Natural Resources Research Institute

UNIVERSITY OF MINNESOTA DULUTH
Driven to Discover

DRAFT Resource Map for NRRI, University of Minnesota

This is a draft Resource Map for NRRI URGE Pod at University of Minnesota. 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
    - NRRI has an official onboarding policy, process, and forms (https://drive.google.com/drive/folders/1iSOKBbrKiyOKnX--YLSDQi2WJwkSUTby), which seems like the best time to introduce a resource map to new hires and students. Currently, we do not have a formalized policy or plan for identifying community resources, although these are incorporated informally throughout the recruitment and onboarding process, although these tend to be lab- or employee-specific. For graduate students, prospective students are often put in touch with current students to discuss the program, as well as living in Duluth as a graduate student, which also provides an opportunity to discuss community resources independent of the Principal Investigator. Staff positions typically include informal meetings (e.g., lunch, coffee hour), either during the recruitment process or upon hiring, with staff members at NRRI to discuss research plans, interests, and community resources.
  - Individual/Group meeting expectations (interval/frequency, journal articles, presentations, socializing, time management, reviewing manuscripts, revising manuscripts/dealing with rejection, careers, current events, media requests)
    - Meeting frequencies and expectations tend to be lab or research group specific and depend on current tasks / deliverables and job classifications. For example, most groups at NRRI meet weekly or every other week, with individual supervisor - employee meetings occurring every other week to monthly. The UMN Supervisory Training Course stresses the importance of having these individual check-ins to discuss items that should not be

discussed in a group setting. These can be both formal and informal meetings, although the informal "hallway" meetings are limited during COVID.

- Meeting content and expectations are lab or research group specific and depend on the lab purpose and culture. General expectations should be applicable across different groups, however (see code of conduct below). There are some cross cutting themes (e.g., safety) that are NRRI-wide.

○ Evaluations: rubric, frequency for advisor/committee evaluations, encourage self-evaluation (reflection) and review long term goals and how to achieve them

- NRRI and UMD have a formalized evaluation process for employees, including the performance evaluation rubric, Career Development Plans (CDPs), and the creation of SMART Objectives (https://drive.google.com/drive/folders/1mSIGeNpMkqBB-Gs-Iu0v_506F_gFpv8U). This is standardized across NRRI by job classification, but is flexible to allow the lab or research group metrics to be added as evaluation criteria.
- The UMN Supervisory Development Program (https://supervising.umn.edu) offers numerous resources and templates to assist with these issues.
- For graduate students, advisor - committee evaluations are formalized by departments / academic units at UMN. For example, the Water Resources Science Graduate Program describes exam committees and exam procedures and expectations in the WRS Graduate Student Handbook (https://wrs.umn.edu/wrs-students/handbook). UMN graduate students (at least for the WRS Graduate Program) are formally reviewed annually to ensure that they are meeting expectations and on-track to graduate in time.
- Guidance for developing long-term goals and tracking them for graduate students and postdoctoral scholars can be found in Individual Development Plans (https://grad.umn.edu/academic-career-support/individual-development-plan) and Postdoctoral Handbook (https://grad.umn.edu/current-postdocs), respectively.
- UMN provides guides for advising international students at both the undergraduate (https://isss.umn.edu/resources/adviserguide.pdf) and graduate (https://isss.umn.edu/resources/grad-adviserguide.pdf) levels.
- myIDP (Individual Development Plan) supported by AAAS is another commonly used resource (https://myidp.sciencecareers.org/?AspxAutoDetectCookieSupport=1).

- **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

- For the Code-of-conduct, there is a specific website for UMD students (https://www.d.umn.edu/conduct/). Was unable to find a Code-of-conduct for general employees to sign
  - The UMN has a Code of Ethics for employees responsible for purchasing, but not an all encompassing Code of Ethics
  - NRRI requires new employees to sign a Confidentiality agreement
- NRRI has a Public Engagement and Social Media Guidelines that is given to all new staff to review. This document encompages UMN, UMD, and NRRI rules
- Publications and outputs depend on the job someone is hired into. The supervisor and employee will work together to develop a Career Development Plan and will lay out these specific goals on a yearly basis
- For mental health resources, employees are given the Employee Assistance Program (EAP) resource information for a mental health resource they can use
- Working hours and vacation will depend on the job code of the individual, and the employee's specific working hours and vacation will be communicated by HR and the new employees supervisor upon hiring. The University system also has guides for each job group explaining vacation/sick time (among other details specific to their job group) that people can use as a resource

