

CAP JEDI Action Plan
DRAFT - Last updated March 2022

This document highlights CAP LTER's Justice, Equity, Diversity, and Inclusion (JEDI) principles and initiatives with actionable steps to promote and implement JEDI across the CAP LTER project.

The draft was initiated and written collectively by the CAP JEDI Committee. The next steps include an iterative process of (a) open review and feedback by the CAP Community, Leadership and Executive Committees, and CAP Director, (b) continual development of each item into even stronger, substantive statements and action-oriented initiatives that address the heart of the issue, and (c) regular review of accountability measures and progress toward each goal.

CAP JEDI principles include:

- A. create equitable space for CAP community members of diverse and intersectional identities to thrive by being elevated, not assimilated (sensu Schell et al. 2020a);
- B. foster development of culturally competent CAP community; and
- C. establish accountability measures and actionable steps to ensure steady progress towards a more just, equitable, diverse, and inclusive research community.

The JEDI committee will lead initiatives to:

1. actively foster and support justice, equity, diversity, and inclusivity within the CAP community and STEM more broadly, including:
 - adopt and implement an intersectionality framework to pursue justice, equity, diversity, and inclusivity within the CAP community and STEM more broadly. This includes adopting an approach that recognizes the multiple identities and is inward looking.
 - engage the CAP community in the Equity Circles/open community conversation on JEDI issues and strategies. Equity Circles can be internal conversations about implementing JEDI principles in everyday CAP work or include conversations and trainings with outside experts and facilitators.
2. enhance representation and support members of minoritized groups in STEM career advancement through CAP initiatives, including:
 - conduct bi-annual climate evaluations to identify barriers of (and needs for) diversity, equity, inclusivity. The community climate survey will be dual purpose in (a) assessing CAP's current 'community climate' including current demographics and identities, community experiences with JEDI, and blindspots in CAP initiatives, and (b) engaging CAP community in actively fostering and assessing JEDI
 - establish a focus group / listening session for feedback made up of minoritized groups (i.e. race, gender, class, sexuality, religion, ability) to articulate ways CAP can enhance and support their representation in STEM education and careers.
 - recruit, support, and recommend hiring of students, staff, and academics from diverse backgrounds and promote leadership of individuals with diverse,

intersectional identities. This will include expanding recruitment and advertisement to broader network including HBCUs, SEEDS, SACNAS, etc.

3. Establishing accountability measures, guidelines, and actionable steps to ensure steady progress towards a more equitable, diverse, and inclusive research community.
 - implement anti-racist policies and initiatives related to CAP research, programming, and hiring practices.
 - set benchmarks (and metrics) under the categories of research, programming, and hiring to monitor goals for growth that test the feasibility of established policies and initiatives.
 - develop resources, incentives, and trainings for supporting JEDI initiatives. This will include (a) financial resources and funding mechanisms to support students for participating, (b) professional development trainings on implicit biases, prejudices, engaging with the community, (c) trainings on supporting CAP staff-faculty-students who are BIPOC, and (d) review ****and coordinate**** the existing JEDI initiatives and resources within CAP and ASU (School of Life Sciences, School of Sustainability, School of Social Transformation, New College, other schools and colleges, ESSA Scholars, etc.). This also includes engaging with various university efforts to increase support and inclusion of Black students, staff, and faculty according to (and building on!) the University's LIFT Initiative.
 - implement codes of conduct for field and lab work, protocols for managing hostile situations, and training/guidelines for supervisors on how to work with undergraduate and graduate students/postdoctoral fellows/colleagues from diverse backgrounds.
4. Build awareness and cultural competencies in the CAP community about the multiple facets of diversity encountered in the Greater Phoenix CAP region every day.
 - beyond building awareness, embed CAP work in the community and improve justice and equity within the CAP study region.
 - establish a marketing protocol that regularly features the marginalized or hidden communities thriving in the Greater Phoenix region.
5. Develop stronger Phoenix regional community engagement in CAP research
 - engage the CAP community and STEM more broadly in critical consciousness development using a participatory action research (PAR) framework for social transformation. This prioritizes two-way communication, centers community concerns, and will begin to address power inequality.
 - conduct a community audit and listening session with local communities, ideally before initiating research or developing research questions.
 - create a Community Advisory Board formed by community members (non-researchers) that would serve as Community liaisons. Consider need for developing mechanisms for compensation and trainings for community liaisons.
 - develop resources and guidance for students/faculty/researchers who want to engage communities, including indigenous communities, in their research - how to, what not to, etc.