URGE Resource Map for University/Organization - Example Deliverable

This is a draft Resource Map for the PLU Geosciences Pod. 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: We try here to outline resources currently available to new members of our community, focusing on faculty and students.
    Our department has been significantly cut and is merging with another department, but we highlight future goals for our department in our new form.
  - Working with new hires/students:
    - Provost's workshop series for new faculty exists now
      - *How shall we welcome new faculty to our program?*
    - Professional advisors are assigned for first year students. Students are transferred to faculty advisors when they indicate they intend to major in a specific discipline or program. Transfer students usually are connected with faculty within department, often Dept. Chair. When students change majors, they are assigned a new advisor in their new major.
      - *Some in our department preferred the opportunity to mentor first-year students directly.*
  - Individual/Group meeting expectations for new hires/students
    - For new hires,
      - We expect them to attend new department meetings every other week, sometimes more often if we're working on curriculum or a hire.
      - We offer informal mentoring, in which one current faculty member volunteers to mentor junior/new faculty members.
    - For students,
      - Individual meetings with advisors are required to register for the subsequent semester.
      - Gatherings for students interested in our department are usually held in the fall and capstone presentations/senior celebration are held in the spring, which interested students can attend – but there is no expectation/requirement. Pre-pandemic students in

201 and 300-level courses were invited to capstone presentations and celebrations for seniors include students' families.
- Students are encouraged to meet with faculty and to use peer-tutoring, writing center, research librarians, and many faculty encourage or require individual meetings as part of writing assignment and other project feedback.
- Evaluations:
    - For new hires
        - Faculty complete annual reflective self-assessments, and senior faculty try to mentor new hires in this process
        - Department chairs should provide pre-tenure faculty with reviews
        - All faculty have committee reviews in their 3rd year (pre-tenure), 4th years (after tenure) and 5th year (8 years after tenure or after promotion to professor, which ever comes first).
        - Reviews occur in the context of the University's [rank and tenure criteria](#).
    - For students
        - Rubrics are used to evaluate capstone work and participation in the course and in collaboration with the mentors.
        - Self-evaluation is often a part of capstone work and is sometimes incorporated into other coursework
        - We could explore additional opportunities for student reflection outside of assessing coursework.

- Core work resources
    - For new hires: [The PLU Faculty Handbook](#) governs faculty activities as well as administrative activities that pertain to faculty work.
    - For Students: [Code-of-conduct](#)
        - Equipment – PLU Geosciences tries to provide equipment including tents, stoves, coolers to students participating in field activities. Other equipment is available for rent from our Outdoor Recreation student organization.
    - Communication plan and expectations, e.g. how do members communicate with each other and what times are appropriate
    - For all Personnel: [Reporting Policy](#) which includes links to options for confidential reporting.
    - Conference and workshop participation is funded by the University and by external grants and frequency of participation and number of participants is typically determined first by funding availability.
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- Community support and mental health resources
    - Assistance finding accommodations, moving expenses/assistance:

- - - We are not aware of these resources for faculty/new hires, though they may exist.
    - Outline services at organization/university:
      - PLU Food bank (swipe in with PLU card—available for anyone in the community) run by Campus Ministry
      - Affinity groups: Diversity Center, Center for Gender Equity (includes Gender-Based Violence Advocate), Center for Military Support, Campus Ministries
      - Academic and general support: [Center for Student Success](), Office of Accessibility and Accommodation, [Student Care Network]().
      - Free, confidential mental health services at [PLU's Counseling, Health, and Wellness Services](), [Lute Telehealth](), or [Couple and Family Therapy Center]()
      - Ombudsperson: VP for Diversity, Justice & Sustainability, Dean for Inclusive Excellence
      - resources for [DACA and undocumented students]()
      - Resources for [Transgender & non-conforming students]()
    - Encourage and assist making connections to someone who may understand their experience
      - Among PLU faculty there is a BIPOC faculty affinity group
      - Faculty are encouraged to list the affinity groups above on their syllabus in order to encourage student participation.
    - Calendar(s) of events or mailing lists to join: Multiple campus calendars for movie screenings, guest speakers, music & theater performances. Outdoor recreation system run by/for students. Many faculty advisors/department/program chairs run email lists for interested students/majors/minors.
    - What activities/institutions will help them feel at home?
      - ASPLU clubs, year usually starts with involvement fair; this has been challenging in the pandemic, although
    - Connecting with cohorts, organizations, social clubs with common identities and/or interests
      - Faculty are encouraged to list the affinity groups above on their syllabus in order to encourage student participation.
    - Introductions for other people of color - fund membership fees for affinity organizations – *a new initiative for our program*.
    - Outline expectations for taking vacation and for reasonable work hours – *a new initiative for our program*.

- Skillset support resources
  - What skills or experiences are required for their work/coursework? Driving (TA, Student drivers only): University has an online driver certification program (no cost to those being certified) that is required to drive university vehicles. Rock lab equipment—training is part of coursework as needed. hiking/outdoors activities,

compass/GPS navigation—part of GEOS 201 which is required for all majors & minors.

- Professional development resources for faculty
  - Outline available resources for training/development or best practices in:
    - Teaching/pedagogy: Colleagues in Gender, Sexuality, and Race Studies and/or Native American Indigenous Studies offer workshops for PLU community. Tips from Dean for Inclusive excellence (via Provost's weekly letter). Workshops within Geosciences community.
    - Software: IT&S provides optional trainings
    - Additional resources could be provided (but aren't currently):
      - Project management/budgeting
      - Media training
      - Proposal writing
      - Getting involved in professional societies
- For students:
  - We try to post on our social media, on bulletin boards, in classes, and through direct email: geosciences fellowships, internships, summer experiences, field course opportunities. We can do a better job of ensuring all students can easily access this information.

- Outreach resources – we do not do this explicitly, but can do a better job of:
  - Defining expectations and compensation for mentoring new hires and/or students who wish to engaged in the University's D&I activities.
  - Explicitly acknowledge, discuss, and suggest policies to limit the "time tax" put on people of color for participation and support clear path for opting out
  - Information on honoraria and establishing/charging speaker fees
    - Our faculty have used an "Innovative Teaching Grant" for this in the past, but this opportunity could be more clearly identified.