URGE
Unlearning Racism in Geoscience

[Insert Logo Here]

URGE Resource Map for University/Organization - Example Deliverable

This is a draft Resource Map for Sea Grant Pod at Sea Grant Association. 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. 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.

Maine Sea Grant

- Mentoring plan
  - These resources have been assembled to support the transition of new hires and students to Maine Sea Grant in hopes of building a welcoming, inclusive, and responsive workplace environment that sustains, retains and provides for the long-term professional development of Maine Sea Grant staff.
  - Individual/Group meeting expectations:
    - All Staff Meetings - At this time, Maine Sea Grant staff meet on Wednesdays from 9 – 11 am, every three weeks. An additional optional meeting is held every Wednesday from 10 – 11 am.
    - Individual Meetings – Meeting with your supervisor will be scheduled in accordance with the needs, interests, and availability of you and your supervisor.
  - Evaluations: Hourly and salaried employees of University of Maine conduct annual self-assessments, and salaried employees also conduct annual supervisor performance assessments. All rubrics and guidance related to these assessments can be found at https://mycampus.maine.edu/group/mycampus/performance-management

- Core work resources
  - Code-of-conduct –
    - Employees - as described in the Handbook for Non-represented Faculty and Salaried Staff https://www.maine.edu/human-resources/wp-content/uploads/sites/7/2019/12/NonRepFacultyandSalariedStaffHandbookJuly2017.pdf

- - - Students – Student Conduct Code https://www.maine.edu/board-of-trustees/policy-manual/section-501/
  - ○ Communication plan and expectations, e.g. how do members communicate with each other and what times are appropriate
    - ■ Maine Sea Grant team members have begun these discussions for Orono office staff, and developed a summary form for each person to fill out and share (as comfortable with doing so) but follow-up discussions were disrupted due to COVID. We plan to resume and expand the discussion to the rest of the team through workplace culture discussions during upcoming staff meetings and retreat.
  - ○ Reporting Policy – Bias Response Team https://umaine.edu/biasreporting/bias-response-team/ The UMaine Bias Response Team (BRT) serves the UMaine community by: 1) offering a system and processes that invite students, faculty, and staff to document and address the impacts of bias-related incidents, behaviors and actions, and 2) assuring that institutional values are broadly known and reinforced. The BRT does not replace or subordinate any existing processes for reporting or addressing acts of discrimination, harassment, concern or violence that may violate law and/or university policy. The team does not investigate incidents but can/will refer reported incidents to law enforcement and/or the appropriate university office (e.g., Office of Equal Opportunity; Community Standards, Rights and Responsibilities; Human Resources, etc.). The BRT limits its response to addressing community impact and to reinforcing institutional values.
    File a Report
    https://cm.maxient.com/reportingform.php?UnivofMaineSystem&layout_id=39
    This form should be used to report concerns pertaining to students or UMS employees who have experienced any acts of discrimination based on race, color, religion, sex, sexual orientation, national origin, citizenship status, age, ability, genetic information or veteran's status. The entire University of Maine System policy against identity discrimination is available here.
  - ○ Equipment relevant to your work and site - Maine Sea Grant staff and students work in a range of positions, in offices across the coast. Please work with your direct supervisor to identify the equipment you will need, where it can be found, and/or if equipment will need to be purchased to meet your needs.
  - ○ 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*
- As part of each staff person's annual performance evaluation, ideas and interests for professional development are requested, and prioritized for each person, based on personal interest, relevance to their work plan, and alignment with strategic goals of the Maine Sea Grant Program (which include DEI-related performance measures). Most people participate in numerous professional development workshops and conferences each year.
- Everyone on the team is eligible for professional development support paid for with funds alloted through the Maine Sea Grant 4-year Omnibus budget from NOAA, and supervisors encourage each team member to take advantage of these opportunities each year. There is no set allotment for each person or number of required professional development days, since interest and opportunities ebb and flow, but we make sure each person has one or more professional development activiities planned during performance evaluation meetings in the spring.

