URGE Resource Map for the UW Madison Department of Geoscience and Geography

This is a draft Resource Map for the UWisc-GEO^2 pod at the 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.

- **Mentoring plan**
  - **Summary:** The purpose of this mentoring plan is to provide a comprehensive overview of the resources that will be available to incoming graduate students of color at the University of Wisconsin-Madison. These resources include, but are certainly not limited to: institutional resources at the department/college/university levels, as well as general advice about the resources that are available in the Madison area, such as specialty restaurants and grocery stores. We acknowledge that this document has been designed from a physical geography/geoscience perspective and recognize that some of the resources listed here may be somewhat less relevant to other disciplines within our respective departments (e.g., Human Geography).
  - **Individual/Group meeting expectations:** These expectations are typically handled at the research group level within our departments. Example lab expectations documents from the research groups of Dr. Andrea Dutton and Dr. Erika Marin-Spiotta have been included as appendices at the end of this document.
  - **Evaluations:**
    - The Graduate School at UW-Madison recommends that graduate students and postdoctoral researchers create an Individual Development Plan (IDP) [https://grad.wisc.edu/professional-development/individual-development-plan/](https://grad.wisc.edu/professional-development/individual-development-plan/)
    - Dr. Dutton has a self-evaluation form that her graduate students fill out at the beginning of each semester. This helps to foster regular conversations about goals, timelines, progress, and strategies.

- **Core work resources**
  - **Code of conduct:** The Department of Geosciences has a code of conduct that has been approved by the faculty. This document also addresses university/departmental reporting policies.
    - Individual research groups are typically responsible for setting expectations in some of the areas relevant to the code of conduct, including but not limited to: communicating plans and expectations, and conference and workshop participation (e.g., how often and who pays for it?)
- **Equipment:** Funding has just been approved to develop a gear library in the Dept. of Geoscience, so this is in development.

