URGE
Unlearning Racism in Geoscience

Unlearning Racism in Geoscience (URGE; www.urgeoscience.org) is a community-wide journal-reading and policy-design curriculum to help Geoscientists unlearn racism and improve accessibility, justice, equity, and inclusion (AJEDI) in our discipline. URGE's primary objectives are to (1) deepen the community's knowledge of the effects of racism on the participation and retention of black, brown, and indigenous people in Geoscience, (2) use the existing literature, expert opinion, and personal experiences to develop anti-racist policies and strategies, (3) share, discuss, and modify anti-racist policies and strategies within a dynamic community network and on a national stage, and (4) implement and assess anti-racist policies and resources within Geoscience workplaces. By meeting these objectives, we hope that Geoscience departments and societies will be able to implement a well-researched crowdsourced group of anti-racist policies.

This document contains summarized answers to questions that URGE leaders asked geoscience leaders from workplaces that are participating in the URGE Refinement program. Please note that these answers may not necessarily represent the population of geoscience leaders since they are from workplaces that voluntarily joined the Refinement program and have explicitly supported their URGE pod to varying degrees. The URGE team is currently working on increasing the study's population size and diversity alongside identifying underlying causative relationships and theories that may explain the summarized findings. We suggest reading and discussing these answers with an eye toward understanding how the leaders' perspectives of the barriers to and strategies for drafting, implementing, and assessing anti-racist policies and resources might affect your pod activities and anti-racism efforts.

Understanding Barriers

What, if anything, has prevented you from or made it challenging to effect or inspire anti-racism and other belonging, accessibility, diversity, equity, and inclusion (BAJEDI) changes in your organization/department? What would you like others to know?

Challenges with Traditional Approaches:
- Some leaders shared that some members of the organization/institution resist change and prefer to stick with traditional methods, making it challenging for new ideas and initiatives to gain traction. This resistance can be attributed to the long-standing practices and institutional norms that have been in place for many years.

Lack of Dedicated Resources:
- Leaders discussed that implementing anti-racism and BAJEDI changes requires dedicated resources, including funding for initiatives such as summer intern programs.
- Some leaders shared that the lack of sufficient resources can hinder the organization's ability to take meaningful action on BAJEDI initiatives.

Difficulties in Diversifying Applicant Pools:
- Some leaders highlighted that hiring and recruitment processes face challenges in attracting a diverse pool of applicants, particularly in research and faculty positions.
- A leader shared that efforts to increase diversity need to be focused not only on hiring but also on nurturing a diverse pool of potential candidates starting from undergraduate and graduate levels.

Political and Structural Barriers:
- Some leaders stated that in some states, there may be a lack of understanding and support for BAJEDI efforts [by lawmakers], leading to challenges in implementing initiatives.
- Some leaders also shared that some institutional traditions and policies can create structural barriers that impede progress toward diversity and inclusion.

Faculty Mindset and Institutional Culture:
- Some leaders shared that some leaders [above or adjacent to them in the ladder] at Universities' mindsets and institutional culture may not fully recognize the significance of BAJEDI efforts. This lack of recognition can hinder progress in addressing underlying issues related to diversity and representation.

Time Constraints and Burnout:
- Leaders revealed that volunteer-based BAJEDI efforts can lead to burnout among faculty and staff dedicating their time to the cause.
- Leaders claimed the lack of dedicated time and resources for BAJEDI initiatives can impact the organization's ability to make substantial changes.

Supportive Leadership:
- A leader stated that having administrators and leaders who genuinely care about diversity and inclusion can significantly aid in overcoming challenges.
- Some leaders shared that supportive leadership can provide resources, offer opportunities for recruitment efforts, and foster a culture of inclusivity.

Lack of diversity in the pipeline:
- Leaders mentioned that one of the main challenges in their organization or department is the lack of diversity in the pipeline, particularly regarding African-American and Hispanic scientists.
- They noted that despite sometimes being in a diverse location, the number of diverse candidates applying for faculty positions is limited.

EEO restrictions and hiring difficulties:
- Leaders mentioned that Equal Employment Opportunity (EEO) requirements/constraints prohibit choosing finalists or conducting interviews based solely on diversity. This limitation makes it challenging to address diversity issues effectively during hiring.

Fiscal constraints and salary competition:
- Some leaders mentioned that fiscal capacity and the ability to compete with larger, more well-sponsored institutions pose challenges in attracting diverse faculty members.
- Leaders mentioned that limited financial resources make it difficult to match offers made by other institutions.

Legislative constraints:
- Some leaders indicated that legislative constraints related to BAJEDI recruiting are an added challenge. State statutes and climates affect their ability to recruit diverse candidates effectively.

Lack of commitment and follow-through:
- Leaders expressed challenges in getting all employees to take meaningful action toward anti-racism and BAJEDI changes more broadly. Although mandatory trainings were implemented in some organizations, there's a need for more intentional actions, i.e., follow through to create policy changes.

Limited time and participation:
- Some leaders mentioned that time constraints and busy schedules make it difficult for some people to actively participate in BAJEDI initiatives actively, leading to slower progress in implementing changes.

Lack of momentum and active resistance:
- Leaders mentioned that a lack of momentum and active resistance from some individuals create obstacles in advancing BAJEDI initiatives.
- Some leaders revealed some people show resistance while others simply lack the motivation to engage. People in the organization may resent anything being mandated, even if they agree with the principles. This resistance can hinder the implementation of BAJEDI changes.

Broadening awareness and interest:
- Leaders noted that awareness and interest in BAJEDI have improved, which has resulted in some positive changes, but they face difficulties in sustaining momentum and getting immediate feedback on the impact of their efforts.

Need for expanded recruitment strategies:
- Leaders discussed the necessity of expanding recruitment efforts beyond targeting the same pool of graduate students. They emphasized the importance of developing diverse "pipelines" and attracting more students into geoscience. Additionally, a lack of diversity in the composition and hiring pool poses challenges in affecting BAJEDI changes.

Federal system, State governance and policies, and hiring challenges:
- One leader mentioned working in a federal system, which presents challenges in hiring due to cumbersome processes. This limits their ability to efficiently bring in new staff to work on projects and initiatives related to BAJEDI.
- Leaders claimed that state-level governance can create challenges for BAJEDI work, with some States limiting or even restricting mandatory training related to BAJEDI. This political climate affects how BAJEDI initiatives are approached and implemented. Thus, being in a government organization, navigating complex HR rules, laws, and policies related to BAJEDI can be a significant challenge.

Perceived objectivity and resistance to change:
- Leaders highlighted the challenge of some scientists believing they are highly objective, leading to resistance when discussing moral or subjective aspects related to BAJEDI. This perception can hinder communication and understanding.

Lack of understanding and education:
- Leaders mentioned that a lack of awareness and understanding of BAJEDI practices, policies, and systemic issues on campus was mentioned as a significant challenge.
- Leaders emphasized the need for broad education to help those being led (e.g., faculty members) operationalize BAJEDI in their work and research.

Limited resources and staffing issues:
- Some leaders expressed challenges in implementing BAJEDI initiatives due to limited resources and staffing. They mentioned the need for additional staff help and funding to support BAJEDI's work effectively.

Tenure and promotion challenges:
- Leaders at Universities highlighted that anti-racist work is not always valued equally in tenure and promotion processes. There is a need to reconsider tenure and promotion policies to recognize and reward faculty and staff engaged in BAJEDI efforts.

Lack of follow-through and systemic attitudes:
- Leaders at Universities expressed difficulties in getting faculty committees and other individuals to follow through on BAJEDI initiatives. Some individuals may express enthusiasm but show limited commitment to actual actions.

Challenge with Terminology:
- Leaders revealed that the term "anti-racist" initially faced resistance and offense among some older executive leaders as they perceived it as an accusation. It requires careful presentation to promote the idea without attacking individuals or the organization.

Transitioning from Safe Spaces to Wider Groups:
- A leader mentioned that moving from smaller, more receptive groups to wider implementation can be challenging, as not everyone may be ready to embrace the changes.

Misunderstandings in Remote Work:
- A leader shared that during the pandemic, remote work led to misunderstandings, distrust, and a sense of leadership not listening. In-person interactions proved more effective.

Preliminary Analysis:

1. **Resource Limitations:** Challenges include fiscal constraints, staffing shortages, and limited dedicated resources for BAJEDI initiatives, making it hard for institutions to pursue diversity, equity, and inclusion effectively.

2. **Recruitment Challenges:** Organizations face barriers in diversifying applicant pools due to existing "pipelines," EEO (Equal Employment Opportunity) restrictions, and competitive disadvantages against more affluent institutions. There's an emphasis on the need to broaden recruitment strategies and nurture diverse candidates from early academic stages.

3. **Institutional Barriers:** Resistance to change rooted in long-standing traditions, faculty mindset, political/structural challenges, and tenure/promotion systems pose major challenges to BAJEDI adoption. Federal and state-level governance also complicates BAJEDI implementation, especially in states resistant to such initiatives.

4. **Awareness and Commitment Gaps:** A significant portion of the organization either lacks understanding or is resistant to BAJEDI principles. This spans from misconceptions about terms like "anti-racist" to a more general lack of commitment and follow-through on BAJEDI values. Broad education and awareness campaigns are needed to bridge this gap.

5. **Engagement and Communication Issues:** Time constraints, burnout among volunteers, challenges transitioning from small groups to organization-wide initiatives, and communication issues, especially in remote work settings, hinder the effective implementation and scaling of BAJEDI efforts.

