

June 29, 2020

Dear ESPM graduate students:

We, the ESPM faculty, deeply appreciate your thoughtful and detailed letter (June 15, 2020) asking us to urgently address the myriad ways in which systemic racism and anti-Blackness have permeated academia broadly, and our department, specifically. We, too, grieve the lives lost to police brutality and racism (Breonna Taylor, George Floyd, Ahmaud Arbery, Tony McDade and many others) and share your goal of creating a department, campus, and society that reflects our shared values of racial justice and equity.

In our response letter, we sought to address each of your concerns with care and specific action items. In sending you a timely reply, we recognize that the work we propose will be improved and fleshed out in more detail with further input, discussion, and collaboration between the ESPM faculty, students, and broader RCNR and campus communities in the fall.

Our proposed actions have a range of costs. We will put forward the resources we can right now and will need to collaborate within and outside the Department to fundraise and leverage additional resources to fully advance our collective anti-racism goals in research, teaching, and mentoring within ESPM. We look forward to further collaborating with graduate student leadership to prioritize actions.

This letter was drafted by the Equity, Inclusion, and Diversity (EID) Committee and other faculty members, with significant input from ESPM Council and graduate advisers. The letter was then discussed with the full faculty and finalized based on the feedback received.

Sincerely,

The ESPM faculty

## Improve teaching, mentorship, and research ethics to foster inclusivity for Black students in ESPM

**1. Require annual mandatory professionally paid anti-racist and bystander intervention training for faculty and staff beginning in academic year 2020-2021.** Faculty bias, including implicit racial bias, is one of the central predictors of student success in the classroom (Martin et al. 2017, Jacoby-Senghor et al. 2016). ESPM must mandate appropriate training for all faculty, as all faculty interact with Black, Indigenous, and other students of color at Berkeley. While our letter above stresses advocacy and allyship with Black students, we also write about Indigenous and non-black students of color in the hopes that all students of color will inevitably benefit from this action. Thus we ask specifically that the department institute mandatory annual anti-racism and bystander intervention training for all faculty and staff, that ESPM institute a department-wide system of blind grading, and that ESPM institute a system of reporting and accountability for faculty, particularly tenured faculty, for racist incidents they perpetuate in the classroom.

*We commit to an annual mandatory training/workshop for all faculty and staff. We will work with the Division of Equity and Inclusion and the Restorative Justice Center to identify the most relevant and important workshop in a given year. We have requested a bystander intervention training for fall 2020. People not able to attend the workshop will be provided an online option. We will track participation rates and provide this information to the department chair for use in merit reviews.*

Timeline: 2020-2021 AY

Point person: Equity Advisor

**2. Restructure 201A to include professionally paid anti-racist training beginning with incoming 2020 cohort.** ESPM must incorporate anti-racist training for all students into ESPM 201A. We ask that the anti-racist training be led by well-paid consultants with specific training and expertise in facilitating such work, and not by unpaid graduate students of color. We also ask that ESPM teach students at their entry about various ways of knowing besides positivist epistemologies derived from White settler colonial histories. Further, 201A should specifically teach anti-racist research ethics, including, for example, accountability to Indigenous communities.

*We plan to restructure ESPM 201A to embed anti-racism training and readings beginning immediately, with the incoming 2020 cohort. Over a 1-2 year time horizon, we will redesign ESPM 201A to include important new modules, e.g., on how to advance anti-racism in teaching, promote inclusivity and lift up traditionally marginalized voices in the classroom, address stereotype threat, and effectively engage diverse ways of learning, knowing, accountability to Indigenous communities, and decolonizing teaching material, research, field work, and*

*pedagogical methods. We will devote faculty meetings in AY 2020-2021 to developing the structure and content, and to identify leads for each module.*

Timeline:

- 2020-21: Implement anti-racist training module
- 2021-22: Overhaul of 201A syllabus complete

Point persons: The ESPM Chair, in consultation with the Head Graduate Advisor (HGA) and Graduate Programs Committee (GPC), will establish a 201A visioning committee

### **3. Revise all course syllabi to include 50% or more Black scholars and scholars of color by Fall 2020.**

We ask that ESPM faculty evaluate their syllabi to ensure that they incorporate environmental justice topics, and that Black, Indigenous, and other scholars of color comprise 50% or more of the authors of the assigned readings. We recognize that some faculty have already done so, and thus, we ask other faculty to lean on them for support or inspiration. We further ask ESPM faculty to include authors and seminar speakers on their syllabi who are producing knowledge using methodologies that do not derive from White settler colonial epistemologies. Some of this scholarly work is found outside of the traditional academic literature as a result of the White gatekeeping that often happens in academic journals. Examples might include Black feminist epistemology (Collins 2002), Indigenous (e.g., Nishnaabeg) understandings of land as pedagogy (Simpson 2017), decolonial research methodologies (Tuhiwai Smith 2013), and others.

