URGE Resource Map for Brown DEEPS

This is a draft Resource Map for Brown DEEPS Pod at Brown University. This was adapted from the “Sample Ph.D. Mentoring Plan” developed by Vashan Wright (Woods Hole Oceanographic Institution) and Karin Block (City College of New York and CUNY Graduate Center), License: CC BY-NC-SA 4.0. Some of these will be resources common to all and some will be questions for identifying specific resources based on needs/interests identified during initial meetings while implementing the mentoring plan.

- Mentoring plan
  - Currently, DEEPS welcomes students with an orientation where they are introduced to the various department and university resources that are available during their time at Brown. However, department orientation only spans one day and can be highly overwhelming at the start of the program. Consequently, graduate students would benefit from having orientation materials available to them after the orientation program for future reference. These materials should also include conflict resolution resources (Ombuds office, Title IX, etc.) and an appropriate description of the process and further actions that would result from pursuing each option. Additionally, these resources are valuable for graduate students throughout their time at Brown and the information should be posted somewhere obvious and accessible in the department for the benefit of the entire student body. To that effect, we plan on incorporating the resources enumerated below and discussed in previous deliverables into our graduate student-run website that will serve as an easily accessible, central resource and repository of all relevant resources.
  - At the start of the program, students and advisors should have frequent research meetings to ensure the student is adjusting well to graduate student life and is on track with their new research project. The frequency of these meetings can be decided upon by both the student and advisor and can be revisited later in the program as the student’s mentoring needs shift. Students are expected to regularly attend their lab group meetings unless otherwise discussed with the student and advisor(s). If a student is co-advised, extra effort should be made by the advisors to ensure that the student is not unduly burdened by double meeting frequency and separate expectations. The department has recently agreed to the standard implementation of an “expectations sheet” that may be used to guide periodic discussions between students and advisors in order to promote equity for graduate students. Several of these topics are incorporated into the expectations sheet, which may also be amended annually to incorporate new guidelines.
Graduate students and their advisor(s) will fill out semesterly progress evaluations separately and then discuss during one of their regularly scheduled research meetings. DEEPS graduate students are expected to hold one official committee meeting per semester, the timing of which is at their discretion. In addition, graduate students are expected to take their preliminary exam in their fifth semester.

Core work resources
- DEEPS has instituted several channels through which graduate students and their advisor(s) can discuss progress and future goals. These avenues include semesterly expectation worksheets filled out and discussed by both the graduate student and their advisor(s), regularly scheduled advisory committee meetings, and the graduate student review held at the conclusion of each semester. Additionally, our GeoClub has created mentoring programs specific to first-year and international students to help serve the interests matriculating students and to promote healthy relationships and communication with their advisors, committee members, and others within the department.
- In addition to University-wide resources for reporting acts of discrimination and harassment, DEEPS has an anonymous reporting tool listed on the department website where students can report issues relating to insensitivity, harassment, exclusion, sexism, racism, etc. Unlike the University-wide resources, which have actionable consequences, the DEEPS anonymous reporting form may not necessarily lead to direct action (unless the situation warrants automatic reporting to the University), but is instead used to shape department-wide actions and policies.
- DEEPS has some hiking/camping/outdoor equipment including tents/mats for course field trips/experiences. DEEPS also has some grilling equipment for social use.
- In addition to being expected to present scientific work at major conferences throughout the program, graduate students have several possible avenues for acquiring travel funds for various conferences throughout the year. Graduate advisors should plan on supporting their students for, on average, 1 conference per year. Graduate students can also access external funding opportunities through the graduate school, externally awarded grants such as the RI Space Grant and as part of awarded NASA Finesst awards or NSF GSRP’s. With appropriate funding support, advisors should be supportive of their students’ attending additional conferences throughout the year, either for scientific advancement or diversity initiatives, to help students network and professional development.
- While not widely discussed among all research groups, DEEPS does promote and support graduate student participation in workshops and conferences led by groups like SACNAS and others. Recently several DEEPS graduate students have even led panels and workshops relating to diversity, equity, and inclusion in
the geosciences at conferences like AGU and for organizations like Leadership
Alliance.

