

This deliverable is a map of resources for People of Color. Pods should upload their resource map to the URGE website by 4/30/21.

### **Background**

A sense of belonging is important to the health and success of individuals, so finding a community is a safety and career consideration. Introducing a new Person of Color colleague (e.g., faculty, staff, students) to all staff and students is a proactive way to be inclusive, and can also reduce racial profiling and microaggressions. Establishing a supportive network may also require introducing new People of Color colleagues to various resources within the organization and broader community since these can sometimes be challenging to find.

### **Deliverable goals**

The practice of creating asset maps of communities recognizes social capital and engages the public as people and not clients. This deliverable broadens the concept of an asset map into a resource map, which outlines existing resources that organizations, communities, and broader scientific communities have to support People of Color. The resource map should list resources you have at your organization (e.g., diversity officer, counseling and psychological services, ombudsperson, affinity groups, and recurring events) and locally (e.g., meet-up/social/hobby groups, religious or spiritual communities, businesses like barbershops). Include resources outside of your community as well; supporting membership to groups like SACNAS, NAGB, AISES, and GeoLatinas can help foster meaningful connections to a broader network.

### **Sample deliverable for ideas**

Much of what is found below is a draft Resource Map 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). 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.

## **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
- 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

## **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
- 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.

## **Community support and mental health resources**

- Assistance finding accommodations, moving expenses/assistance
- Outline services at organization/university: diversity officer, counseling and psychological services, ombudsperson, affinity groups, etc.
- 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

- 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
- 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

## These are thoughts/ideas from the pod leader, Austin:

- Professors can help students of color build networks of mentors outside our program through culturally relevant professional societies (e.g., Society for Advancement of Chicanos/Hispanics and Native Americans in Science, SACNAS, NABG, AISES, GeoLatinas, the different national associations and societies for Black scholars, [Earth Science Women's Network](#)), mailing lists, or strong online communities (e.g., #BlackandSTEM, #VanguardSTEM, #NativeandSTEM, and #LatinxandSTEM on Twitter) that contribute to a greater sense of agency and confidence and lead to increased academic success. **Perhaps we can compile a list of these resources, make them available internally, or on our programs webpage.**
- Ideally, these are not “one-and-done” changes but a start to continuously considering how to make our program more equitable and inclusive. Some ideas to ensure we continue to make progress include:
  - *Starting a book club or journal reading program*, which takes advantage of the sizable amount of literature available on antiracism in academia and the geosciences e.g., the URGE [curriculum](#).
  - *Create a Diversity and Inclusion committee* of students and faculty to revisit policies annually. This committee may also provide a contact point for students with recommendations or ideas for improvement, and motivate students/faculty to make change.