*We commit to working with faculty, lecturers, and GSIs to increase representation of BIPOC authors and epistemologies in ESPM classes. Featuring the research, publications, and other creative products of established and emerging Black, Indigenous and other scholars and scientists of color is one of several strategies to promote equity and inclusion in the classroom and maintain the currency, rigor, relevance, and reach of ESPM courses. Furthermore, it encourages all of us to learn about and lift up the significant contributions of scholars of color to the history and evolution of our respective disciplines in the sciences, social sciences, and humanities. We also recognize that the principle of academic freedom as spelled out in the UC academic personnel manual is foundational in ESPM and campus, and precludes making this practice mandatory. Nevertheless, ESPM will provide resources that encourage instructors to review and update their course content to elevate BIPOCs and their science. Online publications, such as *Grist* and *Environmental Health News*, have sought to broadly elevate the work of outstanding early career environmental scientists and advocates of color through [The Fixers](#) and [Agents of Change](#) series. Scientists and social scientists who work internationally, can also do more to include the work of diverse scholars from the global South, whose perspectives are often missing or excluded from both traditional canons and new research, theoretical and methodological approaches. Likewise, racism and other violent politics differ*

*across countries and histories and we should provide opportunities and safe spaces for our students to learn about these.*

*Strategies for integrating the work of BIPOC scholars into course content entail including their articles as required / recommended readings, featuring their work more prominently in course lectures, inviting them to present as guest speakers (in person or via zoom if they are not local), and encouraging students to undertake projects that feature the work of BIPOC scholars. Some ESPM professors have applied these strategies to revise course content and will be encouraged to share their experiences with other instructors who want to do the same, with an initial focus on redevelopment of courses that are high-impact (large enrollment, gateway courses, and classes that are key for graduation pipelines). In particular, we encourage instructors to seek campus teaching resources (e.g. [Center for Teaching and Learning](#) and the [Academic Innovation Studio](#)) and also work with paid GSR/GSIs and undergraduate researchers to research emerging scholars of color who are working in the content area of their courses as a way to integrate new material into courses. Some disciplinary and professional organizations are also preparing reading lists and special funding for research, and we encourage instructors to seek these resources as they become available.*

*Additionally, we commit to developing and using a teaching self-assessment tool to encourage more purposeful implementation of best practices. We will draw upon the literature and existing resources and tools from [our campus](#) and [peer institutions](#), and adapt them for ESPM, with input from the Center for Teaching and Learning and the Vice Chair for Instruction. This tool can be used to self-assess performance, and be included as part of a faculty member's teaching statement for their merit and promotion case. Self assessment tools can include questions related to inclusion of scholars of color publications and as guest speakers, best practices for inclusive teaching, etc.*

*We also commit to a workshop on [inclusive classroom practices](#). We will devote a longer ESPM colloquium session (2-hr window) to this, and invite faculty, postdocs, and grad students to this workshop (see also #11 on the ESPM-sponsored seminar series).*

*Finally, we commit to engaging with broader campus conversations about addressing [systemic racial and gender bias](#) in student course evaluations, and how to overhaul our approach toward assessing teaching effectiveness and student learning through a DEI lens.*

Timeline: Develop self-assessment tool in Fa-2020, implement in Sp-21.

Point persons: Vice Chair for Instruction in consultation with EID Committee

**4. Establish a protocol for investigating faculty who lose multiple graduate students, or whose students disengage due to alienation from the department, beginning in the academic year 2020-2021.** The power structure of academia, especially the tenure system, creates a lack of accountability for faculty in positions of power when they engage in racist, abusive, or exclusionary actions. ESPM must begin holding professors and administrators

accountable, for example, by communicating clearer protocols on the department website for reporting complaints and keeping and organizing records of the following: number and type of complaints, number of students who transfer labs and reasons why, and the number of students who drop out or “master out”.

