

URGE Resources Map for the Department of Earth and Planetary Science, University of California, Berkeley

- 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
 - Mentoring resource for graduate students and faculty from the national NCFDD is [here](#) and from Berkeley's NCFDD is [here](#)
 - 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 that all members must sign 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
 - How to report issues related to insensitivity, exclusion, or harassment
 - For some useful information on how to report discrimination look [here](#).
 - [Anonymous reporting link](#)
 - You can contact the Title IX Coordinator [here](#), but know that they are mandatory reporters. [Here](#) you can find a list and details of UC Berkeley policies.
 - 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 linked [here](#), NABG linked [here](#), [AISES](#), [GeoLatinas](#) and others
 - [Lab & Field Safety Plan](#)

- 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?
 - Cross disciplinary training offered by the Data Science department: [link](#)
 - 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?
 - Introductory training for High Performance Computing: [link](#)
 - Free research consulting for coding: [link](#)
- Professional development resources
 - Research, Teaching and Learning: Keep Teaching: [link](#)
 - Outline available resources for training/development or best practices in:
 - Teaching/pedagogy
 - 375 classes in other departments (the EPS department 375 course is not accredited)
 - Project management/budgeting
 - Media training
 - Proposal writing
 - Workshops on writing: [link](#), [link](#)
 - Public speaking
 - Workshops on public speaking: [link](#), [link](#)
 - Networking
 - Professional development guides: [link](#)
 - 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
- THE [GOLD FOLDER](#) for identifying and assisting students in distress