

URGE

Unlearning Racism in Geoscience



URGE Resource Map for Johns Hopkins University - Department of Earth and Planetary Sciences

This is a draft Resource Map for the Earth and Planetary Sciences at the Johns Hopkins 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](https://creativecommons.org/licenses/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.

This resource map is to be used by all members of the Department of Earth and Planetary Sciences. We will also distribute our resource map to all incoming members of the department, including new undergraduate and graduate students, postdoctoral researchers, visiting students, research scientists, and faculty.

Individual/Group expectations and evaluations

- **Lab groups** are encouraged to have a document of lab culture that includes details on expected conduct, working hours, and how (e.g. slack, email, text, phone) and when (e.g. 9-5, 24/7) to contact one another.
- **Undergraduate students** have a faculty advisor in the department that advises on courses and progress towards their degree, and these meetings should occur at least once a semester. Students can also contact the DUG (Kevin Lewis). Additionally, students may choose to do research in another lab. The nature of this advisor-advisee mentorship is case dependent and we encourage all students and mentors to have a meeting early on outlining expectations.
- **Graduate students** have their main advisor in the department as well as a committee consisting of two additional faculty advisors. Students must meet and assess progress at the end of each semester with their full committee. Additionally, students must pass their Department Qualifying Exam and Graduate Board Oral exams before they defend their thesis. These meetings and tests are to assess progress and ensure student success. We recently created a year-long class for incoming graduate students ("Professional

Skills in Earth and Planetary Sciences”). This course is designed to educate students on how to review and read journal articles, give successful presentations, best manage time, write and revise manuscripts, consider career options, balance work and personal time, handle rejection and other essential skills. Each individual lab has its own culture (see above) and meeting schedule. But we encourage each student to have regular meetings with their advisor (with frequency agreed upon by the advisee and advisor). At least one meeting should include a discussion of career goals.

- **Postdoctoral Researchers** expectations should be discussed with the faculty advisor. There is no formal evaluation mechanism.
- **Research Scientists** expectations should be discussed with hiring faculty member(s). There is no formal evaluation mechanism.
- **Faculty** have formal reports to the university and department each year detailing work, teaching, and service accomplishments. Faculty also have internal and external faculty mentors, and incoming pre-tenured faculty take part in a year long Launch program.

Core work resources

- Code of Conduct
 - EPS is currently (Spring 2021) working on a Code of Conduct. This will be posted to the website (<https://eps.jhu.edu>) when it is ready. This department-specific code of conduct is in addition to the general Code of Conduct for students (<https://studentaffairs.jhu.edu/policies-guidelines/student-code/>).
- Communications plan
 - Lab groups are encouraged to formulate clear guidelines on what are deemed appropriate forms, frequency, and times of communication. In particular, expectations of communication outside regular work hours should be discussed.
- Reporting policy
 - The [Office of Institutional Equity](#) (OIE; oiie@jhu.edu) is responsible for the assessment, investigation, and resolution of discrimination or harassment complaints received from faculty, staff, and students at JHU. The reporting policy is described [here](#).
 - Responsible Employees who receive reports or otherwise become aware of discrimination, harassment and retaliation are required to promptly report such information to the Office of Institutional Equity. Faculty, staff, and certain students (e.g., Resident Assistants) are considered Responsible Employees. All faculty members are required to take regular courses on the requirements for being a Responsible Employee.
 - See the EPS Code of Conduct for more resources and reporting options.
- Equipment
 - The front office has a locked cupboard with various office supplies. Ask front office staff if you need anything.
 - Required gear for field work based on weather and planned activities and JHU resources for gear or sustenance

