This is a draft Resource Map for the School of Earth and Space Exploration Pod at Arizona S. 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**
  - A graduate mentoring plan is currently a future element for consideration by SESE’s JEDI Task Force as part of an effort to make mentoring part of the community norms for all levels - undergraduates, graduates, postdocs, and faculty. For the graduate students, the intent behind this plan is to initiate positive mentorship between faculty advisors and graduate students, and to monitor this relationship throughout the degree program. Starting two years ago, all first year students were required to draft a mentoring plan with their advisors as part of the course work for a required first-year class. However, at present, these recommendations and current coursework requirements do not have specific elements for BIPOC individuals, but our URGE pod will be recommending that the JEDI Task Force address this in future mentorship plans.
  - We anticipate that this mentoring plan will begin with a discussion about student-needed resources with attention paid to the specific needs of the student’s intersectional identity. The mentoring map will be recommended to cover topics like group meeting expectations, time management, publication expectations, careers aspirations, etc. It will be recommended that this map also explicitly include qualifying exam expectations of the advisor and student.
  - An annual revision of this map will also be encouraged to promote student self-evaluation and long term goals assessment.

- **Core work resources**
  - A departmental graduate student code of conduct that is currently being recommended by our JEDI Task Force in conjunction with a mentoring map. This code of conduct will be a guide for advisor-student interactions as well as peer-peer interactions by detailing how members are expected to communicate with each other. This code will also address inclusivity and diversity, mental health, expected student work output, working hours, vacation, etc.
- ASU currently has a school wide student code of conduct ([https://eoss.asu.edu/dos/srr/codeofconduct](https://eoss.asu.edu/dos/srr/codeofconduct)) however this resource does not address issues faced by BIPOC students.

- Resources on departmental and university reporting policies will also be detailed here. The university has several resources, however specific resources available within the department will be provided in the code of conduct to be finalized in the near future. While many of these resources cover all students, specific resources for BIPOC students need to be made available. We would also like to highlight that currently there are no known provisions for providing counselors or advocates of the same race, ethnicity, or gender. (below is information gathered from our ‘Reporting Policy’ deliverable)

Top Level University Policies can be access from: [https://www.asu.edu/reportit/](https://www.asu.edu/reportit/)

The top-level university policy covering harrassment and discrimination is ACD 401: [https://www.asu.edu/aad/manuals/acd/acd401.html](https://www.asu.edu/aad/manuals/acd/acd401.html)

More detailed explanations of reporting policies with an emphasis on sexual harassment/assault: [https://sexualviolenceprevention.asu.edu/report](https://sexualviolenceprevention.asu.edu/report)

Office of University Rights & Responsibilities: [https://urr.asu.edu](https://urr.asu.edu)

- For reporting employees, reports can be made via email (URR@asu.edu) or phone (480-965-5057)

- The Dean of Students or the Office of Student Rights and Responsibilities can be called or visited (contact information here: [https://sexualviolenceprevention.asu.edu/report/srr](https://sexualviolenceprevention.asu.edu/report/srr))

- Incident reports for the Office of Student Rights and Responsibilities can be filed online by anyone against a student or a student organization online here: ([https://eoss-forms.asu.edu/form/campus-community-incident-report](https://eoss-forms.asu.edu/form/campus-community-incident-report)), or a form can be downloaded and filed in person w/o an appointment.

- Anonymous reporting is primarily available via the ASU Hotline: [https://sexualviolenceprevention.asu.edu/report/hotline](https://sexualviolenceprevention.asu.edu/report/hotline), both online and via phone (1-877-SUN-DEVL) that is specifically designated for anonymous reporting of all ethics concerns: “Reports to the ASU Hotline can be made anonymously. ASU's ability to respond to anonymous reports may be limited based on the information available.”

- ASU has confidential support resources available ([https://sexualviolenceprevention.asu.edu/confidential-support](https://sexualviolenceprevention.asu.edu/confidential-support))

- Student Advocacy and Assistance is part of the Dean’s Office and can assist students with finding resources and acting as advocates.
- **ASU Victim Advocate (primarily for crimes)** [https://cfo.asu.edu/victim-services](https://cfo.asu.edu/victim-services).

