URGE Resource Map for SFSU

This is a draft Resource Map for SFSU Pod at San Francisco State 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. 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
  - URGE Pod will recommend the College of Science & Engineering create a broad structure for graduate program mentoring structure.
    - This exists for some current programs (see Riptides example in appendix)
  - URGE Pod will recommend that departments meet to establish mentoring norms that include (but are not limited to)
    - Code of conduct
    - interval/frequency of lab and/or individual meetings. Suggested topics might include: socializing, time management, reviewing manuscripts, revising manuscripts/dealing with rejection, careers, current events, media requests, networking advice, DEI topics, financial planning, lab social events to build community, etc)
    - Journal articles,
    - Presentations at conferences
    - Evaluations: rubric, frequency for advisor/committee evaluations, encourage self-evaluation (reflection) and review long term goals and how to achieve them
  - Department new student orientation
    - Resources map will be shared/discussed with incoming students during the new student orientation.
    - Code-of-conduct
    - Reporting Policy – links in resources map, and mentor and department chair are other points of contact.
      - Examples include: 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

  - ○ Mentor/mentee meetings
    - ■ Advisors will be encouraged to check in with students and review the resources map once per year.
    - ■ Communication plan and expectations, e.g. how do members communicate with each other and what times are appropriate
    - ■ 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 and other events, especially for groups like SACNAS, NABG, AISES, GeoLatinas and others.

- ● Community support and mental health resources
  - ○ Counseling and Psychological Services: The mission of Counseling & Psychological Services is to enhance the psychological well being of the entire campus community and thereby facilitate the retention and successful educational experience of students, faculty, and staff.
  - ○ SFSU Food Security: Resources to help buy groceries, gain access to free and nutritious food weekly, or free meals on campus via an emergency meal card program.
  - ○ Housing Crisis Resources: Provides assistance for housing solutions, shower access on campus, resources for renting including temporary rentals.
  - ○ Early Childhood Education Center: This center assists student parents in attaining their educational goals by providing appropriate care for their young children in a high-quality, convenient and affordable educational setting.
  - ○ Hope Fund Crisis Loan: SF State has established the SF State HOPE Fund (HOPE: Help, Opportunity & Pathway to Empowerment), a fund that assists students with financial support when they need it most.
  - ○ Project Connect: Exists to empower and involve the student body to promote higher education and facilitate graduation for low income and historically underrepresented communities. It provides scholarships and a free book loan program.
  - ○ Queer and Trans Resource Center: The center is open to all students who wish to join in our efforts to promote awareness and understanding of LGBTQQIA-related identities, issues and culture.
  - ○ Richard Oaks Multicultural Center: This center is a space for cultural events and discussions that focus on everything from inspirational leaders to commemorative months.