- **Community support and mental health resources**
  - **Assistance finding accommodations, moving expenses/assistance:** Information about graduate school funding and financial aid can be found at: [https://grad.wisc.edu/funding/](https://grad.wisc.edu/funding/)
  - **Services available at UW Madison:** Information about services is available from a number of sources:
    - The Graduate School [https://grad.wisc.edu](https://grad.wisc.edu)
    - The University Health Services has a page dedicated to mental health services [https://www.uhs.wisc.edu/mental-health/](https://www.uhs.wisc.edu/mental-health/)
    - There are also resources listed in the appendix of the Dept. of Geosciences CoC.
  - **Efforts to assist making connections to someone who may understand their experience (e.g., Black male counselor for Black male student):**
    - UW Madison is making efforts to hire more BIPOC counselors, but the only information that has been provided to date is a statement from the Chancellor.
  - **Calendar(s) of events or mailing lists to join:**
    - Office of Diversity, Inclusion & Funding (ODIF) has a mailing list through the graduate school to sign up for
    - The Multicultural Student Center (MSC) also has a mailing list
  - **Activities/institutions to help incoming students feel at home:**
    - Social media (e.g., Facebook groups) can be helpful for connecting with activities and groups around campus
    - Hobbies: check with the UW Madison Recreation sports page
    - At the beginning of every semester UW makes a club/society/group event where you can see and meet people that are in groups dedicated to different hobbies or activities. It is at the Khols Center.
  - **Connecting with cohorts, organizations, social clubs with common identities and/or interests:**
    - Multicultural Student Center at UW [https://msc.wisc.edu/](https://msc.wisc.edu/)
      - The MSC has multiple social clubs/organizations and affinity groups.
      - Asian-Pacific Islander Desi American (APIDA) Student Center
      - Latinx Cultural Center
      - Native Student Resources
      - Black Cultural Center
      - Heritage Months
    - Office of Diversity, Inclusion, and Funding through Graduate School at UW [https://grad.wisc.edu/diversity/](https://grad.wisc.edu/diversity/)
    - SACNAS UW-Madison chapter [https://win.wisc.edu/organization/sacnas](https://win.wisc.edu/organization/sacnas)
    - [https://diversity.wisc.edu/](https://diversity.wisc.edu/)
    - McBurney Disability Resource Center ([http://www.mcburney.wisc.edu/](http://www.mcburney.wisc.edu/))
- Student Organizations (https://win.wisc.edu/organizations) List of all student organizations on campus, includes by affinity, professional interests, etc.
- LGBT Campus Center: https://lgbt.wisc.edu/
- Veterans Resource Center: https://veterans.wisc.edu/
  - Businesses or other needs (e.g., gyms, barber shops/hair services, etc.):
    - Resources for New Faculty and Staff webpage has listing for cultural centers, specialty (ethnic) grocery stores, cultural and community centers, etc: https://facstaff.provost.wisc.edu/resources-for-new-faculty-and-staff/
    - Facebook is a great place to find and connect with local events and business in Madison, too!
    - List of Black-owned businesses in Madison: https://docs.google.com/document/d/1p-tLchuUxwH1szrGlNcQGl5uv-i-CP-4-Q-z0eyS2E/edit (may not be entirely up to date)
  - Introductions for other people of color:
    - SACNAS UW chapter has a website and info on how to connect
    - GeoLatinas information on their website but not listed on UW geoscience website (will be soon)
  - Expectation for taking vacation and for reasonable work hours: Usually handled at the laboratory/research group level. See attached expectations documents in the appendix.
- Skillset support resources
  - Here are several organizations that can help students prepare for fieldwork:
    - Hoofer Outing Club https://www.hooferouting.org/
    - REI has great and supportive courses on outdoor skills of all sorts: https://www.rei.com/events/p/us-wi-madison
  - Coding resources: The Library has “Resource Guides” that cover topics like R, ArcGIS, etc. (among many other things unrelated to this topic). https://researchguides.library.wisc.edu/
- Professional development resources
  - Outline available resources for training/development or best practices in:
    - General professional development:
      - https://grad.wisc.edu/professional-development/
      - Calendar of professional development events for graduate students: https://grad.wisc.edu/uw-events/
    - Teaching/pedagogy
      - Delta Program: https://delta.wisc.edu/
      - Wiscience https://wiscience.wisc.edu/
      - Info and tips on how to use canvas: https://it.wisc.edu/services/canvas/
    - Project management/budgeting
    - Media training
Some resources available here:
- [https://uc.wisc.edu/resources/communicator-groups/](https://uc.wisc.edu/resources/communicator-groups/)
- Proposal writing
  - Lots here: [https://writing.wisc.edu/](https://writing.wisc.edu/)
- Public speaking
- Networking
  - UW’s alumni networking platform: [https://badgerbridge.com/](https://badgerbridge.com/)
  - Professional societies, for example, many AGU sections has early career networks and events
  - Use of social media to connect with identity-based and early career researcher groups, see: [https://eswnonline.org/it-takes-a-village/org_network_list/](https://eswnonline.org/it-takes-a-village/org_network_list/)
- Designing/drafting of figures using Adobe Suite/Python/ArcGIS
  - Technology/software programs in general [https://it.wisc.edu/services/training/](https://it.wisc.edu/services/training/)
- Getting involved in professional societies
- Additional coursework
  - List fellowships, internships, summer experiences, field course opportunities
    - Contains some UW-specific and external fellowship opportunities: [https://grad.wisc.edu/funding/fellowships/](https://grad.wisc.edu/funding/fellowships/)
  - Outline departmental and regional seminars, presentation opportunities and opportunities to meet with speakers for building a professional network
    - Geography Department’s seminar schedule: [https://geography.wisc.edu/yi-fu-archive.php](https://geography.wisc.edu/yi-fu-archive.php)
  - Information on honoraria and establishing/changing speaker fees
    - 500 Women Scientists has an open survey about honoraria that closed on April 30th, 2021. [https://500womenscientists.org/fix-the-gap](https://500womenscientists.org/fix-the-gap)

**Other advice/tips for adjusting to life at UW!**
(Note: The final version of this section will probably be a living document that is available separately online to ensure the most up-to-date information is available)
- Resources for Hispanic students:
  - Los Atlantes Mexican Restaurant (also has a bakery!)
  - El Jalapeno Restaurant
  - Santa Maria Grocery
  - Tienda Los Gemelos
  - Flor Beauty Salon
  - La Michoacana ice cream
  - FB group: Venta y compra en Madison Wi.
  - FB group Boricuas in Wisconsin
  - Meet with the Wiscorican owner to get in touch with other Puerto Rican students.
  - Meet with Venezuelans in empanadas and arepas food cart.
  - Latino nights at Robinia Courtyard (if you like that environment)
- Seminars at Chican@ and Latin@ studies (very diverse set of speakers, public and they have food!)
- Get in contact with AOF community even if they don’t offer the fellowship.

