Deliverable # 7:
Resource Map Template
(content and framework for creating your lab group Resource Map)

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Following is a draft Resource Map template developed by QRC Pod1 at University of Washington. Here we list suggested content (Key Content) as a guide for developing content of specific Resource Maps, and links to some available resources (Examples & Resource Links). Our goal with this document is to create a template for a future web page that assists our member units in developing specific Resource Maps that integrate tools and resources from UW, and the departments and units that comprise the QRC membership. We suggest that this resource list would work best as a centralized resource at a higher level in the University of Washington website (e.g, Office of Minority Affairs & Diversity). In this way, the list would be maintained and kept up to date, and could be linked from QRC as well as other units and groups on campus. The QRC aspires to compile best practices across all units in developing plans to connect new hires/students (with emphasis on BIPOC faculty/students) with resources that will be of most use to them. We suggest hiring POCs to vet the list to ensure the result is sufficiently centered on and useful to POCs.

Core work resources

- ○ Key Content:

    - Code-of-conduct - 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 - 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 (when, how often and who pays for it?), and organization especially for groups like SACNAS, NABG, AISES, GeoLatinas, etc.
    - Outline expectations explicitly for taking vacation (e.g., 3 weeks) and for reasonable work hours (e.g., 40-50 hrs/wk)

- ○ Examples & Resource Links:

    GSA Code of Conduct:
    http://www.geosociety.org/GSA/Membership/Code_of_Conduct/GSA/Membership/Code_of_Conduct.aspx?hkey=1a11cac9-2183-4e8f-8cbd-3d930591fb56

UW SAFS Essington Lab Code of Conduct example: https://sites.uw.edu/essing/code-of-conduct/

UW Anthropology - Code of Conduct in Archaeology (needs to be amended to include commitment to antiracism) https://docs.google.com/document/d/1VXGJU6n8GgVG9Ws7g30PVgx0dNSVYumV6EhEGcF0WDI/edit

College of the Environment Bias Incident Reporting: https://environment.uw.edu/about/diversity-equity-inclusion/non-discrimination-and-sexual-harassment-resources/

UW Bias Reporting Tool: https://www.washington.edu/bias/

UW Tacoma Bias Reporting Tool: https://www.tacoma.uw.edu/reportbias

UW Bothell Bais Complaint Process: https://www.uwb.edu/diversity/bias-complaint-process

Community support and mental health resources

- ○ Key Content:

    - Provide network links and resources that would assist community development/affinity groups for new faculty/students that could provide:
        - ○ assistance finding accommodations, moving expenses/help
        - ○ assistance making connections to someone who may understand their experience (e.g., Black male counselor for a Black male student)
        - ○ connections with cohorts, organizations, social clubs with common identities and/or interests
        - ○ links to businesses or other needs, e.g. gyms, barber shops/hair services, etc.
        - ○ links to local clubs, religious or spiritual organizations, organizations, hobbies they were previously involved with that they can get connected with in the area
    - Identify activities/institutions that will help them feel at home. Are there Introductions for other people of color – funding for membership fees for organizations like SACNAS, NABG, AISES, GeoLatinas, and others
    - Outline services at organization/university: diversity officer, counseling and psychological services, ombudsperson, etc.
    - List calendar(s) of events or mailing lists to join

- ○ Examples & Resource Links:

    Community Resources

    GOMAP: Graduate Opportunities and Minority Achievement Program

    GOMAP Student Resources: Supporting graduate students of color at the UW

SACNAS: Society for Advancement of Chicanos/Hispanics and Native Americans in Science **UW chapter is https://sacnasuwashington.wordpress.com/**

wǝłǝbʔaltxʷ – Intellectual House – Serves as a multi-service learning and gathering space for American Indian and Alaska Native students, faculty and staff, as well as others from various cultures and communities, to come together in a welcoming environment and share knowledge.

NOIS: Native Organization of Indigenous Scholars

First Generation Graduate Students - A first-gen graduate student is in the first generation of their family to earn a bachelor's degree — and is now earning a graduate degree.

LSAMP: Pacific Northwest Louis Stokes Alliance for Minority Participation

D Center: Fosters a community of d/Disability and d/Deaf pride, and develops and supports social, cultural and educational programming.

AISES: American Indian Science and Engineering Society UW Chapter

Undocumented student resources: Provides support services for undocumented students throughout the various stages of their Husky Experience.

Disability Resources at the UW

Diversity at UW: **Resources for current UW students**

College of the Environment resources for current students

Women's Center: Promotes gender equity and social justice through educational programs and services that allow all participants to succeed in life.

The Q Center: LGBTQIA+ space for everyone queer and questioning to seek counseling and community

Q Resources on and off campus

Community Equity Initiative (CEI) student group that supports and centers students, post-docs and staff who are under-represented in academia. Open to College of the Environment students.

Black Student Commission, provides students of Black/African heritage with a cohesive community at the University of Washington, while creating and maintaining a positive environment with resources for the students to achieve academic success (see "Organizations" page for additional organizations)

Black Student Union: **Home | Uwbsu**

Vietnamese Student Association at UW https://www.vsauw.com/

AWG PNW Chapter and UW's recently started AWG Student Chapter (no webpage)

UWs' **Race and Equity Initiative** has information and resources about DEI at UW, COVID, financial aid and much more

Black Trowel Collective Microgrants: An unaffiliated, anonymous source for microgrants ($5-$300) to undergraduate and graduate students in archaeology.