- ○ Communication plan and expectations, e.g. how do members communicate with each other and what times are appropriate
  - Communication and expectations are lab specific, but can be addressed in the employees yearly performance evaluation or during their career development plan review
  - The University has a policy about freedom of speech.
  - University personnel may say whatever they like on an issue as long as they make it clear that they are not speaking for the University of Minnesota.
- ○ 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
  - UMD provides a website for reporting incidences specific for students. This includes sexual misconduct/Title IX reporting, scholastic dishonesty, and additional incidences. The page also includes a section on "Opportunities for Resolution" and "Procedure"
    - https://www.d.umn.edu/campus-climate/campus-climatereporting
  - To report an incident for a non-student, UMD has on their Campus Climate page a tab for Reporting Incidents
    - https://www.d.umn.edu/campus-climate/campus-climatereporting
  - The UMN has a policy page with additional resources on reporting incidences
    - https://policy.umn.edu/operations/misconductreporting

- - - There is also an Equal Opportunity and Affirmative Action website from the UMN which addresses reports of discrimination, harassment, nepotism, sexual misconduct (including sexual harassment, sexual assault, stalking and relationship violence) and related retaliation
        - https://eoaa.umn.edu/
  - Equipment - where to find, fund individual gear like hiking boots, fund or provide access to sufficient "library" of hiking/camping/outdoor equipment
    - For field/lab supplies, it depends on the item and lab regarding where it is funded, where to find the supplies, and what is provided. Grants are generally what funds field/lab supplies.
    - If an item is purchased from a grant, those supplies generally stay with the lab.
    - NRRI also provides internal funds to cover either newer researchers who are establishing their labs, or internal funds are also used if a grant will not pay for a certain item (e.g. software). Each lead lab researcher is given a budget each fiscal year regarding their budget
    - NRRI has certain items that are shared by the institute (e.g. boats, trucks, ATVs, snowmobiles, etc.), but some general things like life jackets, neon/blaze orange vests/hats, etc., are not necessarily shared between labs. NRRI is exploring items that should/could be shared amongst labs, especially safety related items
  - 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
    - NRRI employees are allowed to participate in conferences and workshops. For certain conferences/workshops, the cost to attend/present can be charged to a grant. In other situations, NRRI provides funding for employees to participate in conferences and workshops. Employees are required to fill out a form for approval prior to attending if it will be paid for by NRRI
    - The type of opportunity depends on the lab they are in. It would be up to the supervisor to communicate with the employee which conferences/workshops they can or cannot attend. Generally these workshops are specific for career development and specific to their field
      - This communication can also be done in their yearly performance review or career development plan
  - Be open to considering proposed workshops/conferences, especially for groups like SACNAS, NABG, AISES, GeoLatinas and others
    - There is no reason to believe NRRI is opposed to proposed workshops/conferences that are listed above.

- **Community support and mental health resources**
  - Assistance finding accommodations, moving expenses/assistance

- - - University of Minnesota offers a Relocation Assistance Program. As a note, the main contact person is located in Minneapolis. Also, the U outlines a policy on relocating employees.
      - UMD webpage on relocation
      - UMN webpage on relocation
    - For students, unable to find resources on UMD/UMN website.
  - Outline services at organization/university: diversity officer, counseling and psychological services, ombudsperson, affinity groups, etc.
    - Counseling & Psychological Services
      - Students
      - Faculty & Staff
      - UMN BIPOC Mental Health Collaborative
    - A-JEDI Resources
      - UMD Office of Diversity & Inclusion
      - UMD Disability Resources
      - UMD Commission on Equity, Race & Ethnicity
      - UMD Student Organizations in Multicultural Center
        - Bulldog Connect - List of all student orgs, including other BIPOC orgs.
      - Accessible U
      - UMN Office of Equity & Diversity
      - U of M Diversity Community of Practice
      - U of M Affinity Groups
      - University Relations: Tools for Communication about DEI
      - MN Compass: Racial Equity Resource Directory
      - Note: This may be a lot for one person to take in if they are simply provided as a list when brought on; should there be a point-person at NRRI for these resources? Would that live under HR? Or, someone on the Unit Change Team? Goes back to previous deliverables discussing a group of folks that are not management that can help with grievances and can point employees to resources...
    - Ombudsperson
      - Council of Graduate Students?
        - Offers this service for graduate students…? All U of M? Only TC?
          - Reference to this was made in the 2017 Integrated Biosciences Grad Handbook (p. 7)
      - Definition of ombudsman: an official appointed to investigate individuals' complaints against maladministration, especially that of public authorities.
  - Encourage and assist making connections to someone who may understand their experience (e.g., Black male counselor for a Black male student)