  - Other resources:
    - For students from the South (and a great Black-owned business): Marie’s Soul Food on Monroe (they’ll also give great cooking tips!)
    - Resources for New Faculty and Staff webpage has listing for cultural centers, specialty (ethnic) grocery stores, cultural and community centers, etc: [https://facstaff.provost.wisc.edu/resources-for-new-faculty-and-staff/](https://facstaff.provost.wisc.edu/resources-for-new-faculty-and-staff/)
Appendix A: Sample lab expectations document from Dr. Andrea Dutton’s research group

Advice and Expectations for Incoming Graduate Students
By Andrea Dutton

Welcome to the Department of Geoscience at the University of Wisconsin! I am delighted that you have chosen to be here and to be part of our lab group. I have developed this document to help outline what to expect in graduate school, and in particular, what to expect from me as your advisor and from us as your research group as well as what I/we expect from you in return.

What is grad school?
Graduate school is about focus, mentorship, developing research expertise, and taking some courses to complement your research goals. As an undergraduate you may have learned how to juggle 4-5 courses a semester, write term papers and cram for exams. Grad school is different, way different. As a grad student you may not take any courses in some semesters. The emphasis is on learning to do independent research and on professional development.

What it takes to be successful in grad school
Graduate school requires much more self-motivation and initiative than being an undergrad. You will have much greater control over your own education and what you gain from it. You’ll need to learn how to multi-task, supervise your assistants, plan and coordinate complex work and anticipate problems. You’ll be busy and will have to be good at managing your time. You’ll need to absorb lots of information, analyze data, and interpret and synthesize findings to provide new and useful knowledge. Then you’ll learn how to communicate that knowledge to others in written and oral formats. Throughout all of this, people skills and networking will be required. A host of folks can help you be successful, including undergrads, fellow grad students, professors, and other experts in the field, but only if you let them.

General expectations
You should approach graduate school as you would a full-time job. I expect that you will be hard working, driven, curious, self-motivated and a significant contributor to a positive lab environment. I expect that you will be in the lab/office during weekdays* (see more below). I expect that you will abide by the relevant Codes of Conduct, and pursue your scientific goals in an ethically sound and professional manner.

In addition to your responsibilities as a graduate student, I believe that it is both important and healthy to have a life outside of your academic pursuits and would encourage you to carve out time to devote to your personal life and hobbies/passions. In doing so, I hope you will be happier and more productive during your tenure as a graduate student.

What to expect from your advisor (me!)
My role: My role is to act as a mentor and support you to achieve your goals. I will provide direction and advice on your research project, including providing you with the necessary tools to develop a strong background in your research area, develop field and laboratory skills, and communication skills. I also encourage my students to engage in outreach and other activities that help to develop a healthy, engaged, and inclusive scientific community. I will help you
build your professional network and to help you make your transition from graduate school to
the next step in your career.

Communication: Any constructive relationship requires communication to remain strong. My
relationship with you is no different. If you’re having problems, if you need help, TALK TO
ME! I cannot read minds, so I won’t know if something’s wrong with the way we’re running
things unless you let me know. Not everyone has the same goals in mind when pursuing a
graduate degree and those goals may change over time. Your professional goals are important to
me and will affect how we tailor your degree program. This means that it is important to me that
we maintain open lines of communication about your goals, especially if they change over time
(which is totally OK and 100% normal – mine did!). I will do my best to help you meet those
goals and strike the right balance between advancing your research program and other academic
and personal activities.

One of the most important things I can do for you is to provide timely feedback. I acknowledge
that this is sometimes challenging given all of the demands on my time, but I try to prioritize my
responsibilities to my students over all of my other professional obligations. If I am not timely
or if you need feedback more quickly, you should feel comfortable in reminding me what you
need from me and when. Sometimes all it takes is a brief reminder to help me re-focus my
priorities when I have a lot on my plate.

Process: We will have lab group meetings once a week and will schedule individual meetings on
an as-needed basis, roughly once every other week. There are not enough hours in the week for
me to have one-on-one meetings with everyone in the lab group every week, but they are an
important component of our communication and should occur on a regular basis. We should
both prepare for such meetings with a clear agenda in mind and if there are any documents for
me to review I ask that you provide them to me at least 24 hours ahead of time so that I can be of
more assistance to you during our time together. On a logistical note, I sometimes work odd
hours because of my responsibilities as a single parent that might interfere with always working
during normal work hours. Please know that if you receive an e-mail from me outside of
working hours, I do not expect you to reply instantly.

