

1. We request that graduate students and postdocs are included in faculty hiring at every stage of the process, from reading applicant materials to final decisions.

- Graduate students and postdocs should be able to apply for spots on faculty hiring committees and/or serve on panels to evaluate potential faculty hires.
- This ensures student/early career opinions are not ignored in the discipline groups' hiring decisions, especially when involved students/postdocs have shown a commitment to anti-racist hiring practices
- Care should be taken such that these hiring committees acknowledge and address the issues with power dynamics on such committees when graduate students are involved, and they should incorporate guidance from the wealth of literature available.

2. We request that data about resources and funding allocated towards past, present, and planned CEOAS diversity initiatives be compiled and released. These include:

- A breakdown of how and where current resources are allocated.
- A written statement of perceived and measurable impacts of these resource allocations on historically marginalized groups in academia.
- Which faculty have worked on and participated in with respect to the aforementioned diversity initiatives.

3. We request the removal of financial barriers for undergraduate and graduate students to enter and succeed at CEOAS.

- Remove the GRE requirement from graduate application considerations to CEOAS programs, because test-optional scores can still introduce potential bias when reviewing applications.
- Waive application fees for applicants of low socioeconomic status or waive the application fees altogether.
- Invest in or create fellowships and/or scholarships set aside specifically for Students of Color. While the Diversity Pipeline Fellowship exists, it does not specifically apply to Students of Color.

4. We request that CEOAS build collaborative relationships with diversity-driven student organizations.

- These organizations (E.g. OSU Society for Advancement of Chicanos/Hispanics and Native Americans in Science, Out in Science, Technology, Engineering, and Mathematics (oSTEM), and the seven cultural centers) support marginalized students such as BIPOC, LGBTQIA+.
- Local chapters and/or groups could be welcomed into the College by an invitation to present during a recruitment drive or other event.

5. To diversify the applicant pool of the College, we request a permanent fund be established to send BIPOC, LGBTQIA+ undergraduate, graduate students, and a professor to diversity-oriented conferences such as SACNAS, oSTEM, SciAccess, National Conference on Race and Ethnicity in American Higher Education, American Indian Science and Engineering Society, and National Association for Black Geoscientists.

- This grants students from traditionally underrepresented communities in STEM opportunities to form interdisciplinary networks, better familiarize themselves with career options, and present their research to a national audience of peers.
- These conferences provide students with a sense of community and belonging that contributes to retention, especially in STEM disciplines which are notoriously lacking in diversity.

6. We request that CEOAS diversify seminars by requiring disciplines to invite and cover honoraria of at least one speaker per year from historically marginalized communities, and/or speakers whose work impacts those communities.

- For example, discussions of how climate change impacts disproportionately poor communities and Communities of Color, as well as eco-racism, are lacking from the core curriculum in CEOAS.
- Examples from prior CEOAS seminars include:
 - A. Dr. Laura Pulido (University of Oregon; Unpacking Diversity invited keynote speaker)
 - B. Dr. Kenneth Ridgway (Purdue University; George Moore and Thomas Condon lectures)
 - C. Kassandra Rippee (Coquille Nation; for G&G seminars).

7. We request the creation of an anti-racist and anti-discriminatory code of conduct with actionable repercussions for violations that all members of the College are required to sign and include and discuss as part of standard operations. In doing so, college leadership should be responsible for:

- Communicating and coordinating discussions outlining what is expected of members of the department in the code of conduct at faculty and College meetings.
- Taking all necessary measures to support victims of and protect members of the college from racist and discriminatory incidents including, but not limited to, preparing emergency protocol for situations in which members of Communities of Color may be in danger due to racist environments in the field or elsewhere, clear and transparent responses to racially motivated incidents, protection from retaliation for individual(s) reporting a bias incident or whistleblowing.
- A preprint of an article "Ten simple rules for building an anti-racist lab" was published by geoscientists Bala Chaudhary and Asmeret Berhe, accessed here: <https://ecoevorxiv.org/4a9p8/>. This provides a starting point for discussions for PIs about anti-racist codes of conduct.