

## Conner Lab: Anti-Discrimination Action Plan

- I. Motivation
  - a. The Conner Lab is committed to creating a [lab culture](#) with a strong foundation in diversity, equity, and inclusion (DEI), which we feel is an essential focus in any lab. We recognize that this statement must be accompanied by concrete actions to create an inclusive and equitable lab environment, and to address racist and other discriminatory structures that persist in science today.
  - b. We recognize that aspects of identity are intersectional. While this action plan includes statements specific to race, gender, and sexual orientation, social and political identities overlap and cannot be addressed in isolation.
  - c. We do not expect reward for this work. We do it because it is needed, and we communicate it to educate others. We hope that many actions can initiate change at higher (e.g. institutional) levels and cultivate an inclusive lab culture.
  - d. This document is the result of lab discussions and further reading with input from all lab members.
- II. Standing Lab Policies
  - a. Create and maintain an inclusive lab environment in which lab members:
    - i. Feel physically and emotionally safe.
    - ii. Feel comfortable and able to participate in discussion.
    - iii. Feel able to make mistakes and express frustration.
    - iv. Are aware of 'white' culture and take action to dismantle structural racism in academia.
    - v. Participate in at least one DEI training beyond the required RVSM training each year.
      1. Students: Report this yearly during each student's committee meeting. We also suggest filling out the committee meeting form as a self-evaluation before your committee meeting and including it under the professional development question.
      2. Employees: Report your attendance to Jeff during a one-on-one meeting.
      3. Trainings can be added to your CV which doubles as a reporting structure.
    - vi. Know that anti-racism, climate justice, and inclusion work is valued.
  - b. Lab Expectations:
    - i. Expectations for Jeff:
      1. Acknowledge my inherent position of power and take on responsibility that comes with it, including being open to ideas and criticism.
      2. Be supportive to lab members if there are conflicts with other members of the MSU and KBS communities.
      3. Enforce lab policies to ensure safety of all lab members.
    - ii. Expectations for students, technicians, and post docs:
      1. Respect labmates and our differences; this includes respecting all lab members' work, career and personal choices, learning styles, interests, cultures, backgrounds, etc.
      2. Be supportive of labmates' work and promote collaboration, not competition, within the lab.
  - c. Authorship Guidelines: Awarding or denying authorship can be a source of discrimination. To address this, we define six key roles in the generation of a manuscript:
    - i. generating questions to be addressed
    - ii. experimental design

- iii. protocol development
- iv. data collection
- v. data analysis
- vi. drafting and editing the manuscript

Any lab member, including undergrads, who played a significant role in at least two of these should be a coauthor if they agree to be; our policy is to be inclusive rather than exclusive. The first author plays the lead role drafting the manuscript and on one or more of the other key parts of the project. Jeff is not an author on all papers to come from the lab, but is often last author, which means he played a leadership role throughout the project.

d. Hiring and Recruiting Practices:

- i. Increasing the diversity of the lab is a major goal. Full-time positions are required to have a search committee, chaired by Jeff and including one or two other lab members. Lab technician and postdoctoral positions are posted on the MSU HR website and Indeed.com. Jeff also reaches out to connections in the community, such as Western Michigan University and Kalamazoo College, for part-time technician positions. Full-time technician and postdoctoral positions are also advertised on [evoldir](#) and Twitter, and Jeff emails colleagues around the country. The lab is open to new advertising suggestions.
- ii. The Conner Lab recruits graduate students primarily through the [Plant Biology department](#). [Interested students](#) should reach out to Jeff by email and contact current lab members in the fall before applying.
- iii. Starting in Fall 2021, Conner Lab members will volunteer for the [Envision EEB](#) Graduate Preview Weekend. The goal of this program is to demystify the graduate school application process and increase access of graduate education for historically excluded communities.
- iv. Resource: [KBS Culture and Inclusion Committee guidance on diversifying hiring practices](#)

e. Teaching Practices: We will incorporate anti-discrimination actions into our teaching.

Including:

- i. Annually update teaching slides to be more inclusive; for example:
  - 1. Ensure the racist history of eugenics is addressed when eugenicists and eugenics-based concepts are discussed. [Here](#) is a good starting point.
  - 2. Be thoughtful about how to teach sex and gender in biology (see [Project Biodiversify resource](#)), including LGBTQ+ examples
- ii. Utilize online databases (such as the resources above) to expand the examples used to teach concepts to provide students with examples of diverse scientists, particularly underrepresented scientists, doing super cool science!
- iii. Continue to use many teaching approaches to appeal to many learning styles (slides, small group discussion, active learning, reading, writing, and presentation).
- iv. Continue to discuss classroom safety reporting structures and inclusive environment during the syllabus overview

III. Discrimination Reporting and Consequences

\*Note there are specific [protocols related to sexual misconduct](#) for Relationship Violence and Sexual Misconduct (RVSM) related issues. These points address other offenses\*

a. Structure for Reporting:

