URGE
Unlearning Racism in Geoscience

DEPARTMENT OF ENVIRONMENTAL SCIENCE & TECHNOLOGY

URGE Resource Map for ENST

This is a Resource Map for Environmental Science and at the University of Maryland. 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.

- Mentoring plan
  - We created a new mentoring plan for incoming diverse Faculty under University of Maryland's new FAMILE Initiatve (**FAMILE-F**ACULTY **A**DVANCEMENT at **M**ARYLAND for **I**NCLUSIVE **L**EARNING AND **E**XCELLENCE). Complete document pasted at the Bottom of the Resource Map.

- Core work resources
  - Code-of-conduct.
    - We currently do not have a Code of Conduct, but we are requiring Diversity Training for all faculty that are mentoring a diverse faculty tenure track faculty. There is not a code of conduct in the ENST Graduate Student handbook, which could/should be added for next year. There is a suggested Code of Conduct for each class syllabus developed by our Teaching and Learning Center at UMD: https://tltc.umd.edu/syllabus
  - Communication plan and expectations, e.g. how do members communicate with each other and what times are appropriate.
    - We currently do not have a Communication Plan, but could be implemented by the Graduate student organization (GATES) as well as developed for Faculty and Staff monthly meetings. We do have a Mutual Expectation Conversation document developed by the Graduate School that all faculty and GAs/TA/RAs complete and sign each semester, which includes expectations for communications and meetings.
  - 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.
    - We are developing a anonymous suggestion box/reporting link on our website that could address some of these concerns (Part of our approved DEIR Initiative in ENST adopted in November 2020), but we will also give

links below this "box" on how to report harassment to the UMD Title IX office and support available through the UMD Office of Diversity and Inclusion. https://www.ocrsm.umd.edu/policies-and-procedures/

- ○ Equipment - where to find, fund individual gear like hiking boots, fund or provide access to sufficient "library" of hiking/camping/outdoor equipment
    - ■ We do not have this at ENST, but there is the Adventure Park at UMD, which gives access to this type of equipment to students: https://recwell.umd.edu/activities/adventure
- ○ 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
    - ■ Conferences are paid for by members of the faculty through their research funds. Occasionally, the department will put in money, but this is rare. As part of our FAMILE Initiative Mentoring Plan (see below), we will provide conference support for new incoming faculty. The UMD Graduate School has the Goldhaber Award for providing conference support once before candidacy and once after candidacy, but the department/faculty members must splits the cost with the Graduate School: https://gradschool.umd.edu/funding/student-fellowships-awards and https://gradschool.umd.edu/funding/student-fellowships-awards/graduate-school-travel-grants
- ○ Be open to considering proposed workshops/conferences and other events, especially for groups like SACNAS, NABG, AISES, GeoLatinas and others.
    - ■ The Department and College did support one of our graduate students to be a part of SACNAS. We also have an active MANRRS group in our College, which supports student to attend the yearly conference: https://agnr.umd.edu/student-opportunities/clubs-and-organizations/manrrs-minorities-agriculture-natural-resources-and

- ● Community support and mental health resources
    - ○ Assistance finding accommodations, moving expenses/assistance
        - ■ Not that we are aware of.
    - ○ Outline services at organization/university: diversity officer, counseling and psychological services, ombudsperson, affinity groups, etc.
        - ■ This support is provided at the University level: https://www.counseling.umd.edu and https://health.umd.edu/behavioral-health
    - ○ Encourage and assist making connections to someone who may understand their experience (e.g., Black male counselor for a Black male student)
        - ■ This is part of our Mentoring plan for new FAMILE Faculty (see below). There is also the Njumburu Cultural Center on campus: http://nyumburu.umd.edu/
    - ○ Calendar(s) of events or mailing lists to join

- - - The University calendar of events is here: http://calendar.umd.edu/cal/main/showEventList.rdo;jsessionid=FF69A440A1C3A9F0DFF98DC206CB775C
  - There is also a link of Diversity related news and events here: https://diversity.umd.edu/news-events/ and at the Njumburu Cultural Center on campus: http://nyumburu.umd.edu/
  - There are departmental email lists for graduate students, faculty, and staff, as well as sub-research groups, such as soils.
  - There is also a listserv for faculty at UMD with children to make connections.
  - 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?
    - Njumburu Cultural Center on campus: http://nyumburu.umd.edu/ as well as student organizations at UMD: https://terplink.umd.edu/organizations and AGNR: https://agnr.umd.edu/student-opportunities/clubs-and-organizations
  - 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!)
    - The Faculty and Staff handbooks have information on taking leave: holiday leave of 14 days; personal leave of 2 days, sick leave of 15 days each year for fulltime employees.
    - https://meugrad.umd.edu/faculty/faculty-handbook/ and leave policy is here for all employees: https://uhr.umd.edu/leave/#:~:text=Eligible%20employees%20are%20granted%203,regular%20faculty%20earns%20personal%20leave.

