



# Report on Unlearning Racism in Geoscience from the 2YC URGE Pod

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The **MISSION** of Unlearning Racism in Geoscience (URGE) program was for pods of geoscience faculty to develop and implement anti-racist strategies and policies within departments/institutions.

It was a **CHALLENGE** for 12 individuals not part of 4YCs to pod together to explore how improve the environment for BIPOC students/colleagues at 2YCs.

The **SOLUTION** was to focus on students in the first two years, highlighting examples of teaching practices and resources for faculty/institutions.

## Table of Contents from resource document developed by the 2YC URGE pod

### Focus on Students

- How to Impact Admissions
- Considerations for the Course Syllabus
- The First Day of Class
- Curricular Materials Focusing on Equity and Justice
- Gender Pronouns in the Classroom
- Using Data to Measure Inequities in Enrollments and Course Success Rates

### Focus on Faculty

- Mentoring and Advising
- Institution DEI Resolutions and Statements
- Complaints and Reporting Policies
- Faculty hiring

## Moving forward

Members of the 2YC URGE pod will continue to add to this resource document, further develop curricular innovations to support BIPOC students, and disseminate the material to faculty at all institutions.



### Web Resources

Below are some links to some particularly useful and robust sources of information and teaching materials for two-year college faculty

#### [Unlearning Racism in Geoscience \(URGE\) 2YC Pod](#)

The [Unlearning Racism in Geoscience \(URGE\)](#) program brought together 276 groups, or pods, of geoscience faculty review and discuss expert interviews and literature in an effort to deepen their knowledge of the effects of racism on BIPOC (Black, Indigenous, and people of color) students and faculty. A pod of 12 individuals comprised primarily of 2YC geoscientists developed a [resource document](#) including both suggestions for faculty to apply their own classrooms, and information to share with departmental and institutional administrators.

#### [The Role of Two-Year Colleges in Geoscience Education and in Broadening Participation in the Geosciences](#)

This project brought together 2YC faculty from across the country for a planning workshop in 2010 to discuss issues facing them and to propose strategies and mechanisms to strengthen the 2YC geoscience education community. The website hosts essays on the state of 2YC education, teaching activities, and course descriptions submitted by 2YC faculty as well as several discussion and networking venues.

Resource document available on NAGT Geo2YC Web Resources page and at <https://bit.ly/2YCURGE>