**URGE**
**Unlearning Racism in Geoscience**

**SOUTH DAKOTA MINES**
An engineering, science and technology university

Session 7: URGE Resource Map for the Department of Geology and Geological Engineering at South Dakota School of Mines and Technology
First Draft: May 2021

*This is a draft Resource Map for the South Dakota Mines Pod at South Dakota School of Mines and Technology. 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.*

- Onboarding and Expectations

At the department-level, there are already several onboarding and expectations-based activities or documents in place. Many of these focus on the logistics and mechanics of graduate education at SDSMT. In addition to the logistical aspects of our graduate programs, we also try to facilitate campus culture and social aspects to graduate school. Developing the ability to communicate informally and formally with diverse audiences is critical to growth as a graduate student. Communication and explaining complex topics is an invaluable skillset that will help students thrive in the work force (or in academics) after graduation.

- *Logistics and mechanics of graduate school*
  - *Department-level:* graduate student handbook (updated regularly) that contains the ins and outs of the program, graduate education procedures (GGE Graduate Student Handbook 2020-2021)
  - Initial pre-semester meeting with advisor and one other faculty member
    - Complete plan of study (informal document course plan; Graduate program planning sheet)
  - Graduate education offers orientation at the start of the semester, and information is emailed directly to new and returning students
  - Institutes are cold, well-oiled machine—university-level requirements, paperwork, forms, deadlines (written in stone) (Graduate Education Policies)
- *Campus culture and social networking*
  - Fall kick-off party: department-sponsored potluck event for faculty, staff, and students, both undergraduate and graduate. The event also includes a geology-themed photo competition.
  - *Plan to implement Fall 2021*—To foster campus culture among graduate students, we plan to implement a get-together with new and returning graduate students facilitated by student representatives and/or the graduate program coordinator
    - Meet and greet with food on campus

- Learn some more onboarding procedures
- Interactions between geology/geological engineering and paleo grad students
- Facilitate peer to peer mentoring
- Establishing an open space to join and meet
- Social interaction to improve communication (important for future employment where you will work with people from different backgrounds and with different skillsets)
  - Before seminars on Fridays social interaction: 30 minute social time with snacks and drinks in PRL atrium (or other open venue)
    - Promote inclusive social interactions with peers and faculty
  - Post-seminar happy hour, off-campus
    - Informal interaction with seminar speaker, graduate students, faculty
- *Developing communication skills and broadening horizons*
  - Group meetings—journal club to read more broadly, enables discussion and helps to expand general geology/paleontology knowledge-base
    - Practice talks with peers
    - Feedback on written documents
  - Chalk talks—reach a broad, diverse audience with different backgrounds, outside of your field of research
    - Informal feedback to peers on short talk (no PowerPoint, only a board and a marker/chalk)
    - Learn how to accept constructive feedback
    - Learn how to communicate effectively orally and to distill complex topics to a general audience of peers
- *Logistics of graduate school and working with your advisor/committee*
  - Individual/Group meeting expectations—major advisor should establish guidelines or details on meetings with students at the start of every semester.
    - Start of semester goals and expectations
      - Establish long-term (year or longer) and short-term (semester) goals, and what is needed to achieve these goals
    - One-on-one meetings (e.g., 1 hour; twice a month)
      - Expectations: time to discuss research progress, challenges or questions, practice presentations; discuss manuscripts; career mentorship and advice; external funding opportunities
    - Group meetings (e.g., 1 hour; once a month; goal or activity planned ahead of time)
      - Journal article discussion; practice presentations; socialize with peers
    - Research credits and expectations—thesis or dissertation credits (described in the GGE graduate student handbook) come with a level of expectation for satisfying those credits. Discussions at the start of the semester will outline expectations from the advisor and student perspectives.

- ⊄ Students are expected to prioritize their academic success first, completing their work in a timely manner, behaving professionally, and arriving on time. If classes are in session, students are expected to be on campus and/or to respond to emails within 24 hours. Depending on the TA or RA assignment, workload expectations will vary and will be discussed with the instructor of record and/or the research advisor. Vacations during university-recognized holidays are permitted. University staff are able to take ~2 weeks of leave per year, and students can expect that same amount of time (excluding holidays, sick days, etc.).