- ○ [Student Health Services](): Provides free and low-cost health services to SF State students. You can find a complete list of cost here.
- ○ [The Women's Center](): A resource, referral and educational program for the campus community which deals specifically with issues concerning the lives of women.
- ○ [VITA](): Volunteer Income Tax Assistance program is a national IRS program that provides free tax return preparation to low-income, elderly, limited English proficient and disabled individuals.
- ○ [Veterans Services](): A website dedicated to helping current and former members of the United States Armed Forces attain their education goals.
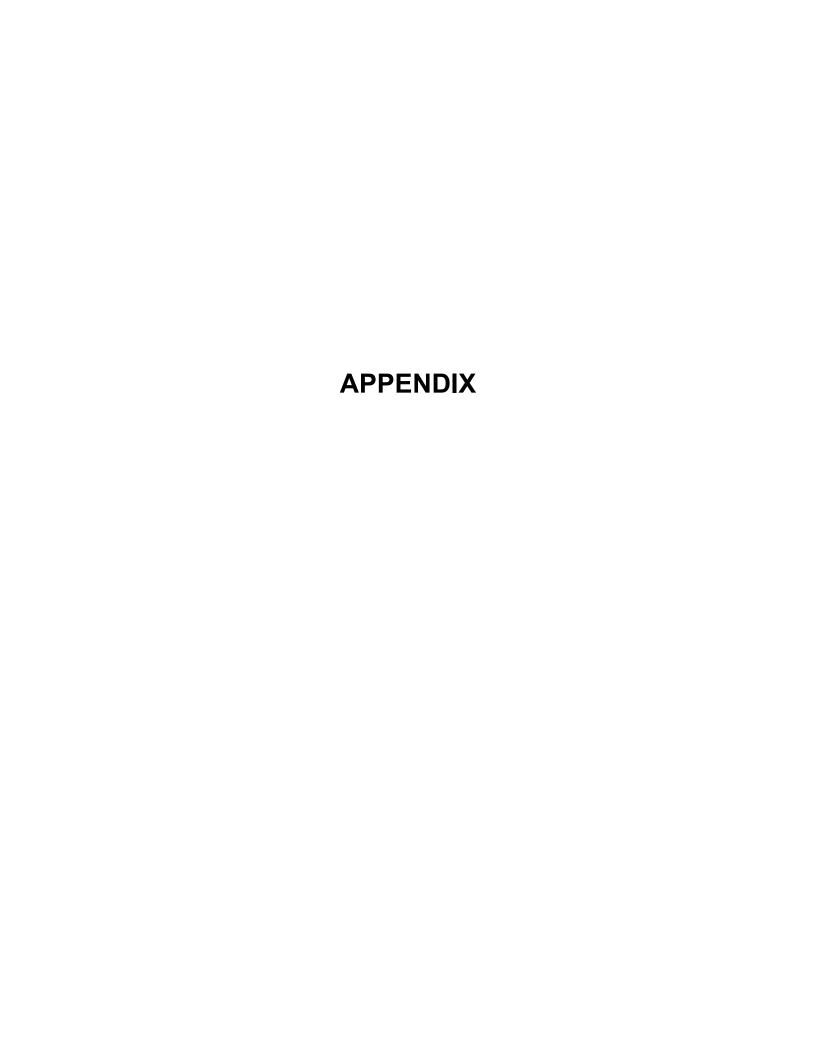
- Skillset support resources
  - ○ [COSE Student Success Center](): Provides holistic academic advising services that meet students' academic, professional, and personal goals to achieve success.
  - ○ [SF State Advising Hub](): A one-stop-shop for advising needs.
  - ○ [Campus Academic Resource Program](): Provides free tutorial and academic support.
  - ○ [CSU California Pre-Doctoral Program](): This program is designed to diversify the pool of university faculty by supporting the doctoral aspirations of students who are upper division undergraduates or graduate students on a California State University campus.
  - ○ [Educational Opportunity Program](): EOP is a comprehensive program designed to provide students with outreach, admissions, academic, and financial support. Students receive on-going advising, tutoring and workshops designed to increase retention and graduation rates.
  - ○ [English Tutoring Center](): Provides academic support to undergraduate students enrolled in English composition, reading and English as a Second Language (ESL) courses.
  - ○ Guardian Scholars: This program creates a vibrant community to engage current and former foster youth to attain college degrees, stable housing and career path employment.
  - ○ [Metro College Success Program](): Metro offers personalized support for college success through in-class academic support and tutoring your first two years at SF State.

- Professional development resources
  - ○ [NAGT Field Course Opportunities for Students](): A list of field camps that will be running each Summer along with contact information. Includes in-person, hybrid and fully online opportunities.
  - ○ [List of Professional Societies in the Geosciences](): List provided by American Geosciences Institute (AGI).
  - ○ [Department of Earth & Climate Sciences](): Department page that provides information and links to current academic programs, faculty contact information,

current departmental news, current research, speaker series and information for current and prospective students.

