URGE Deliverable 7: Resource Map for Cascadia Pod

This is a draft Resource Map for Cascadia Pod, which comprises participants from Oregon State University, Washington State University, University of Washington, and non-academic institutions. It is a starting point of a living document to be maintained by students, investigators, discipline groups, and institutions. The list of resources are enumerated under the main headings mentoring, community resources, and professional development.

Mentoring

- Formalized mentoring by senior positions
  - https://ceoas.oregonstate.edu/ceoas-academic-mentoring-program-amp
- Established peer mentoring groups
  - International students
    https://internationalservices.oregonstate.edu/students/exploring-here/international-peer-mentoring-program, International Student Mentorship Program (ISMP, programs at 22 universities, https://internationalmentorship.org/)
  - Incoming students https://eop.oregonstate.edu/beaver-connect https://trio-sss.oregonstate.edu/sss/program-services/peer-mentor-program,
  - Teachers https://ctl.oregonstate.edu/peer-teaching-resources-support-program
  - Transfer students https://fyp.washington.edu/become-a-student-leader/uw-transfer-peer-mentoring-program/
- Informal mentoring opportunities: organization of social-work events and invitations to participate in external informal activities (dinner, local events)
- Mentoring guide for faculty: https://www.grad.washington.edu/for-students-and-postdocs/core-programs/mentoring/mentoring-a-guide-for-faculty/

Community resources

- Corvallis, OR: Benton County Foundation https://www.bcrgives.org/scholarships/
- Oregon State University grad student resources (in alphabetical order!): https://gradschool.oregonstate.edu/graduate-student-success/graduate-student-resources
- Life-work balance resources (https://hr.oregonstate.edu/work-life, https://studentlife.oregonstate.edu/childcare/work-life)
- OSU student groups and cultural centers:
- https://dce.oregonstate.edu/
- Indian Students Association https://www.oregonstateisa.com/
- Asian & Pacific Cultural Center https://dce.oregonstate.edu/apcc
- Lonnie B. Harris Black Cultural Center https://dce.oregonstate.edu/bcc
- César Chávez Cultural Center https://dce.oregonstate.edu/cccc
- Black Graduate Student Association https://www.facebook.com/BGSAatOSU/
- Native American Longhouse Eena Haws https://dce.oregonstate.edu/nal

**UW Student groups/cultural center:**
- Samuel E. Kelly Ethnic Cultural Center (ECC), part of The Office of Minority Affairs and Diversity: http://depts.washington.edu/ecc/
- List of ECC affiliated registered student organizations and emails: http://depts.washington.edu/ecc/ecc-rso-list/
- FIUTS: https://www.fiuts.org/
- UW GO-MAP (Graduate Opportunities and Minority Achievement Program): https://grad.uw.edu/equity-inclusion-and-diversity/go-map/

**Professional development**
- Institution should maintain an up-to-date list of local, national, and international communities for marginalized groups specific to the discipline (e.g., http://www.nabq-us.org/) and academia more generally (e.g., https://blackintheivory.net/)
  - Provide opportunities for skillset development inside and outside the institution
  - National Center for Faculty Diversity and Development (OSU is an institutional member. Ask your college to pay for faculty/grad students to join writing productivity courses)
  - Teaching resources for graduate students, postdocs, faculty and others (e.g., https://ctl.oregonstate.edu/inclusive-teaching, https://teaching.washington.edu/topics/inclusive-teaching/inclusive-teaching-at-uw/)

The following sample is retained from URGE as a guide to additional resources that could be included in such a resource map.

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
- Summary of the intent of the resource map as well as the plan for working with new hires/students for connecting them with resources that will be of most use to them, e.g. schedule for initial call(s) and/or meeting(s) to identify needs/interests
- Individual/Group meeting expectations (interval/frequency, journal articles, presentations, socializing, time management, reviewing manuscripts, revising manuscripts/dealing with rejection, careers, current events, media requests)
- Evaluations: rubric, frequency for advisor/committee evaluations, encourage self-evaluation (reflection) and review long term goals and how to achieve them

Core work resources
- Code-of-conduct - link, all members must sign a code of conduct that addresses inclusivity and diversity, mental health, publications or outputs, social media use, working hours, and vacation
- Communication plan and expectations, e.g. how do members communicate with each other and what times are appropriate
- Reporting Policy - link, address issues related to insensitivity, harassment, exclusion and what are the consequences (e.g. not everyone drinks alcohol; no “locker room” talk), provide additional contacts for reporting outside of advisor
- Equipment - where to find, fund individual gear like hiking boots, fund or provide access to sufficient “library” of hiking/camping/outdoor equipment
- Conference and workshop participation (how often and who pays for it?)
  - Be explicit about opportunities for this type of participation and at what point they will be expected to attend conferences
- Be open to considering proposed workshops/conferences, especially for groups like SACNAS, NABG, AISES, GeoLatinas and others

Community support and mental health resources
- Assistance finding accommodations, moving expenses/assistance
- Outline services at organization/university: diversity officer, counseling and psychological services, ombudsperson, affinity groups, etc.
- Encourage and assist making connections to someone who may understand their experience (e.g., Black male counselor for a Black male student)
- Calendar(s) of events or mailing lists to join
- What activities/institutions will help them feel at home? Are there local clubs, religious or spiritual organizations, organizations, hobbies they were previously involved with that they can get connected with in the area?
- Connecting with cohorts, organizations, social clubs with common identities and/or interests
- Businesses or other needs, e.g. gyms, barber shops/hair services, etc.
- Introductions for other people of color - fund membership fees for organizations like SACNAS, NABG, AISES, GeoLatinas, and others
● Outline expectations for taking vacation (e.g., 3 weeks) and for reasonable work hours (e.g., 40-50 hrs/wk; be explicit!)

● Skillset support resources
  ○ What skills or experiences are required for their work/coursework? e.g., driving, hiking/outdoors activities, compass/GPS navigation, swimming/SCUBA, operating power tools, first aid, etc.
  ○ What skills training is supported through the organization, how would someone acquire/improve these skills? What training is available prior to arrival?
  ○ Do they need to know how to code? If so, what languages? (e.g., R, Matlab, Python) If they do not have this skill, what resources/training are available?

● Professional development resources
  ○ Outline available resources for training/development or best practices in:
    ■ 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
  ○ List fellowships, internships, summer experiences, field course opportunities
  ○ Outline departmental and regional seminars, presentation opportunities, and opportunities to meet with speakers for building a professional network

● Outreach resources
  ○ Outline opportunities, expectations, benefits, and/or compensation for mentoring new hires and/or students who wish to engaged in belonging, accessibility, justice, equity, diversity, and inclusion (Be A JEDI) efforts
  ○ Explicitly acknowledge, discuss, and suggest policies to limit the “time tax” put on people of color for participation in Be A JEDI activities and support clear path for opting out
  ○ Information on honoraria and establishing/charging speaker fees