

Deliverable - Resource Map

This is a draft Resource Map. We are a group of young recent graduates at various institutions/career stages and as such are focusing on resources we have engaged with in the past and resources we would like to see going forward.

Idealized Resources

- From day one— students introduced to a graduate student union with affinity groups that have actual power to speak to leaders in the institution
 - build this into orientation, really push to educate about these resources
 - Institution wide affinity groups and communities are just as important as departmental affinity groups. One or the other is not an effective support, we want support from every direction.
- Compensation and recognition of invisible labor done by faculty of color; redefining success to prioritize mentoring, JEDI (Justice, Equity, Diversity, and Inclusion) work
 - Providing opportunities for BIPOC scientists to give talks ON THEIR RESEARCH, not just on their JEDI efforts
- Multiple advisors/mentoring networks— academic advisors, “grad school navigation” advisors
 - Flexibility to change advisors or test out different advisors in the first few years -- also helps demystify the application/advisor-choosing process before going to grad school. You should not be married to your advisor!
 - have to rely on word-of-mouth to learn which advisors are good or not, which privileges students in elite institutions/with access to mentorship
 - Ability to challenge your advisor’s work or their attitudes towards students, even if they have tenure
 - Can be very difficult in public institutions where your initial funding comes from an advisor’s grant— safety net for students leaving a funded grant or something

Core work resources

- A lot of the resources we’ve discussed and developed through URGE— code of conduct, reporting policy, policies for working with communities of color/doing research/field work policies, lists of equipment resources and funds for getting things paid for— should be introduced day one and discussed/revised/reinforced throughout the year
 - and then *enforced* and *followed*
- Consistent and publicized requirements for students, faculty, etc. in terms of conference participation, research output, teaching work, social media use... etc.
 - but designed with the idea of redefining success and compensating/recognizing invisible labor, mentoring, JEDI work on an equal footing with research
- Offering professional development/additional classes to fill gaps but:
 - not penalizing students/faculty for accessing these resources
 - not expecting students/faculty to access these resources and do unpaid extra work just because of perceptions of their abilities/background

- De-emphasizing the time it takes to finish your degree, building up structures that aren't receptive to individual situations

Community support and mental health resources

- Advertized mental health resources that are equipped to handle the entirety of the student body
- Sharing resources during orientation, and reinforcing the existence of these resources regularly so that using them is normalized. Making sure that students are not only aware of what groups and services are available to them, but also feel encouraged to use these resources.
- Diverse mental health staff that represent the diversity of the student body
- Emphasize mental health (and general health) resources for racial trauma and stresses
- 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
- 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, and AISES, and highlight organizations like GeoLatinas (no fee for membership), and others
- Outline expectations for taking vacation (e.g., 3 weeks) and for reasonable work hours (e.g., 40-50 hrs/wk; be explicit!)
 - Normalize regular work hours, and encourage students not to push beyond them. Don't set up invisible labor expectations.

Skillset support resources

- Funding for and regular access to skill development required for work/coursework e.g., driving, hiking/outdoors activities, compass/GPS navigation, swimming/SCUBA, operating power tools, first aid, etc.
 - Including "indoor" skills like coding, using equipment, navigating lab policies, etc
- Equipment should be available and either covered by funding or available in a free to access gear library. Field gear such as proper footwear and weather resistant clothing should be accessible and not fall on the student to purchase. If a needed item is not already available it will fall on the department to fill that need.

Professional development resources

- Training relating to public speaking/presenting, networking, and general organizing (i.e writing schedules) (adapted from original URGE document).

- Training is based on a variety of worldviews, especially those which are anti-capitalist, deconstruct systems of harm, and lift up perspectives from BIPOC communities

- Examples of trainings:
 - De-stigmatizing taking fundamental courses/ accepting that grad students are coming from a variety of educational backgrounds and will need different trainings/courses to get up to speed
 - Outline available resources for training/development or best practices in:
 - Teaching/pedagogy
 - Including training specifically for graduate students teaching during their degree
 - 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

- Funding and encouragement for incorporating outreach and community-based engagement into the regular course of research projects
 - Not seen as supplementary, but an expectation
- 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