In summary, institutions aiming to foster diversity, equity, and inclusion encounter challenges ranging from resource constraints and recruitment difficulties to deep-rooted institutional barriers and communication issues. Addressing these challenges requires a multifaceted approach that combines resource allocation, structural reforms, educational initiatives, and improved communication strategies.
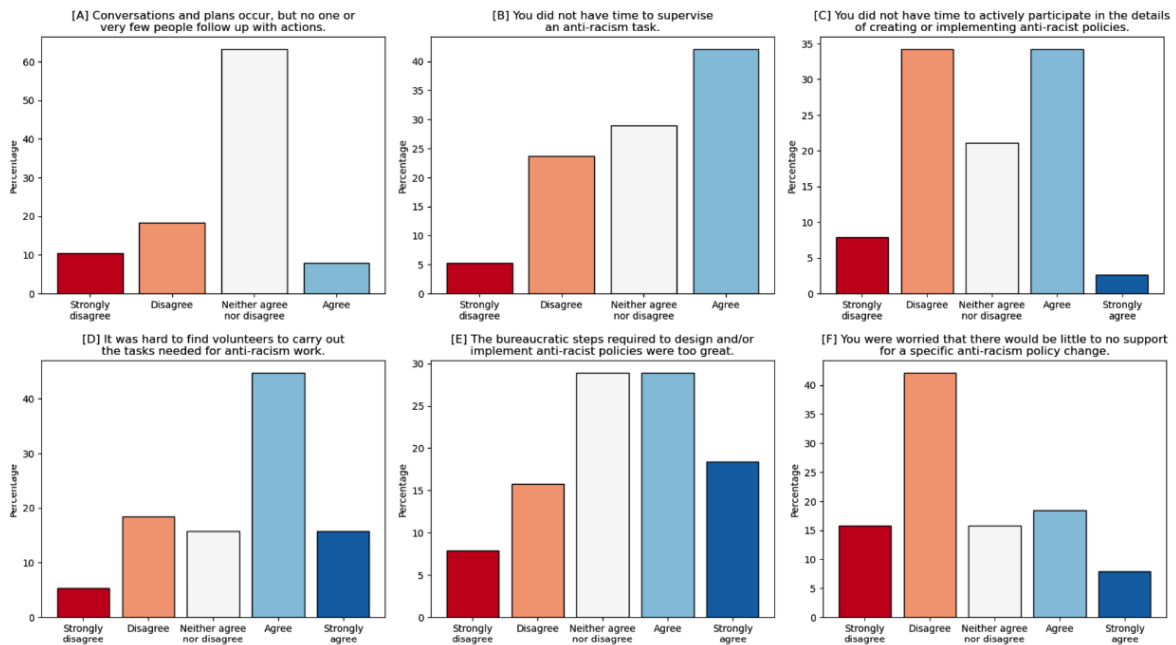
Figure 1

Bar graphs showing what leaders describe as challenges to doing anti-racism work

Note: Figures represent data from a survey administered to Geoscience Workplace Leaders during the virtual Geoscience Workplace Leaders Event on January 2023.

How are decisions about diversity made in your department/organization? Is this different from how other decisions are made? What makes them different?

Leadership initiated change and Collective discussion on decision-making:
- Leaders stated there's an awareness of being watched by those they lead; this leads to nervousness but doing the work nonetheless.
- Some leaders mentioned that over the last two years, there has been a focus on organizational change and the formalization of policies.

Separate diversity groups and Established diversity committees:
- One leader shared there was a specialized group dealing with the URGE (Unlearning Racism in Geoscience) curriculum in contrast to establishing a committee on belonging, which began around a year ago.

Campus-wide diversity initiative and Involving all stakeholders in diversity work:
- Some leaders expressed that diversity work on campus is a shared responsibility, and efforts are being made to involve more people.

Integration of diversity in all decision-making processes and Addressing pipeline issues and community outreach:
- Some leaders agreed that decisions are made by integrating different perspectives, and there's ongoing thought about building connections to community colleges and high schools to address pipeline issues.

Leadership in diversity training, Targeted recruiting, and intentional advertising:
- Some leaders in academia mentioned there is targeted hiring taking place, and changes in particular fields like oceanography have been implemented, but the connection to diversity in the latter part is not explicitly stated.

Revising internal procedures for diversity and Standing diversity committee and integration of BAJEDIin decision-making:
- Some leaders claimed that efforts are being made to examine and revise internal procedures to avoid unintentional barriers, and a standing BAJEDI committee has been established to include BAJEDI in all strategic planning.

University-level influence on diversity decisions and Leadership roles in implementing diversity:

- Some leaders shared policies and procedures are being put into place at the university level concerning various diversity initiatives, with an emphasis on the need for leadership in implementing an overarching strategy.

Preliminary Analysis:

1. **Focus on Collaboration and Inclusion**: The responses emphasize collective decision-making, involving stakeholders, and integrating diversity in various processes. These highlight a democratic and inclusive approach.

2. **Challenges and Efforts in Diversity Initiatives**: There seems to be significant investment in diversity-related committees, targeted hiring, and revising internal policies. This reflects an ongoing commitment to diversity but may also hint at underlying challenges necessitating these efforts.

3. **Leadership Role in Diversity Initiatives**: Leadership emerges as a recurring theme, both in initiating change and driving diversity efforts. This points to the recognition that leadership is essential in setting the direction and ensuring the successful implementation of initiatives.

4. **Connection and Community Outreach**: There is an acknowledgment of the need to build bridges with community colleges and high schools, reflecting an understanding of a broader ecosystem that influences diversity. This emphasizes the importance of community engagement in achieving diversity goals.

In summary, the statements strongly emphasize inclusive decision-making and stakeholder involvement. There is a noticeable commitment to diversity, evident from investments in relevant committees and policies, though challenges might be underlying these efforts. Leadership plays a pivotal role in initiating and driving these diversity efforts. Additionally, building connections with community colleges and high schools is recognized as vital for broader diversity outreach.

How comfortable are you with making final decisions on anti-racism versus making final decisions on other duties that you have to perform?

Decision-Making Comfort & Experience:
- A leader stated they gain comfort in various areas as they progress, and the comfort extends to making decisions in research and scientific practices.

Constraints & Challenges in Decision-Making:
- Some leaders stated decision-making can cover various areas like policy and resources but not culture. Implementation can be uncomfortable when voices are left out and there's a reliance on committees. There may be pushback or follow-up questions regarding implementation.

Role-Specific Influences on Decision-Making:
- An Associate Dean for BAJEDI shared that they have specific (limited) roles in decision-making. They can make recommendations, but final decisions are often in the hands of a higher authority like a chair or dean.

Need for Stakeholder Engagement & Diverse Opinions:
- A leader mentioned that engaging with affected individuals is important but sometimes burdensome.
- Some leaders shared there's a desire for diverse teams to spice up implementation, and partnerships are seen as crucial for reaching the right decisions.

Impact of Institutional Structures on Decision-Making:
- Some leaders shared that they have institutional values, policies, and metrics to assist with decision-making.
- A leader shared that building relationships by having conversations with multiple people about many different things (not just diversity) helps them to inspire changes in issues related to diversity.

Communication and Perception Challenges:
- A leader shared that communication around BAJEDI can be intense, and people's intense feelings and attachments make responses to decisions in this area very different from other areas.

Preliminary Analysis:

1. **Complexity in Decision-Making**: Decision-making about BAJEDI issues is not a straightforward process. It's influenced by individual comfort, organizational constraints, people's roles, the need for diverse opinions, and institutional structures.
2. **The Importance of Diversity and Inclusion**: A recurrent theme is engaging diverse voices and considering different perspectives. Thus, showcasing the active efforts made toward ensuring broader representation can lead to richer dialogue.
3. **Hierarchy and Roles in Decision Making**: Different people occupying different roles within an organization have varied influences and responsibilities. The decision-making process might involve recommendations and collaboration, but final decision authority is often within specific roles.
4. **Emotional Aspect**: Decision-making, especially in areas related to BAJEDI, is not just a logical process but an emotional one as well. How people feel about decisions and how they respond to them can differ significantly, depending on the subject.
5. **Challenges and Constraints**: Decision-making has challenges, ranging from the uncomfortable feeling of leaving out voices to facing pushbacks or complex follow-up questions. These challenges can create hurdles in the decision-making process.

In summary, the statements present a multifaceted view of decision-making, encompassing various factors from personal comfort to institutional structures. The emphasis on diversity, emotional attachment, and the varied challenges highlight the complexity of decision-making in organizational settings.

