

URGE Session #7 Deliverable: UCR Faculty/Post-doc Pod, April 30, 2021

Mentoring Plan

- **Mentoring Plan** [a plan we can give to all faculty in our departments]
 - Multi-mentoring plan: Other faculty besides advisor that they can go to for advice
 - Need to make sure being co-mentor is a credited role in eFile
 - Find a template from other programs
 - How are mentors chosen/assigned (within dept or not)
 - **We need an agreement for use of mentoring plans by faculty**
 - Agreement between student and faculty member, both members sign
 - An intermediate/dynamic version of this are 299 forms that should have more details (see below)
 - Sell this to other faculty by saying that super clear expectations will make everyone's lives easier.
 - Agreements should be collected by graduate advisors
 - Add details to 299 forms (or equivalent) completed quarterly by graduate students
 - Include text at the top of the form that states more directly "This is an agreement between you and your advisor with regards to time input and achievements"
 - "Achievements" should be defined as a list of possible deliverables with a list of priorities which are "must" and which are "if possible."
 - Provide an explanation of what happens when deliverables of top priority are not achieved (ultimately it's a no-pass)
 - Faculty + student discussed ways to avoid leading to a no-pass
 - ENSC doesn't currently have 299 forms
 - Should have clear expectations listed (adopt details from Earth Science 299)
- **Core Work Resources**

Resource Plan

- **Conferences & Workshops** - importance of making contacts in small groups.
 - Department of Earth and Planetary Sciences will have a pot of money for BIPOC students to attend small meetings and workshops as well as visit labs/PIs on other campuses.
 - Dept. of Environmental Sciences has [existing scholarship and award funds](#) that can be used for travel to conferences/workshops/visiting labs:
 - Frank T. Bingham Memorial Fellowship in Soil Science: award enables students to pursue short-term specialized training at other government, university, or private facilities and will cover expenses up to \$2,000 during the current academic year:
<https://envisci.ucr.edu/graduate/current-students/frank-t-bingham-memorial-fellowship-soil-science>
 - Hilda and George Liebig Environmental Sciences Summer Fellowship: provides financial assistance to graduate students in good standing

during the summer months up to \$3,300:

<https://docs.google.com/forms/d/e/1FAIpQLSd4EInnSjsW9ADpQTY50h5jnZVIVnGnkzp-ckjijnMddkNShg/viewform>

- Albert Marsh Environmental Sciences Scholarship: covers student expenses from a variety of activities, including attending professional meeting, participating in workshops to enhance their research, meeting with collaborators to facilitate the start, continuation, or completion of a particular project. Reimbursement of Expenses less than \$2000:

https://docs.google.com/forms/d/e/1FAIpQLSeW4Ti6VKiPYxi9WP5omptSRRv2L_ezBwMZAhNeioOKRemE4w/viewform

- **Community Support Resources** - we will now put this information on the EPS and Envir Sci website. Resources for Grad and post-docs
 - Public transportation (bus is free but need app)
 - Information about housing, transportation, etc. for students and postdocs:
 - EPS grad and post-doc private acct for housing info. (every student and every post-doc gets an email about this and link can be on EPS GSA)
 - Student associations (<https://highlanderlink.ucr.edu/organizations> & <https://rpa.ucr.edu/> & <https://diversity.ucr.edu/faculty-resources> & <https://diversity.ucr.edu/black-faculty-and-staff-association>)
 - Post-doc association - <https://rpa.ucr.edu/>
 - Formal course every year or other year on DEI Issues
- **Skillset Support Resources**
 - **[Graduate Writing Center | Supporting Graduate Students' Academic and Professional Success](#)**
 - The Graduate Writing Center offers writing support and instruction to all UCR graduate students and postdoctoral scholars through free workshops and writing consultations. We provide writing assistance in any academic genre during any stage of the writing process (e.g. abstracts, grant applications, developing journal articles, CV and resume basics, and many more).
 - Grad Quant - <https://gradquant.ucr.edu>
 - Graduate Quantitative Methods Center (GradQuant) is dedicated to providing quantitative methods, computer programming, and digital research methods training to all UCR graduate students and postdoctoral scholars through free, individualized consultations and workshop programming.

We offer training to graduate students and postdoctoral scholars of all disciplines in probability and statistical inference, statistical software and computing, mathematics for statistics, data management, programming languages, digital research methods, and professional ethics in the management and analysis of data. The educational support we provide ranges from remedial and introductory methods to advanced, specialized training.

