E. racist jokes,
 - F. biased/prejudiced faculty/staff,
 - G. biased/prejudiced classmates,
 - H. racial profiling.
12. If I were to hear CoSE faculty, staff, or other students make racist jokes or statements, I would feel comfortable openly expressing my thoughts.
13. If I were to experience CoSE faculty, staff, or other students make racist jokes or statements, I would feel comfortable reporting it to a CoSE faculty or staff.
14. If I were to witness CoSE faculty, staff, or other students make racist jokes or statements, I would feel comfortable reporting it to a CoSE faculty or staff.
15. If I were to report racial harassment or discrimination in CoSE, I am confident that CoSE would respond to it appropriately.
16. Did you report the incidents of harassment and/or discrimination that you experienced in CoSE to faculty or staff?
 - A. Yes
 - B. No
 - C. Some incidents, but not all
 - D. If you would like to add additional information, please use the space below [open text box].
17. How satisfied were you with the outcome of telling faculty or staff about those incidence/those incidences?
 - a. Strongly disagree
 - b. Disagree
 - c. Slightly disagree

- d. Neither agree nor disagree
 - e. Slightly agree
 - f. Agree
 - g. Strongly agree
 - h. If you would like to add additional information, please use the space below [open text box].
18. I am expected to represent my race or ethnic group in discussions in class.
19. I am often in classes where I am the only person of my racial/ethnic group.
20. There are expectations from CoSE faculty and staff about my academic performance because of my race/ethnicity.
21. CoSE is committed to the success of BIPOC students.
- 22.** How satisfied are you with CoSE's response to recent acts of racism and discrimination?
- A. Strongly disagree
 - B. Disagree
 - C. Slightly disagree
 - D. Neither agree nor disagree
 - E. Slightly agree
 - F. Agree
 - G. Strongly agree
 - H. If you would like to add additional information, please use the space below [open text box].
23. Please provide any additional comments that you have on how racial issues impact your experiences on campus.
24. Please provide any recommendations for policies and practices that SF State can implement to better address and reduce acts of racism and/or discrimination on campus.

APPENDIX E: ANTI-RACIST LAB RULES

The following guidelines based on [Ten Simple Rules for Building an Anti-Racist Research Lab](#) should be implemented in labs ([Chaudhary and Berhe, 2020](#)). For examples of each guideline, refer to the website, <https://journals.plos.org/ploscompbiol/article?id=10.1371/journal.pcbi.1008210>

1. **Lead informed discussions about anti-racism in your lab regularly**
2. **Address racism in your lab and field safety guidelines**
3. **Publish papers and write grants with BIPOC colleagues**
4. **Evaluate your lab's mentoring practices**
5. **Amplify voices of BIPOC scientists in your field**
6. **Support POC in their efforts to organize**
7. **Intentionally recruit BIPOC students and staff**
8. **Adopt a dynamic research agenda**
9. **Advocate for racially diverse leadership] in science**
10. **Hold the powerful accountable and don't expect gratitude**

For Rule 9, we are recommending more specific leadership:

Advocate for Black Leadership in science.

An additional proposed rule is:

Monitor and evaluate student/colleague/peer interactions: Interaction with lab mates is important and there are instances of discrimination between lab mates. Continuous evaluations of students and lab mates could identify any racial bias and motivate you to eradicate racial discrimination in your lab.

APPENDIX F: RECOMMENDATIONS FOR STUDENT RIGHTS

Recommendations for Graduate Student Manuals

All CoSE departments should have graduate student manuals to clearly communicate student and advisor expectations, as this serves as an important protection for students. We commend those departments who have written graduate student manuals but recommend that they re-evaluate those manuals and clarify language surrounding lab and advisor/student expectations. The student members of the task force based the following recommendations of Students Rights on the *Biology Graduate Manual* as one example of how language could be improved. The bolded sections of the quotes highlight the specific recommendations.

Recommendation for written expectations

*“The faculty advisor is expected to help guide the student to define the nature and scope of their thesis project and maintain a clear and helpful line of communication, with special regard to the faculty advisor’s and thesis committee’s expectations of the student. In particular, **the faculty advisor should explain specific expectations** for signing off on a student’s M.S. thesis or project report in writing. This should occur during the initial application process and upon acceptance into the faculty advisor’s lab. **These expectations can be adjusted by mutual agreement between the student and advisor during the course of the student’s study as appropriate and should be documented in writing.**”* (Biology Graduate Student Manual, 2022, pp. 7-8)

The recommendation is to formalize the bolded sections from this quote. A formalized written agreement needs to be signed and submitted as a required documentation by the faculty advisor and graduate student before the end of the first semester. This formalized agreement will avoid miscommunication between the faculty advisor and graduate student.

Recommendation for clear communication of financial support

“The faculty advisor is expected to clearly communicate the availability and conditions of financial support for research and living expenses during the M.S. thesis, during the initial application process, and during the thesis project.”
(Biology Graduate Student Manual, 2022, p.8)

The recommendation is to communicate this information to graduate students by publicly posting the written document in labs.

Recommendation for Changing Faculty Advisors

“There are occasional situations in which the advisor-student relationship may be terminated prior to completion of the M.S. degree.

These are...

Students Leaving Labs Voluntarily

Students Who Are Dismissed from Graduate Labs by the Advisor

Failure to meet the advisor’s standards includes but is not limited to...It is the student’s responsibility to find a new advisor.” (Biology Graduate Student Manual, 2022, pp.7-8)

The recommendation for CoSE departments is to write actual guidelines and steps for how a student may change labs. This is a common practice that occurs for many reasons and yet there is conflict regarding this practice of changing labs.