- <u>Community support and mental health resources</u>
  - Assistance finding accommodations:
    - Students: on-campus https://umaine.edu/housing/ ; Family housing https://umaine.edu/housing/family-housing/
    - Employees: Family housing https://umaine.edu/housing/family-housing/
  - Support services
    - Office of Diversity and Inclusion https://umaine.edu/diversity-and-inclusion/ and
    - Counseling and psychological services
      - Counseling Center https://umaine.edu/counseling/
      - Counseling Center partners https://umaine.edu/counseling/campus-partners/
    - Office of Community Standards, Rights and Responsibilities https://umaine.edu/communitystandards/
    - Affinity groups and centers https://umaine.edu/diversity-and-inclusion/our-centers/

- 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?
    - Community and Campus Partners https://umaine.edu/volunteer/partners/
- Connecting with cohorts, organizations, social clubs with common identities and/or interests https://umaine.edu/umsg/solist/
- Living and Working in the region: Businesses or other needs, e.g. gyms, barber shops/hair services, etc. https://www.bangorregion.com/our-region/live-work/
- 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!)
    - All Maine Sea Grant staff have a 40-hour work week, unless they have requested a mutual reduction of hours (per UMaine HR guidelines), or have been appointed to a part-time position. There are times when evening or weekend events require work beyond the regular 8:00-4:30 schedule, in which case staff are encouraged to take personal time on subsequent days so as not to work more than their expected number of hours per week.
    - All Maine Sea Grant staff are provided with paid vacation days as outlined in the current University of Maine union contracts for each group of staff:
        - UMPSA is the union for professional staff: https://www.maine.edu/human-resources/wp-content/uploads/sites/7/2020/02/2019-2021-UMPSA-CONTRACT-FINAL-with-signature-111219.pdf
        - AFUM is the union for faculty: https://afum.info/afum-contract-2019-2021/
        - COLT is the union for the Associated Clerical Office Laboratory and Technical staff: https://www.maine.edu/human-resources/wp-content/uploads/sites/7/2020/02/2019-2021-ACSUM-CONTRACT-FINAL-11.19.2019-UPDATED.pdf

- Supervisory staff are non-represented, but according to University of Maine labor relations policy, they accure vacation time in accordance with each currently approved UMPSA and AFUM contract
  - Expectations for vacation leave are that staff will request their preferred vacation leave days at least a week in advance, but preferrably as soon as preferences are identified to obtain approval from the supervisor, and then that each person will list their planned vacation days on the shared team Google calendar, so that the rest of the team is aware they are out (and will not bother people via email, etc.).
    - There are times shorter-term requests are made, and they are typically granted with a reminder to make an advanced request next time, as long as there isn't any urgent business that needs support during the requested leave time
  - Staff are expected to post an "out of office" vacation reply notice on email, to further clarify that they will not be available while they are out, and/or direct inquiries or time-sensitive issues to the appropriate back-up person.
  - University of Maine vacation leave policies are very generous, and include 12 paid holidays each year, in addition to at least 3 weeks of vacation (and up to 5 weeks, depending on tenure with UMaine).
  - Up to 300 hours of accrued vacation leave rolls over into the next year, but anything above that limit is lost, so supervisors often work out a plan with staff in this situation to take additional leave toward the end of the calendar leave, so as not to lose any accrued time.
  - Hours of vacation leave are entered when employees return via the UMaine online HR interface for reporting used time, and supervisors approve the time on a weekly basis for all staff.
- Skillset support resources
  - What skills training is supported through the organization, how would someone acquire/improve these skills? What training is available prior to arrival?
  - Strengthening Your Facilitation Skills https://extension.umaine.edu/community/strengthening-your-facilitation-skills/
  - Building Your Virtual Facilitation Skills https://seagrant.umaine.edu/extension/facilitation-skills-training/
  -

- ○ Some training is provided through professional development opportunities (see professional development section above), and other specific training needs (such as procurement, travel/expense reimbursement processes, Conflict of Interest training, etc.) are offered through the University of Maine Academy – an online training resources platform, where staff can take courses ranging from safety training to social and emotional health training, or other specific topics related to grants management, etc.: https://learningcloud.infobase.com/?from_auth=1
  - ○ Other training needs specifically related to individuals' positions (such as learning eSeaGrant, our research administration technology platform) are provided to individuals as part of their onboarding process
  - ○ We have not previously made training available prior to arrival, except for one-on-one sessions with supervisors to provide information, relevant background documents, and an overview of the position for newly-hired staff. This is primarily out of respect for a staff person's time prior to arrival, but if someone needed specific training, such as a boat Captain's License prior to beginning a position, we would make those arrangements on a case-by-case basis.

