

# URGE

## Unlearning Racism in Geoscience



University of Nevada, Reno

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### URGE Resource Map for UNR

This is a draft Resource Map for the *GPHS & Others POD* at UNR. 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.

**\*\* should we include resources for applicants?**

#### **Universal Resources for All Graduate Students**

The GPHS utilizes UNR student resource outlets and recognizes there are limitations to resources offered through the institution. Below is a summary of resources both on and off campus. [Graduate Student Association](#) Each Graduate School is represented by a [Graduate Student Representative](#)

GSA Committees:

- **Community support and mental health resources**
  - Assistance finding accommodations, moving expenses/assistance
    - **GPHS** – None, used to have a Facebook page
      - Create a housing network
      - [Running Google Sheet with links/housing options and contacts?](#)
    - **UNR**
      - [Household Items Program](#)
      - [International Student Transitional Loan](#) – up to \$500 loan
      - [Living in Reno](#)
        - Online and in-person campus tours
        - Fun Events/ Activities
        - Residential/off-campus housing resources (minimal off-campus, unclear whether residential houses, i.e. LLCs, open to graduate students)
        - Childcare resources
  - Services at organization/university: diversity officer, counseling and psychological services, ombudsperson, affinity groups, etc.
    - **GPHS**



- UNR
      - See Clubs/Organizations
    - Reno
      - [Arts & Culture Commission](#)
  - Businesses or other needs, e.g. gyms, barber shops/hair services, etc.
  - Introductions for other people of color –
    - GPHS
      - fund membership fees for organizations like SACNAS, NABG, AISES, GeoLatinas, and others
    - UNR
      - [gyms](#)
- **Skillset/Professional support resources**
  - What skills or experiences are required for their work?
    - GPHS [Program Handbook](#)
  - Outline available resources for training/development or best practices in: **\*\* Does the GPHS support students taking courses in these topics?**
    - Teaching/pedagogy
      - Teaching Courses
      - [Teaching assistantship training/Course Required](#)
    - 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
    - [Gain Program](#) for PhD students
    - [Similar program for Master's Students](#)
  - Outline departmental and regional seminars, presentation opportunities, and opportunities to meet with speakers for building a professional network
    - Weekly emails to the GPHS extensively outline these opportunities
    - Encourage departments to do the same
- Outreach resources – **when would we discuss these things**
  - 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 Specific to Lab Groups/Mentors/Faculty/Leaders**

The GPHS expects affiliated faculty to maintain personal websites or other outlets to communicate goals and expectations for their students, and also what students can expect from them. Below examples can be used as an outline. **Transparency**

- **Skillset Expectations/Timeline**
  - What skills or experiences are required for their work? e.g., driving, hiking/outdoors activities, compass/GPS navigation, swimming/SCUBA, operating power tools, first aid, etc.
    - How are they expected to acquire these skills?
  - What skills training is supported through the organization?
    - How are they expected to acquire these skills?
  - Do they need to know how to code? If so, what languages? (e.g., R, Matlab, Python)
    - How are they expected to acquire these skills?
- **Mentoring plan**
  - Summary of 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
  - Outline expectations for taking vacation (e.g., 3 weeks) and for reasonable work hours (e.g., 40-50 hrs/wk; be explicit!)
- **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
    - See Session 6 Deliverable
- **Career Planning and Networking Resources**
  - 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
- Networking/Introductions
  - What can students expect from professor networking relationships/publications