- **ASU Counseling** is available 24/7: [https://eoss.asu.edu/counseling](https://eoss.asu.edu/counseling)

- For employees, the Employee Assistance Office ([https://cfo.asu.edu/eao-wellness](https://cfo.asu.edu/eao-wellness)), can take confidential reports and will also assist with connecting employees to resources.

  - Our URGE pod recognizes the importance of supporting students, especially BIPOC students, with sufficient funding and resources to do their research. Our pod will recommend that the department’s JEDI Task Force consider planning for a department gear closet and funding resources for student field work/conference travel. Several travel funds already exist but are not specifically aimed at supporting BIPOC students within the department.

**Community support and mental health resources**

- **The department currently advertises the opportunities available to students for mental health support, financial/tax support, health care, and department student organizations during orientation week for all incoming graduate students.** During this week there are also several student networking events to welcome their cohort into the current graduate student population. However, there is minimal planning or orientation offered to students, specifically BIPOC or lower income students BEFORE their arrival on campus. Our URGE pod will be recommending that a full set of student resource documents be made available to all students before their arrival with the opportunity for open discussion before orientation week. These resources will be made available in the future in accordance with ASU’s Community of Color plan/commitment, however in the interim, SESE can include a resource page on the Inclusive Community website that lists examples of community support/sites. Example sites to include are linked below.


**Skillset support resources**

- **Student skillset building is currently funded by faculty advisors and not SESE.** This discussion is usually held by students and faculty before or just after student arrival on campus, however this will be an included category in the recommended mentoring plan for future students. There are unofficial communities set up by graduate students to support with coding help, field work skills, and writing skills.
These groups are not specifically focused on helping BIPOC students, however those resources may become available in ASU’s future Community of Color.

○ Undergraduate support to students is available through the Sundial program hosted by the Department of Physics (http://sundial.physics.asu.edu)

Professional development resources

○ Professional development opportunities are routinely advertised to graduate students at the university and department level, however there is a lack of opportunities available for specifically supporting BIPOC students.

○ An Outline of available resources for training/development or best practices in:
  ■ Teaching/pedagogy
    ASU TA training every Fall, SESE TA training available beginning of Fall semester. Sporadic university-advertised workshops for TA teaching
    - https://graduate.asu.edu/current-students/enrich-your-experience/professional-development/graduate-assistant-training-tara
    - Advertised: https://www.hastac.org/opportunities/pedagogical-practices-workshop-tas-teaching-online-under-covid-19
    - https://asuevents.asu.edu/content/ta-training-lunch-and-learn-becoming-advocate-your-students
  ■ Graduate student workshops available at ASU
    https://tutoring.asu.edu/content/graduate-workshops
  ■ Public speaking
    SESE offers an elective Science Communications course
  ■ Networking
    https://graduate.asu.edu/asu-events-interests/networking

○ List of fellowships, internships, summer experiences, field course opportunities
  ■ ASU’s Sundial program, SESE Summer Exploration Graduate (SEG) Fellowships, Graduate College travel awards, GPSA funding for travel and research, Vivian Forde Endowment Summer Graduate Fellowship

○ Outline of departmental and regional seminars, presentation opportunities, and opportunities to meet with speakers for building a professional network
  ■ SESE Colloquium Series and Colloquia of neighboring departments, SESE graduate student symposium
  ■ Our URGE pod would like to offer a recommendation of dedicated funds for professional development (rather than relying on advisor funds).
Outreach resources

- SESE has several mentoring/JEDI opportunities available for graduate students (Sundial Program, a graduate-student-matching program where senior grads pair up with newer graduate students as mentors, future SESE Inclusive Community Committee, SESE JEDI seed grant funding, SESE prison education program, etc.) Not all of these opportunities provide compensation for the students involved.

- Our URGE pod is recommending that the JEDI Task Force explicitly acknowledge, discuss, and suggest policies to limit the “time tax” put on people of color for participation in JEDI activities and support clear paths for opting out in the future strategic plan.