

URGE

Unlearning Racism in Geoscience

URGE Resource Map for Scripps Institution of Oceanography

This document is a Resource Map for the SIO POD at Scripps Institution of Oceanography. It 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](https://creativecommons.org/licenses/by-nc-sa/4.0/).

The Resource Map is intended to provide an overview of resources that exist at SIO to support People of Color in their work or programs of academic study. We focus on mentorship, core work resources, community support and mental health, skillset support, professional development, and outreach. While many resources exist at UCSD/SIO, our work has uncovered important gaps where resources either do not exist or where existing resources need modification to be truly effective and inclusive. Therefore, in addition to providing an overview of existing resources at SIO, we also provide a concluding section highlighting suggestions and recommendations from the SIO URGE Pod members.

We open with some general SIO packaged resources for graduate students. A [SIO Graduate Student Handbook](#) exists which outlines several details and resources for graduate students at UCSD/SIO. This document outlines the role of the advisor, several safety protocols, procedural timelines, funding resources, and student groups that exist at Scripps. Graduate resources at UCSD are detailed [on this website](#). [Specific student spaces can be booked here](#). Additionally, all first-year Ph.D. and M.S. students are assigned a mentor from their curricular group with attempts made to match according to gender preferences. Participation in the program is mandatory for first-year Ph.D. and M.S. students; a [mentor/mentee handbook](#) outlines this relationship and program.

Existing Resource Map

- **Expectation documents for advisors and graduate students**
 - A detailed Advisor / Student (both M.S. and PhD) agreement for SIO can be found in “[Advisor-Doctoral Students Expectations at SIO](#)” & “[Advisor-Masters Students Expectations at SIO](#)”. This document was created by a committee of students from across SIO. These documents list the *minimum* expectations for both graduate students and their advisors.
 - *Signatures by all mentors and students were intended for this document; however, SIO leadership removed the signature requirement following pushback by faculty. The issue of whether and how to require the faculty to sign remains open.*

that Section 4 (Establishing Group Norms) in our URGE [Session 6 Deliverable \(Safety Plan\)](#) can provide some starting points for setting expectations in lab groups and that the student/PI agreements referenced earlier can provide a basis for expectations in one-on-one professional relationships.

- The [BRG Code of Conduct](#) is an excellent example of a code of conduct tailored to a specific research group and could also serve as an example.
- The [UTIG Community Covenant](#) is an excellent example of an institute-wide document providing standards of behavior.
- A further resource that all labs should consider when developing codes of conducts and statements of expectations is [10 Simple Rules for Building an Antiracist Lab](#).
- Any member of the UCSD community (whether student, staff or faculty) can report an incident of harassment, discrimination, sexual or relationship violence, and/or stalking involving members of the UCSD community or third parties. For information on how to report and specifics on the reporting process, visit the [Office for Prevention of Harassment and Discrimination website](#).
- For assistance with conflict resolution or to safely discuss concerns and sensitive issues, contact the [UCSD Ombuds Office](#) which offers confidential (for issues not requiring mandatory reporting), neutral and independent support or [SIO Ombuds Contacts](#) (not officially trained as the university-wide ombudspeople, but can offer SIO-specific guidance).
- **General resources, resources for funding, equipment, and conferences**
 - **Fieldwork Equipment:** Though no free “library” of outdoor gear exists (to our knowledge) at UCSD/SIO, [Outback adventures](#) provides cheap(ish) rentals of hiking/camping/outdoor equipment.
 - **Research grants:** The SIO department provides small research grants to its students, based on a short application ([link here](#)). PhD students are eligible to receive up to \$3,000 over the course of their entire careers at SIO, while MS students may receive up to \$3,000 per year. Amounts awarded for research grants are based on availability and the department's assessment of the application, but funding is not guaranteed. MAS students should contact Maureen McGreevy (mpmcgreevy@ucsd.edu) for other opportunities. Allowable uses of these grants include:
 - Conference travel transportation, hotel, and conference registration fees
 - Page charges for publication of scholarly articles
 - Supplies
 - Fieldwork
 - Travel for research, scholarly meetings or short courses
 - Computer (some restrictions apply)
 - **Conference and workshop participation:**
 - Opportunities for graduate student funding are as listed above. For undergraduates, see [Undergraduate Conference Travel Awards](#). SIO also hosts an [Undergraduate Research Symposium](#).

courses conducted over 12 days in June and September and more extended options conducted throughout March and over Spring Break. It is unclear if you need some knowledge/training/certification before taking this training at SIO.

