

Session 7: Racism and Self Care

Resource Map for SEA

This is a draft Resource Map for **Sea Education Association**. 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 to identify specific resources based on needs/interests identified during initial meetings while implementing the mentoring plan.

Mentoring Plan for Faculty, Staff, and Crew

- Assign each new hire a primary mentor from the same discipline or department, and secondary mentor(s) from outside the mentee's discipline or department
 - Encourage mentor-mentee relationships between people who may share similar experiences (e.g., women with women, black mentor for black mentee).
 - Meet with assigned primary mentor during first week of employment or, in case of oceanographers, when writing first cruise prospectus before hire date.
 - Meet with assigned secondary mentor(s) during the first month for orientation to the organization and to discuss expectations outside of teaching or primary area of work.
 - Ideally, mentee and primary mentor should be on shore around the same time during the first year while the mentee is learning the position and SEA culture.
- Develop mentor guide/guidelines for topics that should be covered
 - Mentor Guidelines and Plan should be specific to role and/or department.
 - Mentor Plan should include flexibility to cater to mentee's career goals, needs, and interests (i.e., Individual Development Plan; here is an [example from UNCC](#)).
- Set expectations for primary and secondary mentor meetings from the beginning (weekly, bi-weekly, monthly, etc.). It would be helpful for the mentor to set a topic for each meeting so the mentee can come prepared with any questions.
- Evaluations: student evaluations at end of shore component (by SEA and faculty), student and crew evaluations at the end of the sea component.
- Encourage self-reflection, re-visit IDP and long-term goals annually with primary mentor and/or SMG member.

Core Work Resources for Employees and Students

- Code of Conduct and Reporting Policies
 - Continue requiring all members (including students) to sign a code of conduct that addresses diversity, inclusion, equity, justice, and accessibility, mental health, etc.
 - Hold regular Mental Health First Aid trainings for employees.

- Make Code of Conduct and Reporting Policies more accessible to SEA community by providing links and anonymous reporting form on the website. Ensure everyone knows where to find these resources.
- Provide multiple methods for reporting to people outside of direct advisor/supervisor or aft cabin.
- Communication Plan and Expectations: Clearly define hierarchy and chain of reporting within SEA.
 - How do members communicate with each other and what times are appropriate?
 - Ensure new employees understand leadership structure and roles of groups at SEA (Faculty Senate, SMG, Board of Trustees, Overseers, etc). This can be covered within the mentoring plan.
 - Revisit the SEA organization chart frequently and ensure flow on chart makes sense to someone who is new to SEA and evolves to reflect updated vision of SEA.
 - Share “Who to Contact” list with all new employees. Update quarterly. Ensure updated versions are shared broadly within SEA.
- Student Packing List
 - Provide packing list to students well in advance of programs (~4 weeks).
 - Packing list is currently provided to accepted students on SEA's website: https://www.sea.edu/admissions/accepted_students.
 - Continue including sources for purchasing discounted field gear.
 - Ensure students are told about the free ‘library’ of foul weather and snorkel gear when they receive the packing list, for those who may not wish to buy new or discounted gear. Stock this lending system with alumni donations from people whose gear will not be used again, did not fit correctly, was left aboard ship in “gear adrift” locker, etc.
 - Continue the pre-program Zoom information sessions that began during COVID-19 pandemic.
 - Create list of scholarships that fund field work supplies for students
- Conferences and Workshops: Outline clear expectations for participation in conferences and workshops:
 - How often are members expected to participate?
 - How does the individual and SEA fund these opportunities? (e.g., professional development funds for faculty)
 - List conferences and workshops at which SEA typically has a strong presence (e.g., TSA, ASLO/Ocean Sciences, local, regional, etc.)
 - Create list of conferences and workshops with strong focus on diversity and inclusion for SEA employees and students (e.g., SACNAS, NABG, AISES, GeoLatinas)
- Employee Resources Office/Group: Consider creating a position or a committee that provides confidential guidance to employees seeking assistance with accessing organizational or community resources to facilitate a sense of *comfort* and belonging and to assure equity in the workplace.

