

# URGE

## Unlearning Racism in Geoscience

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### URGE Resource Map for University/Organization - Deliverable

This deliverable comes with three parts:

1. The 'Resource Map' is a summary and guide to locate resources available for graduate students in the UVA-Environmental Sciences at University of Virginia.
2. The 'Resource Inventory' is a curated list of all the resources readily available to all graduate students in the department, including resources primarily for BIPOC.
3. The 'Proposal for Additional Resources and Services' summarizes the current, unmet needs of BIPOC (evaluated from one-on-one interviews with BIPOC graduate students) and recommendations of resources and services to address them.

### TABLE OF CONTENTS

	PAGE
I. Resource Map	3
II. Resource List	4
1. Community Support	
Charlottesville Community and Clubs	
Graduate Student Community within EVSC	
School/University-wide Community	
BIPOC-specific programs/officers	
Community Spaces	
2. Core Work Resources	5
EVSC program documents	
Conferences	
Funding Opportunities (Fellowships and Grants)	
Field Work Equipment	
3. Relevant People/Positions/Committees	7
GARC, DGS, DDEI, DEI Committee descriptions	
Department contact persons	
4. Wellbeing and Mental Health Resources	7
Student Health Center	
Counseling and Psychological Services	
Free Mental Health Resources	
5. Reporting Tools	8
6. Skillset Support Resources	8
Coding/Programming Workshops	
Scholars' Lab	
7. Professional Development Resources	9
PhD Plus	
UVA Career Center	
NSF Graduate Research Program Preparation Workshop Series	
UVA's Alumni LinkedIn Page	
International Students and Scholars Program	
8. Outreach Resources	9
VA-NC	
Environmental Sciences Department Undergraduate Research Mentoring	
III. Proposal for additional resources and services	10

This Resource Map is a curated list of resources available for graduate students in the UVA-Environmental Sciences at University of Virginia. 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](#). It is recommended that the resource map and inventory be reviewed and updated annually.

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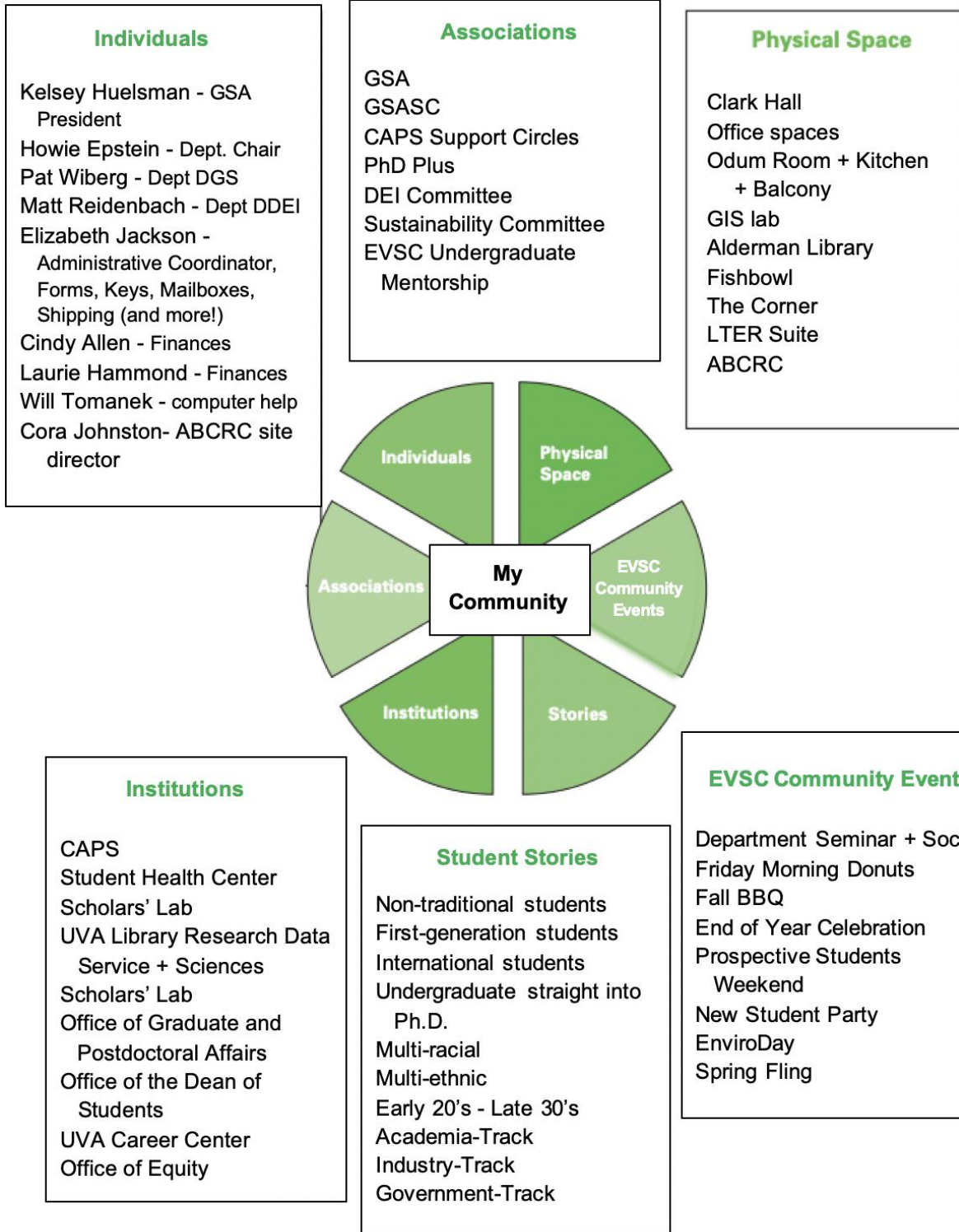
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# I. RESOURCE MAP