Figure 2

Bar graphs showing leaders' comfort levels when making decisions on anti-racism vs. other duties

Note: Figures represent data from a survey administered to Geoscience Workplace Leaders during the virtual Geoscience Workplace Leaders Event on January 2023.
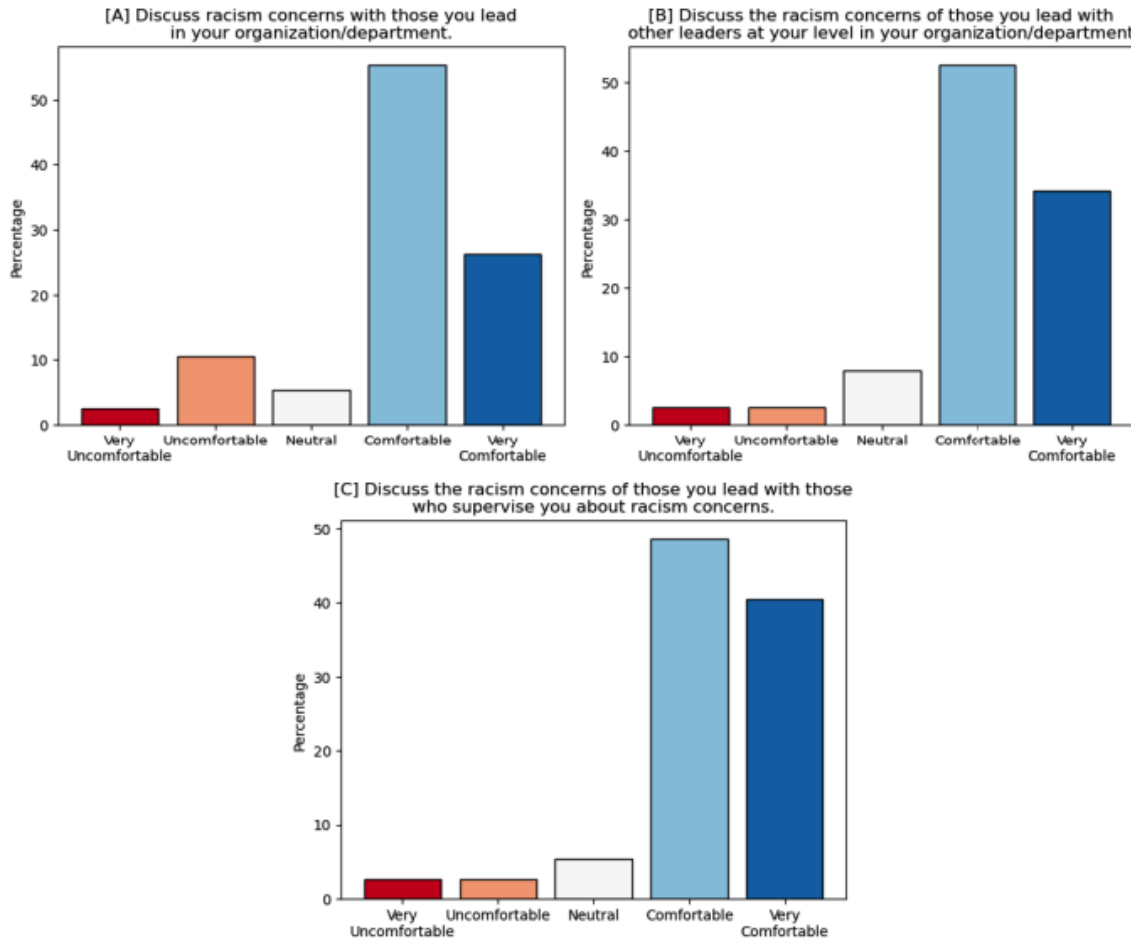
Figure 3

Bar graphs showing leaders' comfort levels when making decisions on anti-racism vs. other duties

Note: Figures represent data from a survey administered to Geoscience Workplace Leaders during the virtual Geoscience Workplace Leaders Event on January 2023.

Do you worry about appearing authoritative or about having a top-down decision-making process on issues relating to changing existing policies so that are proactively anti-racist? Why or why not?

Challenges of participatory decision-making:
- Some leaders highlighted that the decision-making process within shared governance structures can be slow due to the need for majority consensus.
- Some leaders suggested collective decision-making is necessary in certain settings, but it may cause delays.

Necessity of balancing assertiveness and consensus:
- Leaders claimed that leadership requires a balance between imposing authority and fostering collaboration.
- Some leaders added that effective change might require conversation and strategic challenge to existing policies rather than authoritative imposition.

External influences and resistance in decision-making:
- Some leaders expressed that decision-making can be heavily influenced by external events and entities, such as social movements like Black Lives Matter or input from alumni boards and trustees. These external factors can lead to both support and resistance.

Implementation challenges in diversity policies:
- Some leaders shared that enforcing diversity policies can be challenging due to resistance within departments and the difficulty of overseeing how the policies are interpreted or applied.

Fear of negative interpersonal impacts:
- Two leaders expressed fear of upsetting colleagues, and the potential biases and associations related to decision-making can hinder the decision-making process, leading to discomfort and apprehension in implementing changes.

Upholding legal compliance and avoiding authoritativeness:
- Two leaders mentioned that adherence to laws, even when trying to implement solutions perceived as anti-racist, is essential. Authoritarianism may have its place but can be restrictive.

Importance of education and engagement for effective decision-making:
- Some leaders shared that effective decision-making, especially around sensitive issues like anti-racism, requires education and engagement.
- A leader shared that decisions become more effective when supported by bottom-up initiatives and diverse teams.

Leadership unity against external challenges:
- A leader indicated that a unified leadership front is crucial in facing external challenges, such as resisting pressures from governing bodies like the Board of Trustees.

Preliminary Analysis:

1. **Complexity in Decision-Making**: The need for consensus, as well as balancing assertiveness and external influences, create a multifaceted environment where decisions are made.
2. **Role of External Influences**: Social movements, alumni boards, and legal constraints illustrate how decision-making isn't confined within an organization but is often shaped by broader societal dynamics.
3. **Emphasis on Diversity and Inclusion**: The summary highlights the importance, yet complexity, of implementing and enforcing diversity policies, which could reflect an evolving consciousness towards greater acceptance and celebration of differences and a movement away from discrimination and exclusion.
4. **Human Factors**: Fear of negative interpersonal impacts and the importance of education and engagement show that human relationships, emotions, and understanding play a significant role in decision-making processes.
5. **Leadership Dynamics**: Themes like balancing assertiveness with collaboration and leadership unity emphasize the importance of unity within leadership. It suggests that adaptability and the ability to navigate these various dynamics are key to being an effective leader.

In summary, the statements reflect a nuanced view of decision-making where collaboration, legal compliance, social considerations, and human factors must all be carefully navigated. It underscores the intricate nature of leadership and governance in contemporary contexts, where inclusivity, adaptability, and empathy appear as vital components.
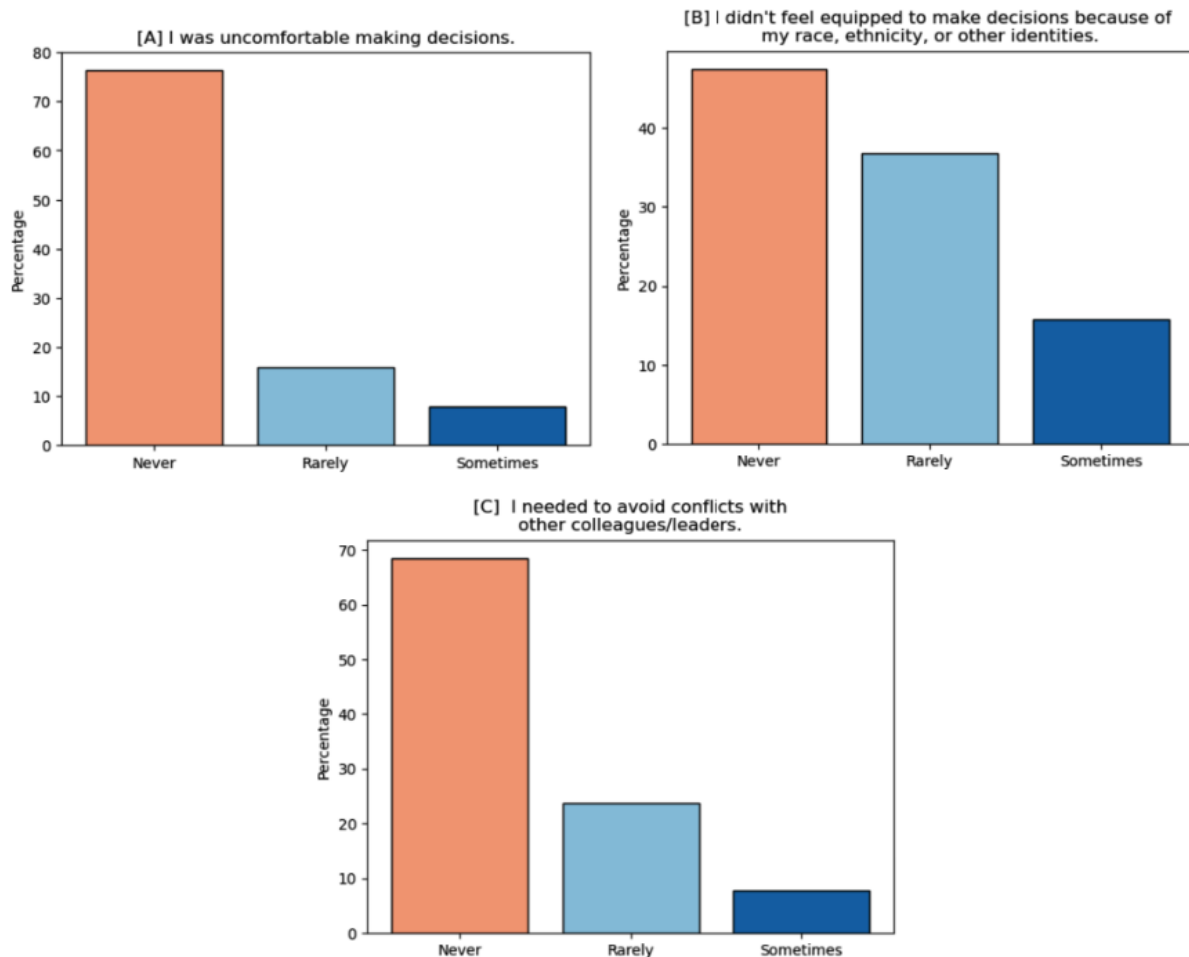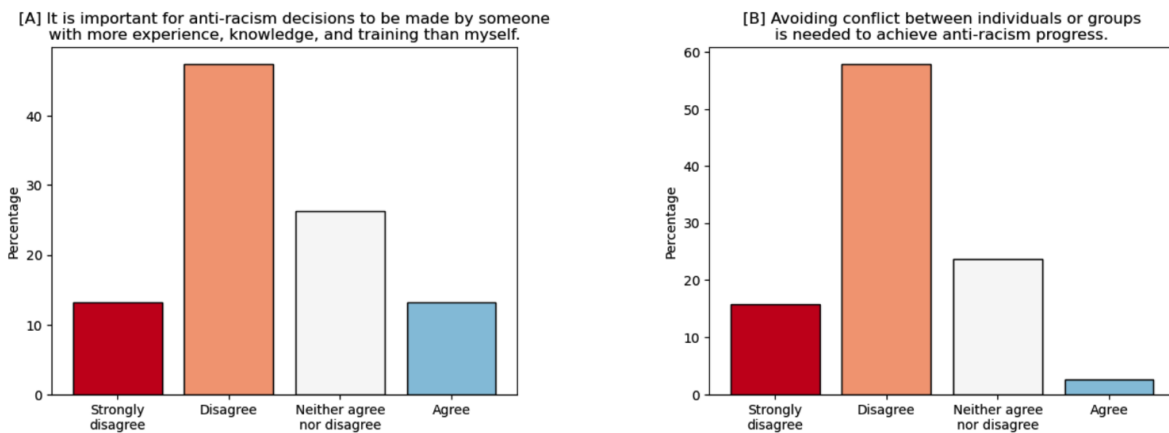
Unlearning Racism in Geoscience (URGE; www.urgeoscience.org) is a community-wide journal-reading and policy-design curriculum to help Geoscientists unlearn racism and improve accessibility, justice, equity, and inclusion (AJEDI) in our discipline. URGE's primary objectives are to (1) deepen the community's knowledge of the effects of racism on the participation and retention of black, brown, and indigenous people in Geoscience, (2) use the existing literature, expert opinion, and personal experiences to develop anti-racist policies and strategies, (3) share, discuss, and modify anti-racist policies and strategies within a dynamic community network and on a national stage, and (4) implement and assess anti-racist policies and resources within Geoscience workplaces. By meeting these objectives, we hope that Geoscience departments and societies will be able to implement a well-researched crowdsourced group of anti-racist policies.