- ● Professional development resources
  - ○ Office of Human Resources – Compliance Education (required training of employees) https://umaine.edu/hr/training/
  - ○ Outline available resources for training/development or best practices in:
    - ■ Professional Developing and Continuing Education
      - ● University of Maine https://dll.umaine.edu
      - ● Hutchinson Center https://hutchinsoncenter.umaine.edu/professional-development-programs/
      - ● USM https://usm.maine.edu/pce
      - ● UMF https://www.umf.maine.edu/continuing-ed/
    - ■ Teaching/pedagogy: Center for Innovation in Teaching and Learning https://umaine.edu/citl/
    - ■ Project management/budgeting: Office of Human Resources, Supervisor Development Institute https://umaine.edu/hr/supervisor-development-institute/
    - ■ IT https://www.maine.edu/information-technology/training/
    - ■ Media training https://umaine.edu/it/media-services/
    - ■ Proposal writing: Office of Research Development https://umaine.edu/research-development/training/

- Design/drafting of figures using Adobe Suite/Python/ArcGIS https://www.maine.edu/information-technology/training/
- Getting involved in professional societies
- Additional coursework University of Maine Employee tuition waiver https://umaine.edu/hr/benefits/
- List fellowships, internships, summer experiences, field course opportunities
  Sea Grant Supported Scholarship and Fellowship Opportunities Maine Sea Grant Undergraduate Scholarship in Marine Sciences: Dean John A. Knauss Marine Policy Fellowship: NOAA Coastal Management Fellowship: Sea Grant/NMFS Graduate Fellowships in Population and Ecosystem Dynamics and Marine Resource Economics:
  Other NOAA Scholarship Opportunities
  Ernest F. Hollings Scholarship Program: Dr. Nancy Foster Scholarship Program: Margaret A. Davidson Graduate Fellowship:
- Outline departmental and regional seminars, presentation opportunities, and opportunities to meet with speakers for building a professional network
  - The Mitchell Center for Sustainability Solutions "Sustainability Talks" series, https://umaine.edu/mitchellcenter/seminars/
  - The School of Marine Sciences weekly seminar series, https://umaine.edu/marine/home/sms-seminar-series/
  - The Coastal Conversations radio show, https://seagrant.umaine.edu/extension/coastal-conversations-radio-program/
  - The Sea Grant American Lobster Initiative, the Maine DMR Lobster Research Collaborative
  - Maine Ocean and Coastal Acidification Network, the Northeast Coastal Acidification Network
  - The Alliance for Maine's Marine Economy

- 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

Connecticut Sea Grant

This is a draft Resource Map for the Connecticut Sea Grant / Sea Grant Pod at the University of Connecticut. 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. 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
  This resource map is intended to provide a framework for working with BIPOC individuals in all capacities, whether they are undergraduate- or graduate-student interns, freelancers, or full- or part-time employees. It would be shared proactively, so that individuals would be aware of and encouraged to tap the resources when needed before any racist incident that may occur. This would convey a strong message about CT Sea Grant's commitment to anti-racism and set a tone for open and frank dialogue. It should be presented in the first or one of the first encounters with the individual, if possible in a group meeting to set the expectations for the working environment.
  The individual should be asked about their needs and interests and provided with lists and contact information for relevant organizations as well as in-person introductions to members of these groups when possible. This resource map could include an evaluation form in which the individual would be asked a series of open-ended questions about the racial climate they encountered in their work with CT Sea Grant, with confidentiality provided. This evaluation form would be used by supervisors to discuss with staff and respond with improvement plans. There must be a strong and clear declaration from supervisors that no retaliatory behavior or language is permitted.
  Supervisors and others who work closely with these individuals should set up a schedule of regular meetings to invite feedback and suggestions, hear about any problems and brainstorm solutions.

- Core work resources
  All staff are required to follow the UConn Code of Conduct for respectful communications, inclusion and reporting of any incidents that violate the code. Staff are required to take Code of Conduct training annually. Everyone we work with, especially those from black, brown, indigenous,

LGBTQ and other underrepresented groups should be made aware that CT Sea Grant is serious about abiding by the Code of Conduct and encouraged to immediately report any violations. This applies to all conduct on social media, in out-of-office events, workshops and conferences as well as during regular working hours.

Equipment such as kayaks and life preservers, backpacks and other equipment for particular assignments should be provided to individuals when needed, along with any training needed. Staff should also be willing to accompany these individuals on these assignments to ensure they feel safe and comfortable.