What to expect of your lab group
At any given point in time, our lab group consists of some combination of undergraduates,
graduate students, postdocs, a lab manager, and me. We are a team and the better we can work
together, the more we will each benefit from the experience. Your lab group is a tremendous
resource of expertise and different perspectives that can help you. To that end, you can bring
challenges you are facing to the group during lab meetings (or outside of those meetings) but
also share your victories with us so that we can celebrate those with you. As your lab group, we
expect you to contribute to our lab group meetings and help to build an inclusive, supportive,
collaborative and anti-discriminatory atmosphere. You may be called upon to help mentor other
students and provide support for your lab group members. In return we will do the same for you.

We will work as a lab group to come up with a list of core values and ways in which we can
work to uphold those values. One of my core values is to provide a safe and inclusive
environment for everyone and I hope you will join me in helping to carry out that vision.
Reading
Becoming familiar with the body of literature pertaining to your research topic is a daunting task. You must quickly learn literature search skills and how to critically evaluate scientific papers. In addition to keeping abreast of developments in your topic area, I expect you to develop an awareness of major issues in your field. You should get in the habit of periodically scanning tables of contents of high-profile journals such as *Science, Nature, Nature Geoscience, Geology, Earth and Planetary Science Letters*, etc. as well as disciplinary journals. With most of these journals you can go online and sign up to get e-mail alerts for the entire table of contents or you can set up a search for particular key words, like “sea level” etc. to find new publications that interest you.

Work schedule, vacations
In my personal experience of graduate school, it was not a 9 am-to-5 pm endeavor and we (the grad students) all put in significantly more time. My present situation sometimes limits my hours at work, so I use that time efficiently and supplement that with time at home as I can. My philosophy is you do whatever it takes to get the job done. I do not like to micro-manage the work habits of my students; as long as they are making sufficient progress toward project goals I prefer to let them choose the hours they work. However, I do expect to see you at the office every weekday* and ask that you discuss planned absences with me in advance and that these must not interfere with project operations or other scheduled activities. Grad students do not accrue formal vacation time as one does in a ‘real’ job but I strongly recommend some time off during holidays which can be restorative and is important for you as a person.

Teaching
During your time as a graduate student, it is likely that you will be asked to TA a course. This is a valuable experience as it forces you to become familiar with the subject matter of a particular class, gives you practice in public speaking, and often it can help set the context of your own research. Even for those who may have independent funding, I consider teaching to be an important component of your graduate school experience. Most students will be on a combination of RA/TA support so that some of your time can be more devoted to research without the extra workload of teaching.

Lab work and field work
Lab work and field expeditions are usually a significant and rewarding part of your experience as a graduate student. Separate lab group documents cover the details of safety and expectations for your conduct in these environments.

Being a Departmental Citizen
I expect you to contribute to and participate in departmental activities in a way that supports your development as a person and as a scientist. At a minimum, I expect you to attend the weekly department-wide seminars unless an unavoidable conflict arises. Beyond that, there are a number of committees and activities to get involved with at the department (or college/university) level. The balance of time between these activities and your coursework and research will vary for different people and it is important to find the right balance for you in a way that does not detract from your progress towards your degree. In addition to your
involvement in such activities, I believe it is important for you to have a hobby or something that you can invest yourself into outside of your studies. This doesn’t have to take up a huge chunk of time, but allows your brain to take a break, which you might find actually allows you to focus better when you are ‘at work.’

**Professional Organizations**
For many students, choosing to go to grad school is a first step toward their professional career. As a budding professional, you may wish to become involved in appropriate professional organizations such as the Geological Society of America or the American Geophysical Union. Participating in the meetings run by these organizations helps to build your scientific network as well as your knowledge base, and there are often special functions for students and sometimes travel grants to subsidize attendance if you are presenting your work. There are also a host of ‘affinity groups’, that may provide additional support and opportunities, e.g., Earth Science Women’s Network (ESWN), etc.

**Presentations**
Oral presentation skills are important in any job in our field and the more practice you get during grad school, the better. As a young scientist, your reputation in the field will begin to be established by your presentations at professional conferences. Publications will come in due time; presentations you can do as soon and as often as you are able. I enjoy mentoring students to give great talks and posters and I encourage my students to present several during their tenure. We will spend time as a lab group learning about how to develop effective presentations (oral and poster) and will work as a team to help other members in our research group refine their presentations. Each year I expect my graduate students to make enough progress on their research to at least consider assembling a strong presentation (oral or poster) for a national meeting or specialized workshop. This is to ensure that steady progress is being made and also serves to provide adequate practice in preparing and delivering well-organized summaries of the work conducted.