- i. Reporting will vary between situations, and the course of action will depend on who is reporting (a victim or bystander) and how the victim wishes to proceed. It will also vary if the actions target a specific person, a specific group of people, or are broadly unacceptable.
- ii. To report unacceptable behavior, Jeff is the first person to go to if you feel comfortable doing so. You can also talk to the KBS DEI advocate, KBS Director, PLB Graduate Director, or any other staff/faculty. They can help discuss additional options and provide support for next steps. There are formal reporting structures in place at MSU that you can utilize which are detailed below.
- iii. If you are the target of discrimination or unwanted behavior:
  1. If you would like to talk to Jeff, the KBS DEI advocate, or the KBS director about the situation, you are encouraged to do so, but it is not required. Keep in mind that Jeff, the KBS DEI advocate, and the KBS director are mandatory reporters, meaning that if you talk to them about an issue of sexual misconduct or relationship violence, they will have to report it to OIE. This doesn't mean an investigation happens, though; a case will only be opened and pursued if the impacted person chooses to do so. While this document pertains to non-RVSM discrimination, we recognize that misconduct concerns may overlap with RVSM.
  2. For additional support, problems with Jeff, or problems that you are not comfortable discussing with Jeff, set up a meeting with:
    - a. The KBS DEI Advocate, currently Sarah Roy.
    - b. The departmental graduate director if you are a graduate student. For PLB, this is Diane Ebert-May. You can talk to the graduate student director about an issue with Jeff or with other graduate students.
    - c. KBS Director if the concern is between KBS graduate students, staff, or faculty. The KBS Director is Fred Janzen.
    - d. Other faculty/staff. They can help discuss options to address the situation and provide support in a later conversation with the perpetrator, Jeff, the graduate director, KBS DEI Advocate or Director, or MSU Ombudsperson. For graduate students, this might be someone on your committee.
    - i. For graduate students, we recommend sending Jeff out of the room for a few minutes during each committee meeting to check in with the rest of your committee. This is a time when conflict with Jeff can be raised.
    - e. [Office of Student Support and Accountability](#): works to resolve conflicts that involve students. They focus on the goals and hopes of the impacted person. Any information submitted online remains confidential.
    - f. [MSU Ombudsperson](#): You can set up an appointment to talk with them one on one about your options in addressing the situation. They can also facilitate a discussion between two parties, if you'd like. Anything you tell them is confidential.
    - g. [MSU's hotline](#) for reporting misconduct - you can remain anonymous if you'd like, and the report can result in an investigation of the situation. Bystanders can also report to the hotline.



1. Assess numbers annually as a lab for who we invited to speak, which talks we attended, and which papers we chose as lab meeting readings. We will track author demographics based on information shared on personal websites or public databases, such as the resources below.
  2. In particular, we aim to uphold native communities by inviting local speakers to give seminar talks and including books, such as “Native American DNA” by Kim Tallbear, as options for lab meeting readings.
  3. Resources: 500queerscientists.com; projectbiodiversify.org/
- b. Continue field and lab protocols to ensure safety
- i. Include conversations about student comfort level before heading into the field in small groups or pairs. Revise any field plans to ensure student safety and comfort. Time of day, mode of travel, apparel, and proximity to drinking water are important considerations.
  - ii. Send lab members to the field with:
    1. Letter on MSU letterhead about their work; the KBS Culture and Inclusion Committee has drafted a fillable letter including Dr. Janzen’s signature and contact information which can be used by lab members. A copy is available in the lab OneDrive under the Active Lists folder.
    2. MSU magnet to use on personal vehicle and safety vests; there are vests and car magnets available in the Conner lab. The items should be taken when driving a personal vehicle off site.
    3. Draft a scripted answer for community members who ask what you are doing when in the field to be prepared for their questions.
    4. Keep a copy of required permits or permission documents in the vehicle and with you in the field.
  - iii. Use a check-in system when in the field. Jeff, and other lab members if they volunteer to be, are willing to receive text or email check in messages (“I’ll be in the field near Lux Arbor from 2pm to 4pm, be worried if I don’t check back in by 5pm!”).
- c. Build multi-mentoring structure in the lab
- i. For undergraduate students: graduate students, post-docs, and PI
  - ii. For graduate students: post-docs, PI
  - iii. Mentorship from students, post-docs and faculty members outside the Conner Lab is valuable in building a multi-mentoring structure. For graduate students, additional mentors include the thesis committee.
- V. Accountability Structures
- a. Assess progress of actions during December Lab meeting
  - b. Review and update this document annually during the summer
  - c. [Past Action Plans](#) are archived for reference (currently only accessible to lab members).

This document was influenced by the [Evans Lab Anti-Racism Corrective Action Plan](#).

References:

<https://saraheevanslab.weebly.com/diversity-equity-and-inclusion.html>

<https://mitgovlab.org/updates/action-plan-to-support-anti-racism-and-black-lives-a-start/>

<https://osf.io/7npfy/wiki/E.%20Lab%20Plan%20for%20Anti-Racism/>

## Information You Should Know

- [CAPS](#) - Free counseling services for undergraduate and graduate students. Usually the appointments will only go for a semester, but they make exceptions if you cannot afford other counselling.
- Faculty, staff, retirees, graduate student employee, and their families can access free counseling through the [Employee Assistance Program](#).
- At KBS, there is a gender-neutral and wheelchair-accessible (technically; it's hard to get through the room, and you have to move the doorstop) bathroom on the first floor of the academic building near the ramp entrance.
- On main campus, there are two gender-neutral and wheelchair-accessible bathrooms on each floor of the Plant Biology labs building down each South hall. [Here](#) is a map of all single-use bathrooms on main campus.
- Information on preferred name for graduate students and undergraduate students can be found [here](#).
  - o When applying as a graduate student, you can have a preferred name. The preferred name on your application is used when setting up your MSU NetID. Some systems, such as EBS for being paid as a TA, do use your legal name.
  - o Jeff should not (as in, he probably does not) have access to your legal name.
  - o As an employee, Jeff should still not have access to your legal name though HR will use your legal name in some systems.
- KBS is working to improve wheelchair accessibility. Elevators, ramps, and accessible bathrooms are available, but the elevators do not always work. Increasing accessibility is an ongoing conversation in the KBS community and the Accessibility subcommittee of the KBS Culture and Inclusion Committee.
- KBS has a wellness room (Stack 143) with a sink and refrigerator available to all, including nursing mothers and anyone needing a quiet private space.