

## URGE Resource Map for the Juneau Icefield Research Program

This is a draft Resource Map for Juneau Icefield Research Program's Thursday URGE podlet. 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.

- 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

#### Meeting Notes 4/22/21

-Small group attendance. Most of the hour was spent on discussion

#### Theme: Mentorship for Students:

- Problems associated with isolation are prevalent in grad programs. The icefield has the potential to be more isolating than a city, campus, or lab.
- “Mentoring relationships can be critical for supporting the management of negative experiences especially considering that it can minimize feelings of loneliness and isolation”
- A larger framework for emotional check-ins than trail party check-ins should be established. -Intentional mentorship
- Staff training can include mentoring and bystander intervention workshops - (ex: <https://cultureofrespect.org/program/green-dot-etc/>)
- Introduce a professional counselor during Juneau week
- Future goals: greater diversity in the field of potential mentors: staff, faculty, external researchers

#### Theme: Camp Evening Programming

- With fewer humans in camps this summer, additional physical spaces could be used as resources
  - Suggestion from JEDI Steering Committee: have a dedicated physical space for BIPOC students.
- With fewer faculty will there be fewer evening lectures?
  - Create a wider variety of non-academic evening programming
    - Informal activities- Fires, music, stories
    - Designated quiet reflection time
    - Additional field sketching
    - Sunset Ski adventures

- Student led programming to create ownership of experiences
- What barriers did you encounter at JIRP when you arrived? And how did you overcome them?
  - Avoidance strategies no longer work in crowded living spaces in camp
  -
- What resources are currently available to JIRPers
  - Trail party check-ins
  - Code of conduct
  - Satellite Phone access
  -
- What resources need to be added to JIRP?
  - Mentorship/Check-in framework
  - Post- field season support/connections

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We aim for this resource list to center resources for people of color, including and expanding beyond JIRP's general resources for JIRPers. We aim for all participants to have a positive experience through the whole JIRP process. We believe being proactive (i.e., providing resources to our community) is better than being reactive (i.e., to the need for further resources on a case-by-case basis). Proactive >> reactive!

Consider dividing resources into "pre-JIRP," "during JIRP", and "post-JIRP", as well as a student staff / faculty categories, so that they aren't overwhelming the intended audiences.

- JIRPer Mentoring plan
  - JIRP should articulate its aims / responsibilities after the end of the season
  - Summary of the intent of these resources as well as the plan for working with new students/staff/faculty 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
  - Evaluations: rubric, frequency for advisor/committee evaluations, encourage self-evaluation (reflection) and review long term goals and how to achieve them
  - Formalize a mentoring program for students (and staff?) after JIRP recognizing that informal mentoring often occurs between people of similar backgrounds
  
- Core work resources
  - Code-of-conduct
  - Communication expectations, e.g. how do members communicate with each other and what times are appropriate
    - Implement an annual winter virtual reunion for students/faculty/staff (like some of the virtual traverse programming)
  - Reporting Policy & contacts
  - Gear, Equipment, and Outdoor Skills
    - JIRP gear library / advice
    - Melanin Basecamp: [A Broke Girl's Guide to Getting Gear](#) & [A Broke Girl's Guide to Getting Gear Part 2](#)
    - Information sheets we provide - can we provide better information for BIPOC, specifically?
  - Conference and workshop participation
    - Be explicit about opportunities for this type of participation and at what point they will be expected to attend conferences
    - Helping provide financial resources for JIRPers to be able to attend, especially for expensive meetings like AGU
  - Outdoors & Geoscience affinity organizations:

- [Melanin Basecamp: a blog that promotes diversity in outdoor adventure sports](#)
  - Black in the outdoors
  - [SACNAS - Society for Advancement of Chicanos/Hispanics and Native Americans in Science](#)
  - [National Association of Black Geoscientists \(NABG\)](#)
  - [American Indian Science and Engineering Society \(AISES\)](#)
  - [GeoLatinas](#): a member-driven organization to embrace, empower, and inspire Latinas to pursue and thrive in careers in Earth and Planetary Sciences.
  - [Pride in Polar Research](#): a twitter-based initiative to support & bring together marginalized #queer professionals in #PolarScience
  - [Polar Impact](#): an inclusive network of racial & ethnic minorities and allies in the polar research community.
  - [The Alaska Native Science & Engineering Program \(ANSEP\)](#)
  - [500 Queer Scientists \(500QS\)?](#) - Campaign for queer visibility in STEM fields.
  
- Community support and mental health resources
  - During JIRP - communications available? Mentors available on call? Incident reporting? Some of this should be covered above.
  - Office hours during JIRP - would students come? Lecture better?
  
- JIRP Leadership & Philosophy
  - Balancing faculty population in terms of (career) diversity
  - How do we value knowledge? Diversity of opinions and experiences
  - JIRP is an academic program & we have an idea of what valuable knowledge is, and that has changed, who gets resources/support of program to come up
  - Issue: providing compensation for people who are non-academics
  - Move beyond the tenure track as the only track - for example, in faculty “advice sessions” / Q&A’s
  
- Professional development resources
  - For people who want to go to grad school: <https://geogradapp.com/>
  - List fellowships, internships, summer experiences, field course opportunities, etc.
  - JIRPer alums (of color) network - Further develop alumni resource group, specifically including recruitment of mentors of color
  - List of glaciologists / polar scientists of color - but make sure to get consent before adding people to any lists
  
- Outreach resources
  - 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