**Publications**
I expect all of my graduate students to publish their thesis research in peer-reviewed journals. Publishing your thesis research has several functions: 1) it is an important learning experience for you that is best navigated with the assistance of an experienced coauthor, 2) it serves as an unbiased, third-party endorsement of the quality and validity of the work, and 3) it makes the findings of the research project readily available to a global audience. Further, peer-reviewed publications are an important indicator to prospective employers of your scientific capabilities and diligence. Much of our research and some salary support is funded using taxpayer dollars. In return for that contribution, I ask that you commit to publishing the content of your thesis/dissertation so that our research can be disseminated to the wider community.

**Research Ethic and General Conduct**
The importance of devoting your attention to proper ethics as a student and as a researcher cannot be overstated. Breaches in conduct can have severe consequences at the university level and can prevent you from completing your degree. It is not appropriate to copy, plagiarize, or ‘steal’ another person’s work, whether it is written content or just someone else’s idea. You must properly reference your sources and acknowledge where material is borrowed from.
someone else. It is not appropriate to take pictures of someone’s presentation of their work, whether in an informal setting or at a professional conference. They will be possessive of their work, particularly if it is unpublished, just as you will naturally be possessive of your own work that you will eventually present to audiences. If you need to familiarize yourself with appropriate practices of research and student conduct, please refer to the resources online through the UW website. Remember that now you are a representative of this department as well as your advisor, so your actions have repercussions on others’ reputations.

Interactions with Others
Respect the time, knowledge, and effort of others, and exhibit professional courtesy in your interactions with colleagues, staff, and mentors here at UW and outside the university. This means that in your presentations, interactions, emails, etc., you should treat co-workers with respect and in a civilized professional manner. I expect my students to genuinely invest in the program, by participating in seminars, social events, and lab group discussions. It is also my hope that you will choose to mentor undergraduates to participate in your research as it develops. Being engaged in the community increases your personal and intellectual growth, as well as generating a collaborative environment for the benefit of all.

Self-assessments
Each semester, I will ask you to fill out a self-assessment form to summarize and assess your progress from the last semester and outline your future timeline and goals. This document will be discussed at our first one-on-one meeting each semester. This is also an opportunity for you to tell me what you need to succeed and what is or is not working for you.

Pet peeves that you should know about
- I have discovered that I simply cannot cope with Calibri font. Hence, I will not read/edit anything you send me with this font. You might want to change the default font in your documents, including spreadsheets, to something more readable, e.g., Arial (spreadsheets) or Times New Roman (writing).
- Do not make a figure that relies on distinguishing the difference between red and green. 10% of males are color blind. Be inclusive.

Mental Health
Being a graduate student can be an exciting and inspiring time in your life, but it also can be stressful and challenging. Your mental health is just as important as your physical health. If you are struggling, please reach out to me or someone who can help you. I have appended a list of available resources at the end of this document.

Navigating Challenges
Undoubtedly, you will encounter challenges over the next several years. If you are struggling and are not comfortable talking to me, please reach out to someone else. The appendix at the end of this document lists the current student and faculty ombuds. There are also university-level ombuds who are excellent and are there to help you.

COVID-19
We are all making adjustments to a rapidly changing landscape during this global pandemic, which is an especially difficult and stressful time. Many classes and some of your teaching has migrated online and in-person conversations will be limited. To that end, it is more important than ever to maintain strong lines of communication and avail yourself of campus resources to support you. If you have ideas about how we can better manage our work through this largely virtual relationship, please let me know.

Summary
I hope the preceding is not too daunting because it is not meant to be. Your graduate school experience can and should be one of the most fulfilling and enjoyable experiences of your life. If you enter into it with a sense for what is expected and an appreciation for the challenges ahead, you work hard and try your best, I am sure you will be successful in grad school and beyond. And again, welcome to the program!! We are really happy to have you here. I look forward to learning from you in the years to come.

Andrea

^sections of this document are borrowed directly from B. Johnson (CSU) and several colleagues of mine, whose philosophy is largely in keeping with mine on many of these topics.
*these expectations are modified during COVID-19 impacted periods

Appendix.

Part I: UW-Madison Campus Mental Health Resources
(As compiled on: https://cancerbiology.wisc.edu/2019/03/20/5-mental-health-resources-for-uw-madison-grad-students-2/)

1. **YOU@WISC.** This portal has tools, information, and resources to help you be well. YOU@WISC covers a variety of mental health topics including stress management, self-care and social support, anger management, suicidal thoughts, and mindfulness. It also includes physical, personal, and academic wellness topics.