- Hand lens, brunton compass, rock hammer, and other field specific materials are borrowed through the JHU EPS department
 - Field gear rentals can be done through [JHU Experiential Education's Outdoor Pursuits Program](#)
 - Students with meal plans can get take out food ahead of time as a part of their dining plan at [Charles Street Market through Meals in a Minute](#)
- Conferences and workshops
 - Members of the department are encouraged to attend workshops and conferences. The costs associated with attendance (registration fee, travel, accommodation, meals, etc) is generally booked either on a research grant (get explicit permission from the PI in advance if you are not the PI yourself). For EDI specific conferences and workshops, some funds are available through the EPS EDI committee; contact Sabine (sabine@jhu.edu) if you are interested in this type of funding. The EPS-sourced funding documents for students and postdocs also lists several travel grant opportunities (https://docs.google.com/spreadsheets/d/1vLNdDUXHGtyhf7LOaGMP81I_SuvqfMb-ONy5RefhTY4/edit#gid=0).
 - Policies on what can be claimed can be found here: <https://sites.krieger.jhu.edu/kasper/finance/travel/>

Community support and mental health resources

- **Really great comprehensive list of links to resources can be found here:** <https://studentaffairs.jhu.edu/first-gen/student-resources/>
- Assistance finding accommodations, moving expenses/assistance
 - Homewood Student affairs
 - Housing Operations
 - Undergraduate housing <https://studentaffairs.jhu.edu/community-living/university-housing/>
 - Off-campus housing resources
 - Help with searching for off-campus housing, can be used by all <https://studentaffairs.jhu.edu/community-living/offcampus/>
- Outline services at organization/university: diversity officer, counseling and psychological services, ombudsperson, affinity groups, etc.
 - Counseling center
 - Drop-in hours, workshops, group therapy, individual therapy, couples counseling, psychiatric evaluations, medication management, substance use assessments, eating assessments, and 24/7 crisis intervention services.
 - Undergraduate and Graduate students <https://studentaffairs.jhu.edu/counselingcenter/>

- Mental Telehealth through timely.md
 - Telehealth appointments with counselors
 - Undergraduate, graduate, professional students, post-doctoral fellows and housestaff.
- <https://timely.md/faq/mental-telehealth-faq/>
- Thriving Campus
 - Directory of mental health clinicians in the community
 - Students
- <https://wellness.jhu.edu/resources/mental/>
- Stress and Depression Questionnaire
 - Confidential questionnaire to learn how stress and depression may be affecting you, and to learn about available mental health resources at Johns Hopkins and in the community
- <https://wellness.jhu.edu/the-stress-and-depression-questionnaire/>
- SilverCloud
 - Online confidential mental health resource with interactive learning modules that teach cognitive behavioral therapy techniques for managing mild-to-moderate symptoms of anxiety and depression. Also includes modules on stress and resilience
 - Students and staff
- <https://jhu.silvercloudhealth.com/signup/>
- Opportunities for making connections to someone who may understand the experience of individuals (e.g., Black male counselor for a Black male student)
 - Student affairs has a list of resources for students that include identity-based counseling resources
- <https://studentaffairs.jhu.edu/counselingcenter/additional-resources/>
- Calendar(s) of events or mailing lists to join
 - University-wide events calendar (other more specific calendars are included under their appropriate headings)
- <https://events.jhu.edu>
- Activities/institutions that will help members of our department feel at home in Baltimore (local clubs, religious or spiritual organizations, organizations, hobbies they were previously involved with that they can get connected with in the area):
 - Center for Social Concern—events and opportunities to be involved in local community
- <https://studentaffairs.jhu.edu/socialconcern/>
- Campus life website has list of student organizations and current events
- <https://www.jhu.edu/life/>
- Religious and Spiritual Life
- <https://studentaffairs.jhu.edu/religious-spiritual-life/>
- Intramural Sports