- - ■ Potential possibility for a "liaison" individual to discuss with U of M services what options may exist to align a person providing resources with the same diversity of the person seeking resources.
  - ○ Calendar(s) of events or mailing lists to join
    - ■ Many of the offices/organizations listed above have mailing lists folks can join. The University uses Google, and thus many U departments/organizations use Google Groups as their mailing lists. Interestingly, when searching through the U Google Groups, searching by "diversity", "inclusion" or "dei" did not result in many Google Groups options, even though it is known there are many more mailing lists. On the other hand, searching on "accessibility" did result in a fair number of Google Groups.
      - ● Potential for U of M to maintain a diversity-focused list of mailing lists for folks to reference (similar to the list of affinity groups)?
      - ● Opportunity: NRRI can compile relevant diversity-related U of M Google Groups, and house that list on the intranet as a resource for staff.
    - ■ UMD and UMN maintain a calendar of events, with the option to filter what events are shown, and one filter option is to show DEI / Multicultural events.
      - ● UMN Diversity, Equity & Multicultural Calendar
      - ● UMD Diversity, Equity & Inclusion Calendar
    - ■ Question: Are new hires provided information on accessing the UMD/UMN calendars?
  - ○ 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?
    - ■ Black & People of Color
      - ● NAACP - Duluth
      - ● Family Freedom Center (creating unapologetic black spaces)
      - ● Men of Color Meeting Outdoors (organized by Dudley Edmondson, Duluth, MN; couldn't find website/Facebook; link to Star Tribune article)
      - ● Black Folks Camp Too
      - ● City of Duluth African Heritage Commission
    - ■ Resources for Allies
      - ● SURJ Northland (Standing Up for Racial Justice) (a group for white folks)
      - ● List of Nonprofits & Organizations run by BIPOC in Duluth, MN
      - ● Locus MN: List of BIPOC, Femme & LGBT Businesses (TC-focused)
    - ■ Womxn
      - ● Northwoods Women in Science
      - ● University of Minnesota Duluth Society of Women Engineers

- - - UMN Women in Technology
    - UMD Women in Computing Club
  - International
    - UMD International Student Services
    - UMD International Programs & Services
      - Still feels like a large lack in supporting faculty/staff that move from another country to UMD
  - Indigineous
    - Pow Wows in Minnesota
    - AICHO (American Indian Community Housing Organization)
    - City of Duluth Indigineous Commission
  - Religion
    - Islamic Center of the Twin Ports
    - Minnesota Council of Churches
    - NRRI does offer a wellness room, which can be used for prayer and healing. If folks feel comfortable using it, and supervisors are supportive of folks' religious needs (i.e. multiple prayer sessions in a day), is a different question.
  - Additional
    - Rec sports teams, running clubs, yoga classes, art classes, local performing arts clubs/theaters, community ed classes, gardening groups, Duluth Makerspace, etc
  - Overall, opportunities are limited compared to Twin Cities, for example. This may drive folks to frequently travel to the Cities, which could further isolate their feeling of inclusion in northern Minnesota. It would be interesting to know if the higher presence of remote options has increased the ability for individuals to interact with Twin Cities communities/resources. Note, this list did not cover LGBTQIA2S+.
- Connecting with cohorts, organizations, social clubs with common identities and/or interests
  - Feel this was addressed in previous.
- Businesses or other needs, e.g. gyms, barber shops/hair services, etc.
  - Linked to BIPOC owned business/organizations presented above. AICHO also linked above.
    - One potential item not accounted for is where indigineous folk can purchase cultural and traditional foods and goods.
  - Hair services are not compiled into an easy-to-reference resource, and are only discernible through Google. Not being a person of color, it does not feel appropriate to create this list with limited knowledge as to what defines appropriate hair services. Wonder if a student group has this organized somewhere, or if it is mostly through word of mouth?
    - Question: What would be an appropriate avenue for compiling these resources? Contacting a local BIPOC organization (NAACP, Family Freedom Center)?

- ○ Introductions for other people of color - fund membership fees for organizations like SACNAS, NABG, AISES, GeoLatinas, and others
  - ■ This would be discussed between employee and supervisor.
- ○ Outline expectations for taking vacation (e.g., 3 weeks) and for reasonable work hours (e.g., 40-50 hrs/wk; be explicit!)
  - ■ This would be discussed between employee and supervisor, as well as HR. Each position "type" has different stipulations for taking leave. Labs may need to utilize hours outside the "typical" 8-4/9-5 to accomplish tasks, analysis, field work, etc.