Everyone should be provided with the same amount of funds annually for professional development opportunities of their choice. Special efforts should be made to highlight relevant opportunities for black, brown, indigenous, LGBTQ and other underrepresented individuals, especially those that provide them the chance to network with peers from these groups.

- Community support and mental health resources:
  UConn Avery Point Mental Health Resource Center:
  https://averypoint.uconn.edu/student-life/student-resources/counseling-and-wellness-services/
  Contact: Jessica Musgrove, jessica.musgrove@uconn.edu; confidential voicemail at 860-405-9044
  UConn Office of Institutional Equity: https://equity.uconn.edu/
  UConn Black Lives Matter: https://studentactivities.uconn.edu/black-lives-matter/
  UConn Student Organizations searchable list:
  https://uconntact.uconn.edu/
  UConn African American Cultural Center: https://aacc.uconn.edu/
  UConn Hispanic/Latino Professional Association:
  https://career.uconn.edu/resources/hispanic-latino-professionals-association/
  UConn Center for Career Development:
  https://career.uconn.edu/careereverywhere/
  links to various professional organizations for diverse groups
  LGBTQ services: https://health.uconn.edu/patient-services/lgbtq-services
  UConn area religious communities (Protestant, Catholic, Orthodox Christian, Jewish, Muslim, Non-denominational): http://aarc.stthomasuconn.org/
  In southeastern Connecticut, some of the strongest and most prominent organizations for BIOPIC individuals are:

-- the New London NAACP: http://newlondonnaacp.org/
-- the Martin Luther King Jr. Scholarship Fund: https://www.mlktrustfund.org/

-- Shiloh Baptist Church: http://www.shilohnl.com/

-- Madry Temple: https://www.madrytemplechurch.com/
-- Islamic Center of New London: http://www.icnl.com/

- Skillset support resources
  The practice of encouraging and providing resources for all new hires to attend the Sea Grant Academy and Sea Grant Week programs should be continued, with special emphasis urging BIPOC individuals take advantage of these opportunities and explanations provided of the potential benefits. Opportunities for training in software programs and other skills that would be helpful in their positions should be provided.

- Professional development resources
  Sea Grant Week and the Sea Grant Academy; webinars in particular computer skills (i.e., making documents web accessible) offered regularly through UConn and the Sea Grant network; UConn Extension network also provides training and networking resources.

- Outreach resources
  Most CT Sea Grant staff are members of one of two unions: UCPEA (http://ucpea.ct.aft.org/) or UConn AAUP (http://uconnaaup.org/). Both have resources available on pay and workplace equity issues. The UConn Human Resources office is also a good source: https://hr.uconn.edu/.

Oregon Sea Grant

From the Oregon Sea Grant perspective, I focused on our Scholars Program activities (grad and ugrad). We have slightly different approaches for 10-week undergraduate summer scholars versus year-long graduate fellows. And we tend to individualize our approach for each student, depending on their location, duration, and needs. Many scholars and fellows are not located on campus, so this makes accessing university resources a challenge. And coastal communities are often lacking in resources for BIPOC individuals – which we try and cover for students before they are placed in these locations.

I'm focusing on a few aspects of our mentoring plans, which include host recruitment and student onboarding.

My response is broken into 3 stages: 1. Host recruitment/mentoring, 2. Initial scholar/fellow offer, and 3. Setting/assessing expectations along the way.

1. Host Recruitment/mentoring - I've included a copy of our host application for an undergraduate summer scholar for a coastal position. This is the program where ORSG has the most experience in trying to broaden opportunities for students from historically underrepresented communities, and you can see some of the specifics that we asks hosts to consider (this question is highlighted in the document: How will you or your organization provide an inclusive environment for students from underrepresented populations?). We also hold a session with hosts to discuss mentoring expectations, and provide them a really simple overview of what we expect in terms of good mentoring practices (attached).

2. Initial Offer: Each scholar or fellow receives an offer letter that outlines many of the expectations for their positions, and includes some resources that might be relevant – a sample copy of a graduate fellow offer letter and an undergraduate offer letter are included here. Not a lot that is specific to BIPOC students, but we try to outline expectations as clearly as possible from the beginning.

3. Once on board, and along the way: We meet with all scholars/fellows about 2 weeks into their positions (with mentors, if possible) to assess expectations and have them sign and return a document (sample attached here) that outlines the expectations for the project, including deliverables and access to (and potential funding for) professional development opportunities.

