URGE Resource Map for Stony Brook University

This is a draft Resource Map for the Stony Brook University 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.

I. Creation of Individual Development Plan

- Purpose

The Individual Development Plan (IDP) provides a planning process that identifies annual academic, scientific and personal progress, professional development needs, and career objectives for graduate students. The IDP serves as a communication tool between the graduate student and his or her mentor (PI). This section should be used as a reference for individual group and/or mentor/graduate student IDPs given possible different expectations within different groups.

- Suggested components:
  Responsibilities/commitments of student and mentor (e.g. shared responsibilities like paper writing, proposal drafting, etc.)
  Communication / meeting frequency: how hands-on/hands-off the mentor and mentee want to be, what types of deliverables are expected at each meeting (e.g. a 3 slide presentation as a weekly update)
  Conference participation: which conferences are relevant to the mentee, how frequently they should attend, and how those conference/travel fees will be covered
  Expectations: explicitly outline what the mentor wants the mentee to accomplish in terms of research, publications, coursework, skill development and the timeline on which they want them to complete those goals (e.g. Summer work, how many hours per week)
  Self assessments: what goals the mentee has for themselves in terms of research, professional development, skills, coursework, teaching, EDI work, balancing personal and work life
  Skill requirements/development resources (e.g. coding, data analysis courses, public speaking, teaching/education course, etc.)
Course requirement (Some departments don’t have core requirements and is on a person to person basis)

Mental health considerations such as mental health days

Anti-Racist work: for BIPOC students that could be a commitment from faculty to acknowledge their experiences of racism and advocate for them, for those who are not BIPOC it should be a commitment for both student and faculty to discuss EDI issues as part of mentorship. Possibly consider reimbursement for conferences like SACNAS, NABGG, etc.

- Links to IDP examples
  ● https://drive.google.com/file/d/10HmlXle0Kw0j_t-h0TWwTfmFD1Ewq4V0/view?usp=sharing
  ● https://drive.google.com/drive/folders/1YzWO9jUKDsZDThHAVig6k19uD-z7EH7?usp=sharing
  ● https://docs.google.com/document/d/1Gv5omMUL2t4EDVR0NyP47a7zeXKsONN3d-dXJN-QxXQ/

II. Resource Map
   A. Code of Conduct
      Graduate student code of conduct
      https://www.stonybrook.edu/commcms/studentaffairs/sccs/conduct.php
   B. Reporting Policy
      ■ The geosciences department has multiple avenues for reporting: issues can be reported to the graduate student liaison (elected annually by the grad students), or as an anonymous report to the EDI committee.
   C. Community Support
      ■ Stony Brook University Offices/Centers
        a) There are two main resources for accessibility at Stony Brook; the Student Accessibility Support Center (SASC) https://www.stonybrook.edu/sasc/ for student accessibility and the Office of Equity and Access (OEA) for faculty and staff https://www.stonybrook.edu/commcms/oea-accessibility/.
        b) The Ombuds Office has a variety of resources for students, faculty and staff to refer individuals to numerous resources including policies, benefits, etc. all in a single locations (https://www.stonybrook.edu/commcms/ombuds/resources/index.php#view-facstaff)
        c) Stony Brook University has appointed Dr. Judith Brown Clarke as the new Vice President of Equity & Inclusion and Chief Diversity Officer) (https://www.stonybrook.edu/commcms/cdo/index.php). On the website there are a multitude of resources including the University’s diversity plan, initiatives, events and grants.
        d) The Office of Equity and Access (OEA) has resources for reporting discrimination, sexual misconduct, and accessibility
barriers. (https://www.stonybrook.edu/commcms/oea-equity/reporting.php)
e) The Office of Equity and Access (OEA) also has resources to connect URM faculty with different diversity affiliates (https://www.stonybrook.edu/commcms/oea-diversity/diversity-affiliates/index.php)

- **Mentoring Programs**
  a) Faculty Mentoring (https://www.stonybrook.edu/commcms/cas/faculty_and_staff/faculty_affairs/faculty_mentoring/): The College of Arts and Sciences has a faculty mentoring program for early career faculty.
  b) Peer Mentoring Program by the Office of Global Affairs (https://www.stonybrook.edu/commcms/iaps/global-initiatives/mentoring#Mentors): This program is an international student community that pairs students with trained alumni based on common interests, background, academics, and professional aspirations.
  c) SASC ACE Mentor Program (https://www.stonybrook.edu/commcms/studentaffairs/sasc/ACE_Mentoring/ace_peermentors.php): This program that pairs members of SASC with incoming students to provide information about transitioning to Stony Brook.
  d) Mentorship Network Program for Graduate Students: This new program organized by the Graduate Student Organization (GSO) and the Graduate Women in Science and Engineering (GWISE) aims to provide mentorship opportunities tailored to assist in career planning needs of graduate students and post docs by pairing mentees with faculty mentors in STEM fields.
  e) Community of Student Mentors Program (CSM) (https://www.stonybrook.edu/commcms/cie/csm.html): This program provides peer- to-peer mentoring for underrepresented graduate students of all disciplines.
  f) GEO Club Mentor Program: This new mentoring program pairs undergraduate students with graduate students within the Department of Geosciences.
  g) Pop-up Mentoring Luncheons: Postdocs and grad students can meet up with a "mentor" from outside your department over lunch and you can specify the issues you want to talk about, including work/life balance, navigating race, gender, etc. issues. They will try to set you up with someone who can share experiences. The last one was held in 2019, but the link is included here for future reference. (https://calendar.stonybrook.edu/site/graduate-school/event/pop-up-mentoring-luncheon/)
Community Support

a) Stony Brook Campus Programs
   (https://www.stonybrook.edu/commcms/cdo/resources/programs.php) details events, training, and organizations at Stony Brook including events run by the Office of Multicultural Affairs.

