This is a draft Resource Map for the Earth and Planetary Sciences Pod at the University of New Mexico. 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**
  - Summary of the intent of the resource map 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
    - Certainly we give all new students a copy of the student handbook, a few days of orientation (esp if TA'ing).
    - We should provide a single sheet of paper with important deadlines
    - Easy also to cut/paste the resources from this doc and add to the student handbook
  - 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
    - At the department level, we have loose expectations for committee meetings - e.g., 1-2 times a year?
    - Departmental-level progress report is also due annually that the committee has to sign and approve

- **Core work resources**
  - Code-of-conduct - link, 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
  - Communication plan and expectations, e.g. how do members communicate with each other and what times are appropriate
Would love to set up an easier way for EPS community members to email the whole community or the parts that they participate in (e.g., grad students only or UG only)

Am guessing email is the most efficient, could be more explicit about posting faculty drop-in hours (to allow more general student access?) and faculty office/phone #s

Would love to put limits on weekend/evening communication explicitly as a dept… :)

Probably a good idea to have some explicit expectations regarding the dept and social media - do we have any departmental social media accounts?

- 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
  - This will likely follow our Deliverable for Session 2 since it seems we don’t have much leeway in informal reporting….i suppose we could list the Dept Chair as a non-advisor contact for reporting things like “locker room” talk? … altho i might argue that that is a microaggression and therefore needs to be kept track of in the same way as other microaggressions….

- Equipment - where to find, fund individual gear like hiking boots, fund or provide access to sufficient “library” of hiking/camping/outdoor equipment
  - I don’t think the dept has a store of borrow-able gear? I do like the idea of this and imagine we could set aside some alumni funds to gather a set of hammers, picks, shovels, bruntons, etc.?
  - Not sure how to handle personal gear (e.g., hiking boots, work pants, hats) - does the URGE program mention a peer institution model for this?

- 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
  - The EPS Dept pays for faculty members to attend ~ one meeting a year (usually providing $1500-2000 in travel funds).
  - The New Mexico Geological Society pays for 1-2 students to attend their field conference (fall) and research conference (spring) each year. Spring attendance is tied to presenting research at the conference (i think?).
  - It would be AWESOME if we could set aside funds for grad students to attend 1 meeting a year. What does the funding landscape look like in trying to accommodate this? This would be another great use of dept/scholarship funds--and include it in letters of acceptance! If we can’t fund everyone, I would really like to think about funding students of color to attend specific meetings (SACNAS, NABG, NASEM, etc…)
  - It would also be useful to provide a list to students of some of the possible granting agencies within UNM to apply for (e.g., UNM GPSA). That way students who want to attend additional conferences beyond what might
be supported by the department/advisor would have an easier time doing this independently.

○ Be open to considering proposed workshops/conferences, especially for groups like SACNAS, NABG, AISES, GeoLatinas and others. Software Carpentry is also a possibility--see above comment
  ■ I know that the Bio Dept sends faculty and students to SACNAS every year - something we might consider or at least advertise more visibly? I just joined GeoLatinas and it’s fantastic! Haven’t learned much by way of conferences yet, but they do webinars ALL.THE.TIME :)

● Community support and mental health resources
  ○ Assistance finding accommodations, moving expenses/assistance [GEO is a good resource for helps; not sure about departmental graduate associations]
  ○ Outline services at organization/university: diversity officer, counseling and psychological services, ombudsperson, affinity groups, etc.
    ■ Division for Equity and Inclusion: https://diverse.unm.edu/
      ● Assata Zerai, VP for Equity and Inclusion, (505) 277-3323, zerai@unm.edu
      ● Nancy Lopez, Assoc VP for Equity and Inclusion, nlopez@unm.edu
      ● Elizabeth Quay Hutchinson, Assoc VP for Equity and Inclusion, e Hutch@unm.edu
    ■ Office of Graduate Studies: Resources for Students Underrepresented in Higher Education
    ■ LGBTQ Resource Center: http://lgbtqrc.unm.edu/
    ■ Men of Color Initiative: https://menofcolor.unm.edu/
    ■ Institute for “Race” and Social Justice: http://race.unm.edu/
    ■ Action Collaborative for Preventing Sexual Harassment in Higher Education
    ■ Graduate Dispute Resolution services: https://grad.unm.edu/resources/ombuds.html
      Ombudsperson: Nina Cooper, nmcooper@unm.edu, (505) 277-1135
    ■ LoboGuardian: https://loboguardian.unm.edu/ → mobile app to establish virtual safety network of family and friends
    ■ LoboRespect Advocacy Center: to discuss concerns such as sexual misconduct, hate/bias, bullying, hazing
    ■ Student Health Services: https://shac.unm.edu → provides counseling and health services to all students. They work with students to identify and address issues related to personal growth, self-confidence, anxiety, depression, eating disorders, academic difficulties, and career indecision. They offer telephone and video appointments.
    ■ Accessibility Resource Center: https://arc.unm.edu/
    ■ African American Student Services: https://afro.unm.edu/
    ■ El Centro de la Raza: https://elcentro.unm.edu/
Native American Student Services: https://aiss.unm.edu/
Veteran’s Resource Center: https://vrc.unm.edu/
Office of Equal Opportunity: https://oeo.unm.edu/
Here is a list: https://oeo.unm.edu/resources/index.html

