

URGE

Unlearning Racism in Geoscience

[Insert Logo Here]

URGE Resource Map for University/Organization - Example Deliverable

This is a draft Resource Map for [Insert Pod Name] at [University/Organization]. 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.

(general list of things we've discussed) w/in Mines:

MEP: Multicultural Engineering program general cite resource:

Resources from MEP for campus and off campus: <https://mep.mines.edu/resources-knowledge/>

General Resource for Mines diverse professional student organizations:

<https://mep.mines.edu/student-organizations/>

Mines AISES specific resources:

<https://mines.campuslabs.com/engage/organization/american-indian-science-and-engineering-society>

Mines NSBE specific resources: <https://www.facebook.com/CSMNSBE/>

Mines SHPE specific resources: <http://shpecsm.weebly.com/>

Mines SASE specific resources: <https://orgs.mines.edu/sase/>

Mines oSTEM specific resources: <https://orgs.mines.edu/ostem/>

<https://orgs.mines.edu/ostem/resources/>

International Scholar and Student Services: [ISSS Events - Global Education \(mines.edu\)](https://mines.edu/ISSS-Events-Global-Education)

CARE at Mines: [CARE at Mines: Crisis Assessment, Response and Education - Student Life](https://mines.edu/CARE-Crisis-Assessment-Response-and-Education-Student-Life)

Student organizations: [Organizations - Student Organizations \(mines.edu\)](https://mines.edu/Organizations-Student-Organizations)

Board of Student Organizations: [FAQ - Board of Student Organizations \(mines.edu\)](https://mines.edu/FAQ-Board-of-Student-Organizations)

Additional student organizations ranging from social support, mental health, specific interests, religious, and more. Also organizational specific event information hub:

<https://mines.campuslabs.com/engage>

Prospective students: <https://www.mines.edu/new-student-transition-services/orientation/launch/>

DIA (<https://www.mines.edu/diversity/>)

Orediggers for Equity: past and present initiatives at Mines

(<https://www.mines.edu/diversity/orediggersforequity/>)

talk to Manika re: faculty(?)

Mines mentoring (<https://www.mines.edu/mentoring/>)

BIPOC at Mines Instagram account (https://www.instagram.com/bipoc_at_mines/)
Contains stories of BIPOC at Mines and posts re: petitions and events on campus

General but helpful resources:

Student support services (<https://www.mines.edu/contact/>)

Writing center (<https://writing.mines.edu/>)

Career center [Home - Career Center \(mines.edu\)](#)

Title IX - Speak up at Mines: [Speak Up at Mines - Speak Up at Mines](#)

Calendars:

Event calendar and other important dates: <https://calendar.mines.edu/>

Events:

Celebration of Mines - Event within the first week of academic year that showcases student orgs, departments, and other resources on campus booth style for all to attend

<https://www.mines.edu/student-activities/celebration-of-mines/>

Welcome Week - The first week of academic year there are variety of events that are put on throughout campus to get familiar with resources, departments, and other aspects of campus.

Orientation for International Students and Departments

Outside of CSM:

Religious Support

English and cultural conversation classes: [Together Journey](#)

Islamic cultural center: [Golden Mosque – Established since 1963](#)

Mothers of Preschoolers: [MOPS – First Baptist Church Of Golden \(fbcgolden.org\)](#)

Hillel of Colorado (<https://hillelcolorado.org/>) - locations in both Boulder and Denver

Church Finder (lists churches in Golden) [Churches in Golden Colorado - ChurchFinder.com](#)

Resources for Families with Children

Westernaires, free horseback riding classes, [Westernaires](#)

Golden Library, story hours for children, events, [Golden Library | Jefferson County Public Library \(jeffcolibrary.org\)](#)

Jefferson County Public Schools Title IX and language resources: [Section 504 Compliance - Jeffco Public Schools](#)

Jefferson County Community Diversity Advisory Council: [Jeffco Community Diversity Advisory Council Interest Form \(2020-2021 School Year\) \(google.com\)](#)

Jefferson County Public Schools Equity and Inclusion Opportunities: [Equity, Diversity, & Inclusion - Jeffco Public Schools](#)

Resources for families with seniors: [Activities for Seniors: Browse 1000s of Resources for Senior Care \(goldencarers.com\)](#)

Mountaineering Club and the Sherpa House

Housing and Legal Resources

Housing Resources: [Affordable Housing Resources | City of Golden, Colorado](#)

Golden Demographic Data: [Golden, CO Demographics and Population Statistics - NeighborhoodScout](#)

Colorado Immigrant Rights Coalition: [Home — Colorado Immigrant Rights Coalition](#)

Immigrant Legal Resource Center: [Immigrant Legal Resource Center | ILRC |](#)

International Rescue Committee – Denver: [International Rescue Committee \(IRC\)](#)

Denver Commissions on Human Rights: [Commissions - City and County of Denver \(denvergov.org\)](#)

Golden Mobility and Transportation Advisory Board: [Mobility & Transportation Advisory Board | City of Golden, Colorado](#)

Information & News Resources

Golden Informer

Golden Transcript [Home | Golden Colorado | Goldentranscript.net](#)

Colorado Sun [Colorado news, investigations, politics and more — The Colorado Sun](#)

Denver Post [The Denver Post – Colorado breaking news, sports, business, weather, entertainment.](#)

DIA training for grad students – more than one time at on-boarding

- 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 and other events, 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, and AISES, and highlight organizations like GeoLatinas (no fee for membership), 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

Resources:

1. Career fair: learn from RA; publicized on campus – what barriers exist for BIPOC; what are cultural boundaries; student orgs are the only ones offering help – how do you access resources if you are not part of any student org. How should this information be gotten for “non-belongers”!
2. NEED: develop a common brochure that explains how to do this – e.g., dress code.
3. Resources: Career Center and Writing Center
4. CASA tutoring is helpful?
5. [Contact Mines - Colorado School of Mines](#)