- **Professional Development Resources**

- <https://gsrc.ucr.edu/>
 - The Graduate Student Resource Center (GSRC) is your hub for academic development, professionalization, and grad student camaraderie. The GSRC develops and coordinates various opportunities and events with one goal in mind: to help you succeed in your studies, in your community, and on the job market. We help UCR graduate students to not only become outstanding, well-rounded, and healthy scholars, but also confident and informed professionals who are prepared for rewarding careers.
- UCR Graduate School Association Conference Travel grants [Travel Grant - UCR GSA](#) (annual cap per person is \$1400) Amount varies by location
- Geosciences Education and Outreach Program - The Geoscience Education Outreach Program is a graduate student community outreach effort by the Earth and Planetary Sciences department at the University of California, Riverside. UCR graduate students will travel to your school and give fun and interesting presentations about a variety of Earth Science topics to your students, as a community service at no cost to your school. Programs include short presentations, adjusted to a particular age/grade bracket, on a variety of topics, which are followed by hands-on activities meant to show students how fun and accessible science can be. Graduate students who participate will have money put into a research account. These monies can be used for anything related to research including computers, conference travel, lab equipment etc. [Education Outreach Program \(GEOP\) | Earth and Planetary Sciences](#)
- Grad student/postdoc expo - annual poster session or talks for all students
- [University Teaching Certificate](#)
 - The University of California, Riverside's Graduate Division created the University Teaching Certificate (UTC) as a two-quarter instructional training and certification program for graduate students. This highly competitive program is designed to assist university-level instructors in developing teaching and lecturing strategies, designing a teaching philosophy, and becoming members of the professional teaching community. The goal of the UTC program is to equip graduate students with the necessary skills so that they can be regarded as both outstanding scholars and teachers in their continued work in academia. Ph.D. students and Master's students are welcome to apply. Postdocs may also apply, but will not receive the four units of UCR credit if they are accepted.
- <https://scinetopolicy.ucr.edu/> **Public Policy Certificate** - This competitive program is meant to bridge the science-policy gap through a series of presentations and workshops designed for graduate students in the sciences, engineering, and medicine who are interested in learning more about science policy, education, advocacy, and communication. The goals are to help graduate students cultivate a knowledge base and tangible skills they can use to translate their science into public policy or transition into policy careers.
- [The Chancellor's Making Excellent Inclusive \(MEI\) Graduate Student Diversity Certificate Program](#) Graduate student participation in this Diversity Certificate Program will consider broad issues that affect higher and postsecondary education, as well as the depth of knowledge and experience

gained across a variety of learning contexts. The various experiences, backgrounds, and attributes of learners have a significant impact on their engagement with learning, perceptions of campus climate, and their educational and social outcomes. Learner differences cross dimensions that are material, corporeal, and symbolic. Together, we will explore intersectional strategies for negotiating these differences in:

- the microdynamics of pedagogy and instruction
- the agendas and representation within curriculum
- the nuances of departmental politics, and
- the organizational structures of the educational institution and its relations with the communities it serves.

Reporting Plan

- **Reporting Issues or Situations: who, where, how?**
 - Designated department-level person or people (faculty member) to approach with issues within the department - members of the DEI committee, perhaps, as first points of contact who can point students towards resources and/or raise issues with the DEI committee and/or faculty as a whole
 - ENSC DEI Committee membership:
https://envisci.ucr.edu/sites/g/files/rcwecm5011/files/2021-02/fy21_ensc_committee_assignments_02.10.2020.pdf
 - Specific resources for ENSC:
<https://envisci.ucr.edu/about/diversity-equity-and-inclusion>
 - Graduate student trained by UCR's DEI department to handle complaints and issues (as of September 2020): Isabela Perez ipere014@ucr.edu or gsadial@ucr.edu
 - <https://help.ucr.edu/> This site is designed to help you figure out which person or office to contact depending on who you are (what your relationship is with UCR) and what the issue or problem is.
 - <https://casemanagement.ucr.edu/> - this is designed for faculty or other concerned people to get help for students in need
 - <https://hr.ucr.edu/employee-resources/faculty-and-staff-assistance-program> Faculty and Staff Assistance Program
 - <https://compliance.ucr.edu/reporting-obligations> Mandatory reporting responsibilities for faculty
 - <https://ombuds.ucr.edu/> The Ombuds facilitates the resolution of problems and complaints by helping persons identify and evaluate options for positive action. (see also https://administrativeresolution.ucr.edu/other-resources#ombudspersons_office)
 - <https://diversity.ucr.edu/> The Office of Diversity, Equity and Inclusion is committed to the urgent, sustained, and comprehensive work of creating a campus climate of mutual respect and communal vision at the University of California, Riverside.
- **Department level information provision and information gathering activities:**
 - Include information about the membership of the DEI committee on a department webpage, so that students know who to contact. For example, Environmental

Sciences lists committee members on their website

(<https://envisci.ucr.edu/about/committees>)

- Include DEI resources in an easily-found place on the department website: e.g. for Environmental Sciences:
<https://envisci.ucr.edu/about/diversity-equity-and-inclusion>
- Host an annual conversation between members of the DEI committee/ department diversity contact and the students to discuss DEI issues and information on what to do if incidents occur
- Regular (annual or semiannual) meetings between the graduate adviser, other faculty members (including DEI committee representation) and each graduate student individually to allow students to raise concerns
- At the start of every year, make sure that the website information is up-to-date with respect to DEI committee membership, DIAL contact information
- Department diversity contact(s) may need specialized training beyond the level of typical faculty members
- Consider having a biennial climate survey of the graduate students in the department to gauge the current state of diversity, equity and inclusion issues