Figure 4

Bar graphs showing leaders' comfort levels when making decisions on anti-racism

Note: Figures represent data from a survey administered to Geoscience Workplace Leaders during the virtual Geoscience Workplace Leaders Event on January 2023.

Figure 5
Bar graphs showing leaders' perception of self when making decisions about anti-racism

Note: Figures represent data from a survey administered to Geoscience Workplace Leaders during the virtual Geoscience Workplace Leaders Event on January 2023.

Do you find yourself delegating more on issues relating to anti-racism and diversity versus other duties?

Delegating Anti-Racism and Diversity Responsibilities:
- Leaders have different perspectives on delegating anti-racism and diversity responsibilities. Some believe it promotes inclusivity, while others take on the tasks themselves.
- Some leaders are faced with a lack of support structure, while others view it as a partnership rather than a delegation.

Committees and Structure for Diversity Initiatives:
- Some leaders share that various strategies are in place within their geoscience organizations to address diversity, including the establishment of Diversity Committees and the creation of dedicated positions.
- One leader stated their department has a student club involved in the BAJEDI effort.

Balancing Decision-Making and Delegation:
- Some leaders agree that balancing delegation and decision-making is a nuanced issue, particularly in anti-racism and diversity work.
- Leaders recognize the importance of both making critical decisions themselves and delegating to gather diverse perspectives.

Challenges in Delegating Due to Volunteering:
- Leaders indicated that delegating can be challenging when everyone involved is a volunteer, leading some to view the process as a partnership instead.

Challenges in Delegating Due to Lack of Support Structure:
- A leader claimed the absence of a support structure can force individuals to handle everything themselves rather than delegate tasks.

Delegating and Critical Race Theory and Historical Context:
- Some leaders stated that delegating in the context of Critical Race Theory (CRT) requires careful consideration of power and dynamics and intersectionality on all of those things.
- Some leaders suggested storytelling about barriers faced may be more effective in engaging people who may react negatively to CRT.

Implementing Anti-Racist Policies and Decision-Making:
- A leader suggested that implementing anti-racist policies from URGE can lead to varying levels of engagement and action. However, expectations may not always align with reality, and political posturing can sometimes overshadow genuine efforts.

Preliminary Analysis:

1. **Varied Perspectives on Delegation:** Opinions vary significantly, with some embracing delegation as an inclusive process and others choosing to handle tasks personally due to challenges such as lack of support structure.
2. **Role of Structure and Committees:** The creation of specialized committees or roles within an organization can facilitate a focused approach to diversity initiatives.
3. **Challenges in Delegation:** Factors like volunteer status and lack of support can hinder the delegation process, making it more complex.
4. **Balancing Act:** Leaders find themselves walking a fine line between making decisions themselves and empowering others to contribute. This balance is integral to fostering an inclusive and diverse environment.
5. **Importance of Narrative in CRT:** Within the context of frameworks like Critical Race Theory, storytelling might play an essential role in fostering openness and understanding, bypassing potential resistance to labeled concepts.

Overall, these insights highlight the complex interplay of decision-making, delegation, structure, and communication in the pursuit of diversity, equity, and anti-racist initiatives within organizations. They emphasize the need for careful consideration of these aspects to create an inclusive and effective approach.
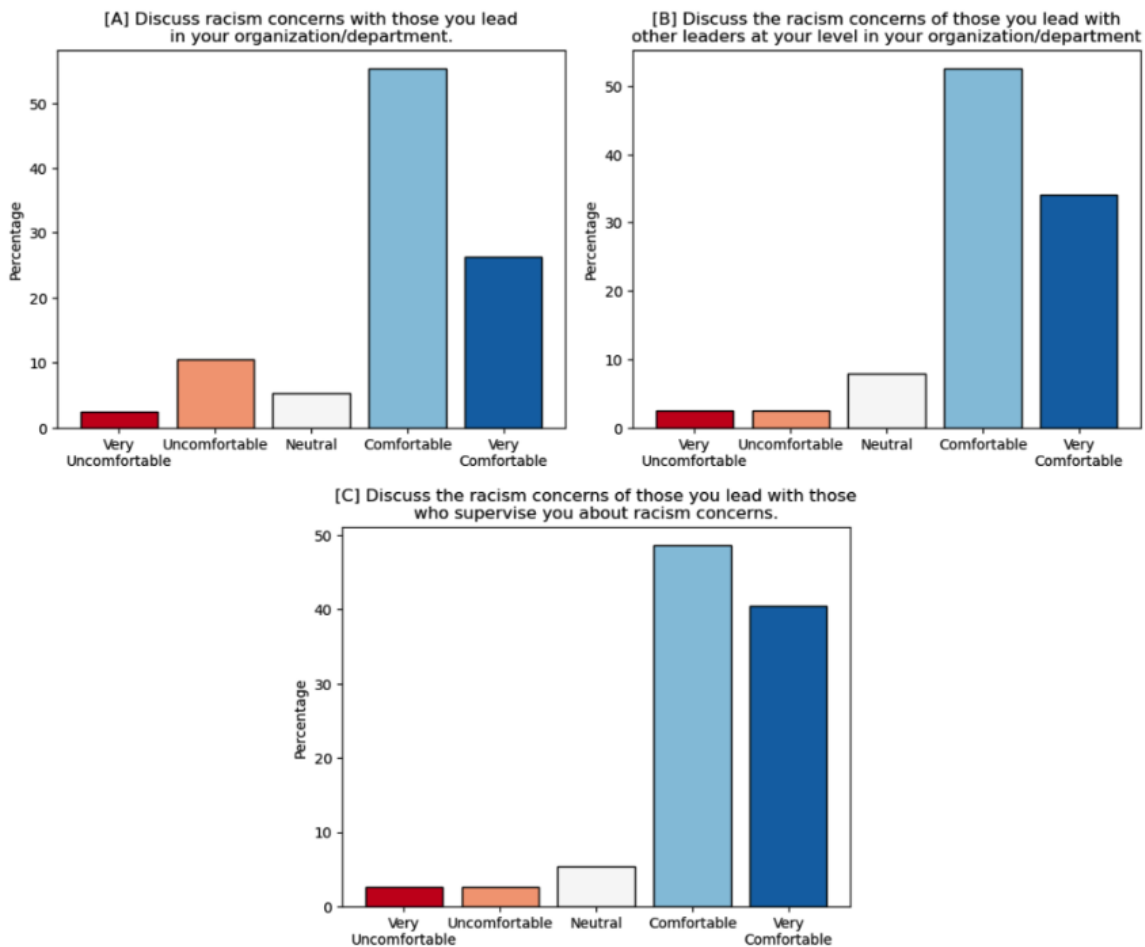
Figure 6

