This is a draft Resource Map for the URGE Pod at the University of Arkansas. Currently, the department of Geoscience has an informal mentoring plan for new faculty and no mentoring plan for new graduate students. The current Geoscience graduate students have created an all-inclusive guide to being a graduate student at the University of Arkansas, which documents everything from program requirements to the best places to eat in Fayetteville, AR. This document is private but shared widely among the graduate students (e.g., within Teams) and encouraged by the faculty. The university will adopt a mentoring program in the coming year called the Bridge Program, which aims to formalize new faculty mentoring, and the department of Geoscience has committed to participating in the Bridge Program. Below we describe a mentoring implementation plan and the various resources we have found that we will distribute to all new faculty and graduate students who enter the department.

- Mentoring plan
  - The Department of Geosciences has an active, though informal, mentoring plan. The plan consists of each new faculty contacting up to three mentors that agree to meet with them as they see fit. At the end of the first year, the department head informs the new faculty and mentors that their informal mentoring group can be kept for the following year or have mentors swapped in or out. We have mixed reviews about this informal mentoring program.
  - The Bridge Program (https://fulbright.uark.edu/new-faculty/bridge.php) is a university-wide mentoring program for new faculty that will begin soon at the University of Arkansas. This program entails (1) creating welcoming teams and, subsequently, mentoring teams, and (2) a set of welcoming (pre-boarding/onboarding) and mentoring activities for all new full-time faculty members. The Bridge Program's goal is to provide "equal access to the benefits associated with good mentoring" and structural support to all new faculty, especially faculty from historically underrepresented groups and all marginalized faculty. To ensure the faculty's successful integration into their units and the UA campus, the Program assists new faculty with (1) navigating our campus and its culture, (2) integrating into the home unit, college, university, and local communities, and (3) embarking on activities (e.g., instruction, scholarship) that are central to the faculty's success and their career. In 2020, the UA received an NSF ADVANCE grant and the piloted Bridge Program will be included among the deliverables of the grant. With funding from the ADVANCE grant, the Program will be rolled out across the campus. The Department of Geosciences has already committed to participate in this program.
  - For incoming graduate students, the University of Arkansas Graduate School conducts a small (<20 incoming students) week-long Razorgrad Institute for Success and Engagement (RISE) for students from historically underrepresented populations (https://graduate-and-

- o We would like to provide all the resources provided in this document to the new hires and graduate students at their prospective visits, when they accept the positions, and/or at orientation.
- o We are also establishing a yearly departmental "Climate Survey" via an online anonymous form to inquire about faculty and students needs to better help them succeed. We intend to also connect with prospective students and faculty to individually share departmental resources and the results of our climate surveys.
- o The graduate students have created a guide that is distributed to all new and current graduate students. We plan to adapt this living document and distribute to new faculty.
- Core work resources
  - o Code of conduct (https://handbook.uark.edu/)
  - o Geosciences Graduate student handbook
  - o Communication and plan expectations (e.g. how do members communicate with each other and what times are appropriate)
    - Currently decided between advisor and advisee
    - No department-wide rules
  - o Reporting policy- https://report.uark.edu/. Additional points of contact for reporting outside of an advisor are as follows:
    - All university employees are required to report if you talk to them about an incident
      - faculty,
      - administrators,
      - academic advisors,
      - coaches and athletic trainers,
      - graduate teaching and research assistants,
      - resident assistants, and
      - all supervisory staff.
    - Anonymous reporting
    - Online reporting system
    - Title IX coordinator (Liz Means)
    - Office of Equal Opportunity and Compliance (OEOC)
    - Report discrimination here: https://oeoc.uark.edu/reporting/index.php
  - o Equipment- where to find, fund individual gear like hiking boots fund or provide, access to sufficient library of hiking/camping/outdoors
    - Currently must be discussed between advisor and advisee

- In the past, we have had a gear drive to provide reduced price outdoor equipment for field camp students, but this does not exist for graduate students.
    - Conference and workshop participation (how often and who pays for it?)
        - Currently decided between advisor and advisee
        - The graduate school has travel grants for conferences and the application can be found here:
            - https://gpsc.uark.edu/travel/ ($500 grant)
            - https://graduate-and-international.uark.edu/graduate/costs-and-funding/travel-and-research/travel-grants.php ($1100 for doctoral students and $660 for masters)
        - We are open to considering proposed workshops/conferences, especially for groups like SACNAS, NABG, AISES, GeoLatinas
            - We have hosted the NABG conference every year since 2009 (with the exception of 2020 and 2021 due to COVID-19).
- Community support and mental health resources
    - Assistance finding accommodations, moving expenses/assistance
        - Jane B. Gearhart Full Circle Food Pantry (https://service.uark.edu/services/pantry/)
        - Link the new graduate students up with a current student to help them find a place to live, this would be informal and initiated by the primary advisor
    - Services at organization/university:
        - Division of diversity, equity, and inclusion information and team can be found here (https://diversity.uark.edu/)
        - Counseling and psychological services- CAPS (479-575-5376), which also has DEI resources (https://health.uark.edu/mental-health/caps-diversity.php)
        - Center for multi-cultural and diversity education (https://multicultural.uark.edu/)
        - Ombudsperson (N/A, cannot find who this is but it appears that there is one at the university)
        - The university has lots of affinity groups (mostly in the form of RSOs) and the full list can be found here: https://diversity.uark.edu/get-involved/registered-student-organizations.php
            - African students organization
            - Al-Islam student association
            - Black graduate student association
            - Diversity, Inclusion, and You association
    - Encourage and assist making connections to someone who may understand their experience (e.g., Black male counselor for a Black male student)- we will add this to our informal mentoring plan and graduate student guide.