- [Earth & Climate Sciences Distinguished Speaker Series](#): Schedule and archive of researchers presenting recent research on topics of interest in the Earth and Climate Sciences.
- [Estuary & Ocean Science Center (EOS Center)](#): We connect science, society and the sea through outstanding interdisciplinary research, education and outreach programs to train the next generation of scientists and sustain healthy and resilient coastal ecosystems for future generations.
- [EOS Center Seminar Series](#): Schedule of current researchers presenting recent research on topics in ocean science.
- [Society for the Advancement of Chicanos/Hispanics & Native Americans in Science (SACNAS) SFSU Chapter](#): Dedicated to creating an inclusive community for underrepresented minorities passionate about a career in STEM.
- [American Indian Science and Engineering Society (AISES)](#): A national nonprofit organization focused on substantially increasing the representation of indigenous peoples of North America and the Pacific Islands in science, technology, engineering, and math (STEM) studies and careers.
- [National Association of Black Geoscientists (NABG)](#): A nonprofit organization established in June 1981 to inform students of career opportunities that exist in the field of Geosciences and encourage them to take advantage of scholarship programs.
- Black Excellence in STEM (BE-STEM): A student organization located at SFSU focused on supporting African American/Black students in science, technology, engineering, and math. Contact: [BE-STEM Email](#) | [BE-STEM Facebook](#) | [BE-STEM Instagram](#) | [BE-STEM Twitter](#)

- DEI resources (This section needs to be better developed, and the URGE Pod recommends ongoing work in this area).
    - For faculty
        - CEETL training: JEDI PIE
        - Include DEI topics in faculty meetings regularly
        - Departments should establish a norm of valuing DEI work by students (either incorporated into their research projects or in addition to)
        - Departments can provide information for student DEI opportunities to the faculty
    - For students
        - Make discussion of DEI issues a norm
        - Incorporate DEI and scientific ethics into existing introductory graduate courses
        - Find ways to say no to requests to participate, in particular to limit the "time tax" put on people of color for participation

- ○ Departments should increase efforts to find financial resources to provide honoraria for outside speakers. In addition, junior faculty and students should be mentored on charging speaker fees.

APPENDIX

RIPTIDES Benchmarks:

Please see Table 1 for course timeline

The plan of work is fast-paced and we are here to help you succeed! The arc of the program plan consists of coursework, an internship, designing a research project, collecting data, writing a manuscript, and giving an oral defense all within a four- to six full-time semesters. The RIPTIDES program has established five "benchmarks" over the program to provide structured support to help you stay on-track and complete your degree within 2.5-3 years. Some research projects may require more or less time than others, but a full-time student will typically be able to complete their MS degree within 2.5-3 years. We expect you to meet these benchmarks with the encouragement and support of your classmates and your research mentor(s). Please ask for help early and often to access support in achieving your academic goals.

Each benchmark assessment will be recorded by completion of a **BARGE** (Benchmarks And Research Goals Evaluation) form with faculty and RIPTIDES advisors at the following five time-points: **1) end of first semester, 2) end of second semester, 3) end of first summer, 4) end of third semester, and 5) end of program (end of fourth, fifth, or sixth semester).** BARGE forms will be available on the RIPTIDES Cohort 4 iLearn collaborative site. Completion of these forms requires them to be filled out and signed by you and your committee and submitted on iLearn. Any additional forms required will also be available on the RIPTIDES Cohort 4 iLearn collaborative site.

Benchmark Timeline:

1. **End of Semester 1:** *Benchmarks*: Completion of **BIOL 708** and **MSCI 709**, Thesis project

general area decided, research literature search underway, begin forming thesis committee. Research goals for Spring 2021 semester articulated.
Forms Due: **BARGE 1 due 1/12/2021, Human/Animal Subjects (if needed)**

2. **End of Semester 2:**
Benchmarks: Completion of **MSCI 715 (or BIOL 716)**, and completion of at least one of the two required graduate **electives**, research project outlined and plan for conducting project completed, research project has either begun or is ready to commence.
Forms Due: **BARGE 2 due 6/5/2021 (see extension policy) & Thesis Prospectus emailed to Adam and Ellen**