- Queer Women
 - Roots: LGBTQA People of Color
 - Transgender and Non-Binary
 - Peer mentoring
 - The Peer Mentoring Program provides support to students who are seeking guidance from a peer in the LGBTQ community
 - <https://studentaffairs.jhu.edu/lgbtq/support/peer-mentoring-program/>
 - Guide to LGBTQ Life at JHU
 - <http://web.jhu.edu/LGBTQ/Docs/guidetoLGBTQlife.pdf>
 - Local community resources
 - <http://web.jhu.edu/LGBTQ/baltimoreresources.html>
- Women and Gender Resources
 - Events, educational programming, campus groups and resources, advising
 - Student groups:
 - Hopkins Feminists
 - [Female Leaders of Color \(FLOC\)](#)
 - Diverse Sexuality and Gender Alliance (DSAGA)
 - [Sexual Assault Resource Unit \(SARU\)](#)
 - [Society of Women Engineers \(SWE\)](#)
 - [Women's Pre-Health Leadership Society](#)
 - [Men of Color Hopkins Alliance \(MOCHA\)](#)
 - [Graduate Representative Organization](#)
 - STEM groups:
 - Women in Computer Science (WiCS)
 - [Women in Computer Science](#) is the Association for Computing Machinery's Council on Women chapter at Johns Hopkins University. The organization consists of undergraduates who are majoring, minoring, or simply interested in computer science.
 - Society of Women Engineers (SWE)
 - [Society of Women Engineers](#) is a nationally-recognized organization at JHU that hosts workshops targeted at students looking to network, apply for jobs, build community, and support women and girls' interest in engineering.
 - Graduate Association of Women in CS and ECE (GRACE)
 - [Graduate Association of Women in Electrical Computer Engineering and Computer Science](#) fosters networking and support between graduate women of CS and ECE. Bi-weekly lunches provide a supportive environment for mentoring and support between graduate students.
 - Women of Whiting (WOW)
 - [Women of Whiting](#) is designed to provide professional guidance and support, as well as social events and networking opportunities, for women in master's, PhD,

postdoctoral, research scientist, and staff positions in the Whiting School of Engineering.

- Faculty and Staff groups:
 - [Program for the Study of Women, Gender and Sexuality](#)
 - Women in Science and Engineering (WISE) Program
 - [Emerging Women's Leadership Program \(Medicine\)](#)
 - Female Finance Professional Network
 - [Diversity Leadership Council](#)
- <https://studentaffairs.jhu.edu/women-resources>
- Businesses or other needs, e.g. gyms, barber shops/hair services, etc.
 - Off-campus housing has a list of resources that include maps, information on Baltimore neighborhoods, renters information, etc.
<https://offcampushousing.jhu.edu/resource>
 - Student/Community Liaison
<https://studentaffairs.jhu.edu/student-life/student-community-liaison/>
 - Hopkins Food Pantry at the office of Diversity and Inclusion
<https://www.facebook.com/HopkinsPantry/>
 - Hopkins Local
 - Vendor guide that lists local, small, small disadvantaged, minority, woman-owned, veteran-owned, and HUBZone suppliers
<https://hopkinslocal.jhu.edu/for-johns-hopkins-faculty-staff-and-students/>
- Introductions for other people of color - fund membership fees for organizations like SACNAS, NABG, AISES, GeoLatinas, and others
 - Darlene Sapuro assistant dean for diversity and inclusion (dsapuro1@jhu.edu)
 - Opportunities for funding conferences related to DEI available through DEI committee in EPS department (contact sabine@jhu.edu)
- Outline expectations for taking vacation (e.g., 3 weeks) and for reasonable work hours (e.g., 40-50 hrs/wk; be explicit!)
 - The graduate student handbook details vacation allowance for graduate students (a minimum of 2 weeks paid vacation and up to a week of sick leave)
 - https://eps.jhu.edu/wp-content/uploads/sites/37/2020/04/EPS_Handbook_2020.pdf
 - For university staff, the HR website has the most recent information:
 - <https://hr.jhu.edu/benefits-worklife/time-off/>
 - Currently, no other guidelines exist. Lab groups are encouraged to discuss expectations with incoming new members.