- **UCSD offers general [guidance for field research](#):**
 - [UCSD fieldwork guidelines during COVID](#)
 - [Field Operational Planner](#), which includes contact information for an EH&S Field Safety Specialist.
 - [Field Operations Safety Manual](#)
- **Classes designed to provide needed skills or experiences for SIO work or coursework.** There are also driving classes, safety in the field classes, boat training, forklift training, machine shop/maker space training, and swimming. Some information about these resources is unclear, including cost and how this cost can be covered, and what gear is needed or available by loan. If you need this training for work, there is no specificity about when/how it should be completed.
- **Scripps offers training on science communication**, how to write an op-ed, twitter, etc.; This information may be available in the 1st year seminar course.
- **Other skill development:** There are other training resources for Staff Education and Development listed on [Blink](#), including Individual Development Plans and training and information for newly hired personnel.
- **Computer programming training opportunities and resources:**
 - Various courses are available through UCSD [Blink skillssoft Library](#)
 - UCSD extension offers some introductory programming courses (e.g., [Python here](#))
 - Online resources outside the University (e.g. [Codecademy](#)) offer free courses in programming languages
 - There is a [Matlab bootcamp](#) for incoming SIO graduate students.
 - Additional opportunities may be found on the [staff training and development page](#).
- **Professional development resources**
 - Outline available resources for training/development or best practices in:
 - Teaching/pedagogy
 - Many departments have individualized teaching assistant resource pages (i.e. the chemistry department [is here](#), psychology department [is here](#))
 - Project management/budgeting
 - Media training
 - Proposal writing
 - Public speaking
 - Networking
 - Design/drafting of figures using Adobe Suite/Python/ArcGIS
 - [Academic discount software](#)
 - Getting involved in professional societies

- Additional coursework
 - Fellowships, internships, summer experiences, field course opportunities:
 - [External and internal funding resources at SIO](#)
 - Outline departmental and regional seminars, presentation opportunities, and opportunities to meet with speakers for building a professional network
 - *To be filled in by URGE during Summer, 2021*
- **Outreach resources**
 - Educational outreach: <https://scripps.ucsd.edu/outreach>
 - MISC DEI Opportunities
<https://scripps.ucsd.edu/diversity/community-engagement>
 - Committees at Scripps:
 - CW3E JEDI Task Force
 - Polar Center JEDI Committee (not yet formalised)
 - Scripps Graduate Student Council - Student Reps for Curricular Groups, Graduate Student Association Representatives
(<https://sites.google.com/ucsd.edu/sgsc/>)
 - WMIS - <https://scripps.ucsd.edu/wmis>
<https://siomail.ucsd.edu/mailman/listinfo/wmis>
 - Diversity admission committee:
<https://scripps.ucsd.edu/education/contact-us/sio-department-committees>
 - Queer at Scripps <https://scripps.ucsd.edu/queersio>
 - Staff Council Committees - there is a Diversity committee:
<https://scripps.ucsd.edu/education/current/guide/resources#staffcouncilcommittees>
 - Scripps Cares listserv:
<https://docs.google.com/forms/d/e/1FAIpQLScZd5CWP2VnuYcZtHjCzXjJ9IMxORhRxG7W4GTXrzlhL2j6Gg/viewform>
 - Events like the [Enhancing the Black Student Experience](#)
 - [Scripps Educational Alliances](#) (SEA): helping scientists engage in science education and outreach, especially as a way of satisfying Broader Impacts requirements.
 - Cheryl Peach (cpeach@ucsd.edu) is the director of SEA and can help connect researchers to outreach opportunities.
 - [Student Community Engagement Fellows](#) (paid positions)
 - For students, JEDI work can be recognized on your transcript in a [Co-curricular Record](#).

Suggestions and Recommendations from the SIO URGE Pod

Throughout the URGE session and the process of finalizing this deliverable, it became clear to us that Pod members were identifying at least as many gaps in SIO resources as those they were able to name. Rather than only including existing resources in this deliverable, we wish to acknowledge the many insightful and necessary recommendations made by Pod members. It is clear to us that this deliverable is not a complete resource map, partly because some of the

resources are lacking. We hope that the following suggestions will serve as the basis for meaningful change in the future.

Pod members recommend including an accountability step to make sure a useful resource map is provided to students after they are admitted. A refresher check-in later on would also be helpful. Some students recall an information overload upon admission so follow-ups could help ensure that resources are known about and used. Strategies for connecting students with professors and/or mentors of color should be developed in a way that makes sure that this labor is visible and valued as part of the professional service. There should be faculty and staff dedicated to intentionally look out for students of color (informally, apart from any mentoring network) to check in physically, emotionally, in an encouraging way.