b) Stony Brook University has a wide variety of student clubs and societies (406 different organizations) that can serve as resources for URM and BIPOC students to connect
   (https://stonybrook.campuslabs.com/engage/organizations)

c) For off-campus opportunities, consider looking for events on these websites: https://www.meetup.com, https://www.citysocializer.com
   (Note: If you’re new to the area, it might be a good idea to recruit another person to join you for safety’s sake!)

d) Examples of important organizations for BIPOC women in geoscience include: The Women of Color Project (https://thewocproject.org) and GeoLatinas (https://geolatinas.weebly.com/).


f) Businesses or other needs, e.g. gyms, barber shops/hair services, etc.
   
   (1) Grocery stores that offer a wide collection of ingredients used in international cuisines:
      (a) Food Bazaar (Brentwood, NY) variety of cuisines
      (b) Oriental Groceries (Stony Brook, NY) variety of Asian cuisines

g) This link
   https://docs.google.com/spreadsheets/d/1USyf-z5YVZvQ9tObVFPNIUVDJ6mCCZKHufy1tA8iBLE/edit#gid=0
   has a compilation of resources for BIPOC individuals including societies, grant opportunities, teaching resources and more.

h) Another link to find funding opportunities for things like scholarships, fellowships and more for BIPOC individuals
   (https://docs.google.com/spreadsheets/d/1VpvhgWliwqLhAVcXikxAEu6PD4mwwqL9LEgOnzN-zM/edit#gid=1417047090)

D. Mental Health Resources
   Use of these resources is highly suggested. Graduate school and academia as a whole can be extremely difficult to navigate, and you
should take advantage of the resources available to you. There is no shame involved with utilizing them and it is highly recommended!

■ Counseling and Psychiatric Services (CAPS)  
  (https://www.stonybrook.edu/commcms/studentaffairs/caps/calendar.php):  
  Provides mental health care to students at Stony Brook. Individual therapy is available as well as targeted group therapy for students with shared experiences.

■ The Employee Assistance Program provides mental health resources for faculty/staff (https://www.stonybrook.edu/commcms/eap/)

E. Professional Development

■ The Geosciences department has the David E. King Field Work Award to support fieldwork research for graduate students  
  (https://www.stonybrook.edu/commcms/geosciences/research/award.php)

■ The Career Center for Stony Brook University  
  (https://www.stonybrook.edu/commcms/career-center/facultystaff/) has workshops and other training resources to help students with situations like grant writing, transferable skills, thesis writing, etc. It also has resources for faculty and staff. Resources for diverse populations are detailed here  

■ The Graduate School hosts many different events, seminars, workshops, etc. to help with various areas of professional development  
  (https://grad.stonybrook.edu/professional-development/)

■ The Alan Alda Center for Communicating Science is run through Stony Brook, with semester-long courses as well as shorter workshops and seminars (https://www.aldacenter.org/)

■ Field course through the Turkana Basin Institute:  
  https://www.stonybrook.edu/commcms/studyabroad/outgoing/programs/current-year/academic-year/kenya/spring-in-kenya#DetailsandCost

■ If interested in computer programming, students can look at courses in the Computer Science department  
  (https://www.cs.stonybrook.edu/students/Graduate-Studies/courses) or use commercial websites such as  
  https://www.datacamp.com/ (with reimbursement possible from the Graduate Student Organization Professional Development Fund,  
  https://docs.google.com/document/d/1CTbeWkTue5mEPLNhIWpbTd6N7RdS6ATsLILmAVKDo/edit)

■ SoMAS has the Maze-Landeau Travel Awards to help students attend conferences, announced by email once or twice a year

■ Resources for undergraduate research and learning how to present, make posters, etc.  
  (https://www.stonybrook.edu/commcms/ureca/students/givingpresentations)
a) SBU also hosts a symposium for undergraduate research across all disciplines:
   https://www.stonybrook.edu/commcms/ureca/celebration/symposium.php

- Summer research for undergraduate students (both at SBU and elsewhere):
  https://www.stonybrook.edu/commcms/ureca/summer/on-campusopportunities.php

- Resources for professors to learn how to build inclusive learning environments:
  https://www.stonybrook.edu/celt/services/inclusive-teaching/inclusive-teaching.php
  a) The Center for Excellence in Learning and Teaching (CELT) also offers periodic seminars for graduate students, postdocs, and professors on a variety of learning topics:
  https://www.stonybrook.edu/celt/faculty-development/index.php

- The Geosciences department hosts a weekly seminar for outside scholars to come present their research. Pre-COVID, students were encouraged to have lunch and/or dinner with these visiting speakers for professional development and the meals were reimbursed by the department. We anticipate this practice resuming in the future.

F. Outreach

- The Department of Geosciences has an EDI committee composed of 4 rotating faculty members and 4 rotating graduate students. Graduate students are compensated for their time.

- The Department of Geosciences has outreach activities with minority serving institutions like Suffolk County Community College (SCCC) as well as local middle/elementary schools.

- The Department of Geosciences hosts colloquium speakers to have conversations of EDI efforts in their institutions and for exchange of ideas.