Bar graphs showing leaders' comfortability with decision-making about anti-racism versus other duties

Note: Figures represent data from a survey administered to Geoscience Workplace Leaders during the virtual Geoscience
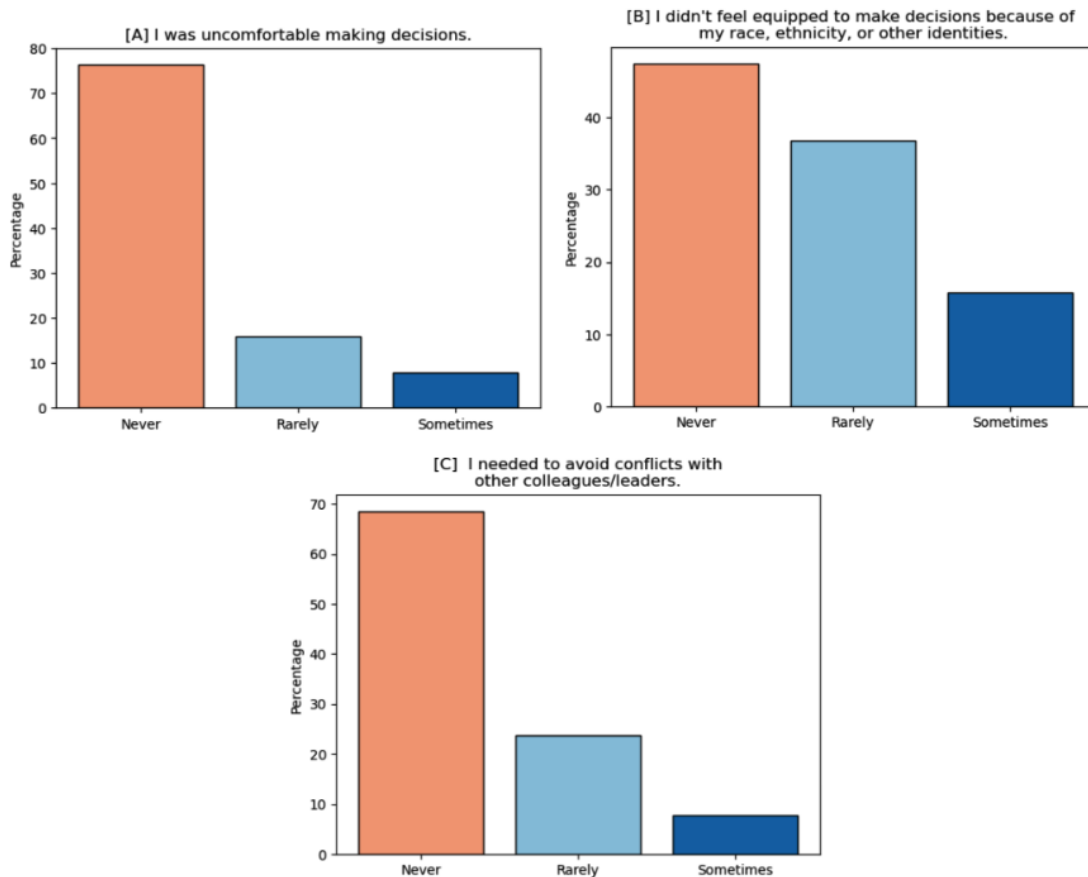
Workplace Leaders Event on January 2023.

Figure 7

Bar graphs showing leaders' comfortability with decision-making about anti-racism versus other duties

Note: Figures represent data from a survey administered to Geoscience Workplace Leaders during the virtual Geoscience

Workplace Leaders Event on January 2023.

Understanding context (perceptions, decision-making, processes)

Critical Race Theory (CRT) is "one tool used to understand the historical barriers rooted in the intersectionality of race and power that still exist" (Davis et al., 2022, p. 9). What role, if any, can an acknowledgment of CRT in academia play in implementing anti-racist policies?

Understanding of CRT, Understanding Power Dynamics, and History through CRT:
- Leaders revealed a dichotomy in understanding CRT, with some viewing it as a foundational theory for anti-racist attitudes, while others perceive it as a prescribed curriculum rather than a conceptual framework.
- Some leaders see CRT's role as a tool for understanding historical barriers, power dynamics, and the intersectionality of race.
- Some leaders emphasized the importance of understanding history to address current problems.

Application of CRT in Specific Fields (including Education and Geosciences):
- Some leaders highlighted the diverse applications of CRT across fields like oceanography, education, and geosciences.
- Leaders acknowledged the potential for further growth, particularly in the geosciences, and an emphasis on CRT's role as a valuable lens to view power dynamics and intersectionality.

Influence on Anti-Racist Policies, BAJEDI Efforts, and Policy Development:
- Some leaders claimed that CRT principles should be considered central to BAJEDI efforts and necessary for developing policies to combat racism. It underlines the necessity of understanding the intersectionality of race and power to create meaningful interventions.

Legal and Institutional Challenges and Restrictions with CRT:
- Some leaders mentioned that legal and institutional barriers restrict open discussions or implementations of CRT, emphasizing the need for careful language use.

Impact of CRT as a Buzzword, Conversation Stopper, and Misunderstanding:
- Some leaders highlight the polarizing effect of CRT as a term, noting that it can halt conversations or be misunderstood and weaponized.

Practical Application, Audience Perception, and Value of CRT:
- Some leaders highlighted the practical applications of CRT concepts, differing perceptions by audiences, and the value of CRT in enhancing self-understanding and dialogue.

Preliminary Analysis:

1. **Diverse Understanding and Application**: The findings reveal a wide range of understanding and application of CRT across different fields and perspectives. This diversity may contribute to both the richness and complexity of CRT as a theory and practice.
2. **Challenges and Controversy**: There's a clear sense of the controversy surrounding CRT, manifested in legal barriers, misunderstandings, and strong reactions to the term. This shows that CRT is not just an academic concept but a politically and socially charged issue.
3. **Influence on Policies and Practical Applications**: Despite the challenges, CRT appears to have significant influence in shaping BAJEDI efforts, anti-racist policies, and practical applications within various professional settings. Its principles are often implemented without explicit labeling, reflecting a subtle influence.
4. **Intersection with Other Fields**: CRT's application and potential growth in fields like geosciences show that it is not confined to social sciences or legal studies. It has broad applicability as a lens to understand power dynamics and barriers in various domains.
5. **The Importance of Communication and Perception**: The conversation around CRT isn't solely about the theory but how it's communicated, perceived, and sometimes weaponized. The discourse surrounding CRT can be as influential as the theory, affecting its application, acceptance, and impact.

Overall, the analysis illustrates a multifaceted and complex picture of CRT, reflecting its importance, challenges, and potential in shaping contemporary thought and practice across various domains. Its broad implications extend beyond academia, making it a relevant and often contentious subject in public discourse.

Ng (2020) defines cancel culture as the withdrawal of any type of support from those that are saying something highly problematic or unacceptable (Nunes, 2022). Using this definition, how do you think cancel culture prevents or stalls discussions when creating anti-racist policies? Do you consider this during your deliberations on anti-racism efforts?

Understanding and Perceptions of Cancel Culture
- Leaders discussed their understanding of what cancel culture means, with some seeing it as the withdrawal of support for problematic statements, while others perceive inconsistencies in its application, such as celebrities still thriving despite being "canceled" and the continued teachings of Louis Agassiz in the higher education curricula.

Impact and Consequences of Cancel Culture
- A leader highlighted there are tangible effects of cancel culture on society and institutions, including the impact on funding and potential suppression of contentious issues in conversations and educational courses.

Interactions with Cancel Culture
- Leaders commented on the necessity of strategic engagement with cancel culture and how certain trigger words can both create misunderstandings and be used to suppress conversations about racism or equity.

Fear and Apprehension Towards Cancel Culture
- Some leaders emphasized the fear and apprehension people feel around cancel culture, hindering open and honest conversations, as individuals are afraid of saying the wrong thing.

Authenticity, Inclusivity, and Safe Spaces in Discussion
- Some leaders discussed the need for grace, inclusivity, and safe spaces where people can speak freely without fear of offense or repercussion. The lack of these factors can make discussions feel unsatisfying or inauthentic.

Organizational Challenges and Initiatives

- Some leaders highlighted the challenges and initiatives around creating a truly diverse workplace, highlighting the need for flexibility, financial commitment, and consideration of the burdens on those who repeatedly engage in diversity efforts, especially during remote working.

Preliminary Analysis:

1. **Varying Perspectives**: The findings illustrate a wide spectrum of views on cancel culture, reflecting its complexity and the differing personal experiences that shape those views.
2. **Impact on Dialogue**: There seems to be a concern across the board that cancel culture might be stifling authentic conversations, causing fear and apprehension.
3. **Organizational Implications**: The summary emphasizes the organizational efforts required to create a truly inclusive and diverse environment, indicating that it's not just about intentions but concrete actions and support.
4. **Interconnected Themes**: The themes seem to be deeply interconnected, where the fear and apprehension towards cancel culture tie into the need for more authentic and inclusive dialogues, and these dialogues have organizational implications.
5. **Temporal Context**: Mention of specific events, such as the pandemic and George Floyd's murder, shows that the views are shaped by current social and political contexts.