- o Calendar(s) of events or mailing lists to join
  - The department of Geoscience has a mailing list where relevant information is distributed. All new and current faculty and graduate students are added to this mailing list.
  - The graduate students are also added to a graduate school mailing list where events hosted by the graduate school and other relevant information is distributed.
  - Other listservs (larger community like Gilbert Club) are not widely distributed amongst the department. Finding these list servs is mostly up to yourself or an advisor, peer, or mentor.
- o 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? Ideas for connecting with cohorts, organizations, social clubs with common identities and/or interests.
  - We plan to address these on an individual basis
  - We also plan to ask about resources needed by the new graduate students at orientation, so we can add them to the informal graduate guide
- o Local businesses for POC
  - Instagram accounts to follow:
    @blackownednwa
    - Fitness (a few of many)
      - o ELXR Yoga Lounge
      - o Diamond Training
      - o Speed Matterz
    - Salons, Barber Shops, and Beauty (a few of many)
      - o Brushed Beauty Studio
      - o NWA Hair Couture
      - o House of Styles
      - o Levelz 2 Barber Lounge
      - o Signature Fadez
      - o A Cut Above
      - o Truly Devine 2 Salon
      - o MikiBeautePlus Salon
    - Arts and Entertainment (a few of many)
      - o Chrystal Seawood
      - o Puzzled Pictures
      - o My-T-By-Design
      - o NICE NWA
      - o DJ Afrosia
      - o DJ Ty Walker

- o Tara Talks, Ryan Listens
  - o Sauced Up Radio
  - o The Black Label Show
  - Foods and Restaurants (a few of many)
    - o Berry Natural
    - o Recipes & Barbecue
    - o Zanzibar Kitchen
    - o Mary's Vegan Kitchen
    - o Sweet Greens Vegan
    - o KDKS Chicken & Waffles
    - o Wes's Bar-B-Q & Burger Plus

  @fayettevillear
  @fayflyer
  @fayettevilleparksandrec
  @fayettefood
  @fayettevillefarmersmarket

  - o We have no data on whether the department would be willing to:
    - Fund membership fees for organizations like SACNAS, NABG, AISES, GeoLatinas, and others
    - Outline expectations for taking vacation (e.g., 3weeks) and for reasonable workhours (e.g., 40-50 hrs/wk; be explicit!)
    - We plan to propose making both of these norms
- Skillset support resources
  - o 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.
    - Case by case basis
    - Hiking and outdoor activities may be required for classes, even if they are not necessary for graduate research.
    - We currently do not have any program in place to assist with field gear for graduate students who may not already own it, but we recently started a gear drive for undergraduate students to obtain cheap gear for field camp.
    - Operating power tools may be required, but we have no formal training for learning how to do this.
  - o What skills training is supported through the organization, how would someone acquire/improve these skills? What training is available prior to arrival?
    - No training available prior to arrival
    - Various DEI trainings at the university level
    - No geology-related training provided outside of courses and advisor specific training

- o 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?
  - Not all students in the program need to know how to code.
  - The department of Geoscience has multiple classes that focus on learning how to code or improving coding skills (R and Python). If students need this for their research they are encouraged to enroll.
  - If students need to use Matlab for their research (or another program), they can work with their advisor for this.
- Professional development resources
  - o We would like to start (or reinstate) the following groups focused on professional development:
    - Writing club
    - Brown bag lunch (research talks at lunch)
    - PhD coffee hour
- Outreach resources
  - o Outline of 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
    - Opportunities include:
      - JEDI coffee hour on Fridays where the department (faculty and students) meet to discuss and workshop relevant opportunities/topics
      - JEDI committee (made of faculty and one student representative)
      - JEDI graduate student group where graduate students meet and plan/work on objectives to increase diversity and inclusion in the department (currently an informal group)
      - Geoscience Student Mentorship Program (GSMP) where graduate or upper-level undergraduate students mentor students in the department on various topics (i.e. finding a job, how to go to graduate school, building a resume). This program is currently optional for undergraduate geoscience students.
      - Various university-wide workshops (e.g., OUCH! training)
      - Equity discussion group teams channel for sharing resources inside and outside of the University of Arkansas
    - Expectations, benefits, and compensation:
      - No compensation currently and it is only considered as part of the Service portion of the job description.
      - No expectation from the department to participate, but it is strongly encouraged.

- 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
    - We currently do not have any policies to limit the time tax put on POC for participating in DEI activities. We also do not have any "pressure" for people to join DEI activities and do not currently consider participation explicitly in tenure.
    - We have paid one speaker to lead a department discussion of the book "How to be an Antiracist". The speaker asked the department to pay them, which we did, but we do not have any policies for this. The other DEI talks we have hosted have not had honoraria.