UW AOS-SSEC Podlet 1 Deliverables

- **Mentorship training**
  - AMP (Atmospheric science Mentorship Program, graduate students to undergraduate students mentoring) resource map for mentorship materials/handbook, including research mentorship training program).
  - Delta program for mentorship training (https://delta.wisc.edu/). Either in workshop form or in credit offering form
  - Suggest to add annual advising questionnaires between mentors and mentee (inspired by mentor/mentee questionnaire done in NSF )
  - Propose the requirement for mentorship training for faculties https://wiscience.wisc.edu/mentor-training
  - Propose to allow faculties to have more time to focus on mentorship portion of their duty

- **Mental health resources**
  - UHS mental health group  https://www.uhs.wisc.edu/mental-health/
  - It is recommend for PhD students who has health insurance cover to pair with a therapist in the community

- **Skill set resource**
  - There are existing resources scattered in the AOS website, which need to be more organized.
  - Professional development at the university level.
  - Professional development for faculties.
  - Graduate school of professional development (https://grad.wisc.edu/professional-development). Graduate students receive professional development tips and workshop information every week via email.
  - Individual development plan for graduate students and post-doc.
  - We propose that students should be encouraged to discuss with their advisors about what skill they want to develop, so both can look for the specific events and workshops.
  - The curriculum in graduate school is an iceberg. Much of graduate education is focused on tangible and formal skill development surrounding research and teaching. This course focuses on the informal “hidden curriculum” in graduate school that can complement formal student learning to help individuals lead successful research careers.

- **Networking**
  - We propose a future job events that allow graduate students to bring resume, and invite people from the industry
  - Currently the job opportunities are posted mainly via email, many are scattered and not updated. While there is a slack channel for posting job opportunities, few in the main channel are aware of its existence.
Currently undergraduate students have the closest experience to a job event through the annual AMS meeting, this might be unfair to a certain portion of the undergraduate students.

We should include the AOS alumni board in presenting job opportunities and networking.

- Outreach
  - We propose a minimum of 5-hour requirement for graduate students to accomplish.
  - Outreach training is offered by the Life Sciences Communication program Science communication [https://lsc.wisc.edu/academic-programs/](https://lsc.wisc.edu/academic-programs/) in both course and workshop program.
  - Include more traditional media and social media outreach.

- Local life
  - General introduction to life in Madison for graduate students [https://kb.wisc.edu/grad/page.php?id=91480](https://kb.wisc.edu/grad/page.php?id=91480).
  - Downtown events.
  - Campus free food resources: [https://goldman.horticulture.wisc.edu/uw-campus-food-shed/](https://goldman.horticulture.wisc.edu/uw-campus-food-shed/)

- Departmental discipline
  - Discuss the core value/code of conduct of the AOSS community.
  - Create a document that can be referenced back to when racism or sexism happen in the building.

- Off-campus racism and sexual harassment
  - Graduate students should have completed an online training session but that very helpful
  - The office of compliance [https://compliance.wisc.edu/](https://compliance.wisc.edu/)
  - UHS
UW AOS-SSEC Podlet 2 Deliverables

The draft deliverable for the URGE Resource Map included: Mentoring plan, Core work resources, Community support and mental health resources, and Skill Set, Professional, and Outreach resources. In previous deliverables we have discussed codes of conduct, mentoring plans, and additional topics included in the session 7 draft deliverable. Because of this, we have included additional bullet points below of information based on our group meeting 4/21/2021.

Our group felt that the current graduate student handbook (see link below) has many of the same components that were in the draft deliverable and should be updated to include additional resources for community support, including BIPOC support resources on campus.

Podlet 2 recommends a larger meeting to put all this information together between the three pods.

- Graduate Student Handbook
  - What additional information should be added to the handbook?
  - PDF given out to new students
    - Welcoming packet
  - Designation for who sends this out/makes this available and the location known
    - GSA welcoming committee
    - Graduate student chair
    - HR representative
  - Links
    - https://www.aos.wisc.edu/academics/graduate/handbook/
    - https://www.aos.wisc.edu/academics/graduate/gradprimer_web.pdf
  - The handbook should be regularly updated.

- New Faculty and Employee Resources
  - Resource guides given to new faculty and employees highlighting diversity, inclusion, and equity plans
    - Welcoming Packet

- Mentoring Plan
  - Additional trainings available for advisors, supervisors, and graduate student mentors

- Bystander Resources

- Inventions for grievances
  - How to handle those unwilling to comply with bias training or follow procedures
  - Our community should promote a strong code of conduct and consequences of not following this code

- Recommend a department representative for grievances and mental health
  - This could be the graduate student chair for graduate students
UW AOS-SSEC Podlet 3 Deliverables

We think that a Resource Map should be a living document, accessible to new recruits and new admissions to the department. The following are preliminary ideas and notes and need to be developed beyond the scope of URGE timeline.

This is a draft Resource Map for Podlet 3 at the Department of Atmospheric and Oceanic Sciences, University of Wisconsin Madison. 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.

**Resource types:**

*Mentorship-related documents:*
- Individual mentorship plan for connecting students to resources that will be of most use to them in their coursework, research, and teaching
- Individual/Group Expectations
- Evaluations and feedback

The department currently has an annual progress report for continuing Graduate Students. To keep track of student progress.

Many of the above documents could be part of group “lab manuals” or as part of a dept-wide graduate student guide.

These documents should clearly outline expectations during the first year, as well as long term goals for PhD students. Clarifications to PhD expectations would be particularly helpful: e.g., What are minors? What types of other optional classes are acceptable? What are examples of the broadening requirement?

*Core-work related documents:*
- Code-of-conduct
- Communication plan and expectations
- Reporting Policy
- Equipment for field work
- Documents on benefits: Health insurance
- Conference and workshop participation

As part of URGE we have started drafts of a code of conduct and found UW-wide reporting policies as part of previous deliverables. Such documents need to be made readily available to all students.

*Community support and mental health resources:*
- Assistance finding accommodations, moving expenses/assistance
- Outline services at organization/university
○ Encourage/assist 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/work hours

As part of our living document, there would be a list of the following businesses/organization, in addition to other community resources:
Businesses/restaurants associated with identities (Black, Asian, POC, LGBTQ)
Organizations associated with identities (Black, Asian, POC, LGBTQ)
https://win.wisc.edu/organizations

Self-care and mental health resources:
- https://docs.google.com/spreadsheets/d/1BHFNZRix_cYQT_fWdX7qNfvzbzPunWIMxCMOf0RE0lc/edit#gid=1071818001
- https://doso.students.wisc.edu/facultystaff-resources/

In line with creating a more supportive, inclusive community, we also propose food-centered events. Food brings people together.

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?

The department Slack is one resource for coding support and other advice-seeking, though other training/resources/strategies on campus and beyond need to be identified.

The graduate school routinely has introductory coding workshops and courses. Used to be through data carpentry or software carpentry. The links to sign up are usually in the graduate school Professional Development page: https://grad.wisc.edu/professional-development/

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 seminars, presentation opportunities, and networking opportunities

Inclusive teaching practices: [https://docs.google.com/document/d/1DI_WhkDD3fmCtLE-Nob7TkA6X455EzDibEP71rNmuZ0/edit](https://docs.google.com/document/d/1DI_WhkDD3fmCtLE-Nob7TkA6X455EzDibEP71rNmuZ0/edit)

**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

We plan to curate additional resources to the above categories. We propose the format to be a constantly-updating discussion board on AOS website → could create something like a wiki or a padlet board: [https://padlet.com/](https://padlet.com/)