- Skillset support resources – We do not have this written out, as it varies widely in the department based on faculty expertise.
  - 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?

- - - There are coding workshops that pop up occasionally on R, for example. There are not required.

- Professional development resources
  - Outline available resources for training/development or best practices in:
    - Teaching/pedagogy
      - https://tltc.umd.edu/
    - 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
    - https://agnr.umd.edu/student-opportunities/internships-careers
  - Outline departmental and regional seminars, presentation opportunities, and opportunities to meet with speakers for building a professional network
    - We will add seminars to our Website and advertise them better as part of our ENST Strategic Plan, adopted April 2021.
    - We do have annual AGNR Cornerstone Events, which give opportunities for students to win prizes through the poster contest. https://agnr.umd.edu/about/agnr-cornerstone-event-improve-human-animal-and-environmental-health

- 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

To ensure the success of the FAMILE Recruit, the Environmental Science and Technology (ENST) unit of the College of Agriculture and Natural Resources (AGNR) commits to incorporating the relevant elements of the ENST DEIR Priorities and Goals and ENST pending Strategic Plan into this Faculty Retention Plan. A major component of the ENST DEIR Priorities and Goals is bias training. This training will be required of all faculty prior to the search committee formation and faculty vote. Throughout the process of recruiting the FAMILE faculty member, ENST will express to the potential candidate(s) the deliverables described in this Faculty Retention Plan. Upon Recruit final selection, ENST and the Recruit will mutually agree to the components of this plan. The College of AGNR and ENST commit to support the FAMILE initiative by incorporating the elements of success below.

SCHOLARLY ACTIVITY
Refereed Journals: Publication is one of many metrics for tenure track promotion and program advancement. Each college/unit seeking to retain diverse faculty through the FAMILE initiative can aid in publications by:

Unit (ENST) Action:
1. Assisting the Recruit in identifying a tenured/senior faculty Publication Mentor to be an active and reliable participant with the Recruit in manuscript conceiving, writing, and editing processes in a timely manner. The Mentor should include the Recruit in the Mentor's own manuscript development in a manner that allows their contribution to be reflected in authorship, especially early in the Recruit's tenure in ENST to help them jump start the writing process. Having a collaborative Mentor committed to assisting the Recruit through the writing and editing process will ensure that the Recruit has the tools necessary to successfully publish in their field.
2. Financially supporting the Recruit to submit 1-2 manuscripts to peer reviewed journals, and/or open access journals (as applicable) to ensure that publication costs do not deter the Recruit from publishing.

Recruit Deliverable: The recruit publishes 3 or more papers by mid-tenure review (i.e. Year 3) in a refereed journal, conference proceeding, book chapter, or invited publication media (excluding non-referred abstracts).

Societies and Conference Participation: Presentations are the academic products of research and publishing, and participation in conferences and societies provide recognition and exposure within the scientific community. As such, a recruit would need to present and participate in conferences and society meetings most related to their research interest. Because the Recruit may experience periods of isolation due to a lack of other diverse participants in the conference space, having a Conference Mentor that could guide interactions with fellow academics and participants could potentially make the Recruit feel more included and comfortable in these settings. The Conference Mentor could also increase opportunities for the Recruit to volunteer to serve as a member of program committees, conference section head, and/or panel moderator. The college/unit can assist the recruit through participation and presentation at select societies or conferences by:

Unit (ENST) Action:
1. Assisting the Recruit in identifying a tenured/senior faculty Conference Mentor to assist the Recruit in making connections with members of the Recruit's preferred Society or Conference. This would be reflective in introductions at Conference and Society meetings, both at formal and informal events. The Conference Mentor will help the Recruit from abstract submission through conference interactions to committee and panel inclusion.
2. Financially supporting the Recruit to attend 3-4 national or international conferences or society meetings during the tenure process.

Recruit Deliverable: The Recruit participates in a conference or society meeting in the capacity beyond poster or oral presentation by promotion review (i.e. Year 5-6).

GRANTSMANSHIP

Obtaining extramural funding is paramount to success in many collegiate programs and a merit for tenure promotion. As such, a diverse Recruit will need funding to conduct research and obtain high quality graduate students and post-doctoral research associates and to obtain tenure.

