This is a draft Resource Map for PacIOOS at the School of Ocean and Earth Science and Technology at the University of Hawai‘i at Mānoa. 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
  - While new employees (and student workers) work closely with their supervisors and immediate colleagues, we are suggesting to connect new employees with another staff person from the PacIOOS team to serve as a mentor. The mentor can check in to help navigate the “lay of the land,” and provide a sense of belonging. The meeting or check-in frequency between the mentor and mentee can be determined by those involved.
  - Most importantly, we propose an initial meeting to identify the needs and interests of the new employee to honor their desire of “how much” or “how little” mentorship and support they would like to receive. Are there specific areas of interest, specific groups, or clubs?
  - In Hawai‘i and throughout the Pacific Islands region, employees are often far away from their families and friends; therefore, in particular for out-of-state or international staff and students, a sense of belonging and community is important for their well-being.
  - New staff gets introduced to PacIOOS staff and co-investigators -- ideally in person.
  - The supervisor and the staff need to identify the frequency of check-in meetings and the best form of communication (email, phone, text, zoom calls, in-person etc); it can also be discussed whether individual meetings or group meetings with other staff are preferred.
  - Evaluations are required by RCUH once a year. The supervisor/staff can decide whether a more frequent evaluation is helpful. Self-evaluations are encouraged, as well as discussions of long-term goals (including self-development, training, etc.) and how to achieve them.
Core work resources

- Review of PacIOOS Strategic Framework, PacIOOS 10-Year Outlook (in development), and PacIOOS Operations Plan (in development), General Brochure
- Review of PacIOOS Organizational Chart with PacIOOS management team to understand the overall organizational set-up and components
- Review PacIOOS Guiding Principles (see Strategic Framework); potentially amend them to include an inclusivity and diversity statements
- Review PacIOOS Code of Conduct
- Discuss working hours, RCUH vacation leave, sick leave, and family leave policies
- Describe existing forms of communications, including regular standing meetings, all-hands meetings, etc.
- Introduce new employees to Manoa campus, where to find what and whom
- Reporting Policy: If the matter cannot be resolved within PacIOOS, or the staff prefers to discuss the matter with someone outside of PacIOOS, RCUH employees can refer to the RCUH EEO policy, outlining the process and points of contact. UH staff refer to the UH EEO policy.
- Supervisor addresses conference and workshop participation expectations and how it is being funded; PacIOOS encourages participation in groups such as SACNAS, NABG, AISES, GeoLatinas and others.

Community support and mental health resources

- Accomodations: Most rentals can be found through Craigslist, Facebook Marketplace, and Zillow. PacIOOS staff can assist with recommendations on locations for new out-of-state employees that are unfamiliar with the area.
- LGBTQ+ Center, SOEST Sexual Harassment and Bullying Resources, UH Manoa Counseling and Student Development Center, UH Manoa Health Services, Resources for Student Grievances, Title IX coordinators, Faculty and Scholar Immigration Services, International Student Service
- Introduce new staff to faculty/staff/students outside of PacIOOS to make connections to someone who may understand their experience (e.g., Black male counselor for a Black male student)
- Offer support, where possible, for membership fees for organizations like SACNAS, NABG, AISES, GeoLatinas, etc. as well work-specific memberships (academically or field work related)
- Suggest mailing lists to join, e.g., PacIOOS, SOEST, RCUH, newsletters; Women in SOEST; Science Communicators ‘Ohana, etc. Ensure new employee is listed in SOEST directory.

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1 Women in SOEST (WiS) is a dedicated group of female faculty, staff, postdoctoral researchers and students who are working to improve our workplace climate so that everyone can thrive. We are committed to a healthy, safe, equitable and productive climate in which all employees and students treat each other with dignity and respect. WiS recognizes that many of our concerns and challenges are shared by other underrepresented groups and particularly by those with overlapping underrepresented identities.
○ Discuss what activities/institutions the new staff is interested in. Are there local clubs, religious or spiritual organizations, association hobbies they were previously involved with that they can get connected with in the area? Connections can be made on campus, or through PacIOOS staff's personal connections.
○ Discuss whether the new staff is looking for specific businesses or other needs, e.g. gyms, barber shops/hair services, etc.

● Skillset support and professional development resources
○ Discuss (e.g., in the annual evaluation) what kind of development training the employee is interested in, and/or will be necessary to conduct a certain task. Provide access to training resources for employee development opportunities.
○ Support the employee in identifying where to take courses; e.g., creative courses can be taken through Pacific New Media; Proposal writing workshops are being offered through SOEST; Public Speaking through Toastmasters International;
○ Discuss whether any training or certifications are needed before the employee starts the new position.
○ Due to PacIOOS' location within SOEST, discuss the potential of taking courses (e.g., Oceanography classes in the Department of Oceanography) as an observer.
○ Discuss the skills and experiences required for working (e.g., driving, hiking/outdoors activities, compass/GPS navigation, swimming/SCUBA, operating power tools, first aid, etc.). Assess the comfort level and whether refresher trainings are needed.
○ Outline SOEST, NOAA, and other seminars, presentation opportunities, and opportunities to meet with speakers for building a professional network.

● Outreach resources
○ If applicable, outline opportunities, expectations, and benefits, for mentoring new hires and/or students as part of the PacIOOS position who wish to be 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 a clear path for opting out.