Faculty who have a poor track record with regard to mentorship must be held responsible for actively improving their work as mentors. To this end, we ask for a system to be set in place that tracks when 1) students “master out”, switch labs, or are not engaging with the broader ESPM community, as well as 2) when faculty leave students’ qualifying exam or review committees. Similarly, there should be a tracking system in which graduate students can record or evaluate their qualifying committee members’ mentorship and advising. With such records, the department should take active measures to work with faculty to create individualized plans for how they will improve their advising and continue to track their progress, which should be reviewed by ESPM’s Diversity, Equity, and Inclusion officer and committee.

*ESPM commits to creating a clear process for reporting student complaints and the reasons students leave labs. The current process involves students reporting this information to the Graduate Student Affairs Officers (GSAOs) and the Head Graduate Advisor (HGA). The revised process will include empowering the GSAOs to ask about mentorship during their regular check-ins with students. Additionally, we will be working to create a FERPA compliant system in which the GSAOs and HGA will note when students leave labs (with the students’ consent), as well as the reason for leaving the lab, both from the student and faculty perspective. Students can leave a lab for many reasons, but when a student self-reports that they are leaving due to conflict/harassment/discrimination with their mentor or in cases where there appears to be systemic patterns of abuse of power, the HGA will route this information to the ESPM Council for action. The ESPM Chair and HGA will pay special attention to advisors who have lost multiple students in their labs in order to remedy any problems.*

*When a student chooses to switch labs, the next steps will include working with the HGA to find a new lab, to transfer out their research materials/samples etc., and come up with a plan to minimize delays and impacts on the student. The student will also be informed about their rights to contact the Campus Ombuds for graduate students.*

*Additionally, we will establish a network of third party advocates for students, including faculty from all three divisions. We will also engage with grad student mentors in the new mentoring program to ensure that mentors know to direct students to one of the third party advocates if any issues arise.*

Timeline: AY 2020-2021

Point persons: HGA and GSAOs

*We agree with the broader point underlying this demand to greatly improve mentoring in ESPM. Doing so will require a large time investment and a steadfast, department-wide commitment. To*

*this end, we commit to devoting ESPM colloquia to the topic of best mentorship practices (e.g., by inviting former recipients of the University-wide graduate student mentoring award to speak to the ESPM community). Additionally, we have requested that the Associate Dean of Academic Affairs Allen Goldstein use the RCNR junior faculty lunches to discuss best practices and strategies around mentoring. More generally, we believe an important step is to better use structures that are already in place (Doctoral Candidacy Review Form, see #5) and then to augment these structures with thoughtfully vetted student advocacy and faculty intervention strategies. We develop these ideas further in #5.*

## **5. As faculty members, reflect on your personal student mentorship practice, and research ethics and evaluation.**

### ***Undergraduate and Graduate Mentorship***

Some questions, thoughts, and actions on which we ask you reflect:

- Look at your calendar. It probably has a lot of meetings with students. Who are the students? Did you talk about life outside of academics? Which of them felt comfortable telling you about their aunt in the hospital, their partner at home? Is care a central part of your work? This is connected to who has access to networks of support.
- Look at the times when you have or have not gone above and beyond (e.g. staying up late helping with someone's R code, reviewing a resume, or getting a coffee after class). How many of those times were with Black and Indigenous people of color (BIPOC)? How many times did you connect a BIPOC with the skills, people, and opportunities they needed? This is related to who is retained.

### ***Research Ethics and Evaluation***

We call on ESPM, especially White people in the department, to use this moment as an opportunity to reflect on privilege and the roles each of us play in the institutionalized hierarchy. The burden for addressing systemic racism should not fall on Black students or other under-represented groups. Leadership in the department (including division chairs, committee leaders, and administrators) must make it clear that there is an expectation for everyone in the department to take part in this work, not just students of color. Consider the following:

- Look at your most recent publications and ask yourself: How many of the cited authors are people of color? Women of color? This is connected to who is called an authority in our discipline.
- Look at the collaborators in your most recent grant and ask yourself: How many of them are BIPOC? How many of them are doing anti-racist work? Is that work explicitly on the grant? This is connected to who gets paid for what labor.