## II. RESOURCE INVENTORY

### 1. Community support

#### a. Charlottesville/UVA

- i. Charlottesville Clubs- directory of various clubs within the larger Charlottesville community based on interest: outdoors, sports, politics, gaming, creative, dance, tech and business, food and beverage, historical, and miscellaneous

1. [Website link](#)
2. [Google excel sheet directory](#)

- ii. [Charlottesville/UVA Community guide](#) - list of resources through the Office of Graduate & Postdoctoral Affairs. Includes:

1. Recreational activities in Charlottesville
2. Community Resources
3. Getting Settled (housing, bus (free with UVA ID), etc...)

#### b. EVSC community:

- i. [Graduate Student Association \(GSA\)](#), not to be confused with the Graduate School of Arts and Sciences (GSAS) Graduate Student Council. All graduate students are automatically GSA members and benefit from events and services led by graduate students. GSA recently formalized and reorganized its infrastructure, establishing a leadership team, to lead initiatives focused on addressing graduate student concerns and issues, to advocate for graduate students to the department, and to provide support, information, and guidance to all graduate students. Leadership team members are both elected and appointed.

1. Meetings are once a month in the Odum room or Zoom (typically Fridays at 11 AM)
2. Communication channels: emails and slack messages (ask any GSA leader to get added!)
3. [GSA Code-of-Conduct](#)

#### c. School/University-wide:

- i. [GSAS Graduate Student Council](#) - comprised of graduate student representatives from various departments of GSAS. General Body meetings are open to all GSAS students and held on the first Monday of each month at 7:00 PM.
- ii. [Office of the Dean of Students](#) - provides support services and programs especially focused on first-generation, independent, non-traditional, and low-income graduate students. Other services include:
- iii. [Office of Graduate and Postdoctoral Affairs](#)- probably the best starting point for finding community outside of the department.
- iv. Support groups ([link to all groups](#)) - weekly support spaces, through UVA CAPS, for undergraduate, graduate, and professional students:
  1. Black Students Support Circle
  2. Graduate Student Support Circle