2. **SilverCloud.** Like YOU@WISC, this resource is entirely online. SilverCloud is a self-guided mental health resource that provides treatment options 24 hours a day, no referral from a mental health or medical provider needed. It includes evidence-based learning modules on anxiety, depression, body image, and stress, designed to help students manage day-to-day stresses and improve resilience.

3. **Let’s Talk.** If you’re on-campus, Let’s Talk provides free, informal, and confidential consultations at locations across campus. Drop in to talk to a counselor about any topic – stress, sadness, relationships, academic performance, financial struggles, and family problems are common topics. Counselors can help you explore solutions from their perspective, or, if you’re interested, introduce you to what it’s like to talk to a counselor more regularly.

4. **Individual Counseling.** University Health Services (UHS) offers individual counseling in a confidential, caring space. Individual sessions are typically 45-50 minutes, and most students attend anywhere from one to four sessions to address their concerns. Counseling topics can be any issue that causes distress – emotional, psychological, interpersonal, or academic, for instance. UHS also has bilingual mental health providers for students who are more comfortable speaking in Mandarin or Spanish.
5. **Group Counseling for Graduate Students.** UHS offers support/theme groups for graduate students, including groups for all graduate students, groups for dissertators, and groups for graduate women. This supportive environment is a great way to share experiences around the challenges of grad school with other grad students.

6. **Dean of Students Office.** In 2019, the Dean of Students Office created a new position to support graduate students. Elaine Goetz-Berman serves as the Graduate Student Assistance Specialist, providing student support, acting as an advocate on behalf of graduate students, and connecting students with appropriate campus resources. The Dean of Students Office is the go-to place for student assistance on campus, and Elaine is here to help you.

Additional hotlines and resources can be found here: 
[https://www.uhs.wisc.edu/prevention/suicide-prevention/mh-resources/](https://www.uhs.wisc.edu/prevention/suicide-prevention/mh-resources/)

### Part II: Ombuds

*Last updated August 2020*

Faculty ombuds: Mike Cardiff, Steve Meyers  
Student ombuds: Chelsea Volpano and Daniel Segessenman  
University ombuds: [https://ombuds.wisc.edu/](https://ombuds.wisc.edu/)

### Part III: Relevant Codes of Conduct

[https://conduct.students.wisc.edu/](https://conduct.students.wisc.edu/)

For COVID-19: Badger Pledge: [https://smartrestart.wisc.edu/badgerpledge/](https://smartrestart.wisc.edu/badgerpledge/)
Appendix B: Sample lab expectations document from Dr. Erika Marin-Spiotta’s research group

Welcome to the Biogeography & Biogeochemistry Lab at UW-Madison

PI: Erika Marín-Spiotta (she/her) (marinspiotta@wisc.edu)

Our lab has three general goals: (1) to conduct good research that will contribute to science, the academic community, and to society; (2) to develop each lab member to become a successful student/trainee/scientist/researcher/educator/professional, as appropriate; and (3) to cultivate a respectful, inclusive, collaborative, and intellectually-stimulating learning and working environment. To accomplish these goals, it is important that we establish effective communication and align expectations. This document provides a framework for communicating the culture of our lab, and how you and I will work together to further your intellectual development and research contributions. I believe in mentoring each individual in a manner that best meets their needs, and I look forward to having open discussions about these expectations and revisiting them as necessary to enable your successful professional development. The following expectations are primarily written for students but everything that is not directly related to a degree-earning program is relevant to all staff in the lab. Please note that this document is not a substitute for university rules and regulations, and that those policies and any legal requirements supersede this document. First, as a research lab we follow the department’s values statement (adopted 10/2019) (https://geography.wisc.edu/geography-department-climate-committee/) and copied below:

The Department of Geography is committed to fostering inclusive learning and working environments that embrace the diversity of experiences, perspectives, and interests represented in our communities and the broader world. We value diversity, equity, inclusion, interdisciplinarity, transparency, shared decision-making, and accessibility as integral components of excellence in teaching, scholarship, service and outreach.

We recognize that we live in a world of systemic inequalities, oppressions, and exclusions that are encoded in the structures, policies, practices, traditions, and procedures of our discipline and our academic institutions. Therefore, the Department seeks to promote open, critical dialogues and practices aimed at dismantling past and present injustices and at addressing social and environmental challenges. As geographers, we support pedagogies that seek to understand and challenge inequities and oppression in their multiple manifestations in and out of the classroom, in online learning spaces, in the field, on campus, in our professional organizations, and in our broader communities. We believe that these pedagogies can support transformative justice within and beyond the academy.

