This is a draft Resource Map for the URGE pod at the University of Minnesota Duluth. 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. This document lists both resources that are necessary for all as well as some specific questions meant to determine more specific resources needed for some based on their stated needs and interests. These resources should be used in implementing a mentoring plan for new faculty, researchers, and graduate students.

**Mentoring Plan**
Currently, our pod knows of no recommendations from Swenson College, the University of Minnesota Duluth, or our respective departments for how to develop or what to include in a mentoring plan for faculty, researchers, or graduate students. One of our pod recommendations upward to administration is to start to develop recommendations for these mentoring plans at the university, college, and/or departmental level. This should include an outline of what the mentoring plans need for faculty and graduate students, who is responsible for overseeing the mentoring plans, and what sorts of training mentors are required to take. At a minimum, we recommend that these mentoring plan outlines should include:

- A summary of the resource map (support resources available at UMD, Swenson College, and the Dept) 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. We also encourage including information about community resources, including contact information for the Duluth NAACP, area churches and places of worship, and other organizations.
- 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**
Similar to the Mentoring Plan above, our pod knows of no central location where these resources, or recommendations for how to put together these resources, are held for UMD, Swenson College, or our respective departments. We recommend that administration make it a priority to develop guidelines for departments, graduate programs, and research groups that include writing Codes of Conduct. These Codes should include the specific information below, including laying out explicitly the expectations of individual programs and PIs.

- Code-of-conduct - 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. Currently, Swenson College is working on a collegiate code of conduct for faculty and staff, and graduate students are subject to the student code of conduct.

- Communication plan and expectations: How do members communicate with each other and what times are appropriate? How soon should responses to communication be expected?
- Reporting Policy: How are code of conduct violations reported? This should address issues related to insensitivity, harassment, exclusion and the consequences as well as provide additional contacts for reporting outside of advisor or department head.
- Equipment: where to find and fund individual gear like hiking boots, fund or provide access to sufficient “library” of hiking/camping/outdoor equipment. This conversation has been started at the SCSE level, and some equipment has been made available (sat phones, car decals, and business cards). But as of now there is no fund available for purchasing individual equipment like boots or other field gear that is both necessary for work and would likely stay with the individual after they leave.
- Conference and workshop participation: How often can students expect to attend, and who pays for the attendance? Right now there is travel money available from the graduate school for student conference attendance, but it is only a small amount ($500, I believe), so not enough for a full conference attendance. In some programs, that money is made up at the department level, but it is unclear if all programs supply this funding.
- The administration and departments should be open to considering travel funding for attendance at other events, especially for groups like SACNAS, NABG, AISES, GeoLatinas and others.

Community Support and Mental Health Resources
Graduate students with teaching or research assistantships at UMD have access to student health insurance, which includes mental health coverage, as well as all of the services offered by the UMD Student Counseling Center.

- There is no central resource for assistance with moving to UMD, nor regular moving expense assistance given. If a student has been awarded a Diversity Fellowship or a Graduate Student Excellence Fellowship (up to 3 per program), they can access up to $1000 before their appointment starts to assist with moving and startup expenses. Some programs have informal networks of current students connecting with incoming students to help them find housing or acclimate to Duluth (Chemistry MS is one of those programs).
- UMD has a Student Counseling Center and an Office of Diversity and Inclusion which runs a Student Multicultural Center, a physical space on campus for student groups of many identities. Because of UMD’s status as a regional comprehensive undergraduate institution, however, most of these resources are very undergraduate-focused and it might be harder for graduate students to “find their place” there.
- DGS’s and Department Heads should make a concerted effort to connect students of certain identities to mentors and counselors of the same identity. Is it possible to set up a formal network or an easy way to connect these students with mentors?
• A more formal list or repository of community churches and other organizations to share with new faculty and graduate students is essential. Can we put students in touch with religious leaders or the local NAACP? Tribal leaders?
• In faculty welcome packages, SCSE gives out a list (and coupons if possible) for area businesses. Could something like this be replicated for grad student welcome packages? This list should not be white-centered if possible, making sure to include (for example) barber shops that specialize in Black hair care or ethnic grocery stores and restaurants, among other things.
• Introductions for other people of color: We should make an effort to fund membership fees for organizations like SACNAS, NABG, and AISES, and highlight organizations like GeoLatinas (no fee for membership), and others.
• For graduate students especially, expectations should be outlined for taking vacation (e.g., 3 weeks) and for reasonable work hours (e.g., 40-50 hrs/wk; be explicit!). This can be done at the program level but should be supported at the PI level.

Support Resources for Other Skills
Graduate students and new faculty should be given an outline of where to go to build their necessary skills for professional development, outreach, and professional skills. Links or contact information should be included in any welcome packages.

• 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 engage 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