The various statements across these themes offer a multifaceted insight into the ongoing conversation around cancel culture, touching on its perception, impact, fears associated with it, and the broader implications for authenticity in dialogue and organizational initiatives.

DiAngelo (2018) explained white fragility as a white person's defensive and evasive reactions due to racial discomfort. Anger, guilt, fear, silence, and arguing are examples of white fragility displays. In your experience, what impact, if any, does White Fragility have in implementing anti-racist policies in your workplaces?

Understanding and Impact of White Fragility:
- Leaders claimed white fragility is a barrier to progress in the workplace and can cause resistance.
- Some leaders state white fragility often leads to defensiveness and can sabotage initiatives and accountability measures.
- Some leaders shared concern that those who experience white fragility may use connections to oppose change.
- Most leaders shared that the impact on initiatives and institutional plans is often marked by specific language and defensiveness around perceived threats.
- Some leaders indicated that emotional reactions tied to white fragility can distract from core issues and hinder accountability.
- Most leaders stated that misinterpretations and perceived attacks often exacerbate the situation.

Efforts Towards Anti-Racism and Diversity:
- Two leaders revealed that service evaluations, diversity plans, and anti-racism efforts are incorporated into institutional policies.
- Two leaders revealed that diversity components are included in hiring, merit reviews, and tenure and promotion procedures.
- A leader revealed that outreach and mentoring classes have been created to foster diversity and anti-racism, even though they were initially controversial.
- Leaders indicated there's a call for more incentives, like additional research funds and course releases, for faculty engaged in anti-racist work.

Preliminary Analysis:

1. **Challenges of White Fragility**: The understanding and impact of white fragility section highlights the multifaceted challenges it presents. From hindering progress to affecting language and causing emotional reactions, white fragility seems to permeate various aspects of organizational culture. It suggests a complex and pervasive issue that requires nuanced solutions.

2. **Positive Efforts Towards Change**: On the other hand, the efforts towards anti-racism and diversity indicate a positive trend in integrating diversity and anti-racist values into various aspects of institutional operation, including hiring practices, evaluations, and new initiatives. However, the mention of initial controversy and the desire for further incentives shows that there is still room for improvement and ongoing resistance to be addressed.

3. **Interconnectedness of the Themes**: The analysis also illustrates how these two themes are interconnected. The struggles related to white fragility directly impact the effectiveness and acceptance of efforts toward anti-racism and diversity. The successes and challenges in one area can inform and influence the other.

Overall, the summaries and analysis depict a complex landscape where understanding human behavior and institutional policies is critical. It calls for a comprehensive and sensitive approach to the psychological and structural aspects of diversity and inclusion in the organizational setting.
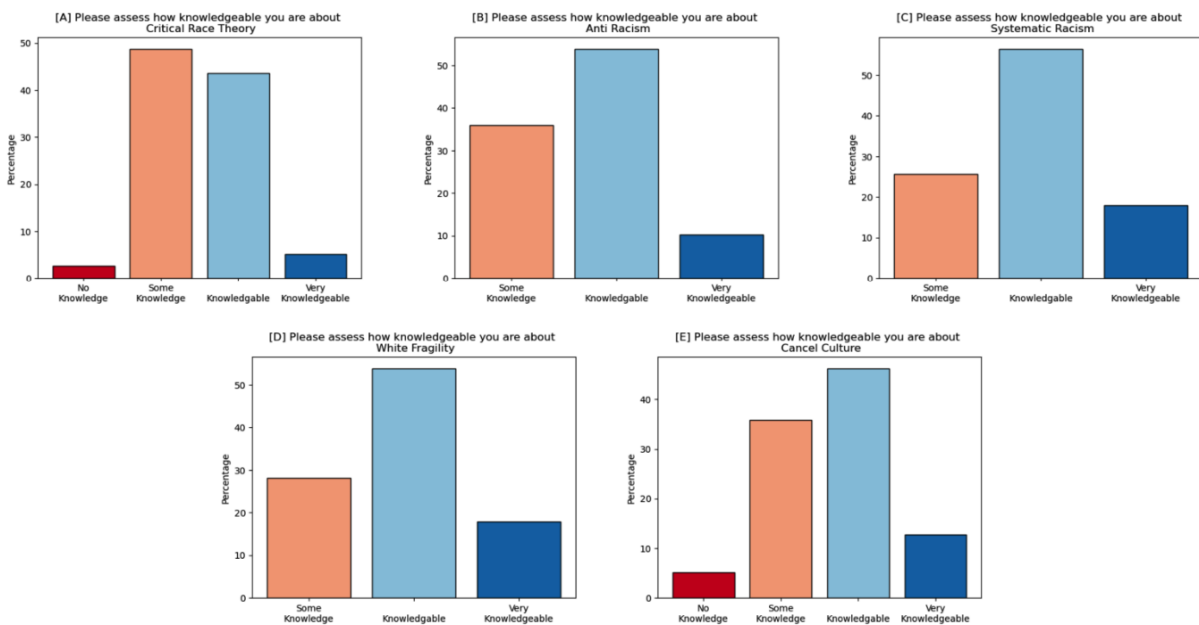
Figure 8

Bar graphs showing leaders' responses to the knowledge of anti-racism frameworks

Note: Figures represent data from a survey administered to Geoscience Workplace Leaders during the virtual Geoscience Workplace Leaders Event on January 2023.
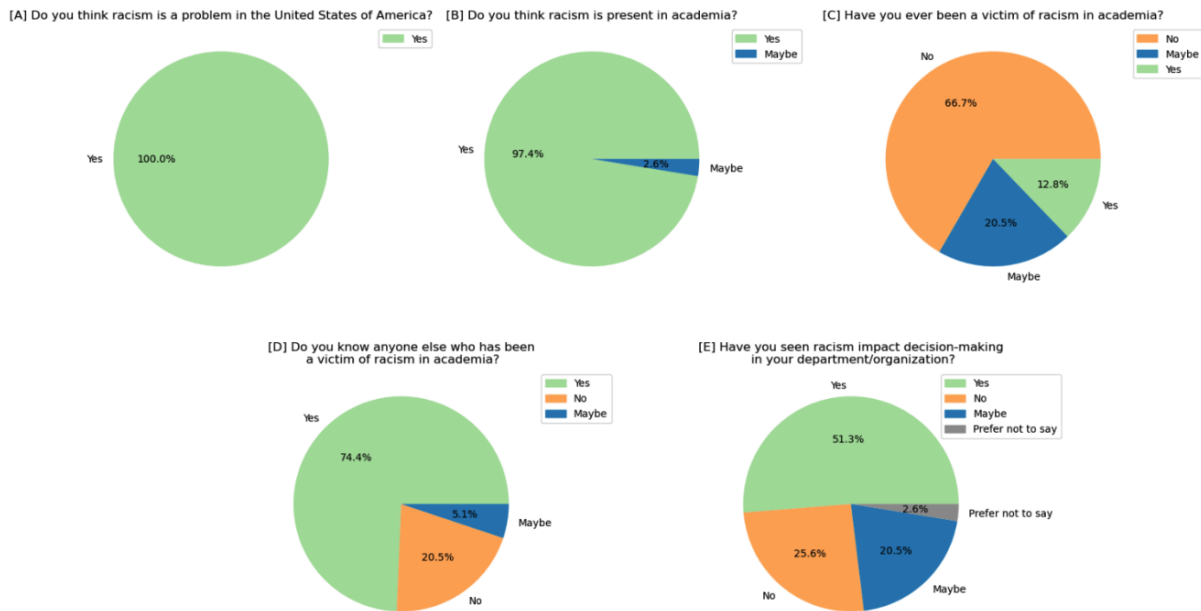
Unlearning Racism in Geoscience (URGE; www.urgeoscience.org) is a community-wide journal-reading and policy-design curriculum to help Geoscientists unlearn racism and improve accessibility, justice, equity, and inclusion (AJEDI) in our discipline. URGE's primary objectives are to (1) deepen the community's knowledge of the effects of racism on the participation and retention of black, brown, and indigenous people in Geoscience, (2) use the existing literature, expert opinion, and personal experiences to develop anti-racist policies and strategies, (3) share, discuss, and modify anti-racist policies and strategies within a dynamic community network and on a national stage, and (4) implement and assess anti-racist policies and resources within Geoscience workplaces. By meeting these objectives, we hope that Geoscience departments and societies will be able to implement a well-researched crowdsourced group of anti-racist policies.