3. In the Company of My Sister (Black and African American female students)
4. International Students Support Circle
5. Students of Color Support Circle
6. Support Circle for South Asian Students
7. [LGBTQ+ Support Group](#) : contact person for this group is listed on the webpage
  - a. [Single-stall and gender-neutral bathrooms map](#)- interactive map of all single-stall and gender-neutral bathroom options throughout the University, Corcoran, Downtown, and other nearby areas.
- v. [United Campus Workers of Virginia at UVA \(UCWVA-UVA\)](#) - open to all UVA workers - including staff, medical workers, graduate students, faculty, and undergraduate student workers. UCWVA-UVA is focused on building worker power for all employees.
- vi. BIPOC-specific programs/offices (\* have been confirmed to exclusively/primarily serve undergraduates)
  1. [Office of African-American Affairs](#)\*
  2. [Multicultural Student Services](#)\*
  3. [Asian Student Union at University of Virginia](#)
  4. [Lorna Sundberg International Center](#) - provides volunteer-led programs focused on providing a comfortable and welcoming environment for UVA and local community members. Typically American undergraduate students, international family members, and UVA professors and family attend/host. Programs include:
    - a. Social and cultural programs
    - b. Cooking classes
    - c. English classes
2. Core work resources - resources to aid in the navigation through and completion of EVSC graduate programs
  - a. Relevant program documents
    - i. [Department Code-of-Conduct](#) - (rev. April 20, 2021), developed by EVSC DEI committee. Outlines acceptable behavior of members in department, university-wide reporting resources, and resources to aid implementation of code of conduct.
      1. Fieldwork safety plan forms
      2. Mentorship contract template
    - ii. [Program milestone forms](#) - must be submitted to the EVSC front office after the following milestones:
      1. Committee formation/change
      2. Completion of Comprehensive Exam
      3. Proposal Defense
      4. Thesis/Dissertation Defense

5. [Final Exam Form](#) - for graduation. Form is submitted through the Graduate School of Arts and Sciences
  6. Manuscript for PhD degree
  7. Degree Program Transition form
  8. Academic Requirement Exception Request Form (for course requirements, can be used to request switch out a requirement course for a relevant elective)
- iii. Reach out to Elizabeth Jackson (ej2h@virginia.edu) for any of the following documents:
1. Building Map
  2. Shipping forms
  3. Travel reimbursement forms
  4. Graduate Program Tracking Form
  5. Job Expectations for EVSC Graders and Graduate Teaching Assistants (GTAs)
- b. Conferences - the following is a list of conferences (and typical dates) graduate students in the department have attended while in the program. Funding for conference registration, travel, and lodging is typically arranged between graduate student and advisor. Graduate students can also apply for a [travel grant award](#) from the department to help finance conference attendance:
- i. American Geophysical Union (Mid-December)
  - ii. Association for the Sciences of Limnology and Oceanography Meeting
    1. Ocean Sciences Meeting (end of February/early March)
    2. Joint Aquatic Sciences Meeting (Mid-May)
  - iii. EnviroDay (End of February)
  - iv. Coastal and Estuarine Research Federation (Early Fall)
  - v. Ecological Society of America (Early August)
  - vi. Huskey Graduate Research Exhibition (Late March)
  - vii. Western Society of Naturalists (End of Fall)
  - viii. Benthic Ecology Meeting Society (Mid-Spring)
  - ix. Society of Wetland Scientists (early June)
- c. Funding Opportunities (Fellowships and Grants) - for grant writing and research support see Professional Development Resources 'Section 7c. Professional Development Resources'
- i. [Department Graduate Research Awards](#): proposal submission for award is currently managed by the department GARC and typically due at the end of March. Awards are announced at the annual departmental awards ceremony (early May). There are program milestone completion qualifiers for the awards, so make sure to review/apply when you can!
    1. Exploratory Research Award (up to \$1,500.00, one-time per degree) - prior to research proposal defense
    2. Moore Research Award (up to \$5000.00, one-time per degree) - after reaching candidacy