- Additionally, ask yourself: Who is given authorship, and what is the order of authors? Who gets invited to collaborate on projects and get authorship? This is connected to who gets hired and tenured.

*The department concurs that improving mentoring practices and research practices is critical for building a more inclusive and anti-racist community. We recognize that it is not possible to require members of the community to shift practices, but that it is possible to incentivize and recognize positive change.*

*We commit to using a research mentoring self-evaluation tool for ESPM faculty to encourage more purposeful implementation of best practices. This tool will draw from [the literature](#) and [existing resources](#), including from [our campus](#) and [peer institutions](#), with input from the Division of Equity and Inclusion, Head Graduate Advisor, and Graduate Programs Committee (GPC). This tool can be used to self-assess performance, and faculty members will be strongly encouraged to include it as part of their teaching/mentoring statement for merit and promotion cases. Self assessment tools can include questions related to faculty members' mentorship practices, publication/authorship policies, practices for building a rigorous and supportive intellectual environment in their labs, etc.*

*We also commit to bringing back graduate student progress reports to ensure that graduate students are making good progress to their degree completion and to identify any issues. Post-candidacy, annual meetings with the dissertation committee will be required and documented using the [Doctoral Candidacy Review Form](#). This form tracks student progress, academic activities, and faculty mentorship practices. Pre-candidacy, the GPC is currently developing a plan that would serve a similar purpose - to track progress on coursework, qualifying exam preparation, mentorship, and career development. The GPC will present the plan to the department in AY 2020-21.*

Timeline: Develop self-assessment tool in Fa-20, implement in Sp-21.

Point persons: HGA and GPC

*We also commit to revising the departmental seminar series to focus on these issues. We will use at least two seminar slots per year (one in the Fall and one in the Spring semester) to host presentations or workshops on mentoring, teaching, and research practices through the lens of DEI and anti-racism goals.*

Timeline: Fall 2020

Point persons: seminar organizers

*A longer-term goal is to provide formal training resources for faculty to shift practices - e.g., annual funding for up to 5 faculty members to complete comprehensive multi-week external online trainings in this area (e.g. from The Association of College and University Educators,*

ACUE)), as well as financial incentives for faculty on campus to participate in monthly discussion groups on these topics. As a long term goal, we commit to fundraising to support faculty training.

### **Enhance recruitment and retention efforts for Black students, staff, faculty, and speakers to increase diversity and equity in ESPM**

**6. Encourage the restructuring of the Sponsored Projects for Undergraduate Research (SPUR) programs to support Black students and students of color.** We see a lack of diversity in ESPM undergraduate lab communities. We believe that the current structure of the SPUR program preferentially selects for students who have the socioeconomic and academic privilege to take on additional labor and research hours. We demand that ESPM support our pushing CNR to provide greater transparency and publish the demographic data of the potential and accepted applicant pools for SPUR students. The SPUR program should be restructured such that students can participate through work study or paid positions. Rather than providing \$500 to the faculty advisor, students in the SPUR program should receive direct living wages. The application process should be amended to remove the strict GPA requirement and the personal statement should be restructured to focus on personal experiences, economic need, and actions related to issues of equity, inclusion, and justice. We ask that ESPM professors and leadership pledge to work with undergraduate and graduate student representatives to lobby CNR for the implementation of reforms to this program.

*We commit to joining and supporting efforts to push RCNR to evaluate and improve its role in advancing DEI on campus through the SPUR program. In particular, we have encouraged RCNR to conduct an equity audit of the SPUR program to compare the demographics of the accepted pool of SPUR students with the potential pool. If the audit reveals disparities, additional work will be needed to determine the underlying causes (e.g., socioeconomic, academic, etc.) and to address them. To address disparities, we suggest RCNR set aside some portion of the awards for students who demonstrate exceptional commitment to diversity, equity, and inclusion, as expressed in their statements (revised in the ways suggested). Additionally, we have requested flexibility to use the existing \$500 in SPUR support for stipend or hourly wages for students. In the long-run, we have suggested the Rausser Gift (available in 2-4 years) might provide a perfect opportunity to create paid research opportunities that support and retain BIPOC students in RCNR .*