3. **End of Summer Year 1:**
Benchmarks: Summary of research accomplishments during the Summer months. Timeline for completion of research generated. Internship partner chosen via matching event.
Forms Due: **BARGE 3 due 9/15/2021**

4. **End of Semester 3:**
Benchmarks: Completion of **MSCI 717, Professional Internship: MSCI 788,** Graduate **electives,** continued data collection, first drafts of methods section of thesis manuscript completed, meeting with Grad Coordinator E. Hines.
Forms Due: **BARGE 4 due 1/12/2021, (ATC and PCE by Oct 16th)**

5. **End of Semester 4, 5 or 6:**
Due at end of program / graduation (Semester 4);
    or mid-August 2021 (Summer Year 2);
    or mid-December 2021 (Semester 5);
    or mid-May 2022 (Semester 6)
Benchmarks: Completion of **MSCI 718, 898 units (Thesis),** Completion of written Thesis and oral presentation of thesis in public forum at EOS Center. Thesis manuscript must be submitted to the SF State Grad Division by filing deadline. Thesis manuscript must be written in the style required for submission to a professional peer-reviewed journal.
Forms Due: **BARGE 5 (due at end of program), Report of Completion form**

<u>EXAMPLE DOCUMENT</u>

B.A.R.G.E. Form #1 – Due 01/12/2021
<u>B</u>enchmarks <u>A</u>nd <u>R</u>esearch <u>G</u>oals <u>E</u>valuation

Please use this form to confirm benchmarks that have been reached by the end of **SEMESTER 1** of the RIPTIDES program, and to formally set goals for the next semester. Please complete the form and file a paper copy with original signatures with the RIPTIDES Coordinator, Adam Paganini.

Name: _____ Advisor: _____

Completion of BIOL 708: Completion of MSCI 709:

Submission of Animal & Human Subjects Form (only if needed):

If you have your thesis committee formed please feel free to list the member names below. List the two other members of your committee other than your main faculty mentor. (This is optional and will be due by the end of your second semester to be put on the **BARGE 2 Form**): v

1._____ 2._____

How many times did you meet w/ your faculty advisor this semester?   _____

Brief description of research topic and if so in what ways it is interdisciplinary:

In the space below describe your research, educational (courses) and professional (e.g., meetings, workshops) goals for the next semester.

Student Signature: _____ Date:_____

Major Advisor Signature: _____ Date:_____

BARGE 2 Extension Policy:

This memorandum communicates the official policy on extensions to the RIPTIDES BARGE 2 form. In the event that a student is unable to complete the BARGE 2 form by the deadline set, an extension may be granted for legitimate programmatic or serious extenuating personal reasons. For example, legitimate programmatic reasons may include switching primary mentors late during Semester 2 of the program, or wholesale changes to the research project necessitated by changes in access to key research facilities or materials. Consideration of legitimate programmatic reasons requires discussion between the student and the Primary Mentor and at least one RIPTIDES PI or the MS in IMES Graduate Coordinator. Serious extenuating personal reasons (e.g., major illness or death in family) will be considered on a case-by-case basis, and also will require communication between the student and the Primary Mentor and at least one RIPTIDES PI or the MS in IMES Graduate Coordinator.

Extensions for BARGE 2 submission will be granted up to one month prior to the official SF State Graduate Studies deadline for receipt of the Advancement to Candidacy (ATC) and Proposal for Culminating Experience (PCE) forms for graduation that academic year. Typically, that means extensions would be granted until no later than October 1. For RIPTIDES students expecting to receive NRT Fellowship funding, initiation of stipends will be contingent upon submission and subsequent approval of the BARGE 2 form. Extensions for BARGE 2 do not alter the due dates for any subsequent BARGE forms.

Submission of BARGE 2, ATC and PCE forms later than the maximum extension period may cause missing the deadline for submission to SF State Graduate Studies, which will delay the earliest possible semester for graduation by one semester.

Please direct any questions regarding this policy to RIPTIDES Project Coordinator (Adam Paganini), or if he is not available, the RIPTIDES PI Karina Nielsen.