3. Travel Support Award/Grant (up to \$1,200.00, one-time per degree) - 30 days prior to time of travel
  4. [Research Grant Help Page](#): curated list of fellowships outside of the department including but not limited to:
    - a. NSF GRFP
    - b. NOAA Sea Grant
    - c. NASA GSRP
- ii. [Graduate School of Arts and Sciences Fellowships and Grants](#) - GSAS' policy allows doctoral students to combine financial support awarded upon admission with funds awarded by agencies outside of the university to increase their overall living support, reduce their teaching duties, and in some circumstances, extend their guaranteed support into a sixth year.
1. [GSASC research grant](#)
  2. [Honor research grant](#)
  3. GSAS Teaching Relief Fellowships
  4. Dean's MS-PhD Fellowships - Typically for students two or three years into their Ph.D. program. These fellowships provide opportunity for Ph.D. students to obtain an M.S degree or graduate certificate in the following fields, while completing their doctoral program. These fellowships award twelve months of additional living support without assistantship responsibilities as well as full remission of tuition for the eleven-month MS degree program, University fees, and single-person health insurance plan.
    - a. Data Science
    - b. Public Health
    - c. Historic Preservation or Urban Design
- iii. University-wide funding resources
1. [Jefferson Fellowship](#) - awards full fellowship support for two years and a research fund for doctoral students who have successfully reached candidacy. This fellowship liberates the fellows from all assistantship responsibilities. It is encouraged you indicate your intent to apply by mid-December through the FSJ application portal.
  2. [Curated list](#) from the Office of Graduate and Postdoctoral Affairs. Mostly for Social Sciences/International Affairs, but there may be possibility for interdisciplinary research.
- d. Fieldwork - EVSC has various research facilities:
- i. [Field sites/facilities](#):
    1. Shenandoah National Park (SWAS-VTSS)
    2. University of NotreDome-Environmental Research Center
    3. Timbercreek Organics
    4. Anheuser-Busch Coastal Research Center (ABCRC) - houses the Virginia Coast Reserve Long-Term Ecological Research Program (VCR-LTER)

5. Blandy Experimental Farm - home of the state arboretum
  6. Virginia Forest Research Facility - location of the Pace Tower
  - ii. Equipment - If fieldwork supplies (protective clothing, hiking/camping/outdoor equipment) are needed, talk to your advisor. From the department code of conduct, they are “encouraged to establish a culture of safety embodied by active safety planning, for example, through the provision of [personal protective equipment](#), safety training, and emergency planning and protective supplies in the field or laboratory. There is also opportunity to obtain additional funding resources for fieldwork/research, see “Section 2c. Funding Opportunities”
3. Useful people/positions/committees
- a. GARC - Graduate Academic Review Committee. Members of GARC comprise faculty from each subdiscipline of the department. The chair of the committee is the DGS. The GARC oversees the department’s graduate curriculum, awards, and policy related to EVSC.
  - b. DGS - Director of Graduate Studies for the department. DGS serves as liaison between the department and the graduate school in the College of Arts and Sciences. In EVSC, the DGS handles academic questions, complaints, petitions, travel funds, and other requests from graduate students as they move through the program. They also work with the graduate school to monitor student progress, record milestones, and represent the department on policy matters
  - c. DDEI - Director of Diversity, Equity, and Inclusion (DDEI). This is a faculty member who works directly with the associate Dean for Diversity, Equity, and Inclusion. Each department has a representative. 3-year rotation. [Link to current representatives](#)
  - d. EVSC DEI Committee - Diversity, Equity, and Inclusion Committee, comprising faculty, staff, postdocs, and graduate student representatives.
  - e. [Department contact persons](#) by expertise:
    - i. Payroll - Cindy Allen (cba4a@virginia.edu)
    - ii. Research Logistics (travel, reimbursement forms, domestic shipping, etc...) - Elizabeth Jackson (ej2h@virginia.edu)
    - iii. International Shipping - Laurie Hammond
    - iv. Grants/Fellowships Finances - Karen Mercer (kcm9e@virginia.edu)
    - v. External Grant Submission Processing (for example, NASA FINESST) - Ashley McFadden (eam4qc@virignia.edu)
    - vi. Computer/Software - Will Tomanek (wbt3f@virginia.edu)
4. Wellbeing and Mental Health Resources
- a. [Student Health Center](#) - services are available to all registered EVSC graduate students
  - b. [Counseling and Psychological Services \(CAPS\)](#) - services include:
    - i. Individual therapy
    - ii. Group therapy - discussion and support groups on/for specific topics. [Link to current CAPS groups.](#)