Regarding mentorship, we have found that many of the above documents are not tailored to meeting the needs of minoritized mentees. A very good first step would be to link to pages which detail the experience of minoritized groups and add links to the resource groups available on campus. Linking to groups outside of the campus at large would improve the onboarding process also. Specific stressors like microaggression, low expectations, and disparities in opportunities are common for under-represented groups, and we are unsure if existing resources directly address those problems. An advisor is very influential in the success of a student, so if the advisor is the aggressor, then the student/staff/postdoc is highly unlikely to report the problem, putting them under stress. We therefore suggest alternate channels and power structures in all of these documents to address the needs of minoritized groups.

For skillsets/professional development that is done through coursework (e.g. “grad school 101”) make sure it is intersectional and consider how some of these things may be different for POC /other populations. Provide space to practice and learn in POC communities (affinity group space) rather than in big spaces where you might feel othered already. To help prepare for training or work in the field, we could develop videos of fieldwork so that learning could happen ahead of time, resources that could also be helpful for those who can’t access the field. Beginning students could rotate between labs, using resources like maker space training. This could work kind of like the first year weekly seminar, where it is a regular, established opportunity so students don’t have to ask or inquire for themselves.

Community and mental health suggestions:

- Need a guide for the “small things” during onboarding, i.e., how to access health and dental, where to get keys, reimbursement procedure, etc.
- Need a living document of resources vetted by and specific to people of color at SIO, including resources outside of the SIO sphere, including:
 - Businesses or other needs, e.g. gyms, barber shops/hair services, etc.
 - Local clubs, religious or spiritual organizations, connections to previously held hobbies

- Introductions for other people of color - fund membership fees for organizations like SACNAS, NABG, AISES, GeoLatinas, and others

Core work resources suggestions:

- There should be more guidance for establishing expectations within groups (e.g. labs) and between individuals (e.g. supervisor/employee or supervisor/postdoc) at SIO. A framework for explicitly discussing expectations of behavior, communication style and frequency, working hours, conference/workshop participation, etc. should be developed for all members of the SIO community. The student/PI expectations (referenced above) could serve as a starting point for other relationships and groups, as could the BRG code of conduct.
- Gear/equipment “libraries” should be made available for all SIO researchers in order to promote accessibility of research. If individual labs have such gear stashes, there should be some way to coordinate sharing of gear between labs and all members of the SIO community.
- The Pod suggests that practices for informally reporting issues within the lab be expanded upon. What are the responsibilities of leaders in a group if a member approaches them with a concern?
- Conference and workshop participation:
 - Conferences are a critical part of researcher’s career development, but they are not mentioned in the student/PI expectations. Expectations that should be explicitly stated include:
 - How many times can a student/postdoc/researcher take time to attend conferences/workshops?
 - Will they be required to present at the conference they wish to attend?
 - Where will funding for travel/room/board/registration come from?
 - Advisors and supervisors should be supportive of proposals to attend not only the “standard” conferences such as AGU and OSM but also conferences and workshops put on by groups such as SACNAS, NABG, AISES, and GeoLatinas.
 - A guidebook or toolkit for first-time conference attendees should be developed, covering topics such as what to wear, tips for presenting, how to book travel/housing etc., how to network and more.
 - Support for first-time attendees at the conference itself should be offered, e.g. pairing them with a mentor from SIO who is also attending.
- Pod members recommend including specific tips/guidelines for diverse groups in the UCSD/SIO field safety documents, which is currently lacking in this area. Examples from outside UCSD include:
 - [Women in the field: tips, tricks, thoughts about gender and field research](#)
 - [Science Magazine article highlighting challenges/advances in diversity and field research](#)

Outreach breakout room suggestions:

- Outline opportunities, expectations, benefits, and/or compensation for those who wish to be involved 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 a clear path for opting out.
- Clarify information about honoraria and establishing/charging speaker fees.
- Develop a list of all the JEDI efforts for new hires; this should become a living document excel sheet that will be shared with all new hires.
- Acknowledge JEDI work: compensation, recognition via evaluations/course credit/tenure review to make it clear that SIO values JEDI work.
- SIO should put together guidelines about what questions you should ask if you’re asked to give a seminar as well as what seminar organizers need to offer (travel support?). The Pod suggests having some regular seminar with information on honoraria and other “hidden curricula” of academia.