Skillset support resources

- Skillset support resources: There are a number of courses available through myLearning (can be found via <https://my.jh.edu>) However, many of these skill sets are discipline-specific and therefore there is not an official course or training module for students. In these cases, department members may be able to attend external courses or bring in someone to run trainings, if there is sufficient interest. In the case that these trainings have high fees, the PI, department, and deans should work together to determine if and how they will be funded. Many courses require a JHed ID, so students would have to get set up with one of these before they arrive to access the resources. This can be done as a visitor by talking to the EPS administrators.
 - What skills or experiences are required for their work/coursework?
 - Driving (cars, boats, drones)
 - No official JHU resource for driving or drones.
 - Kayaking course through Ralph S. O'Connor Recreation Center: <https://studentaffairs.jhu.edu/recreation/experiential-education/training/clinics-and-classes/>
 - Hiking/outdoors activities - including compass/GPS navigation and first aid
 - Wilderness first responder course (and a shorter recertification course) offered in January of each year through Ralph S. O'Connor Recreation Center, open to students and faculty/staff with gym membership: <https://studentaffairs.jhu.edu/recreation/experiential-education/training/wilderness-first-responder/>
 - Various outdoor activities are offered through Outdoor Pursuits and Johns Hopkins Outdoors Club (geared towards undergrads, but open to all): <https://studentaffairs.jhu.edu/recreation/experiential-education/>
 - First aid and CPR courses, available at a cost to students and faculty/staff: <https://studentaffairs.jhu.edu/recreation/certifications-training/>
 - Other Health and Safety training: <https://www.hopkinsmedicine.org/hse/training/>
 - Swimming/SCUBA
 - Swimming lessons at a cost to students and faculty/staff: <https://studentaffairs.jhu.edu/recreation/certifications-training/>
 - Campus groups have organized trainings through an MD-based vendor: <http://www.aquaventuresonline.com>
 - Operating power tools
 - Shop training through JHU makerspace (closed in Spring 2021 due to COVID): <https://makerspace.jhu.edu/product/general-shop-training/>
 - Coding (e.g., R, Matlab, Python, FORTRAN)

- Through MyLearning: Matlab fundamentals (~2 hrs., online), 400+ courses involving Python
- Coursera and LinkedIn Learning also have numerous free courses available.

Professional development resources

- Teaching/pedagogy
 - The Center for Educational Resources (CER) offers workshops, grants, faculty swapping, and consultation services. The website also offers resources for technology such as clickers, Panopto, Gradescope, and equipment loans (the latter for faculty only). (Instructors can check out laptops, cameras, and more. Use the Multimedia Lab/Studio (audio, video, workstations and professional software)
 - Available to faculty, postdoctoral fellows and graduate students
<https://cer.jhu.edu>
 - Available through CER, the Teaching Academy offers a Certificate of Completion program as well as stand-alone trainings, TA preparation workshops, and Teaching-as-Research fellowships.
 - Available to graduate students, postdoctoral fellows, and sometimes research scientists (inquire if interested)
<https://cer.jhu.edu/teaching-academy/coc/overview>
 - For faculty the CER organizes an annual workshop on a pedagogical topic, called “Best Practices in University Teaching”.
<https://cer.jhu.edu/programs-and-services/best-practices-in-university-teaching>
 - Courses available through CITRL (Center for the Integration of Teaching, Research and Learning)
 - Available to graduate students and postdoctoral fellows
<https://www.cirtl.net>
- Project management/budgeting
 - Johns Hopkins University Research Administration (JHURA)
 - Includes support with grant writing, proposal review and submission, budget development, a searchable library of “how-to” documents, and Brown Bag seminars—recorded informational sessions that are ongoing and archived.
<https://research.jhu.edu/jhura/>
- Media training
 - *Media training is listed on the Bloomberg School of Public Health and I have reached out to them to see if faculty, postdocs, and graduate students from other schools within the university can take the training.*