- iii. [“Let’s Talk: Drop-In Consults”](#) - free solution-focused short sessions with a CAPS clinician
  - c. Free resources (through CAPS)
    - i. [SilverCloud](#) - free online mental health tool designed to develop managing stress, anxiety, sleep, and depression. Self-guided program.
    - ii. [Mindfulness Resources](#)
- 5. Reporting tools- reporting is centralized at the university level and can be anonymous through any of the following pipelines, except for matters pertaining to violations of Sexual Misconduct and PDHR Policies. Reports are passed along to appropriate channels regardless of which tool is used to submit an issue.
  - a. [Just Report it](#) - report any incidents of sexual and gender-based harassment and other forms of interpersonal violence
  - b. [Preventing and Addressing Discrimination, Harassment, and Retaliation \(PADHR\) Complaint Form](#) - report or request resolution of complaints of discrimination and harassment
  - c. [Respect@UVA](#) - reporting of incidents and complaints of disrespectful workplace behavior and retaliation
  - d. [Report a Barrier](#) - reporting of accessibility barriers and/or lack of access to events or programs
  - e. [UVA Ombuds](#) - University Ombuds is an independent and confidential resources to assist faculty, staff, and students in resolving problems, complains, conflicts and other issues
- 6. Skillset support resources
  - a. Coding/Programming Workshops are provided predominantly through the [University of Virginia Library Research Data Services + Sciences](#). Previous workshops include:
    - i. Introduction to Python
    - ii. Introduction to Fortran
    - iii. Introduction to C++
    - iv. Introduction to R/Rstudio - Introductory Statistics with R
    - v. Introduction to LaTeX and Overleaf
    - vi. Parallel MatLab- Optimizing MatLab Code
  - b. [Scholars’ Lab](#) - University of Virginia’s community lab. They offer mentoring and collaboration. Particular strengths:
    - i. Digital humanities
    - ii. GIS/mapping & analysis - ArcGIS experts
    - iii. Collaborative project management
    - iv. Web design/development instruction
- 7. Professional development resources - list of associations and services provided
  - a. [PhD Plus](#) - university-wide resources for Ph.D. students and Postdoctoral students. The initiative provides internship programs, skills workshops, and consultation.
    - i. Communication channels: emails and newsletters
    - ii. [Calendar of Workshop Series](#)

- iii. [Job search resources](#)
  - b. UVA Career Center
    - i. [Handshake](#) - recruiting platform for students for internship opportunities and full-time/part-time positions
    - ii. Interview preparation and practice
  - c. [NSF Graduate Research Program Preparation Workshop Series](#)
  - d. [UVA's Alumni LinkedIn Page](#)
  - e. [International Students and Scholars Program](#) - provides services to international studies including information on:
    - i. Maintaining J-1/F-1 Status
    - ii. Changes to Status/Transfers
    - iii. Travel and Visas
    - iv. U.S. Employment Assistance
    - v. There is also a UVA-international students exclusive tax services
- 8. Outreach resources
  - a. [Virginia-North Carolina Alliance \(VANC\)](#) - Louis Stokes Alliance for Minority Participation. NSF-funded project led by UVA to increase diversity of STEM by increasing the number of underrepresented minority students earning baccalaureate degrees and matriculating to graduate school
  - b. Environmental Sciences Department Undergraduate Research Mentoring Program -EVSC graduate student led.
    - i. Contact: [envisci-mentoring@virginia.edu](mailto:envisci-mentoring@virginia.edu)
    - ii. [Website link](#)

### III. Proposal for additional resources and services

*Summary:* EVSC URGE-Pod Session 7 leaders conducted an informal survey with BIPOC graduate students to assess resources and services available to BIPOC and identify common needs. Common themes/concerns included the lack of representation of and connection between BIPOC in programs and additional burdens of locating readily available but somewhat hidden resources and building a support network. As a result, EVSC URGE-Pod proposes the development of the following programs and services to support BIPOC during their time in the EVSC graduate program:

1. Peer-to-Peer Mentorship
2. BIPOC Orientation
3. Small Group Lunches
4. BIPOC Graduate Leadership Program/Opportunities