Timeline: 2020-2021 AY

Point persons: Equity Advisor and RCNR leadership

**7. Commit to hiring two Black tenure-track faculty in the next five years to address the lack of Black faculty in the department.** The fact that our department has ZERO Black tenured faculty is unacceptable. As a globally renowned institution for environmental studies, what kind of message does this send to the rest of the world? What message does this send to our Black undergraduate and graduate students? Black students already have to contend with a

prevailing notion of not belonging in nature — exemplified by birder Chris Cooper's experience in Central Park this past month (in May 2020). The department must work to dispel the myth that Black faces don't belong in green spaces (Finney 2014) or academia. We ask that a considerable effort be taken to hire two Black tenure-track faculty members within the next five years. Recruitment and retention of Black faculty now is essential to improving the recruitment and retention of Black graduate and undergraduate students as well as future Black faculty

*We agree that having no Black senate faculty in ESPM is unacceptable, and are committed to taking specific actions to change this. Because of current California law (Prop 209), we cannot choose candidates based on demographic characteristics such as race (we note that the UC Board of Regents unanimously voted to support [the repeal of Prop 209](#) and endorsed [Assembly Constitutional Amendment 5](#), which will come before voters on Nov. 3). Nevertheless, we are working to accelerate the pace of change in ESPM.*

*First, we reaffirm our commitment to our recently revised system for evaluating faculty candidates where diversity, equity and inclusion are centered during the process of reviewing applications and evaluating candidates during their campus visits.*

*Second, we commit to concerted efforts to identify and encourage BIPOC candidates working in relevant areas to apply for ESPM positions. Toward this end, we commit to taking more advantage of the [President's Postdoctoral Fellowship Program \(PPFP program\)](#), by proactively leveraging the list of PPFP / Chancellor's Fellows and Fellows in partner PPFP Programs (at the University of Michigan, University of Maryland, Carnegie Mellon University, University of Minnesota, New York University, and University of North Carolina) and applying for off-cycle FTEs when current and former fellows from these programs are active in subject areas that match ESPM needs. The UC PPFP provides outstanding support for Departments seeking to recruit current and former fellows by covering salary costs for five years, and in some cases, lab start-up costs for STEM Fellows. We commit to keeping an updated list of fellows and former fellows in the fields of environmental sciences and studies to aid this effort and will continue to engage with its UC Berkeley representative to the [UC PPFP Advisory Council](#). The EID Committee will review this list in September of each year and make recommendations to ESPM Council on potential candidates for consideration and recruitment for searches. We are also fortunate in that, despite the hiring freeze currently in place due to COVID-19, campus is allowing us to complete the hire for the position in Native American Studies and the Environment campus-wide cluster, and has reiterated its commitment to continuing the Climate Equity and Environmental Justice (CEEJ) Cluster hires, which will likely yield 1-2 new hires within RCNR (ESPM & ERG) These CEEJ searches will commence in Fall 2020. Finally, we will explore opportunities to create 0% appointments in ESPM for BIPOC scholars on campus with interests that intersect with ESPM and who would benefit from this opportunity.*

*Ultimately, we view changes in the diversity of ESPM faculty as a reflection of successes in improving department culture and recruitment processes, where contributions to diversity in the realms of research, teaching/mentoring or service would be viewed as integral parts of why someone should be hired, and likewise that candidates of color would see our department as a*

*welcoming place to join. We are encouraged by our recently revised system for evaluating candidates and are committed to accelerating the pace of change.*

Timeline: AY 2020-2021 and beyond

Point persons: ESPM Council and EID Committee

**8. Hire staff to support the Associate Dean of Equity and Inclusion for the 2020-2021 academic year.** We commend the College of Natural Resources for creating the Associate Dean of Equity and Inclusion position. For this role to succeed, it will need the ongoing support of professional staff at the departmental level to perform the essential day-to-day work of program development and implementation. To ensure DEI initiatives include students in a meaningful manner, ESPM should fund a yearly DEI graduate student researcher position to work closely with professional staff and the Associate Dean. The position should include full tuition and fees. We also ask that two paid undergraduate positions be allocated to students from ESPM majors to further ensure DEI efforts include student voices. Rausser endowment funds could be allocated to these staff and student positions.

