URGE

Unlearning Racism in Geoscience

URGE Resource Map for Department of Earth and Atmospheric Sciences at UNL

This is a draft Resource Map for the Department of Earth and Atmospheric Sciences Pod at the University of Nebraska-Lincoln. 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 notes are resources common to all, while others are guiding questions for identifying more specific resources, based on the individual needs/interests identified during initial meetings while implementing mentoring plans with members of the department. These resources may also be shared with new graduate students through the GEOS 900 Professional Development required course, and some language creating a supportive environment that discourages discriminatory acts and encourages self-care could be included in course syllabi, department handbooks, etc.

- Overall mentoring plan
  - The intent of this document is to provide a resource map for all members of EAS, as well as useful plans for mentoring new hires and students, to connect them with resources they need or will find useful. That could include, for example, initial meetings to identify their needs and interests.
  - In initial mentorship meetings, mentors should aim to discuss and identify expectations for the frequency of future meetings, any products expected or encouraged (journal articles, formal and informal presentations, etc.), and desired goals and training to address over future meetings. Those goals could include: developing and practicing time management strategies, training in useful tasks like reviewing manuscripts, plans and advice for revising and submitting manuscripts and coping with criticism and rejection, career advice and guidance, how to address media requests, and navigating current events. Mentors and mentees should occasionally revisit and amend these plans and goals as needed during their relationship. A number of items are broken out below to provide additional suggestions and detail.
  - Graduate student and postdoc mentors should provide clear rubrics and expectations for their mentees, clarify the frequency of expected advisor and/or committee evaluations, and review short- and long-term goals so expectations are clear. In general, mentors should also encourage their mentees to engage in self-reflection, and provide advice and input about how to best achieve long-term goals.
- Core work resources

- ○ Members of the EAS department should read and sign a Code of Conduct that addresses inclusivity and diversity, mental health, publication or output expectations, social media use, working hours, communication expectations (including appropriate modes of communication and work times), and vacations.
  - ○ Outline explicit expectations for taking vacation (e.g., 3 weeks) and for reasonable work hours (e.g., 40-50 hrs/wk). These and related details should be explicitly included in the Code of Conduct.
- ● Reporting Policy
  - ○ The two links for reporting at the UNL level are https://cm.maxient.com/reportingform.php?UnivofNebraskaSystem&layout_id=116 and https://www.unl.edu/tips-incident-reporting-system/.
  - ○ There are also departmental Ombudspersons appointed at the beginning of each academic year, and who can assist with reporting needs. Reporting may also go to the Chair of the Department.
  - ○ Goal for EAS: Clarify for all members of EAS what consequences are possible for inappropriate workplace, classroom, and field behavior, including insensitivity, harassment, exclusionary behavior, and unprofessional behavior associated with use of drugs or alcohol.
- ● Equipment
  - ○ Goal for EAS: To maintain a list of where departmental and shared equipment is stored and how it can be accessed by members of the department; to clarify how such access can be requested and approved.
  - ○ Goal for EAS: To clarify whether any funds are available to support a university-associated need for individual gear, such as hiking boots and tents, and fund or provide access to a "library" of hiking/camping/outdoor equipment. This can include rentals available through the Outdoor Adventure Center, but should go beyond those offerings since sometimes they are all checked out, and even the modest rental fees may be difficult for some people.
- ● Conference and workshop participation
  - ○ Mentors and supervisors should be explicit about opportunities and expectations for conference and workshop participation, including when members of the department are expected to attend.
  - ○ All members of the department should be open to considering additional suggestions for workshops/conferences, especially for groups like SACNAS, NABG, AISES, GeoLatinas and others.
- ● Community support resources and related mentorship guidelines
  - ○ Mental health:
    - ■ There is a good list of community health resources in the **MyLnk app,** which can be downloaded from the app store on Android and iPhone (https://mylnk.app/set-language?redirectUrl=home). It is available in 5 different languages.
    - ■ University mental health resources are also directly available for students at the University of Nebraska. Many are low cost or free. These range from counseling services and mental health screening to support groups.

A full list can be found at this link: [Mental health resources available at UNL | Announce | University of Nebraska-Lincoln](#)

- Additional local community mental health resources include:
    - Mental Health 101 recordings from Blue Valley Behavioral Health - [accessible by clicking this link](#), CenterPointe Helpline (Lincoln): 402-475-6695; Youth and Family Services 402-475-5161 ext. 547; email: youthandfamily@centerpointe.org; walk-in services at 1000 S. 13th Street.
    - Bryan Health: bryanhealth.com; search for "Counseling"
    - Nebraska Family Helpline: 1-888-866-8660
    - National Suicide Prevention Lifeline: 1-800-273-8255
    - Your Life Your Voice (Boys Town): 1-800-448-3000 or text VOICE to 20121 (text charges from your phone carrier may apply)