- This is essentially a “mentor” position that extends beyond students and faculty.
- Serves as a clearinghouse for staff concerns, offering deidentified feedback to help implement positive change in policies and tools needed to further promote accessibility and sense of belonging.
- Such a position or committee could be a shared resource for Woods Hole scientific community and SEA.

Community Support and Mental Health Resources

- Provide assistance with moving expenses and finding accommodations.
 - Consider adding moving expenses to hiring package/offer
 - Create temporary faculty/staff housing on/off campus that could be rented out until suitable accommodations are located. We could also rent it out to faculty who only live on the Cape while in-program. Subdivide stone cottage into two units? Studio apartment above garage?
- Create services at SEA: diversity officer/committee, counselor/psychological services, etc.
 - Counselor can be in-house or contracted to be available to students and employees
 - <https://www.psychologytoday.com/us>
- Create list that includes link to calendar of events and mailing lists to join
 - Woods Hole Peanut Butter Club Friday lunch talks <https://www.who.edu/who-we-are/visit-who/events-happenings/peanut-butter-club/>.
 - Various institution lecture series, e.g., at Lillie Auditorium, departments, etc.
- Create list of restaurants, shops, places of worship, rock climbing gyms, social sport leagues, etc. that have history of no racism (to our knowledge).
 - Work together with other Woods Hole research institutions to create this resource.
 - Survey students/staff/faculty to poll places where they have experienced or witnessed non-inclusive practices in or near Cape Cod. We also can ask what places and organizations they were excited to visit and/or join.
 - Also consider safe gyms, barbers/hair services/hair care products, doctors, etc. for BIPOC people.
 - Create list of local Facebook groups (Fabulous Falmouth, Sole Mates, Falmouth Wildlife, Shop Local Falmouth, Cape Cod Free Stuff, Cape Cod Learning Tours, Hiking Falmouth, etc.)
 - Support businesses owned by people of color: <https://amplifypocapecod.com/>
- Foster connections by introducing employees to other people of color in Woods Hole and other maritime and scientific communities.
 - Coordinate quarterly/bi-annual/annual social events with members from each of the Woods Hole research institutions.
- Fund membership fees for organizations like SACNAS, NABG, AISES, GeoLatinas, and others
- Outline clear, explicit expectations for taking vacation and for reasonable work hours. Reasonable work hours may vary for faculty when they are in program versus not.
 - This may require polling the current staff and faculty to see what realistic expectations should be.

Skillset Support Resources

- What skills or experiences are required for their work/coursework?
 - Required skills and experiences vary between staff, teaching faculty, seagoing faculty, crew, and students.
 - https://www.sea.edu/ships_crew/training_classes
 - NOAA has offered Chief Scientist training in the past which could be useful for oceanographers to attend.
 - Lifeguard and First Aid/CPR/Oxygen Administration training currently needs to be sought by individuals outside of SEA. SEA should create list of where these trainings can be taken for affordable prices.
 - Much of crew training happens during yard periods or while at sea (directly before programs and during programs)

Professional Development Resources

- Create list of available resources for training/development or best practices appropriate to specific job responsibilities.
For example, topics relevant to faculty could include:
 - Teaching/pedagogy
 - Project management/budgeting
 - Media training
 - Proposal writing
 - Public speaking
 - Networking
 - Design/drafting of figures using R/Adobe Suite/Python/ArcGIS
 - Getting involved in professional societies
 - Additional coursework/training workshops
- Assemble a list of fellowships, internships, summer experiences, field course opportunities for staff, faculty, crew, and students.
- Compile departmental and regional seminars, presentation opportunities, and opportunities to meet with speakers for building a professional network.

Outreach Resources

- Outline opportunities, expectations, benefits, and compensation for mentoring new hires and/or students who wish to be engaged in BAJEDI efforts.
 - Paper demonstrating importance of offering paid opportunities for attracting diverse students (but also applies to sailing interns, reef/lab hands, etc):
<https://academic.oup.com/bioscience/advance-article/doi/10.1093/biosci/biab039/6213241>
- Explicitly acknowledge, discuss, and suggest policies to limit 'time tax' for people of color for participation in BAJEDI activities and support a clear path for opting out.
- Continue offering honoraria to guest speakers.