- Core work resources
  - ⊄ *Current Codes of Conduct*
    - ■ Faculty/Staff Code of Conduct: Faculty Staff Handbook
      - For NFE's (Staff): on page 21
        - ○ Links to BOR Policy 4.44
          - ■ Harassment of students or employees – outlined in BOR Policy 1:17
            - But only talks about sexual harassment
        - ○ Currently no mention of inclusivity and diversity
      - For Faculty: on page 22
        - ○ Refers to COHE 15.1 Code of Conduct – Discipline – Just Cause – see p. 75
          - ■ "competent, productive, effective, or ethical performance"
        - ○ Focuses more on disciplinary measures than violations
        - ○ Currently no mention of inclusivity and diversity
      - Affirmative Action Statement – p. 29
      - Antiharassment – p. 26
        - ○ Includes harassment based on sex, race, color, creed, religion, national origin, ancestry, citizenship, gender, gender identity, transgender, sexual orientation, age, disability, genetic information, or veteran status
        - ○ Refers back to BOR Policy 1:17 – but this policy is strictly about sexual harassment
    - ■ Student Code of Conduct – BOR Policy 3:4
      - Includes human rights violations: "Violence, Harassment, Stalking, Discrimination, and Retaliation"
      - They define harassment as ": Conduct towards another person that is so severe, pervasive, and objectively offensive that it effectively denies the individual's ability to participate in or to realize the intended benefits of an Institutional activity or resource
      - *Seems to be much broader than NFE's or Faculty Code of Conduct when it comes to harassment based on race or gender that isn't of a sexual nature*
    - ■ Community Standards Main Page: click here

- Lists multiple resources for the campus community including the Student Code of Conduct, Drug and Alcohol Policy, Weapon Policy, BOR Policies, Title IX, Reporting Student Concerns, Campus Crime and Fire Report, etc.
    - ***Suggestions or directions for improvement****:* Create a comprehensive Code of Conduct that accurately deals with these situations that is made publicly available to students, staff, and faculty that isn't just legal jargon or refers to a BOR policy that doesn't really cover the situation.
        - A more achievable goal is to create an anti-racist policy for the GGE department
- 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
    - On the Community Standards Page ([click here](#)), students are able to report using the online Advocate Reporting program – this includes academic integrity issues, conduct charges, or general issues/concerns. All reports are completed anonymously.
        - [Public Incident Reporting System](#)
    - *Suggestions:* Make this form more widely available on multiple pages on the SD Mines website and also include a statement on insensitivity or harassment – right now it's unclear if this is the reporting system that is appropriate for this type of incident.
- Communication plan and expectations, e.g. how do members communicate with each other and what times are appropriate
    - The primary mode of communication on campus is email. Students and advisors are expected to reply in a reasonable timeframe (within 24 hours, excluding weekends). As needed, for example to coordinate field work or questions in the lab, text or calls may also be expected.
- Equipment - where to find, fund individual gear like hiking boots, fund or provide access to sufficient "library" of hiking/camping/outdoor equipment
    - GGE currently does not have the capacity to operate an equipment library with shared gear. There are many local stores that sell camping, hiking, outdoor equipment (i.e., Scheels, Roam'n Around, Cabela's, etc.).
    - Students can borrow Brunton Compasses from the department as needed to complete field work.
    - Additional resources available to loan include: safety vests, hard hats, steel toe boot inserts, several camping stoves, folding tables.
    - *Suggestions:* Begin to develop a resource of hiking/outdoor/camping equipment that can be signed in and out for students in need for field work or field camp.
- Conference and workshop participation
    - Be explicit about opportunities for this type of participation and at what point they will be expected to attend conferences
    - The GGE department supports graduate and undergraduate students with funds for participating in conferences, workshops, or other professional development

activities based on need. Students are required to apply for these funds, and an announcement is sent out at the start of each semester.

- The GGE department also emails out opportunities for travel grants, scholarships, internship/co-op/job opportunities as they receive them from outside sources. We post these opportunities to a physical board in the Mineral Industries Building.
- Choice of conference or workshop to be determined by the student and major advisor.
  - Includes, but not limited to, workshops/conferences organized by GSA, AGU, SVP, SACNAS, NABG, AISES, GeoLatinas.

- Community support and mental health resources

Graduate students are able to apply to live in on-campus housing. For students moving to Rapid City, this is a great option, especially for the first year.