- **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.
    - ■ Skillsets or experiences required to perform current work or to take advantage of new funding / research capabilities are job dependent (too numerous to list here). There is a bit of overlap between this section and the "Professional development resources" section, so please also see the following section.
    - ■ There is an informal (formal?) process to seek funding for professional development at NRRI. Training opportunities and needs should be discussed by the supervisor and employee during regular check-ins or during performance evaluations (see Career Development Plan). After identifying potential opportunities, the supervisor should discuss these with their respective Initiative Director, and subsequently request internal funding from NRRI (State Special, FRB) if supported by the Initiative Director.
  - ○ What skills training is supported through the organization, how would someone acquire/improve these skills? What training is available prior to arrival?
    - ■ With approval, NRRI State Special funding could be used to take professional courses to learn new skill sets. A portion of State Special allocations are dedicated to professional development support. Professional development opportunities should be identified and documented in Career Development Plans (CDPs).
    - ■ Researchers could cross-train in labs at other organizations to learn new skill sets, which would require NRRI support for travel and effort.
  - ○ 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?
    - ■ NRRI offers a beginning and advanced R workshop taught by Will and Katya, which is free of charge.
    - ■ There are organizations that provide free online modules to help individuals learn how to code in R (e.g., Data Carpentry, Software Carpentry). See https://aslopubs.onlinelibrary.wiley.com/doi/10.1002/lob.10403.

- ■ University of Minnesota offers a 12-week Coding Boot Camp (https://bootcamp.umn.edu/coding/).
          - ■ Linkedin Learning has a number of courses on coding: https://it.umn.edu/services-technologies/linkedin-learning

- **Professional development resources**
    - ○ There are many opportunities through the U of M. It seems some of these resources could be Institute wide, whereas others may be research group specific, or even lab or position specific.
    - ○ Outline available resources for training/development or best practices in:
        - ■ Teaching/pedagogy
            - ● Likely not as relevant for NRRI staff.
        - ■ Project management/budgeting
            - ● PM training with Matt.
        - ■ Media training
        - ■ Proposal writing
            - ● Organizations, like NSF, will provide webinars on proposal writing and post those videos on their website
                - ○ https://nsfpolicyoutreach.com/resource-center/
        - ■ Public speaking: Toast Masters
            - ● https://duluth.toastmastersclubs.org/
            - ● https://zenithcity.toastmastersclubs.org/directions.html
        - ■ Networking
        - ■ Design/drafting of figures using Adobe Suite/Python/ArcGIS
        - ■ Getting involved in professional societies
        - ■ Additional coursework
    - ○ Other trainings relevant to NRRI:
        - ■ Safety and field training
        - ■ Accessible documents
        - ■ Supervisory training
        - ■ Stats/programming/coding
        - ■ A-JEDI
        - ■ Others?
    - ○ List fellowships, internships, summer experiences, field course opportunities
        - ■ Position and research group dependent.
    - ○ Outline departmental and regional seminars, presentation opportunities, and opportunities to meet with speakers for building a professional network
        - ■ This would be research group/platform dependent.
    - ○ University of Minnesota Graduate School Individual Development Plans (https://grad.umn.edu/academic-career-support/individual-development-plan)
    - ○ University of Minnesota Office of Postdoctoral Initiatives (OPI) has a Postdoctoral Handbook (https://grad.umn.edu/current-postdocs)

- **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
  - NRRI working to develop Unit Change Team as the next phase of URGE Pod. There will be opportunity for all staff to engage with that Team. As that development process unfolds, it will become more clear what are the opportunities, expectations and benefits for those individuals involved. It is noted there is potential to include this information in a future Resource Map for new employees.
- 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
  - While this may not seem relevant now, as we do not have many BIPOC individuals, but from an inclusion standpoint of when we are hiring, how do we make it clear NRRI is not looking to tokenize a diverse hire? Again, up front, setting the stage for an inclusive environment. Saying - we want you here, we value your input and opinion, but we will refrain from making you THE voice, and will expect you to involve yourself to the same degree as your white colleagues.
  - One other thing to think about is...time expectation of this Pod after the URGE session ends and we wish to implement actions and carry out next steps - how we will ensure Pod members are not burned out?
- Information on honoraria and establishing/charging speaker fees.
  - We've discussed this in other sessions - what funding mechanism exists when we ask BIPOC individuals into our space, especially indigienous individuals, where gifts may be more important/relevant than a stipend?
    - Are there policies within the U of M finance unit on this? (couldn't find any easily)

Pod Members	Initials
Meagan Aliff	MNA
Steve Berger	SJB
Christopher Filstrup	CTF
Megan Gorder	MDG
Cally Hunt	CRH
Kristofer Johnson	KTJ
Lucinda Johnson	LBJ
Brett Spigarelli	BPS
Tiffany Sprague	TAS
Rolf Weberg	RTW
Holly Wellard Kelly	HAWK