We recognize that our community, scholarship, teaching and public work is stronger through the participation of individuals with different perspectives and backgrounds who can offer creative problem-solving strategies. We seek to improve inclusion, transparency, and shared decision-making within our community and to provide a welcoming atmosphere for all students, scholars and staff in which to thrive. We commit to cultivating a working and learning environment that does not tolerate discrimination, harassment, intimidation, and exploitation.
What you can expect from me

• I will set the scientific direction for the lab and provide the means to pursue those directions. This includes helping you to identify an appropriate research topic and approach.

• I will encourage you to explore new questions and methods within the scope of our lab direction. I will seek out collaborators to further your opportunities.

• I am committed to mentoring you now and in the future. I am committed to your education and training and to advising and guiding your career development while in my lab and to support your career advancement after your time in the lab, as appropriate.

• I will be your advocate and promote you and your work so give me your best work.

• I will encourage you to attend scientific meetings to present your research progress and make an effort to fund these activities as you make progress on your goals. These meetings are important to showcase your work and for networking opportunities as you pursue your career.

• I will provide you guidance in your writing and in your presentations.

• I will be available for regular meetings and will provide timely review of research. I will do my best to maintain an open-door policy. Please be aware that there will be times when I will be unavailable. For abstracts and small data questions, I will generally be able to review in 2-3 days, for papers and thesis, I will need at least 2 weeks.

• I will provide a work environment that is intellectually stimulating, supportive, respectful and safe. If you experience any conflict, please inform me and I will work to find a resolution. I am open to suggestions on how to improve your experience in the lab.

• I will be receptive to feedback on my role as an advisor. I will strive to be flexible in accommodating individual circumstances within reason.

• I will support your applications for fellowships and jobs for which you are eligible.

• I will provide you with honest and constructive criticism on your progress and preparedness for different opportunities. I will tell you if I am satisfied with your progress, and if I think you are on track to graduate by your target date.

What I expect from you

You will take ownership of your educational experience

• You are to take responsibility for determining your program’s requirements and for ensuring that you are in compliance. I will work with you to select courses, research topic, committee members and schedule exams. Finding a balance between research and coursework is key to make progress towards your program goals.

• You will keep me updated regularly on your research progress and challenges.

• To earn your degree you must transition towards independence. We will work together to set goals and track this process. Your progress and products will determine when a degree is earned.

• Seek out professional development as appropriate for your career goals.

You will develop your personal research skills

• Read the scientific literature. Know the classic papers in your field and the most recent literature.

• Learn how to plan your experiments, field and lab work so that they help you make progress on the overall goals of your project.

• Keep detailed lab and field notebooks; these are essential to turn your hard work into a finished product. Your notes should allow your work to be reproduced by others and need to be thorough, honest and legible. Each experiment/sampling/analysis entry should clearly identify the purpose, what you did, who did it, when it was done, and what actually happened, including any mistakes, deviations from the protocol, unusual observations, etc. A good rule of thumb is that you will not remember anything that you don’t write down. Regularly organize and back-up your data and notebooks. Field and lab notebooks should not be left in the field, loaned to other people, or checked in luggage. I will ask you to leave the
originals of all your lab and field notebooks and a copy of all your digital data in the lab when you leave so that we can complete publication of funded research and future students can build upon your work.

- Develop your **writing and presentation skills**. (Please read the lab writing tips.)
- Apply for **fellowships, traineeships, and travel grants**. An award help your career and the overall lab funding, and the experience of writing a proposal will help you think about your research questions and approach more thoroughly.
- Learn how to **accept constructive criticism**, which is intended to improve your work.
- **Communicate your work to others**. Journal publications are the most important way to share your work with the scientific community and are an expected/required product of funded research. Students pursuing a MS degree will be expected to lead or make major contributions to at least one journal paper submission. Students pursuing a PhD degree will be expected to be lead author on at least three journal paper submissions.