Departmental collaboration is vital to a recruit's success in obtaining extramural funding and shows our collegiality within the unit. Collaborators within the department need to commit to help bring awareness to the Recruit's research and expertise. Showcasing the Recruit's research area within and outside the department will facilitate the Recruit in building rapport within their unit as well as inside and outside university. Having ENST support to build collaborations for the Recruit, will foster collegiality, aid in engagement with peers, build relationships, and support a welcoming work environment. Each college/unit can aid in the success of a diverse recruit through grantsmanship by:

Unit (ENST) Action:
1. Identifying a committed Grantsmanship Mentor(s) (can be >1) to support the Recruit in grantsmanship from pre-proposal stage to one or more fully funded grant(s) by assisting the Recruit through collaborative grant proposal writing, proposal submission, and providing access to known scholarship opportunities.
2. Assisting the Recruit in navigating the budgeting process, grant proposal routing, working with ORA, and successfully managing grants once obtained.
3. Encouraging and assisting the Recruit in contacting agency program directors (external) and/or relevant UMD programs (internal) to get feedback on project ideas and/or obtain additional/new funding through work with interdisciplinary groups.
4. Assisting the Recruit in creating connections for obtaining letters of collaboration.
5. Ensuring the Recruit has a meaningful role (and budget) in the research on large teams, including, where appropriate, the Grantsmanship Mentor's proposals, and is included from the beginning of the process and not included superficially.
6. Assisting the Recruit in applying and securing an early career funding award (e.g. NSF CAREER, DOE Early Career Research Program, etc).

Recruit Deliverable: The Recruit obtains 1-2 external and/or 1-2 internal funding submission requests by mid-review (i.e. Year 3-4).

TEACHING, ADVISING AND MENTORING

Teaching: Teaching goals and philosophy can vary with each individual. Fundamentals of education remain constant in the form of course objectives, deliverables, and learning outcomes. The courses taught should be a reflection of the department's needs and the Recruit's research interest and expertise. Teaching is one area of academia where freedom is given, but the audience may (or may not) be free in their thinking about who is giving the instruction or how material is conveyed. A FAMILE Recruit may experience various forms of negativity when the student demographic in the department is dominated by one ethnic group, and this may be reflected in their course evaluations. As such, each college/unit can aid in the success of a diverse recruit through teaching by:

Unit (ENST) Action:
1. Recognizing student evaluations may not serve as the most effective metric of the Recruit's teaching ability when the student body does not reflect diversity of the instructor.
2. Utilizing faculty peer evaluations as a preferred metric for teaching success in lieu of teaching evaluations.
3. Providing sufficient time for course preparation (i.e. one semester minimum) if the Recruit is creating a new course or redesigning an old course.
4. Providing the Recruit with sufficient lab space, equipment, and consumables to create a course that is both desirable to students and sustainable for the Recruit's success.
5. Encouraging use of the TLTC resources for creating a successful course and improving teaching delivery.
6. Financially supporting the Recruit to attend one professional development course related to teaching and/or educating Generation Z.

Recruit Deliverable: Create or re-design a 3-credit course with academic rigor reflective of a Research 1 institution that is academically engaging and foundationally strong for a competitive departmental program.

Advising: Academic advising and mentoring are critical activities and the quality and quantity of such activities shall be important considerations for promotion and tenure recommendations. A recruit's research interests and course offerings will aid in the recruitment of students for the graduate program. Many diverse faculty recruits will rely on their personal experiences to make the experience of their students academically rigorous, while working to exclude (or reduce) the obstacles some diverse students face in academia. Each college/unit can aid in the success of a FAMILE recruit through advising by:

Unit (ENST) Action:
1. Encouraging students to participate in the Recruit's courses and research program, if their interests align.
2. Faculty supporting the recruit by offering to serve as a member of the recruit's students' MS or PhD committees.
3. Faculty inviting the recruit to serve as a member of their graduate student committees, if their interests align.
4. Faculty recommend committee members outside of the department, college, or university whose expertise and research align with the Recruit to help the Recruit engage and network with colleagues outside of ENST.

5. Financially supporting up to 2 graduate students as part of the Recruit's start-up package.
6. Creating a welcoming research environment where students can thrive and participate in R1 research projects.

Recruit Deliverable:
1. Participate as a member of 2-3 graduate committees by mid-review (i.e. year 3-4)
2. Serve as the major advisor for 1-2 graduate students by tenure review (i.e. year 5-6)

Mentoring: ENST provides new faculty with a mentoring committee to help guide the individual through the tenure track process per our Plan of Governance. Traditionally, this group includes Associate and full Professors selected by the Department Chair. Specifically, our unit will aid in the success of a FAMILE recruit by ensuring that the Mentoring Committee is the most supportive and equipped to assist and mentor the Recruit:

Unit (ENST) Action:
1. Only appointing faculty members who have expressed interest in mentoring the Recruit and who have:
   a. Participated in bias and diversity training, including reading articles and engaging in discussion on how to support diverse faculty.
   b. Had one or more diverse high school, undergraduate, or graduate student(s) conducting research in their laboratory.
   c. Committed to support the Recruit by assisting throughout the entire process of securing one extramural funding request (see Grantsmanship).
   d. Committed to support the Recruit through societal and conference participation, as described above.
   e. Advised one or more graduate student(s) of color through degree conferring.
2. Allowing for the appointment of one external faculty member (current, retired or emeritus) to serve as a member of the mentoring committee. This individual is selected directly by the Recruit and approved by the Department Chair and/or Mentoring Committee.