*Motivation:* Black, Indigenous, and People Of Color (BIPOC) face increased challenges, which include but are not limited to discrimination, stereotype threat, and culture-based stressors, than the average graduate student. Research has shown that the effects of stereotype threat and imposter syndrome can be mitigated by increasing a sense of belonging, which is characterized by feeling welcomed, recognized, included, and appreciated (Walton and Cohen, 2007). In order to create a supportive network that promotes a sense of belonging and community, especially for BIPOC, clear and accessible information of available resources within an organization and the broader community is necessary. As part of URGE Session 7: Racism and Self-care, Session 7 Pod leaders conducted an informal survey of BIPOC experiences in graduate programs to understand the following:

- What is the experience of BIPOC navigating through the graduate program?
- What EVSC resources available to BIPOC to aid in the transition into and the completion of the graduate program?
- Are there current unmet needs or gaps in support for BIPOC?

*Methods:* BIPOC graduate students in UVA-EVSC and two additional graduate programs outside of UVA were initially contacted (through email and direct messages through Facebook and Instagram) for interest in participating in an hour-long open discussion focused on BIPOC experience in graduate programs. 15 students were contacted and 7 responded. For those who responded, one-on-one interviews were conducted, primarily due to scheduling issues. The virtual, informal interviews were conducted over a span of 2 weeks, and, on average, lasted about an hour. These interviews were predominantly open and willing conversations as participants were made aware of the purpose of the discussions at the beginning of the interview. Participants were promised anonymity.

*Results:* Upon review of resources available to BIPOC in EVSC and interviews focused on their experience within graduate programs with BIPOC, **common needs were identified:**

- 1. Increased visibility/representation of and camaraderie between BIPOC,**
- 2. Centralized source of information/resources to decrease work/burden/time spent searching for resources/answers/navigating pipelines for appropriate contact,**

3. **Mentors/guidance from people with shared experience, and**
4. **Understanding, compassion, and research progress buffers from authority for difficult situations/times**

To address the above, **the following services/resources, with general descriptions and climate survey from participants, are proposed:**

1. Peer-to-peer mentorship - Incoming BIPOC graduate students would be paired with current EVSC graduate students who will serve as peer-to-peer mentors to 1) alleviate stress and burden of locating resources familiar to current EVSC graduate students, 2) facilitate introductions with department members, and 3) provide direct support.
  - a. Current peer mentoring programs at UVA, through the Office of African-American Affairs and Multicultural Student Services, are predominantly for undergraduates.
  - b. All interview participants expressed the highest enthusiasm for this program.
  - c. Potential starting point: GSA and DEI committee collaboration
2. BIPOC Orientation - At the beginning of the program, any incoming BIPOC graduate student will have the option to attend a BIPOC-specific orientation where they will meet current BIPOC graduate students in the department as well as be made aware of racial- and-ethnic-specific resources available to them. This service is intended to increase confidence in and reduce intimidation of building a social network in a predominantly white community by starting with a smaller, more diverse group. Potential resources to include in orientation:
  - a. CAPS representative - with information on therapists/services focused on addressing BIPOC-unique concerns including racial stressors.
  - b. Peer-to-peer mentor introduction.
  - c. All participants expressed enthusiasm for this service.
3. Small Group Lunches - Department-funded lunches for small groups of graduate students (max 5) chosen at random (either weekly or biweekly) from a voluntary interest list to get lunch together and connect. The purpose of this is to build and foster the graduate student community in EVSC through meaningful conversation.
  - a. Interview participants (and current graduate students) expressed enthusiasm for this service
  - b. This program would provide a structure for the EVSC graduate student network to strengthen and expand as well as demonstrate support from the department in promoting a culture of community.
4. BIPOC community-development leadership program - This program would be designed to create opportunities for BIPOC in the department to lead efforts in devising solutions to barriers and creation of services for BIPOC graduate students. This program intends to:
  - a. Provide opportunities for BIPOC to develop leadership skills while also effectively addressing needs of the community, increasing their cultural and social capital and sense of belonging in the department,
  - b. Diversify representation in department leadership, and

- c. Provide additional financial support (conference registration, stipend, etc.) or in-kind support (professional development workshops, etc.) to BIPOC through paid services

#### References

Walton, G. M., and G. L. Cohen (2007), A question of belonging: Race, social fit, and achievement, *J. Pers. Soc. Psychol.*, 92(1), 82–96.