



University of Nevada, Reno

URGE Resource Map for UNR

This is a draft Resource Map for the *GPHS & Others POD* at UNR. 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.

** should we include resources for applicants?

Universal Resources for All Graduate Students

The GPHS utilizes UNR student resource outlets and recognizes there are limitations to resources offered through the institution. Below is a summary of resources both on and off campus. <u>Graduate Student Association</u> Each Graduate School is represented by a <u>Graduate Student Representative</u>

GSA Committees:

- Community support and mental health resources
 - Assistance finding accommodations, moving expenses/assistance
 - GPHS None, used to have a Facebook page
 - Create a housing network
 - Running Google Sheet with links/housing options and contacts?
 - UNR
 - Household Items Program
 - International Student Transitional Loan up to \$500 loan
 - Living in Reno
 - o Online and in-person campus tours
 - Fun Events/ Activities
 - Residential/off-campus housing resources (minimal offcampus, unclear whether residential houses, i.e. LLCs, open to graduate students)
 - Childcare resources
 - Services at organization/university: diversity officer, counseling and psychological services, ombudsperson, affinity groups, etc.
 - GPHS

UNR

- <u>Unity in Diversity Event</u> event to celebrate diversity amongst community
- Mental Health Resources
 - Crisis Support Center
 - NV Community Help Directories
 - Off-campus specialists links you to Aetna page
 - On-campus counseling
 - Individual (specialized), group
- Student Clubs/Organizations (non grad specific)
- Student Affairs
 - The Center "critical hub of cultural, LGBTQIA, genderfocused services, programs, and social justice initiatives that support student success"
 - African Diaspora Program
 - Asian Pacific Islander Program
 - Indigenous Student Services
 - Student Care and Advocacy unclear who is in charge of this
 - Not a lot of specific information or online services
- Diversity Office
 - Affinity Groups
- Encourage and assist making connections to someone who may understand their experience (e.g., Black male counselor for a Black male student)
 - **GPHS** None
 - Through the GSA, create clubs/organizations for BIPOC students, commit students/faculty to be leaders if there is interest

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- <u>Clubs/Organizations</u> students have the ability to start their own organizations as well
 - Examples: Queer Grad Collective, Women in Mathematics, etc.
 - Provide physical spaces for clubs/organizations that can serve as safe spaces if necessary.
- o Calendar(s) of events or mailing lists to join
 - GPHS
 - Events Page events and organizations/mailing lists to join
 - Keep events page up-to-date, make sure website links work
 - UNR
 - Events Page
- 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?

- UNR
 - See Clubs/Organizations
- Reno
 - Arts & Culture Commission
- Businesses or other needs, e.g. gyms, barber shops/hair services, etc.
- Introductions for other people of color
 - GPHS
 - fund membership fees for organizations like SACNAS, NABG, AISES, GeoLatinas, and others
 - UNR
 - gyms
- Skillset/Professional support resources
 - What skills or experiences are required for their work?
 - GPHS Program Handbook
 - Outline available resources for training/development or best practices in: ** Does the GPHS support students taking courses in these topics?
 - Teaching/pedagogy
 - Teaching Courses
 - Teaching assistantship training/Course Required
 - Project management/budgeting
 - Media training
 - Proposal writing
 - Public speaking
 - Networking
 - Design/drafting of figures using Adobe Suite/Python/ArcGIS
 - Getting involved in professional societies
 - Additional coursework
 - List fellowships, internships, summer experiences, field course opportunities
 - Gain Program for PhD students
 - Similar program for Master's Students
 - Outline departmental and regional seminars, presentation opportunities, and opportunities to meet with speakers for building a professional network
 - Weekly emails to the GPHS extensively outline these opportunities
 - Encourage departments to do the same
- Outreach resources when would we discuss these things
 - Outline opportunities, expectations, benefits, and/or compensation for mentoring new hires and/or students who wish to engaged in belonging, accessibility, justice, equity, diversity, and inclusion (Be A JEDI) efforts
 - Explicitly acknowledge, discuss, and suggest policies to limit the "time tax" put on people of color for participation in Be A JEDI activities and support clear path for opting out
 - Information on honoraria and establishing/charging speaker fees

Resources Specific to Lab Groups/Mentors/Faculty/Leaders

The GPHS expects affiliated faculty to maintain personal websites or other outlets to communicate goals and expectations for their students, and also what students can expect from them. Below examples can be used as an outline. Transparency

Skillset Expectations/Timeline

- What skills or experiences are required for their work? e.g., driving, hiking/outdoors activities, compass/GPS navigation, swimming/SCUBA, operating power tools, first aid, etc.
 - How are they expected to acquire these skills?
- What skills training is supported through the organization?
 - How are they expected to acquire these skills?
- Do they need to know how to code? If so, what languages? (e.g., R, Matlab, Python)
 - How are they expected to acquire these skills?

Mentoring plan

- Summary of 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
- Individual/Group meeting expectations (interval/frequency, journal articles, presentations, socializing, time management, reviewing manuscripts, revising manuscripts/dealing with rejection, careers, current events, media requests)
- Evaluations: rubric, frequency for advisor/committee evaluations, encourage selfevaluation (reflection) and review long term goals and how to achieve them
- Outline expectations for taking vacation (e.g., 3 weeks) and for reasonable work hours (e.g., 40-50 hrs/wk; be explicit!)

Core work resources

- Code-of-conduct link, all members must sign a code of conduct that addresses inclusivity and diversity, mental health, publications or outputs, social media use, working hours, and vacation
- Communication plan and expectations, e.g. how do members communicate with each other and what times are appropriate
- 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
- Equipment where to find, fund individual gear like hiking boots, fund or provide access to sufficient "library" of hiking/camping/outdoor equipment
 - See Session 6 Deliverable

Career Planning and Networking Resources

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
- Be open to considering proposed workshops/conferences, especially for groups like SACNAS, NABG, AISES, GeoLatinas and others
- Networking/Introductions
 - What can students expect from professor networking relationships/publications