*We agree that staff support is critical for this role to succeed. We commit to pushing the RCNR development team to launch a fundraising campaign to promote equity initiatives (e.g. new endowed chairs that are geared towards faculty doing equity work in environmental space, training fellowships for graduate students, STEM research opportunities for students of color, and submitting DEI proposals to the newly created Rausser endowment).*

*In the near-term, we commit to creating a full year DEI coordinator position (\$3k per semester, similar to the social and outreach coordinators). In the long-term, we will fundraise to build a special endowed fund to support a DEI GSR position and to provide payment for graduate students who prioritize leadership in DEI activities for ESPM.*

Timeline: AY 2020-2021 and beyond

Point persons: ESPM Council, EID Committee, and HGA

**9. Add graduate student representation to tenure decisions, especially to evaluate contributions to diversity, equity, and inclusion, beginning in the academic year 2020-2021.** As we demand increased Black representation amongst our faculty, we also ask that graduate students be incorporated in future faculty tenure decisions. Graduate students already play an important role in faculty recruitment, and their input for tenure decisions should also be considered invaluable. Adding graduate students' perspectives would make the overall process more equitable and provide an opportunity to raise concerns around faculty with known issues, especially in evaluating faculty's commitment to DEI. Graduate students should be selected via a vote by the GDC to serve on tenure decision committees.

*We agree that student input is important for evaluating the effectiveness and performance of faculty members in the lab and the classroom. Procedures for constituting ad hoc tenure and*

*promotion committees are embedded in the campuswide academic personnel manual and departments have no discretion in deviating or amending these rules, which require approval by the campus academic senate. Currently those ad hoc committee procedures do not include students as members. Moving forward, we will encourage students to submit letters to be included as part of the tenure promotion materials, so that cases can formally capture student perspectives on faculty contributions to DEI.*

*In addition, a statement on faculty contributions to DEI as part of merit and promotion cases is currently recommended at the campus level, but unfortunately is not required. It has become common practice for faculty in ESPM to submit statements of DEI contributions (~90% of cases this cycle), and we propose that these statements be required at the department level to align with RCNR. Dean Ackerly initiated a change in policy such that all merit/promotion letters from the Dean's office now include a summary of DEI contributions or make explicit when candidates did not provide any information related to their DEI contributions. Beyond requiring the statement on DEI contributions in ESPM, we are also committed to pushing campus to follow the lead of our peer institutions, including [UCLA](#), to make DEI an essential component of all faculty merit/promotion cases. We are engaged in these conversations with other units at Berkeley to make this change campus-wide to ensure equity and fairness in evaluation of all faculty regardless of discipline. To this end, ESPM Council commits to sending a letter stating our support of making DEI a standard component of merit/promotion cases to the chair of the Academic Senate, Chair of the Budget Committee, and to the Vice Provost for Faculty.*

Timeline: 2020-2021 AY

Point persons: Equity Advisor and ESPM Council

**10. Provide adequate funding support that is cognizant of complex financial situations for Black students and students of color.** Students of color and students from lower-income backgrounds are likely to feel the financial strains of pursuing a graduate education more acutely, as they often have higher levels of college indebtedness and less financial support from parents and family (Huelsman 2015). While the department has made strides in ensuring that students have a higher base-level income, we ask that ESPM GDC be included in future conversations regarding student funding. We further ask for continued commitment from the department to provide funding specifically for under-represented students. Additionally, students of color disproportionately do labor related to DEI initiatives, programming, and events. ESPM should work to compensate students for this important DEI work to improve the department via stipends or other financial support.

*We commit to completing and publishing annual funding equity assessments within the department as part of the annual report described above (based on graduate students self reporting of demographic information in the semesterly funding survey that is used to assess funding levels for all students). We also commit to engaging with the Graduate Division on broader discussions regarding graduate student funding happening on campus to ensure that changes are not prejudicial against students of color (e.g., via overall increases in the package*

*but also discussions about restructuring existing fellowship programs). As a long term goal, we will engage with the Office of Equity and Inclusion, the African American Initiative as well as private and non-profit organizations to fundraise to build special endowed funds for Black students, Indigenous students, and other students of color. Finally, we propose providing payment for graduate student leaders in DEI activities for ESPM (see also #8).*

Timeline: 2020-2021 AY

Point person: HGA

**11. Ensure that 50% or more of speakers across various ESPM sponsored seminar series are Black or Indigenous People of Color (BIPOC) beginning in the academic year 2020-2021.** There are more than enough Black scholars and scholars of color representing the fields that intersect the interests of the department to have adequate representation in the year-long seminar series. Therefore, we ask that the department ensure that 50% or more of the speakers invited to the seminar series be Black and/or Indigenous scholars and scholars of color.