Recruit Deliverable: Meet with the Mentoring committee, at a minimum once per semester, to discuss progress, obstacles, and ideas.

SERVICE
Professional/University Service: ENST requests that faculty provide service in varying capacities. This service is reflected in faculty participating on editorial and advisory boards, holding offices in local and national chapters of professional organizations, and moderating national/international conferences. Such participation may take several different forms: service to the University, the profession, higher education, the community, o school systems, and to government agencies. Service activity is expected of all faculty members, but service shall not substitute for teaching, advising, and mentoring activities; extension and outreach education programming; or for achievement in research, scholarship, or creativity. Service activity should not be expected of junior faculty to the point that it interferes with the development of their research, teaching, or extension education programs. We recognize that diverse faculty often are asked to perform additional service by serving on multiple hiring (or other University) committees that may interfere with their ability to effectively conduct research or teaching responsibilities. Each college/unit can aid in the success of a FAMILE recruit through service by:

Unit (ENST) Action:
1. Limiting the number of times a recruit is requested to serve on a committee (less than one a year), as it is understood that in some departmental units, such as ENST, the recruit may be one of few or the only diverse faculty member available to ensure a diverse committee.
2. Acknowledging and understanding that the Recruit may be a member of non-academic organizations such as fraternities, sororities or faith-based organizations and may perform services as a major component of membership.
3. Considering incorporating non-academic organization's acts of service as merit worthy professional service (e.g. informal talk at a Boys and Girls club to introduce at-risk youth to science) into FRS and tenure and promotion. We already added that service to diverse audiences would be part of our FRS process and be scored of 10% of the faculty's performance (see Appendix A).

Recruit Deliverable: Limit (one or less per year) and monitor the number of committees one agrees to serve on.

Education Outreach and Extension: Outreach and extension are traditionally in the form of TV, media, or webcast publications. This also includes the creation of documents and reports for public use, factsheets, interactive videos, or technical guides. A FAMILE recruit may have these elements in their package, but may also include additional acts of service based on one's definition of educational outreach. Each college/unit can aid in the success of the Recruit through educational outreach by:

Unit (ENST) Action:
1. Recognizing outreach may look different for each recruit based on their cultural background and influences.
2. Allowing services such as: K-12 STEM Fair Judge at a minority attending school; coordinator of the STEM-focused portion of career day at K-12 school; or panelist for non-profit organizations that serve underrepresented, minority, or underserved groups in education outreach and extension.

Recruit Deliverable: Ensure outreach and extension service is related to their educational background and/or research interest if it is to be considered as service in the tenure promotion process.

LEADERSHIP OPPORTUNITIES
As a commitment to the long-term success of the Recruit, the unit/college will provide an opportunity to serve in a leadership position. Leadership roles such as: search committee chair, Departmental co-chair, or temporary appointment to undergraduate or graduate program chair are potential options. Additional opportunities can be made available at an administrative level upon successful tenure promotion in opportunities, such as the ADVANCE and Big 10 leadership programs. The appointment allows the Recruit to better understand the roles and responsibilities of the position and can aid in making critical decisions on behalf of the faculty and students at an elevated level. In an effort to increase the overall number of unrepresentative minorities in leadership among faculty and students, the unit/college faculty will:

Unit (ENST) Action:
1. Increase the number of guest lecturers, seminar speakers, and team-taught courses instructors who are from a diverse background.

2. Commit to incorporate Minority Serving Institutions (MSIs) and Historically Black Colleges and Universities (HBCUs) in funding collaborations.
3. Commit to incorporate MSIs and HBCUs in research consortiums and collaborations.
4. Commit to expand their search for diverse recruits beyond traditional measures (i.e. chronicles of higher education and society announcements).
5. Commit to support the Recruit in their efforts to recruit diverse students and postdoctoral students.

Unit Evaluation of Recruitment Plan Implementation Success

As a commitment to the long-term success of the Recruit, the unit/college will evaluate the success or difficulties in implementing this Retention Plan. This will be a thorough evaluation that includes the following:

1. Evaluation by the Recruit of the implementation of this Retention Plan on a yearly basis, with identification of strengths and weaknesses of the implementation to date.
2. Mentors formally evaluate their experience and identify areas of support and resources that they might need to be more effective in mentoring the Recruit.
3. Overall unit evaluation of the Retention Plan, with a yearly report compiled by the Department Chair to allow for documentation of strengths and weaknesses of the Plan, as implemented, and identification of aspects of the Retention Plan that could be altered based on mutual agreement of the Department Chair, the Recruit, and the Chair of the ENST Diversity and Mentoring Committee.