This is a draft Resource Map for the Miami University Pod at Miami University. 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.

- Mentoring plan (in development with graduate faculty advisors)
  - Summary of the intent of the resource map as well as 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 self-evaluation (reflection) and review long term goals and how to achieve them

- Core work resources
  - Code-of-conduct - (link to earlier deliverable), 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 to earlier deliverable), 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
  - 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

- Community support and mental health resources
  - Assistance finding accommodations, moving expenses/assistance
    - Off-campus Housing Search Tool
    - Many of the houses and apartments for rent in Oxford are managed by local rental companies and realtors. Some of the companies designate “student housing” and “non-students” (AKA residential, families and singles) in their listings. Note that the “student housing” is likely tailored toward undergraduates (and is often leased more than a year in...
advance), and that as a graduate student you may be considered for “non-students” residences.

- https://www.collegepropertymanagement.com/
- https://www.oxre.com/
- http://redbrickmiami.com/
- https://www.thackerc21rentals.com/
- https://brianrevalee.remax.com/ - Brian Revalee handles rentals
- https://www.ckcrentals.com/non-student-rentals

- Outline services at organization/university: diversity officer, counseling and psychological services, ombudsperson, affinity groups, etc.

  - Support offices at Miami:
    - Center for Student Diversity & Inclusion
      - Cultural Center
      - LGBTQ+ Services
      - Women*s Initiatives
    - Office of Institutional Diversity & Inclusion
      - Miami University Strategic Diversity Plan
      - Diversity & Inclusion Annual Report 2019-2020
      - DEI Task Force Updates
    - Student Counseling Service
      - Individual Counseling
      - Group Counseling
      - Oxford Community Mental Healthcare Providers
      - Anxiety and Stress Management
      - Depression
      - Counseling resources for Black students

  - Mental Health in academia, geosciences resources:
    - Feeling overwhelmed by academia? You are not alone: Five researchers share their stories and advice on how to maintain good mental health in the hyper-competitive environment of science
      - EGU Blog Series “Mind Your Head”
        - Mind Your Head #1: Let’s talk about mental health in academia
        - Mind your head #2: The importance of time management in academia
        - Mind your head #3: A healthy relationship with your advisor
        - Mind Your Head #4: Job uncertainty in academia – know your strengths and possibilities!
        - Mind your head: The Imposter Syndrome
        - Mind your head: Overcoming Anxiety
        - Mind your Head: An introduction to Workplace Bullying in Academia
We understand that mental health resources on campus and in the Oxford area might not be helpful for all identities. We support you in broadening your network to find the support you need, including in the Cincinnati metro area.

- Black and African American therapists in Cincinnati, OH
- Hispanic and Latino Therapists in West Chester, OH
- Asian Therapists in Oakley, Cincinnati, OH
- Native American Therapists in Ohio

- Calendar(s) of events or mailing lists to join
- 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?

- Graduate Student Life Resource Page
- Miami University Graduate Student Association (GSA)
  - Contact: GSAgrad@miamioh.edu and add GSAgrad@miamioh.edu to your google calendar to learn about GSA events

- Connecting with cohorts, organizations, social clubs with common identities and/or interests
  - Graduate Students of Color Association (GSCA Facebook page)
  - Graduate Student Pride Association (GSPA Facebook page)
  - Graduate Student Association
  - List of all student organizations at Miami University
    - Black Women Empowered (BWE)
    - UNIDOS, Miami University (Latinx student org)
    - Native American Student Association (NASA)
    - Asian American Association
    - Chinese Students and Scholars Association
    - Korean American Student Association
    - Bangladesh Student Association
    - Spectrum (LGBTQ+ student org)
  - National Association of Black Geoscientists
  - International Association for Geoscience Diversity

- Businesses or other needs, e.g. gyms, barber shops/hair services, etc.
- Introductions for other people of color - fund membership fees for organizations like SACNAS, NABG, AISES, GeoLatinas, and others
- Outline expectations for taking vacation (e.g., 3 weeks) and for reasonable work hours (e.g., 40-50 hrs/wk; be explicit!)

- Skillset support resources
  - What skills or experiences are required for their work/coursework? e.g., driving, hiking/outdoors activities, compass/GPS navigation, swimming/SCUBA, operating power tools, first aid, etc.
- What skills training is supported through the organization, how would someone acquire/improve these skills? What training is available prior to arrival?
- Do they need to know how to code? If so, what languages? (e.g., R, Matlab, Python) If they do not have this skill, what resources/training are available?

- Professional development resources
  - Outline available resources for training/development or best practices in:
    - Teaching/pedagogy
      - Center for Teaching Excellence
      - Graduate Student Resources at CTE
        - Certificate in College Teaching
        - Graduate Student Teaching Enhancement Program (GSTEP)
        - Creating a Teaching Portfolio (Vanderbilt Univ.)
    - Project management/budgeting
      - STEM and Budgeting article, Scientific American
      - Budget Tips for Researchers, University of Guelph
    - Media training
    - Proposal writing
      - MU Research & Innovation Grant Writing Resources
    - Public speaking
      - Geology Presentation Tips from Union College
      - Strategies for Creating a Conspicuous, Effective, and Memorable Poster Presentation, Geological Society of America
    - Networking
    - Design/drafting of figures using Adobe Suite/Python/ArcGIS
    - Getting involved in professional societies
      - Geological Society of America (GSA)
      - American Geological Union (AGU)
      - National Association of Geoscience Teachers (NAGT)
      - American Association of Petroleum Geologists (AAPG)
  - Additional coursework
    - List fellowships, internships, summer experiences, field course opportunities
      - Graduate School Funding and Awards
    - Outline departmental and regional seminars, presentation opportunities, and opportunities to meet with speakers for building a professional network

- Outreach resources
  - 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
  - Students and faculty of color unfairly carry a greater load of diversity-related work in STEM, yet this work is significantly undervalued in graduation, tenure, and promotion evaluations.
White faculty and students need to take responsibility for this work. Following are some organizations and resources for white people to work for racial justice.

- Showing Up for Racial Justice (SURJ)
- White Nonsense Roundup
- A Call to Action for an Anti-Racist Science Community from Geoscientists of Color: Listen, Act, Lead
- 10 Responses to Common Criticisms of Anti-Racist Action in STEM
- Anti-Racism Resources and Articles for STEM Educators, Compiled by Dr. Kathy Chen
- Anti-Racism Resources, Harvard Faculty of Arts and Sciences
- Anti-Racism Resources, Network of STEM Education Centers

Information on honoraria and establishing/charging speaker fees