- ⊄ On-campus housing: applications can be submitted [online](online)
- ⊄ The [Center for Diversity and Inclusion](Center for Diversity and Inclusion) is directed by Jesse Herrera
- ⊄ Counseling services are available to university students through the [Counseling Office](Counseling Office)
- ⊄ Students are encouraged and will be assisted in making connections to someone who may understand their experience (e.g., Black male counselor for a Black male student). Students are also encouraged to join clubs or societies. Some examples include: the SDSMT chapters of the National Society of Black Engineers ([NSBE](NSBE)), the American Indian Science and Engineering Society ([AISES](AISES)), and Society of Hispanic Professional Engineers ([SHPE](SHPE)).
- ⊄ [Mines Link](Mines Link) is an online calendar of events within the campus community. Students can sign up for specific email alerts as well.
- ⊄ [The Ivanhoe International Center](The Ivanhoe International Center) on campus helps to support international students with the logistics of studying and living in the US. Period events include community dinners and celebrations of holidays.
- ⊄ There is a community shelf area set up in the Surbeck Student Center that provides students with canned goods, hygiene products, toiletries, and other items. Donations are accepted at any time and students can access these items free of charge. A similar shelf is available in the GGE department with food and snacks.
- ⊄ Rapid City has various clubs, organizations, and religious or spiritual groups.
  - Caving: [Paha Sapa Grotto](Paha Sapa Grotto) meets monthly and offers training for new and experienced cavers in the region.
  - Textiles and crafts: [Fall River Fibers](Fall River Fibers) is located in Hot Springs and provides resources for textile-based crafts. They also offer opportunities to learn new skills or hobbies.
  - [Community education](Community education): the Black Hills Community has many opportunities to connect with others in the area with similar interest or to pick up a new hobby, learn something new, or to explore the region. Courses are continuously updated and offered at various locations throughout the region.
- ⊄ There are many active [student organizations](student organizations) on campus that meet regularly throughout the year, organize volunteer activities, or social events.

- ⊄ There is a gym/<u>wellness center</u> on campus that is available for faculty, staff, and students. This also includes a climbing wall.

- ● <u>Skillset support resources</u>

On campus resources include the Student Success Center, the Devereaux Library, and Information Technology Services. Expected experiences or skills vary by research program, but may include:

- ⊄ *Driving*—a valid driver's license for assisting in TA duties or conducting field work is not a requirement. However, if a student is planning to drive a state vehicle, university-level paperwork must be submitted in advance through the SNAP portal and students must have a valid driver's license.
- ⊄ *Lab safety training*—anyone working in a lab on the SD Mines campus is required to take laboratory safety training annually through Environmental Health and Safety. Trainings are offered at the start of each semester or as needed.
- ⊄ *Time management and academic success*—students that need help with developing time management skills can contact the <u>Student Success Center</u> on campus for individual meetings to develop a success plan.
- ⊄ *Computer or software-related questions*—students that opt in to the university <u>laptop program</u> have full support from ITS staff in any issues related to laptops or software. Others may also request assistance by either calling or emailing <u>ITS</u>.
- ⊄ *CPR/First Aid training*—faculty, staff, and students in leadership roles can request CPR/First Aid training, and if needed, these can be sponsored by the department.
  - ■ *Wilderness First Aid training*—there are occasionally opportunities to participate in wilderness first aid training off-campus. As needed, this may be supported by the department for faculty, staff, and potentially students that require these additional skills.
- ⊄ Required skills in coding or computer languages vary by research area. Anyone interested in developing these skills are encouraged to seek out online resources. For students, some courses are available on campus that may help to develop these skills.

- ● <u>Professional development resources</u>

Professional development for students, faculty, and staff vary on an annual basis. Some opportunities are provided by the university, including through graduate education, and others are available through off-campus resources.

- ⊄ Resources for training/development or best practices vary annually, and topics include:
  - ■ Teaching/pedagogy
  - ■ Project management/budgeting
  - ■ Mentoring
  - ■ Media training and communicating with the public
  - ■ Proposal writing and grant submissions
  - ■ Public speaking
  - ■ Networking
- ⊄ Fellowships, internships, summer experiences, field course opportunities

- ■ Opportunities for students to gain experience through internships, fellowships, or field course are sent to students as they are announced and are posted to a physical board in the Mineral Industries Building.
- ■ Students are also encouraged to engage with professional societies. Societies often provide scholarships, fellowships, or research awards for students that are members of their societies, including the Geological Society of America.

- ⌷ *Weekly seminar series*—each Friday GGE hosts a research [seminar](). Speakers from external universities, industries, or departments present. Opportunities to for students, faculty, and staff to meet with students are made available when possible. The list of seminar speakers and topics is updated throughout the semester.

- ⌷ *Weekly brown bag*—every Monday, graduate students (and occasionally faculty) are invited to present their research to practice for upcoming conferences or proposal/thesis defenses to receive feedback from their peers and faculty. Students volunteer at the start of the semester graduate student meeting or students can sign up later in the semester.

- ⌷ *GGE Departmental Geology Library*—The department has a small library with various textbooks, references, popular science books, etc. available for students, faculty and staff to loan. Requests for specific items can be made at any time, and pending resource availability, these may be purchased by the department.