- Encourage and assist making connections to someone who may understand their experience (e.g., Black male counselor for a Black male student)
  - We have specific, existing network for this...could certainly refer folks to some of the services above (e.g., Men of Color Initiative)
  - I also think it would be great to put something like this together in EPS - would dovetail well with developing a more explicit/robust grad student mentoring plan
- Calendar(s) of events or mailing lists to join
  - EPS list-serv? (i would love to set up a list-serv for: (1) EVERYONE, (2) Faculty, (3) Staff, (4) Grad Students, (5) Undergrads - would make communicating here SO much easier and individuals could email directly vs. sending thru Cecilia 1st)
- 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?
  - New Mexico Asian Family Center: https://www.facebook.com/nmasianfamilycenter/
  - National Hispanic Cultural Center (humanities/arts focused): https://www.nhccnm.org/about/
  - Standing up for Racial Justice (surjabq@gmail.com: abqpeaceandjustice.org)
  - Indian Pueblo Cultural Center (https://indianpueblo.org/)
  - Albuquerque Mutual Aid (@abqmutualaid on Instagram)
  - Connecting with cohorts, organizations, social clubs with common identities and/or interests
  - Undocumented.unm.edu -- resource list on website: http://undocumented.unm.edu/resources/community-resources.html
  - New Mexico Dream Team (nmdreamteam.org)
- 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
  - GeoLatinas is free, but SACNAS is not - would be cool if we could sponsor this, but maybe not super necessary except in individual cases?
- Outline expectations for taking vacation (e.g., 3 weeks) and for reasonable work hours (e.g., 40-50 hrs/wk; be explicit!)
  - Realistically, i think that we probably expect 40-60hrs/wk of work from our graduate students (a minimum of 8hrs/5 days a week; preferably with some weekend time)
I think some of the stressors regarding expected work hours would be alleviated by some clarity on what is expected of students. For example, a new student teaching two labs could EASILY spend far too much time prepping/teaching/emailing/grading. I think some explicit suggestions regarding the amount of time one should spend on these types of things would be helpful.

I generally don’t bat an eye at 2wks vacation at xmas and another wk during the summer...i don’t generally inhibit any personal travel of my students provided they continue to fulfill their academic duties (e.g., TA responsibilities and classes) AND continue to make progress on their research

● 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.
    ■ Cori’s lab: computational skills (xls, R, adobe suite); outdoor skills (hiking w/ backpack full of rocks, use of hammers/pick axes, J-staff, fossil/rock ID…); willingness to learn lab skills (e.g., stable isotope specimen prep; SEM…)
  ○ What skills training is supported through the organization, how would someone acquire/improve these skills? What training is available prior to arrival?
    ■ EPS has a good training program for analyses within the Center for Stable Isotopes
    ■ Does our upper UG computational class introduce analytical software like Matlab, R, other coding languages? Could we/do we offer anything more specific for graduate students?
    ■ Jess and Keely have been putting together programs to help students with basic skills needed (computer)
  ○ 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?
    ■ Yes -- we should try to offer some sort of bootcamps
    ■ We should look into Software Carpentry -- PhD student Evans is a trainer
    ■ Cori’s lab: mostly R

● Professional development resources
  ○ Outline available resources for training/development or best practices in:
    ■ Teaching/pedagogy (For grad students: https://grad.unm.edu/resources/gta.html)
    ■ 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 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
    - We currently do ask extra of POCs in our dept for filling out, for example, hiring committees (and i would guess other stuff too) - how do we provide easy/accessible ways to opt out when part of this is actually at the request of the university? (i guess if we had more POC in the dept, then it wouldn’t fall to the same few people…but in the more immediate sense - what do we do?!)
  - Information on honoraria and establishing/charging speaker fees