- Mentorship and support resources within the Department of Earth and Atmospheric Sciences:
    - EAS provides supportive funding to assist its members to access opportunities related to their work. For instance, EAS uses funds from alumni donations to support up to $500 in moving expenses and up to $600/year for research travel needs (conferences, workshops, fieldwork) for graduate students in the department. New members can also receive current information about expected moving expenses if they are relocating to Lincoln.
    - Goal for EAS: Consider offering to fund student membership fees for organizations like SACNAS, NABG, AISES, GeoLatinas, and others. Some of these societies may also offer an institutional membership.
    - Goal for EAS: To provide new department members with calendar(s) of events, any useful campus mailing lists they should join, and other orientation information
    - Goal for EAS: To deliberately build a 'community culture' within the department by, for example:
        - Providing contact information for new members of the department to form connections with their incoming cohort.
        - Providing information about local accommodations in Lincoln.
        - Identifying information about life in Lincoln, activity and hobby groups and opportunities, external and university gyms and fitness activities, etc.
        - Providing information about local businesses, salons/hair services.
        - Sharing information about religious/spiritual organizations and affinity groups.
        - Reinstating and placing more emphasis on departmental picnics and social events. This should include encouragement from faculty members and mentors for new members of the department to attend.

- Mentorship and support resources at the University of Nebraska, outside of EAS:

- - - The university maintains a diversity office and there are various affinity groups and peer coaches available:
      - https://resilience.unl.edu/peer-coaches
      - Diversity and Inclusion at UNL: https://diversity.unl.edu/
    - The UNL Center for Academic Success and Transition provides academic and transition coaching, peer mentors, and workshops to support student success. These opportunities are available to undergraduates: https://success.unl.edu/about
    - The Association of Students at the University of Nebraska (ASUN, https://asun.unl.edu/) and the Graduate Student Assembly (GSA, https://www.unl.edu/gsa/) hold workshops, work with on-campus parking and transit, offer travel grants, and handle health insurance comments/concerns.
    - University faculty can also access resources through the Faculty Development and Diversity Center: https://executivevc.unl.edu/faculty/leadership-development/ncfdd-membership
    - University information and aid for food and housing insecurity: https://financialaid.unl.edu/food-and-housing-security
    - Husker Dialogues: https://diversity.unl.edu/husker-dialogues
  - Additional opportunities, resources, and support outside the university:
    - Departmental mentors and supervisors should encourage and assist members of the department in making connections to someone who may understand their individual experiences (e.g., suggest a Black male counselor for a Black male student when possible).
    - Mentoring365 (accessible with membership of any AGI member society, including AGU, AWG, and AMS) can link individuals to mentors or mentees globally. https://mentoring365.chronus.com/p/p1/about
    - Diverse geologists community resources: https://www.diversegeologists.org/resources
  - EAS orientation information, as well as mentors and supervisors, should outline available resources for training/development or best practices in various skills and opportunities, as well as any employment requirements for employees and researchers. Some of these requirements and opportunities are broadly or even universally beneficial or needed, and so should be outlined by the department for all new members, and it should be clear to new arrivals when they should be expected to complete any trainings that must be finished in advance. Additional opportunities and trainings may be tailored to each individual by a supervisor and/or mentor after joining the department, or as they arise. Possible training and development topics include:
  - Workplace safety (https://ehs.unl.edu/web-based-training)
  - Teaching/pedagogy skills, practices, and professional development. For incoming or new graduate student Teaching Assistants, an outline of the training

and training timing they can expect should be shared when they are notified of their hiring or of any new assignments.

- Project management/budgeting (various workshops available at https://research.unl.edu/)
- Media training (https://news.unl.edu/free-tags/media-services/)
- Proposal writing (https://research.unl.edu/)
- Public speaking, giving presentations. This should include a list of required and additional departmental and regional seminars, presentation opportunities, and opportunities to meet with visiting speakers to build a professional network.
- Writing skills (https://www.unl.edu/writing/home)
- The Center for Academic Success and Transition also holds workshops throughout the year on writing, resume building, etc. Information can be found here: https://success.unl.edu/academic-support/workshops
- Networking opportunities
- Professional societies to join and become involved with, from large scientific societies to affinity groups and smaller, local or tailored societies
- Necessary and beneficial skills related to each member's work, such as computer languages, design and drafting of figures in software, GIS software use, etc. These skills can also include driving, hiking/outdoor activities, compass/GPS navigation, swimming/SCUBA, operating power tools, first aid, etc. Advise anyone who would benefit from such skills where they can find training or resources to improve their background.
- Additional coursework options and opportunities, including summer experiences and field courses
- Any fellowships and internships available, either annually or as they are announced; these notices should be sent well in advance of deadlines whenever possible, and even annual opportunities require timely reminders.

- 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
  - Award opportunities, and how to self-nominate for awards
  - Ways to alert peers and others in the department regarding successes and celebrations