

# URGE

## Unlearning Racism in Geoscience



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### URGE Resource Map for The College of Wooster

This is a **draft** Resource Map for Earth Sciences at The College of Wooster. 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.

#### **(For undergraduate students)**

Welcome to ESCI! You may be engaging with ESCI through one of many roles: department assistant, teaching assistant, research assistant, Zone Intern, Course Design Assistant, I.S. mentee, GeoClub officer, or others. These roles occur in as wide an array of contexts: individually or as part of a cohort, long-term or short-term, full-time or part-time, during breaks or the academic year, paid or credit-bearing. You may be taking on multiple roles simultaneously and you may find that your roles change as you progress through your time at Wooster. This resource map aims to connect you with the resources that you’ll find most useful. It is intended primarily for students who are newly engaging with ESCI, although we believe that all students will find something valuable here. We encourage all ESCI students to explore the resources in this document.

At the beginning of each semester, we will gather as a group to discuss the information in this document.

#### **Mentoring Approach (add more)**

Regardless of your role, you will be directly supported by one or more ESCI faculty or staff. This person may go by any number of titles, such as “boss”, “supervisor” or “advisor.” In this document, we’ll call that person your “mentor.” Mentoring is an essential part of ESCI’s culture. Because of this, you can expect to have the support you need to advance your academic, professional, and personal development.

- What you can expect from your mentor: Your mentor will be approachable and responsive. They will share expectations for meetings, working hours, communication, and other logistical aspects of the position. They will connect you to the resources that you need to complete your work. They will guide you in learning what is appropriate in

different situations. They will discuss your goals and encourage and assist you in achieving them.

- What your mentor expects from you: Your mentor will expect you to be reliable and accountable. They will expect you to approach your work honestly, with attentiveness and competence. They will expect you to communicate regularly. They will expect you to ask questions and reach out for help. They will expect you to think about your goals and be open to feedback.
- Feedback and evaluations: Our mentoring approach means that you'll engage in a cyclical process of receiving and responding to quality feedback. Your mentor may encourage you to reflect through informal conversations or self-evaluation exercises. In some cases, your role may require more formal evaluations, such as progress reports. Your mentor will discuss evaluation criteria and frequency with you. When you are unclear about any aspect of the feedback/evaluation process, be sure to ask your mentor.

### **Important Resources (add more here)**

- Code of conduct – All members of the ESCI community are expected to abide by the code of conduct. This document also describes how to address issues related to discrimination and harassment.
- [ESCI Resources Page](#) – A collection of geoscience-related professional societies, internship opportunities, and funding organizations. Subscribe to the weekly ESCI sway and follow ESCI on Facebook for featured opportunities.
- [APEX](#) – Wooster's center for academic support and professional development: career planning, academic advising, peer mentoring, and more.
- [STEM Zone](#) – The STEM Zone offers relevant programming for STEM students on topics such as careers, internships, and choosing classes.
- [Wellness Center](#) – Wooster's center for medicine, health, and counseling: Let's talk drop-in sessions, you@woo online support, Mind Matters student organization, My SSP international student support program, and more.
- [Wooster clubs and organizations](#) – Connect with organizations and clubs with common identities and/or interests.

### **(For new faculty – as a complement to Wooster's formal mentoring program)**

- Mentoring plan
  - Summary of the intent of the resource map as well as 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
    - Chair is a first source for information
    - Informal conversations with department faculty to discuss needs/interests/goals
    - One-on-one meetings with DFD for new faculty
    - Mentoring cohort assigned by DFD
    - Ad hoc mentors on campus – Science roundtable, ISFLC, other faculty organizations on campus

- Individual/Group meeting expectations (interval/frequency, journal articles, presentations, socializing, time management, reviewing manuscripts, revising manuscripts/dealing with rejection, careers, current events, media requests)
  - Weekly department meeting Thursdays at 11 am
  - Weekly GeoClub meeting Thursdays at 11 am
  - 2 day-long department retreats over summer and winter breaks
  - Monthly faculty meetings depending on position
  - Value work-life balance
  - Check faculty handbook for guidance on office hours and other work-life balance references
- Evaluations: rubric, frequency for advisor/committee evaluations, encourage self-evaluation (reflection) and review long term goals and how to achieve them - Refer to TS&T documents (being rewritten). We talk about what we're putting in biennial reports as a department. We share examples of review documents. Meet w/ DFD one-on-one.
- 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 – include link; discuss publishing with students as coauthors; department Facebook page and blog; refer to college policies about social media use; cover for each other for conferences or other professional or temporary absences – if those can be arranged in advance, do it; opportunity to go on departmental field trips but no obligation to go on breaks; no obligation to work with IS students over the summer; productivity should be something that makes sense for you in consultation with the department
  - Communication plan and expectations, e.g. how do members communicate with each other and what times are appropriate – Members communicate primarily via email. Expect working hours to be approximately standard work day (~8 am – ~5 pm) and standard work week (M-F); expected to be around ~1 week before classes start
  - 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 – include link
  - Equipment - where to find, fund individual gear like hiking boots, fund or provide access to sufficient “library” of hiking/camping/outdoor equipment – Equipment storage room. Contact Nick first. Ask the chair for funds. We share applications for internal funds (Wilson, Luce funds)
  - 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
    - Most students and faculty go to GSA or AGU. 2 conferences per year (tops)

- Wooster has a faculty travel benefit plus additional faculty development funds.
    - Patrice has a card to pay for abstract and registration fees
    - Department has endowed funds
  - Be open to considering proposed workshops/conferences, especially for groups like SACNAS, NABG, AISES, GeoLatinas and others **We are**
- Community support and mental health resources
  - Assistance finding accommodations, moving expenses/assistance **DFD's office? Karen/Darlene**
  - Outline services at organization/university: diversity officer, counseling and psychological services, ombudsperson, affinity groups, etc. **Ombudsperson, Wellness programs for faculty**
  - 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 **make sure they're on zwd; ISFLC; SRT**
  - 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?
  - Connecting with cohorts, organizations, social clubs with common identities and/or interests **Junior Faculty Caucus**
  - Businesses or other needs, e.g. gyms, barber shops/hair services, etc.
  - 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!)
- Skillset support resources
  - 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.
  - What skills training is supported through the organization, how would someone acquire/improve these skills? What training is available prior to arrival?
  - 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?
- Professional development resources
  - Outline available resources for training/development or best practices in:
    - Teaching/pedagogy
    - 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
- Outline departmental and regional seminars, presentation opportunities, and opportunities to meet with speakers for building a professional network
- 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