UW Mental Health Resources

UW Counseling Center (recently merged with Hall Health Mental Health): https://www.washington.edu/counseling/

Anti-Racism Resources for Black Individuals and Communities: https://www.washington.edu/counseling/culture-of-care/resources-for-black-individuals-and-communities/

Anti-Racism Resources for Non-Black Individuals and Communities of Color: https://www.washington.edu/counseling/culture-of-care/resources-for-non-black-individuals-and-communities-of-color/

Mentoring/Professional Development plans

- Key Content:

  - Schedule for meetings:
    - Initial call(s) and/or meeting(s) to identify needs/interests
    - Individual/Group meeting expectations (interval/frequency) with topics including: journal articles, presentations, socializing, time management, reviewing manuscripts, revising manuscripts/ dealing with rejection, careers, current events, media requests
  - Schedule and criteria for evaluations, including: rubric, frequency for advisor/committee evaluations, self-evaluation (reflection) and review of long term goals.

- Examples & Resource Links:

  UW Graduate School EID for students: https://www.grad.washington.edu/equity-inclusion-and-diversity/programs-resources/for-students/

  UW Graduate School EID for faculty: https://www.grad.washington.edu/equity-inclusion-and-diversity/programs-resources/for-faculty-and-staff/

  Mentoring Graduate Students: https://grad.uw.edu/wp-content/uploads/Mentoring-Graduate-Students-2020.pdf

  Individual Development Plans (UW Atmospheric Sciences example): https://atmos.uw.edu/students/graduate-program/academic-program/individual-development-plan-idp/

  Mentoring Compacts Examples: https://ictr.wisc.edu/mentoring/mentoring-compactscontracts-examples/

  Center for Multicultural Education focuses on research projects, activities, and services designed to improve practice related to equity issues, intergroup relations, and the achievement of students of color.

  Center for Curriculum Transformation helps individual faculty and departments to address cultural pluralism in the academic curriculum.

[Ethnic Cultural Center](#) promotes diversity, cross-cultural exchange, lectures, and learning beyond the classroom for graduate and undergraduate students. It also provides meeting space and theatre events.

[Graduate Opportunities & Minority Achievement Program (GO-MAP)](#) provides graduate student outreach and recruitment programs, and supports diversity with numerous resources and opportunities.

[Office of Minority Affairs](#) provides outreach and academic support services to ensure a welcoming climate in which all students can realize their full potential.

Professional development and outreach/inreach/networking resources

- Key Content:

  - Outline available resources for training/development or best practices in:

    - Teaching expectations and teaching/pedagogy
    - Project management/budgeting
    - Media training
    - Proposal writing
    - Public speaking
    - Networking
    - Design/drafting of figures using best practices for research group (e.g., Adobe Illustrator, Matlab, Python, Powerpoint)
    - Getting involved in professional societies of relevance to research group
    - Additional coursework (emphasizing the breadth of the UW campus)
    - 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
    - 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 efforts
    - Explicitly acknowledge, discuss, and suggest policies to limit the "time tax" put on people of color for participation in DEI activities and support clear path for opting out
    - Information on honoraria and establishing/charging speaker fees

- Examples & Resource Links:

  UW Professional and Continuing Education: https://www.pce.uw.edu/

  College of the Environment Science Communication and Outreach: https://environment.uw.edu/research/science-communication-outreach/

  ENGAGE Science Speaker Series and Seminar: https://www.engage-science.space/

  Seattle AWIS Association for Women in Science: https://seattleawis.org/

Dr. Kate Huntington Resource Page: http://faculty.washington.edu/kate1/resources.html

Skillset support resources

○ Key Content:

  This topic will vary greatly depending on the lab/unit/department, and should be tailored accordingly. We note some possible skills/experiences as an example, and a few general UW technology sources only.

  - Skills or experiences are required for their work/coursework, with some possible items to note that are likely to be of common need for QRC member research:
    o Driving (car, van, and/or truck)
    o Hiking/outdoors activities
    o Compass/GPS navigation
    o Swimming/SCUBA,
    o Sea-going operations, small boat safety
    o Operating power tools,
    o Working with chemicals requiring chemical safety training
    o Computing, coding and expected computing software/coding experience,
    o International collaboration and travel,
    o First aid; Wilderness first aid training, etc.
    o Bear safety; Safe firearm use
  - What skills training is supported through the organization, how would someone acquire/improve these skills? What training is available prior to arrival?

○ Examples & Resource Links:

  UW IT Connect, Communication Tools, Software and Hardware: https://itconnect.uw.edu/

  UW Accessible Technology: https://www.washington.edu/accessibility/

  UW Student Technology Loan Program: https://stlp.uw.edu/overview

  UW Vehicle Rental, Driving safety information etc.: https://facilities.uw.edu/catalog/vehicle-rental

  EH&S Training: https://www.ehs.washington.edu/training

Note that much of the "Key Content" of this Resource Map template 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.