Figure 8

Pie charts showing leaders' opinions on the presence of racism

Note: Figures represent data from a survey administered to Geoscience Workplace Leaders during the virtual Geoscience Workplace Leaders Event on January 2023.
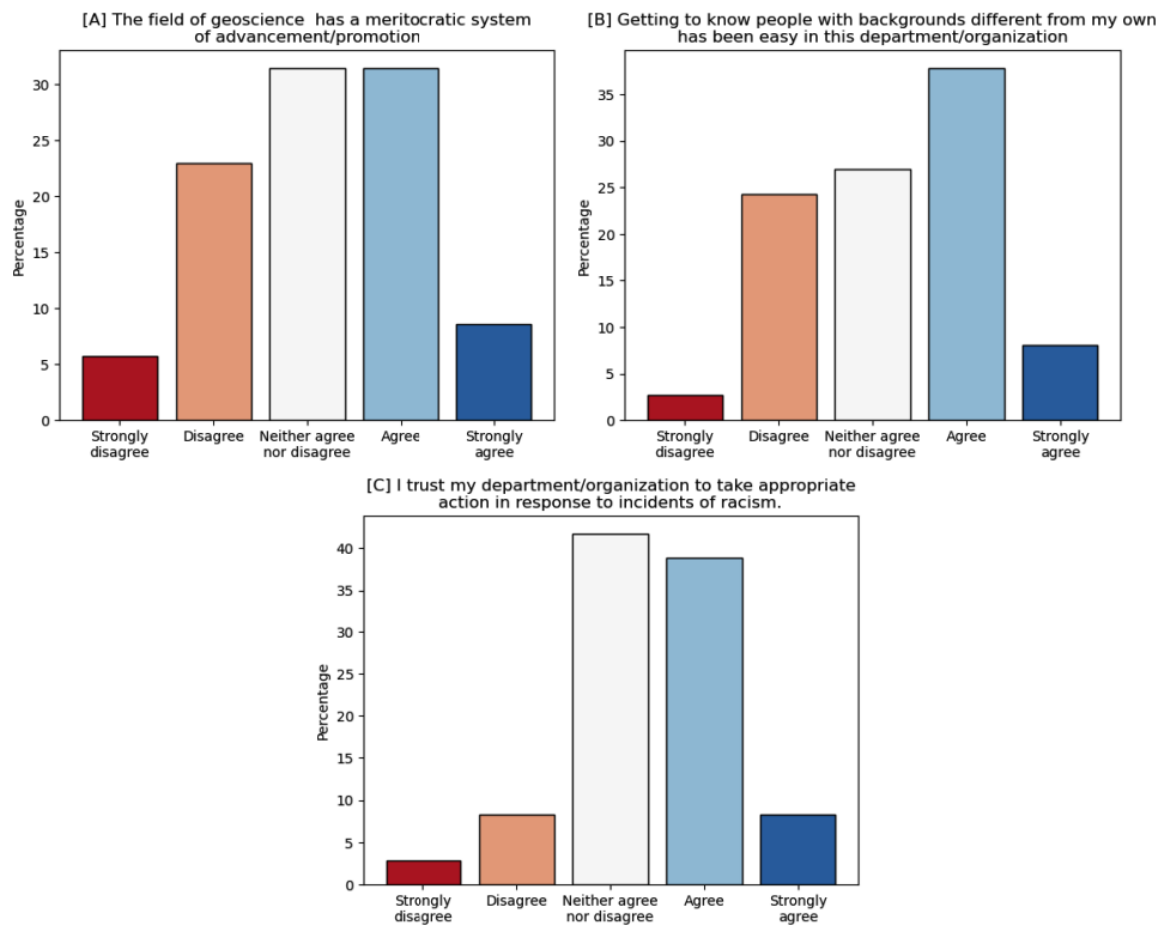
Figure 9

Pie charts showing leaders' opinions on corporate settings

Note: Figures represent data from a survey administered to Geoscience Workplace Leaders during the virtual Geoscience Workplace Leaders Event on January 2023.

Identifying Possible Solutions

How can your department/organization incentivize employees to engage in anti-racist work and recognize and reward employees who engage in this work? Please feel free to include a discussion of what is and is not feasible, and why/why not?

BAJEDI Recognition and Reward Programs:
- Some leaders share that strategies are in place to acknowledge and incentivize BAJEDI efforts within a university setting, including awards, merit raises tied to BAJEDI work, paid fellowships, and departmental awards for diversity and inclusion initiatives.

Diversity Reporting and Inclusion in Evaluations:
- Aleader's university employs various methods to integrate BAJEDI into faculty evaluations and reporting. These include annual reviews, state statements of faculty responsibilities specifying BAJEDI activities, faculty merit evaluation reviews with a BAJEDI statement, and mandatory reporting on BAJEDI actions as part of the annual evaluation process.

Struggles in Recognizing and Rewarding BAJEDI Efforts:
- A leader claimed that recognizing and rewarding BAJEDI efforts can be complicated, especially in government agencies where regulations may hinder non-scientific evaluations.
- A leader indicated concerns also exist about the appropriateness of rewarding what should be integral behavior and the challenges in recognizing anti-racist work in promotions and tenure.

Changes Needed to Incentivize BAJEDI Work:
- A leader posited that for BAJEDI to work better, structural changes are needed within government and organizational leadership.
- Some leaders shared suggestions, including compensating individuals for participation in training or workshops and offering academic credit for outreach and related activities.

Personal and Institutional Motivation for BAJEDI Work:
- A leader indicated that different individuals have unique motivations for engaging in BAJEDI work. Financial incentives may drive some, while others may be more emotionally invested.
- A leader mentioned the importance of understanding individual values and recognizing that, ultimately, personal convictions play a significant role.

Preliminary Analysis:

1. **Integration in Evaluation**: Both rewards and regular evaluations are used to promote BAJEDI, reflecting an institutional commitment to these values.
2. **Diverse Approaches**: The different approaches to incentivizing BAJEDI work acknowledge that one-size-fits-all strategies may not be effective. Tailoring incentives to individual motivations and departmental goals may lead to a more successful integration of BAJEDI principles.
3. **Challenges and Barriers**: The summary outlines existing challenges in recognizing and incentivizing BAJEDI efforts, particularly within government agencies where existing regulations may hamper such initiatives.
4. **Call for Changes**: There's a clear call for structural changes and creative solutions to overcome barriers and incentivize BAJEDI efforts more effectively, including compensation and academic credit.
5. **Personal Motivation**: The importance of understanding personal motivation beyond institutional strategies suggests that fostering a genuine commitment to BAJEDI may be just as crucial as implementing formal programs and incentives.

Overall, these insights provide a valuable glimpse into the complex landscape of recognizing and incentivizing BAJEDI work, highlighting both the progress made and the ongoing challenges to be addressed.

What would you do if you had full power (i.e., no barriers, peer influence, funding, etc.) to effect anti-racism changes?

Expanding Opportunities and Reducing Barriers
- A leader discussed the potential to improve recruitment and educational resources if budget constraints were removed, with a focus on expanding tools for students.
- A leader emphasized how resolving visa issues could lead to a more diverse workforce by allowing more hires from different backgrounds.
- A leader expressed a desire to pay staff enough to live near campus, possibly through real estate investment.

Emphasizing Education and Diversity
- Leaders highlighted desires to increase opportunities for BIPOC students and professionals in geoscience education through funding and collaborative efforts.
- Some leaders suggested the need for diversity scholarships, targeted hiring and embedding diversity in all conversations to ensure it becomes a normalized aspect of organizational culture.

Changing Institutional Culture and Practices
- Some leaders voiced frustration with the slow progress toward diversity and emphasized the need for performance-based inclusion and persuasive arguments for the benefits of a diverse organization.

Storytelling and Awareness of Field's History & Addressing Historical Wrongs:
- A leader encouraged storytelling to influence others while simultaneously expressing an awareness of the field's history and the need to address historical injustices.

Value of Service and Time Management
- Some leaders mentioned the importance of valuing service in academia and stressed the need for more time to carry out vital work, hinting at a desire for improved time management and support.

Preliminary Analysis:

1. **Diversity as a Central Theme**: There's a clear emphasis on fostering diversity through targeted hiring, removing visa barriers, and creating specialized programs for underrepresented communities.
2. **Investment in Education and Resources**: There is a desire to invest in education, including funding, recruitment, and real estate, to create a more accessible and inclusive educational environment.
3. **Time and Institutional Culture**: The content portrays a sense of urgency for change, frustration with the current pace, and a desire for more support in time management. It also calls for a cultural shift that includes acknowledging history and addressing historic wrongs.

Overall, the findings provide valuable insights into the aspirations, challenges, and strategic considerations of the individuals and entities represented in these statements, with a strong orientation toward inclusivity, innovation, and transformation.

How can we increase the participation of more senior faculty/executives in anti-racism efforts?

Lack of Formal Evaluation
- One leader acknowledged the absence of a formal evaluation process for diversity efforts, with the only monitoring being an annual report noting activities and comments.

Limited Accountability and Monitoring
- One leader expressed concern about limited accountability and monitoring in diversity efforts, hoping that a new professional hire will guide the establishment of a long-term accountability and reporting system.

Demographic Data Review
- A leader mentioned that demographic data regarding ethnicity and race are compiled every six years during academic program reviews, but there is no specific accounting system for them.

Dilemma of Reporting Channels
- A leader discussed a dilemma in having multiple reporting channels for diversity issues. While variety may increase comfort, it may also create confusion.
- Some leaders claimed that the challenges of anonymous reporting include accountability concerns and uncertainty about whether any action is taken.
- A leader referred to an annual report to track the university's progress on demands for diversity and inclusion.
- Some leaders acknowledged that there is no anonymous portal available for reporting.
- Some leaders shared that senior faculty evaluations occur only every five years, allowing a long time to correct issues, which may present a challenge in addressing timely concerns.
- A leader informed the group that financial incentives such as grants and summer salaries are proposed as potential solutions to challenges in evaluation and participation.
- Another leader mentioned that bravery in leadership is needed, particularly when asking faculty to undergo training. The leader suggested a need for comprehensive training and awareness, the use of AI in experience-based training, and the value of realistic training scenarios.

Inclusion and Equity
- Some leaders agreed that the focus should be on increasing participation in anti-racism efforts, addressing incidents and bias, and creating safe environments for reporting.