*We commit to ensuring that 50% or more of speakers across the various ESPM-sponsored seminar series are BIPOC scholars or scholars from other under-represented groups. To accomplish this goal, we will proactively invite PFPF / Chancellor's Fellows working in the environmental sciences and environmental studies and seek recommendations from the ESPM students, postdocs, and faculty, since it is our collective job to ensure that we diversify the seminar speakers. Also, critical are students and faculty working together to advertise speakers and seminars as well as enthusiastically showing up to listen and to show support for speakers, their work, and their journeys.*

*As mentioned above, we also commit to using at least two seminar slots per year (one in the Fall and one in the Spring semester) to host presentations or workshops on mentoring, teaching, and research practices through the lens of DEI and anti-racism goals.*

*Finally, we recognize that one of the limitations to diversifying the speaker line up is funding (seminar series are currently unfunded). We commit to creating a fund for student invited speakers. In the near-term, we will ask faculty to contribute to the seminar fund from their unrestricted funds (e.g., endowed chairs and other unrestricted funds). In the long term, we will fundraise to create special endowed funds to support our seminar series. For example, the RCNR alumni base may also be asked to support the seminar series, with funds being used exclusively for student-invited speakers.*

Timeline: Fall 2020

Point persons: Seminar organizers

**Communicate our shared values and commitments to anti-racism in support of current and future Black students in ESPM**

**12. Publicize a list of concrete actions you will take to meet our demands on the ESPM website by June 30, 2020.** In order to demonstrate accountability to our demands, we request that you publish a list of the concrete actions the department plans to undertake now and in the near future.

*We prioritized developing our plan of action, incorporating feedback, and responding in a timely manner. We will turn our attention to the website in July.*

Timeline: July 2020

Point persons: Equity Advisor and RCNR Communications Specialist

**13. Sign onto the letter by the Law Students of African Descent (LSAD) to reject campus policing and cut ties with the Berkeley Police Department, AND publish a public statement as a department to Chancellor Christ to meet the demands as outlined by LSAD by June 30, 2020.** The presence of campus police makes ESPM a more threatening place for Black students and other students of color. We cannot partner with departments or organizations on campus that are violent toward or consistently question the presence of Black members of our community. Emergency and campus services do not need to be armed. ESPM must recognize its position as a department within a wider campus community and lend support to initiatives that are of urgent importance to students at Berkeley and across the UC system.

*As a department, we commit to engaging the UCPD about their disproportionate impact on students, staff, and faculty of color. ESPM has been invited to join a multi-department effort including MCB, PMB, and IB to organize a conversation with the UCPD. An ESPM faculty member will be the point person on this and will recruit 2-3 students and postdocs to participate with the discussion. We commit to continuing to discuss this internally as a department and staying engaged in the conversation about the future of the UCPD as it unfolds campus-wide.*

Timeline: Summer 2020 and beyond

Point persons: Faculty, staff, and students

*Additionally, we commit to creating a system by which we can document incidents involving BIPOC students/staff/faculty in ESPM in a systematic way that is transparent, measurable, and accountable. Discussions are yet to commence, but student input and participation will be sought after early in the planning progress.*

Timeline: Fall 2020

## **ADDITIONAL ACTIONS**

*We commit to an annual 'climate' survey beginning in 2020-2021 allowing people to self-report microaggressions, discrimination, etc. tied to the department, specific courses, research groups, or individuals. The survey will be used primarily as a way to track whether the overall department is succeeding in meaningful change as a response to the interventions outlined here. The survey will build off a prior ESPM climate survey last implemented in 2016-17 AY and will be co-developed with the ESPM graduate community following best practices in this area. The survey will be distributed to faculty, extension specialists, staff, graduate students, and undergraduate students enrolled in ESPM-taught classes.*

*In the 2021 report, we also plan to make a 1-year later evaluation of what was / was not accomplished as a result of this dialog.*

Timeline: Spring 2021

Point persons: Equity Advisor and EID Committee