- Due to how many disciplines are under the EPS umbrella, we recommend reaching out to faculty in your discipline for specific information on relevant professional societies
 - <https://eps.jhu.edu/about/equity-diversity-and-inclusivity-committee/>
- Additional coursework
 - Advanced Academic Programs for working professionals at JHU
<https://advanced.jhu.edu>
 - OSHER Lifelong Learning Institute (cost for membership; various membership plans and cost, see website for details)
<https://advanced.jhu.edu/academics/lifelong-learning/osher-lifelong-learning-institute/>
- List fellowships, internships, summer experiences, field course opportunities
 - List of fellowships on EPS website
<https://eps.jhu.edu/about/equity-diversity-and-inclusivity-committee/>
 - Resources for POC google doc compiled by L. Miche Aaron
https://docs.google.com/spreadsheets/d/1V_pvhqWliwqLhAVcXikxAEuJPD4mw_wgl9LEgOnzN-zM/edit#gid=1417047090
 - An EPS sourced document is available with additional funding opportunities
https://docs.google.com/spreadsheets/d/1vLNdDUXHGtyhf7LOaGMP81I_SuvqfMb-ONy5RefhTY4/edit#gid=0
- Departmental and regional seminars, presentation opportunities, and opportunities to meet with speakers for building a professional network:
 - The EPS events webpage includes information on Journal Club (EPS-slang for grad-students seminars), Bromery Lectures, and Mineralogy Lecture Series. Bromery Lectures often involve opportunities to meet with speakers one-on-one. Watch for emails to sign up to meet the speaker.
<https://eps.jhu.edu/events/>
 - Additional events of potential interest
 - <https://physics-astronomy.jhu.edu/events/>
 - <https://www.stsci.edu/stsci-research/research-topics-and-programs/institute-for-planets-and-life/events-and-lectures>
 - <https://engineering.jhu.edu/materials/news-and-events/calendar/>
 - <https://hemi.jhu.edu/academic-programs/lectures-and-seminars/>
 - <https://bio.jhu.edu/event/inspired-seminar-series/>
 - <https://bio.jhu.edu/events/>
 - <https://chemistry.jhu.edu/events/>
 - <https://pages.jh.edu/ceafm/weekly-seminar/>

Outreach resources

- Opportunities, expectations, benefits, and/or compensation for mentoring new hires and/or students who wish to be engaged in belonging, accessibility, justice, equity, diversity, and inclusion (Be A JEDI) efforts:
 - The Roadmap for Diversity and Inclusion has the following section on faculty mentoring: *“In spring 2015, each school submitted plans for enhancing their current faculty mentoring efforts. Implementation of these plans began in fall 2015, including one-to-one and group mentoring. In addition, the university expanded the Master Mentor program, started at the School of Medicine, to include senior faculty from across the institution. The goal of the program is to create cohorts of experienced mentors who can champion the development of effective mentoring programming in their divisions. Other universitywide faculty mentoring activities include a revision of the JHU Principles of Mentoring, the establishment of a Task Force on Faculty Mentoring, and the establishment of the Award for Excellence in Faculty Mentoring in spring 2016.”* However, it has been difficult to track down more detailed information on the Principles of Mentoring or the Task Force on Faculty Mentoring.
 - [Provost’s Award for Excellence in Faculty Mentoring](#) is one potential means of rewarding senior faculty who bring a DEI focus to their mentorship of new JHU faculty members. The award includes a \$5,000 honorarium. Although the award “is one element of ongoing efforts to support a diverse faculty outlined in the JHU Roadmap for Diversity and Inclusion,” DEI-focused mentorship is not the only criterion for selection.
 - [The Launch Committee](#) is a relatively new initiative at JHU to help early career professors. It appears to be modeled after a program at the University of Michigan.
 - 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 paths for opting out.
 - JHU and JHU-EPS do not have official guidelines or policies with regard to the “time tax.” A [2020 article in Nature](#) includes interviews with five faculty members of color, who recommend the following:
 - Include concessions or “trade-offs” for POC faculty who take on DEI-related burdens, e.g. offer a lower teaching load, time off for conferences, etc. In short, allow faculty to negotiate in order to maintain a fair work load.
 - When offering DEI-related work to minoritized faculty, emphasize positions that will amplify their voices and increase their visibility.
 - Let faculty set a time limit for their work on a particular committee, or allow them to opt out of continuing in a position at regular intervals.
 - Department and university leadership are important players in underscoring the importance of this kind of work. As such,

department chairs, deans, etc. should be responsive to the needs of DEI faculty who accept such positions.

- Information on honoraria and establishing/charging speaker fees
 - During the COVID-19 pandemic, the JHU-EPS department's weekly guest colloquium switched to a digital format. Before the pandemic, invited speakers had been reimbursed for travel and meals but were not otherwise compensated; however, the switch to a digital format meant that the EPS colloquium budget has been diverted to spend on honorariums for invited speakers.
 - It should be noted that honorarium disbursement can be complicated for guest lecturers who are in the US on a visa. In that case, work with the speaker to see what the options are: Flexibility is key.