Senior Staff Engagement
- Some leaders discussed increasing anti-racism efforts by senior staff through incentives, strategic hiring, communication channels, and other strategies.

Preliminary Analysis:

1. **Challenges with Accountability and Reporting**: There's a consistent theme of struggling with proper evaluation, reporting channels, and accountability. These issues range from the lack of formal evaluations to dilemmas in anonymous reporting and limited monitoring.
2. **Importance of Leadership and Training**: Strong leadership and comprehensive training are crucial for encouraging diversity efforts. These include realistic training scenarios and the use of technology, reflecting an innovative approach.
3. **Financial Incentives and Engagement**: The role of financial incentives and targeted engagement strategies is evident in encouraging participation and commitment, both from senior staff and faculty in general.
4. **Balancing Anonymity and Action**: Statement grapple with the tension between offering anonymous reporting channels to encourage reporting and the resulting challenges in ensuring accountability and action on those reports.

The statements provide valuable insights into the multifaceted and often challenging terrain of promoting diversity and inclusion within an academic environment, highlighting key areas for development, innovation, and ongoing focus.

How does your department/organization evaluate its efforts to improve diversity and report incidents? What factors contribute to the success or limited success of the existing evaluation and incident tracking system?

Reporting System and Structure
- Some leaders shared that their organizations have efficient reporting systems that handle various complaints, including Americans with Disability Act and bias complaints. Some of these reporting systems operate smoothly.
- Some leaders shared reporting is centralized and operates on a need-to-know basis at some organizations. These may include mandatory reporters involved but not necessarily informed of outcomes.
- A leader shared there are different university structures for reporting incidents, and these vary based on whether they pertain to employees or students, which can potentially lead to some complexity.

Challenges in Information Gathering and Reporting
- A leader commented it was difficult to gather accurate information, and some data couldn't be reported or collected, making it hard to make the information useful.
- A leader commented there's resistance to counting by race due to staffing issues and discomfort with data collection at a small state agency.
- A leader shared a dilemma exists between offering multiple reporting channels for comfort and creating confusion due to too many options.

Evaluative Feedback and Surveys
- A leader claimed regular feedback is sought through bi-annual climate surveys, BAJEDI assessments, and other anonymous mechanisms to gauge success.
- Another leader claimed a baseline survey was launched as part of a strategic initiative to gather more information, and climate surveys are conducted regularly within departments.

Diversity Recognition and Challenges in Accessing Data
- A leader informed the group that a celebration of diversity is promoted through newsletters and regular communications.
- A leader declared challenges exist in gathering institutional data related to diversity, and limitations in accessing data on gender, race, and ethnicity hamper efforts to improve.

Victim Protection, Trust, and Political Influence
- Some leaders shared that the need to collect data to evaluate programs is emphasized, and current reporting structures must shift from protecting institutions to protecting victims.
- Some leaders said trust in the institution is vital; without it, people may not engage with evaluation programs.
- A leader mentioned a broader political aspect may be at play, wherein there's a lack of motivation to address certain issues, such as a scarcity of BIPOC registrants, as acknowledging them may not align with administration goals.

Preliminary Analysis:

1. **Complexity in Reporting Systems**: The information highlights both the efficiency and complexity of reporting structures, emphasizing the need for clear, streamlined processes to minimize confusion.
2. **Challenges in Information Gathering**: Difficulties in data collection and resistance to collecting specific types of data (e.g., race) suggest internal challenges and possibly cultural resistance that need to be addressed.
3. **Feedback and Evaluation Efforts**: There's a strong emphasis on continuous feedback and evaluation, including efforts to celebrate diversity. However, challenges in accessing data are a significant barrier.
4. **Victim Protection and Trust**: The importance of trust and the need for reporting structures prioritizing victim protection rather than institutional protection is emphasized.
5. **Political Influence**: The influence of politics and the administration's alignment with certain goals may be hindering progress in specific areas, such as diversity.

Overall, the summary illustrates a multifaceted system of reporting and evaluation, showing strengths in feedback mechanisms and challenges in data collection, reporting clarity, and alignment with broader political or administrative goals.

What actions would you take to address people in positions of power who demonstrate racism?

Direct Action (Intervention, Denial of Privileges, Real-time Confrontation)
- A leader suggested denying requests like sabbaticals and travel and calling out people for their behavior.
- Some leaders expressed comfort with confronting someone in real time, even if it might embarrass the people being called out.

Diplomacy and Conversations (Behind-the-Scenes Conversations, Restorative Justice, and Education)
- A leader preferred private conversations to address issues.
- A leader emphasized the importance of restorative justice and documentation in resolving conflicts.

Preliminary Analysis:
1. **Direct Action:** A more confrontational approach is seen as one viable path, where misbehavior is directly challenged, privileges are denied, and issues are confronted openly.
2. **Diplomacy and Conversations:** This approach emphasizes communication and education, fostering understanding and resolution through private conversations and restorative practices.
3. **Organizational Approaches:** This highlights a structured, formal method, emphasizing documentation and enforcing organizational consequences to deal with misbehavior.
4. **Advocacy Strategies:** Here, the focus is on broader cultural or systemic change, emphasizing transparency, accountability, and the strategic balance between activism and advocacy.

Overall, these strategies may reflect different contexts, organizational cultures, or personal preferences in managing conflicts and misbehavior. The summary indicates various layers of intervention, ranging from direct and immediate actions to more structured organizational methods or broader cultural shifts. The effectiveness of each approach might depend on the particular situation and the relationships between the parties involved.
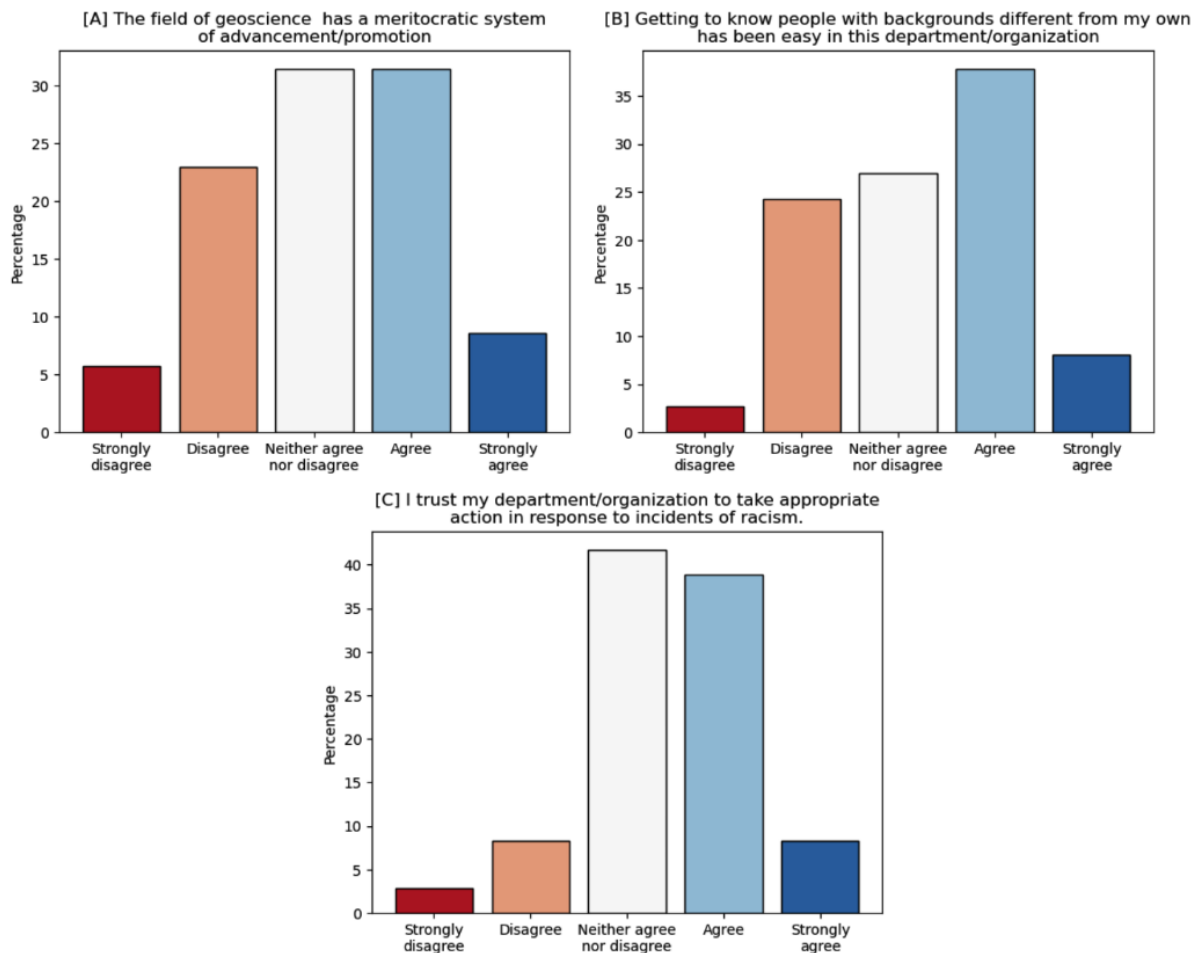
Figure 9

Pie charts showing leaders' summarized perception of meritocracy, getting to know diverse people, and trust in their workplace to respond to racialized incidents

Note: Figures represent data from a survey administered to Geoscience Workplace Leaders during the virtual Geoscience Workplace Leaders Event on January 2023.