Recommendation for students who are dismissed from graduate labs by the advisor

“Biology faculty advisors are not obligated to retain graduate students who fail to meet the advisor’s (or department’s) requirements, standards, and expectations. If an advisor determines that a graduate student has failed to meet the standards of that advisor’s lab, s/he may dismiss the student from the lab.” Biology Graduate Student Manual, 2022, p. 10)

The expectations need to be clearly written by the faculty advisor for the graduate student so that the student knows the failure to comply with these expectations that can result in a dismissal from the lab. Without clear and written expectations, the faculty advisor can change expectations without the student’s knowledge and awareness, resulting in negative consequences for the graduate student.

Recommendation for students who fail to meet the advisor’s standards

“Failure to meet the advisor’s standards includes, but is not limited to:

- Repeated failure to meet expectations of scholarship and deadlines set by the advisor. This failure should be documented in writing.*
- Disruption of the educational and/or interpersonal environment of the lab.*
- Unresolvable differences (personal and/or professional) with the advisor.*
- Research misconduct such as falsification, fabrication, or plagiarism in proposing, conducting, or reviewing research, or in reporting research results.” (Graduate Student Manual, 2022, p. 10)*

The recommendation is to ensure the student clearly understands these standards and is informed of the consequences for failure to meet them.

Recommendation for suitable written warning

“Suitable written warning of potential dismissal of the student should be given well in advance. Faculty who dismiss students from their directorship must notify the student and the Graduate Coordinator in writing.” (Graduate Student Manual, 2022, p. 11)

The recommendation is to formalize the procedure with a specific timeline. For example, what does “well in advance” mean? Does it mean 6 weeks or one semester? This written timeline needs to be a part of the formal procedure and communicate with the student.

Recommendation for a student who is dismissed to relocate another advisor.

*“...A student who is dismissed by an advisor shall be allowed one full semester to relocate to another advisor. **It is the student’s responsibility to find a new advisor.** If the student has not succeeded in doing so within one semester (i.e., the full semester immediately following the student’s departure from the advisor’s directorship), **the graduate committee shall initiate declassification procedures under the aegis of “...performance, progress ... judged by appropriate University authorities to be unsatisfactory...”** (Graduate Student Manual, 2022, p. 11)*

These recommendations pertain specifically to the bolded section of this statement. This policy does not address situations in which a student is struggling and possibly in duress. The current language of the manual is vague. The department’s responsibility, with guidance and consultation from the advisor, professors, graduate coordinator, and/or graduate committee may involve relocating a student to a different lab instead of a dismissal. However, the department should not be obligated to relocate a student. The responsibility of the department must be explicitly stated and understood by the student.

The second recommendation is to provide additional information regarding declassification. The current language regarding procedures is vague.

Recommendation for Authorship

“Each advisor should set a policy on authorship including order of authors and articulate it to each new graduate student. Timely progress is expected toward publication of thesis research that is part of the advisor’s own research program. If a student fails to make timely progress toward publication, the advisor may choose to assume an active authorship role and, accordingly, refine the status of authorship and/or orders of authors.” (Graduate Student Manual, 2022, p. 11)

The recommendation is for the advisor to disseminate the written authorship policy to the entire lab and ensure the students understand this policy of authorship.

Proposed Student Rights

Student Rights provide:

- Boundaries and protection for students.
- Protection from the current power imbalance between faculty advisor and student.
- Policy for faculty advisors in their work with students.

The following Student Rights are proposed:

● **The student has a right to not work on their research beyond what they have registered for research that semester.**

- The student is aware that their thesis is dependent upon conducting research, and is motivated by the research. When faculty advisors expect students to expand their time beyond the expected time for the research, conflict may occur with subsequent negative consequences for the student. The minimum expectation of hours dedicated to research is posted per semester via registration for research units.

● **The student has a right to be contacted by the faculty advisor on Monday through Friday, between 9 a.m. – 5 p.m.**

- The faculty advisor and student may agree on the terms of contact that is allowed, such as emergency impacting plans. If the student believes the faculty advisor is overstepping or is violating their agreement, and the student does not feel empowered to reset/revise the boundaries, the student may ask the graduate coordinator or a representative from the department who is designated with a Human Relations (HR)-type duty to intervene on the student's behalf.

● **The student has a right to turn down extra work that exceeds their program and research expectations.**

- The current culture of exceptionalism and competition currently places pressure on students to engage in extra work such as applying for grants, scholarships, writing review papers, or presenting at conferences. However, the *main goal* of the faculty advisor should be to facilitate the student's successful completion of the graduate program. Should a student believe, they cannot take on extra work, especially if they believe it will interfere with the completion of the program, they should not be coerced or influenced by the faculty advisor to increase their workload. If any department expectations conflict with the expectations of a graduate program, the agreement regarding

expectations (minimum of grants, scholarships, conferences, etc.) of students must be clearly stated in the program and manual.

There are many aspects of academia and STEM culture that need to be addressed. These three proposed rights take aim at the well-known issue of labor exploitation. Setting labor boundaries protects students and their mental health. Departments are encouraged to listen to feedback from students and implement more student protections. This will ultimately result in a healthier environment where the student is protected, feels valued, and consequently thrives.