We, the graduate students of the UW School of Oceanography, call upon Department Chair Richard Keil and the faculty of the School of Oceanography to take immediate action to improve diversity, equity, and inclusion within our community. Our School and the College of the Environment have a responsibility to ensure a safe and inclusive environment for Black students, students of color, LGBTQ+ students, students with disabilities, and other underrepresented groups. We implore the School of Oceanography to draw on School-, College- and University-level resources, including the DEI committees and the College Council, to the fullest extent to achieve these goals.

As such, we would like to express support for the following actionable and structural changes within our School:

1. **Develop an action plan for the department which includes quantitative benchmarks and timelines.**
   a. Develop and publish a long-term departmental action plan as structured in the UW Diversity Blueprint. This document must be specific to the actions and goals of our unit (including actions proposed below) and include trackable metrics and status updates similar to the UW School of Public Health Road Map for Equity, Diversity, and Inclusion.
   b. This action plan, along with annual cultural surveys, should be made publicly available and regularly maintained to provide transparency. School progress towards quantitative benchmarks and timelines should be assessed and publicly shared quarterly.
   c. The action plan should establish clear guidelines of accountability for meeting the goals and deadlines set, as well as guidelines of accountability as agreed to by the faculty, staff, postdocs, and students for addressing actions of individuals that negatively contribute to the establishment of a safe and inclusive environment.

2. **Addition of diversity, equity, and inclusion metrics at all levels of faculty evaluation.**
   a. Include and institutionalize the importance of diversity, equity, inclusion, and outreach efforts in faculty promotion and tenure decisions in accordance with the defined responsibility of Service outlined in the UW faculty code.
   b. Faculty mentorship records should be collected and publicly disclosed to provide transparency within our department and to prospective students, postdocs, faculty, and staff. This can include quantitative metrics of students graduated, student time to graduation, and information gathered via anonymized student-generated surveys.
   c. Addition of questions about inclusion, representation, and non-discrimination to the standard teaching evaluations for each course and each professor. This allows us to hold our educators accountable when failing to establish a safe and inclusive learning environment.
   d. Establishment and requirement of faculty to participate in collaborations and relationships at minority-serving institutions. These research and education cooperatives have been shown to have positive benefits for both institutions.
   e. Require training in cultural competency, microaggressions, implicit bias, and bystander intervention on the same schedule as the CPR/First Aid requirement.
3. **Addition of diversity, equity, and inclusion in student training and evaluation.**

   a. Public disclosure of an annual student demographic and cultural survey.
   
   b. Require graduate students to complete a project/program/certificate that benefits society outside of the traditional definition of “research”. Allow this work to replace a more traditional research chapter.
      
      i. Examples include training in pedagogy or outreach such as the C-MORE Training Program, development/management of an outreach program, policy research, the PCC Graduate Certificate, the ENGAGE program, hosting a seminar series on a non-academic theme, etc.
   
   c. Direct support of graduate students and postdocs participating in research and/or education collaborations with minority-serving institutions, including opportunities for graduate students to spend time at a partner minority-serving institution in a research or teaching capacity directly. A teaching position could also fulfill the above requirement for societal improvement.
   
   d. Require training in cultural competency, microaggressions, implicit bias, and bystander intervention as part of the new graduate student orientation, and as part of the quarterly TA training.

4. **Staff and faculty hiring reform to promote diversity, equity, and inclusion.**

   a. Ensure that the School is prepared to support new faculty in order to maximize their potential as community members. Recognize that in hiring only one or two Black, Indigenous, and People of Color to faculty positions we as a department are compounding the additional labor of supporting each other, and the work of supporting BIPOC students and postdocs will unrightfully fall to these new members of our department simply because of their diversity and experiences.
   
   b. Modification of faculty search and recruitment procedures to significantly increase the diversity of applicant pools and the likelihood of hiring Black, Indigenous, and People of Color. Commit to hiring 3 or more Black, Indigenous, and People of Color faculty members.
      
      i. Procedural modifications would include the use of evidence-based practices for diversifying applicants and hires, including but not limited to:
         
         1. Establishment of an institutional postdoctoral research fellowship program with the specific goal of increasing diversity within ocean sciences by emphasizing diversity, equity, and inclusion, such as those established at many of our peer institutions (such as the UC System, Vanderbilt, Brown, Texas A&M, and many others). This can also be achieved by expanding UW’s involvement by direct departmental investment in the existing California Alliance framework. A key feature of this fellowship should be mentoring and professional development, with a focus on developing NSF Early Career Fellowship proposals, to put these postdocs in a much stronger position than external candidates for faculty hires--here and elsewhere.
         2. Incorporation of actions detailed by UW ADVANCE.
         3. Expanded open calls and job postings shared on platforms for diverse candidates such as AABHE and MinorityPostdoc.
         4. Hiring requirements that explicitly consider relevant personal experience as well as significant past and/or planned contributions to a diverse, inclusive, and equitable education and research program.
   
   c. Establish a paid diversity initiatives administrator position to focus on internal actions relating to diversity, equity, and inclusion, including direct support of students, postdocs, and faculty of diversity within the department. This position has already been established within other schools here at UW (see SAFS) and peer oceanography institutions.
We, the undersigned, are in agreement that the actions detailed above need to be taken,

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Angie Boysen
Elizabeth Brasseale
Samuel Brenner
Susan Burke
Ethan Campbell
Katy Christensen
Jacob Cohen
Zac Cooper
Laura Crews
Hannah Dawson
Megan Duffy
Rosalind Echols
Erik Fredrickson
Hannah Glover
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Robert Levine
Andrew Margolskee
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Laura Moore
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