Short/Medium term (individual/lab):

1. Address and normalize conversation around inequities related to race and gender in the lab
   a. Slack channel and [Google Drive](#) resources for members and colleagues (i.e., become more informed and use tools people have already developed)
   b. [Code of Conduct](#)
   c. Prioritize and highlight people and topics
      i. E.g., Pick at least ONE paper per quarter in this vein to read in the lab
   d. Engage and support engagement and research questions related to inequality, and help find solutions
2. When invited to speak, ask about the speaker roster and what steps the organizers are taking to foster diversity.
   a. If not satisfied, decline *AND* recommend a replacement
3. Actively listen when "solo-status" scientists raise an issue and step up to help address this issue (i.e., do not be a passive bystander)
   a. This means be informed to notice and say something.
4. Craft language in postdoctoral [calls](#) that won't deter applicants (decrease bias)
   a. Gender Decoder: http://gender-decoder.katmatfield.com/
   b. Be intentional about where you advertise
5. Familiarize myself with black postdoctoral and graduate institutions in my community and beyond
6. Ensure calls are reaching the underrepresented applicant pool
7. Include lecture on racism in environmentalism and fisheries
   a. Origin of environmentalism and racism
      i. Students must read: https://www.newyorker.com/news/news-desk/environmentalisms-racist-history
   b. [Hardin's Theory](#) is "pig shit"
   c. "[Overpopulation](#)" has deep racists and sexist roots
8. Highlight more women and POC in my lectures.
9. Build new relationships and collaborations with underrepresented groups in the field of fisheries and aquaculture, and beyond
   a. UCSB
      i. [Femenist studies](#)
      ii. [Black studies](#)

Long-term (University/Departmental level):

1. Hire more diverse faculty (long road...check biases in recruitment)
2. In the meantime, institutions should reduce the unfair service burden (Lewis *et al.*, 2019)
   a. keep track of service and compare service requirements. Are they equivalent relative to the step of the faculty?
3. Set of explicit goals and plans for diversifying and retaining students *and* faculty
4. Resources in one location of mission statements, plans, goals, and readings?

        a. E.g., [SEFS department](#) at UW
5. Great examples of commitments from FSU:
   http://myweb.fsu.edu/jelsner/FSU_Geography_ActionStatement.pdf

FOR STUDENTS LED BY FACULTY

UCSB demographics:

http://bap.ucsb.edu/institutional.research/campus.profiles/campus.profiles.2018.19.pdf

1. Has the department identified disparities for minority students, which are critical drivers for broadening support and instituting new programs (Domingo *et al.*, 2019)?
   - Historical assessments of institutional STEM student demographics?
   - Academic performance relative to demographics?
   - Retention metrics?
   - ***E.g., campus administers implement regular surveys/analyses and then send the departmental level data to department, and vice versa***
2. Establishment of key administrators and senior faculty as program champions
3. Allocation of space and funding for staff, scholarships, activities, and assessment
4. Recruitment of diverse staff who can serve as effective mentors and bridge cultural divides
5. Targeted student recruitment and selection activities
6. Cohort building, including intensive prematriculation summer education and mentoring activities (summer bridge)
7. Early placement in research labs and summer internships;
8. Intensive academic advising and counseling
9. Community service
10. Regular summative and formative program evaluations