- Community support and mental health resources
  - All graduate students matriculating at Brown are offered a $1200 transitional
    stipend to help offset the cost of moving expenses. Several GeoClub graduate
    student-led committees, like the first-year and international student mentoring
    program, are also excellent resources for incoming students. These are in
    addition to University resources, like the Office of International Students, which
    provides assistance to incoming international students. The Director of Graduate
    Studies for DEEPS as well as the Department Chair are also excellent resources
    for students seeking various types of assistance, whether they are incoming or
    established students.
  - Graduate student resources are listed with links from the graduate school. There
    are additional resources for navigating Brown and the area.
  - As per the DEEPS graduate student handbook, teaching and research
    assistantships for graduate students are half-time professional appointments.
    Vacation periods for graduate students are typically two weeks per year.
    Vacations should be coordinated between students and their advisors because of
    the close collaboration of research between faculty and research assistants.
  - Research and teaching assistantships should work no more than 20 hours per
    week.

- Skillset support resources
  - Skills and experiences vary widely for work/coursework depending on the
    research area. Students are encouraged to reach out to their potential advisors
    for more specifics. Graduate students regularly led an annual professional
    development workshop to teach students various skills relating to their research
    and professional work (e.g., GitHub, coding in Python, etc.). Additionally, the
    University provides access for all graduate students to LinkedIn professional
    development and skill-based courses, which students can access at any time and
    take at their own pace. Other specific types of training are typically handled on a
    case-by-case basis coordinated with the advisor.
  - Depending on the research, students may need to know how to code. Matlab is
    the most common programming language although some use Python and iSale.
    Students may learn programming during introductory classes, be self taught, or
    take part in trainings held through the Center for Computation and Visualization
    at Brown. As mentioned above, self-paced online resources (e.g., LinkedIn
    Learning) are also available for students to take advantage of.

- Professional development resources
  - The Harriet W. Sheridan Center for Teaching and Learning offers several
    resources, seminars, and certificate trainings for professional development and
    reflective teaching and learning. Within the department, there are Sheridan
center graduate and professional development seminar representatives that aid TA's and organize events of interest.

- Teaching/pedagogy
- Project management/budgeting
- Media training
- Proposal writing
- Public speaking
- Networking
- Design/drafting of figures using Adobe Suite/Python/ArcGIS
- Getting involved in professional societies
- Additional coursework

- Graduate students can apply to, and have received, external fellowships including NASA FINESST and NSF GFRP. Smaller external research grants can be applied for at GSA, MSA, and NASA Rhode Island Space Grant.
- Undergraduate students can apply for summer internships through the Leadership Alliance.
- High School students can apply for summer courses through Summer@Brown.
- Some department courses include field experiences, but there is no designated field camp.
- GWISE organizes meetings with colloquia speakers for free-form, somewhat career-focused discussions.
- The department has weekly seminars for both internal and external speakers for each of the core research groups (geophysics, climate&environment, planetary, and geochemistry/mineralogy/petrology) as well as a department colloquia.
- Graduates students, postdoctoral researchers, faculty, and some undergraduate students present at national/international conferences including AGU, LPSC, GSA, and Goldschmidt as well as smaller field specific meetings. The graduate school provides up to $650/academic year for conference funding and between $200-1000/academic year for international travel. The graduate student council also provides funds for conference travel.