You will contribute to the lab and be a good lab citizen

- **Safety is our #1 priority**. You must complete safety training. Everyone will be responsible for reading and following the chemical hygiene plan, attending regular safety update meetings, and providing the safety manager with any information on new chemicals and protocols. If you see someone in the lab doing something unsafe, tell them and the safety manager right away. If they do not correct their behavior, let me know. This is essential to maintain a safe work environment.
- **Be a fully engaged lab citizen**. This includes helping fellow lab mates when necessary, training more junior researchers, fulfilling the roles of your assigned duties, helping to read and provide feedback on writing, attending and fully participating in lab meetings, mentoring undergraduates, and being a good colleague.
- **Keep all** workspaces in the labs clean and tidy. Notify the lab manager or me when supplies are running low so we can restock before they run out. Respect sign up sheets for instruments and be ready to share space. Make sure all your samples are clearly labeled so we know who they belong to and what they are. This is imperative so samples don't get lost and we can maintain a safe workplace. Talk to me about appropriate sample labeling.
- **Contribute to the functioning of the lab**. Everyone is expected to help with dishes, making sure that supplies do not run out, reporting problems with equipment to the person in charge, and general lab cleanliness, in addition to any assigned duties.
- **Be respectful, tolerant of, and work collegially with others**. Respect individual differences in research interests, cultural values, personalities, and work styles. I expect you to actively contribute to an environment that is intellectually stimulating, supportive, safe, and free from harassment.
- **Be honest and ethical**.
- **Let me know of any problems** you are having with people, equipment or methods that are interfering with your ability to conduct your research. Part of your professional development is to learn how to collaborate with others and resolve conflicts. I expect you to contribute to finding a solution to any conflict. See conflict resolution under “nuts and bolts” below.

You will be a good global citizen

- At conferences, workshops, in the field, and when visiting collaborators, you represent the lab and our university. The way you present yourself and interact with others reflects on the rest of the research group.
- When working in the labs of other investigators or borrowing equipment, **be polite, tidy, and gracious** but report any inappropriate or unsafe behavior to me right away. Follow their rules, unless you perceive a conflict, then immediately come talk to me to resolve. If something breaks during your use, report it immediately to the appropriate person and to me if we need to replace it. We need to keep a good working relationship with our collaborators so we can continue to do research at specific field sites or have access to instruments beyond those available in our lab.
• Your fieldwork may be on public or private land in the U.S. and in foreign countries. I expect you to respect the land managers, owners, and neighbors and to be sensitive to cultural differences.

Nuts and Bolts

• **Hours and Vacation.** RA appointments do not include any formal vacation, sick, holiday or other leave. That said, you can take a reasonable amount of time for all of these purposes. Please talk to me to define what reasonable would be with respect to your project, duties, funding and timeline for completion of your research goals. If your research depends on a particular field season, please limit vacation during that time. Please discuss with me at least 2-4 weeks before a planned extended absence so we can accommodate any pending deadlines.

• **Lab meetings.** Lab meetings will be held regularly during the academic year and will rotate between a variety of formats: research updates, research presentations, professional development, lab business, and journal clubs. Attendance is expected – active participation is essential.

• **Annual Evaluations.** We will have an evaluation after your first 6 months in the lab and then annually after that to help us determine things that are going well or need improvement. I will let you know if I am satisfied with your progress and help identify steps you can take to fix any concerns. This is also an opportunity for you to communicate to me what I can do to help you succeed.

• **Authorship.** One of the most important tasks in science is disseminating your research through publications and presentations. Authorship on these items is an important indicator of your role. Authorship implies a significant contribution to a paper such as intellectual ideas to the research design, data collection and interpretation, or essential access to data and samples (just following instructions and not actively participating in the experimental design and interpretation will be acknowledged, but likely would not result in an authorship).

• **Conflict resolution.** If a conflict arises with another lab member during your time in my lab, I will work with you to find a resolution. If the conflict fails to be resolved or you do not feel comfortable involving me, I encourage you to consult with the Department Chair, Chair of your graduate program, or the university Ombuds office to settle the disagreement.

**Undergraduate Researchers**

These expectations are specific to you, but most of the above also apply.

• **Meet with me to identify your research interests and establish your project,** and who you will work with. Then we will meet with your graduate student mentor (if you have one) to outline the expectations of your program (URS, Bio 152, independent research credits...) so we can help you make sure you complete your requirements.

• **Establish a regular lab work schedule.**

• **Come to lab on time and ready to engage with lab work.** Let people know in advance if you'll be late or need to change work times.

• **Keep careful records of everything that you do.** Record what you do each day in the lab notebook including your name, date, what you did to which samples, and if anything went differently than normal (spillage, etc.). Note anything interesting or unusual.

• **Let your mentor know if you have made a mistake.** Most mistakes can be rectified in time if we know they have happened, or in the very least we will be able to explain unusual results.

• **Participate in lab meetings and other activities.**

• **At times, you will be asked to assist in projects that are not your own** and with other students in the lab. This is an opportunity to learn new methods and from other people.

• **We are here to provide you with feedback on your research proposals, presentations and papers. Seek out help** from your mentor, me, and other lab members.

• **Come talk to me immediately if you have a conflict** with your mentor or anybody else in the lab.
Thank you. I look forward to working with you!

Erika