   Our graduate fellows' Community of Practice also produced these Individual Development Plans (modeled on one developed by WA Dept of Ecology) for fellows and their mentors to use at the beginning, middle, and end of the fellowship to outline and assess progress. We provide these tools and encourage (but do not require) their use.

Mentor Expectations:
https://drive.google.com/file/d/17OjlILYKTiBjaVnECrMVjJOPoAC9YRbR/view?usp=sharing
Fellow Expectations: https://drive.google.com/file/d/1V1RNqQB_sW-bYzmVvTwN1P9ViCycdQBe/view?usp=sharing

Ohio Sea Grant

The Ohio Sea Grant organization as part of The Ohio State University is fortunate to have access to university resources to support staff. The following resources are divided into categories identified as part of the resource map. Ohio Sea Grant also has a biological field station, known as Stone Laboratory, in Lake Erie, which hosts students, staff and faculty. Resources in this map will also include those which apply to students. Our parent organization, Sea Grant Association, provides some guidelines, best practices and resources but these are largely at the org level and not at the staff/individual level. In order for individual Sea Grants to develop and implement policy

changes and reporting structures, the national office will need to lead the way and highlight those states which have taken a proactive approach.

The onboarding process at Ohio Sea Grant is not uniform at this time but standardizing the information provided needs to be the next step. While there are multiple types of staffing positions there is still opportunity to standardize the following components: Communication plan between other members (frequency, duration and method), Evaluation process (being explicit about timelines, forms, expectations and potential for salary increases and/or stipends), and Schedule of work to include explicit explanations about vacation and sick time policies, remote work, conferences and travel policies, and the expectations of the individual within the organizational structure.

It is strongly encouraged that opportunities for professional development be explored on an individual basis with a mentor or supervisor, as well as compensation for any duties relating to JEDI work if a dedicated position does not exist at that time.

We have created an existing resource map below, but recognize those areas where resources are lacking. Employees work in offices across the state and access to resources will vary, but a more detailed resource map is necessary to support all staff in all locations. Retention of quality staff should be a priority and providing resources, clear and explicit expectations and policies, and opportunities for development and growth are imperative.

Resources:
Mentorship/Community
Employee Resource Groups
Social Justice Research Lab
The Women's Place
Association for Staff and Faculty Women
SACNAS – OSU chapter
Women of Color Collective
Students – Mentorship (staff/faculty can become advisors as well and find community)
APIDA Peer Mentorship Program
First Generation Student Community Mentorship Program
Latinx Peer Mentorship Program
OSQ* Peer Mentorship Program
Sankofa Community Mentorship Program
Women's Community Mentorship Program
Leadership/Cohorts
Ujima Network

[Women's Leadership Coalition](#)
[Native OSU](#)
*this is not an exhaustive list

Core Work Resources

This category as listed in the example includes specific and explicit policies about staff communication plans and guidelines, code of conduct, reporting policies and how to access equipment, etc. At this time Ohio Sea Grant doesn't have this information organized or presented for staff in a centralized location, which makes it difficult to navigate if you're new. I am recommending our organization take the time to develop a staff page with policies, forms, documents and guidelines in addition to a list of contacts.

Community Support and Mental Health Services

This category is also supported largely by our partner institution, The Ohio State University and as such we rely on these resources. For items like relocation services, housing, and other ways to help someone "fit in", I believe these are happening anecdotally and likely between like-minded individuals. However, if this organization is looking to diversity staff there will need to be more energy put into developing these resources for all staff.

Skillset Support Resources and Professional Development

These two categories are largely the individual staff's responsibility to pursue. While supervisors can be supportive of ideas and suggestions for opportunities, an individualized plan incorporated into the annual performance evaluation and in regular meetings will help support the staff. Ohio Sea Grant, while part of the larger university and the parent organization, Sea Grant Association, often operates more closely in-house. There are many opportunities with both larger partners but these are not well advertised and it is staff's responsibility to seek these out. Developing skills within your job, for your job and beyond your job are all critical to an employee's sense of belonging and worth in the organization. I am recommending that our organizational leadership take an active role in each employee's professional development and form stronger alliances with both partner and parent orgs.

Outreach Resources

Ohio Sea Grant's response to recent social justice movements and implementing JEDI training and opportunities for staff has been supported by leadership but generated from individual staff. Participation of two staff members in this URGE series is a forward step to improve existing policies and shape the organizational culture to one of inclusivity.