- Outreach resources
  - The department does outreach at local elementary schools, through summer research internships, and at minority-focused conferences most notably through DEEPS STEP. We have also recently implemented DEEPS CORES, a high school-level outreach program designed to introduce Providence-area students to interesting topics and career choices in geosciences.
  - DEIA work is not usually monetarily rewarded, although there is a small department budget for DEIA events/resources/speakers.
  - There is a small budget for inviting external speakers and to take them out for lunch with graduate students.
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<tr>
<th>Brown University Student Support</th>
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<tr>
<td><strong>Chaplains and Religious Life</strong></td>
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<td>The Office of the Chaplains and Religious Life works collaboratively with many student organizations, spanning the breadth of Brown's religious diversity and involving more than 40% of the student population. The office also cares for and responds to the broad pastoral needs of Brown’s faculty, staff and students.</td>
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<tr>
<td><strong>Counseling and Psychological Services</strong></td>
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<td>All clinicians in Counseling and Psychological Services are required to have experience in working with students from diverse backgrounds. The office provides ongoing programming for students on topics such as ethnic and racial identity, and hate crimes.</td>
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<tr>
<td><strong>Global Brown Center for International Students</strong></td>
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<td>Global Brown supports the international student community at Brown thought orientations, programming, and resources that celebrate and recognize the diversity of international identities.</td>
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<tr>
<td><strong>Office of the Dean of the College</strong></td>
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<tr>
<td>The Office of the Dean of the College connects students with Deans who serve as resources in academics, advising, and a broad range of issues students may face while at Brown.</td>
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<td><strong>Student and Employee Accessibility Services</strong> (SEAS)</td>
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<td>SEAS coordinates services and accommodations for students, faculty and staff with physical, psychological, sensory, and learning disabilities. SEAS is also available for consultation with Brown community members who are questioning whether they may have a disability, have questions about working with someone who has a disability, or have a temporary condition that may require accommodations or services.</td>
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<tr>
<td><strong>University Health Services</strong></td>
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<td>Working with a wide range of individual and student organizations, University Health Services is dedicated to the promotion of healthy lifestyles. Programs range from sexual health to relaxation techniques, from eating disorders to domestic abuse.</td>
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Brown University Confidential Resources

**Counseling and Psychological Services (CAPS)**
(401) 863-3476

Clinicians provide confidential crisis support, follow-up appointments, and 24-hour on-call services for any Brown student. Located at Page-Robinson Hall, Room 512.

**Chaplains Office**
(401) 863-2344

The Chaplains are available for personal counseling and support. Call to make an appointment. Located in Page-Robinson Hall, Room 410.

**Brown Emergency Medical Services (EMS)**
(401) 863-4111

Emergency response available 24 hours a day, 7 days a week.

**Sexual Harassment & Assault Resources & Education (SHARE) Office**
(401) 863-2794

Confidential services include support for a survivor or the friends of a survivor, help exploring options to address the incident (such as filing a complaint, if that is the student's choice) and educational programs for the student community. Located on the third floor of Health Services at 13 Brown Street on the corner of Brown and Charlesfield Streets.

**University Health Services**
(401) 863-3953

Confidential medical care, testing and treatment. Located at 13 Brown Street on the corner of Brown and Charlesfield Streets.

**Ombuds Office** (Graduate & Medical Students Only)
ombuds@brown.edu

Provides an independent, confidential, neutral and informal resource for faculty, staff, postdoctoral fellows and associates, graduate students and medical students who have concerns arising from or affecting their work and studies at Brown.
## Advocacy, Mentoring, and Affinity Groups

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<tr>
<th>Group</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>NABG</strong> (National Association of Black Geoscientists)</td>
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<tr>
<td><strong>SACNAS</strong> (Advancing Chicanos/Hispanics &amp; Native Americans in Science)</td>
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<tr>
<td><strong>Geoscience Alliance</strong> (Native Americans, Alaska Natives, and people of Native Hawai’ian in the Geosciences)</td>
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<tr>
<td><strong>IAGD</strong> (International Association for Geoscience Diversity) - disabilities</td>
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<tr>
<td><strong>DAIS</strong> (Disabled for Accessibility in Space) - disabilities and chronically ill in space-related fields</td>
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<td><strong>GWiSE</strong> (Graduate Women in STEM) - department and university-wide chapters</td>
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<td>Earth Science Women’s Network (ESWN)</td>
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<td>Association for Women Geoscientists (AWG)</td>
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<td><strong>AAPIiG</strong> (Asian American and Pacific Islander in Geosciences affinity group)</td>
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<td><strong>GeoLatinas</strong></td>
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<td><strong>Out Astronaut</strong> (LGBTQ+ in science and space)</td>
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<td><strong>GSOCnSTEM at Brown</strong></td>
<td>Grad students of Color in STEM at Brown University</td>
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<td><strong>oSTEM</strong> (Out in Science, Technology, Engineering, and Mathematics) at Brown</td>
<td>Local chapter of national organization with a mission to empower LGBTQIA+ folks in STEM. oSTEM also organizes DiversiTeas, which is a space for identity and STEM to coexist.</td>
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