

Advancing Faculty Mentoring Practices *Enhancing Skills Toward Inclusive Mentorship*

Participant Guide

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Agenda

Time	Topic
11:00 - 11:30 am	Workshop Overview and Introductions
11:30 pm - 12:00 pm	Activity 1: Giving Constructive Feedback
12:00-12:30 pm	Activity 2: Active Listening
12:30 pm - 12:55 pm	Activity 3: Exploring Mentoring Agreements
12:55 pm-1:00 pm	Closing

Activity #1: Giving Constructive Feedback

A graduate student mentor was frustrated because her undergrad mentee was not running successful experiments. While the undergrad had great enthusiasm for the project, each experiment failed because of some sloppy error: forgetting to pH the gel buffer, forgetting to add a reagent to a reaction, or forgetting to turn down the voltage on a gel box. After a month of discussions, and careful attempts to teach the undergrad student habits that would compensate for forgetfulness, the graduate student was ready to give up. She spoke with her faculty adviser (the PI in the lab) and asked for advice, hoping that he could fix the problem. The adviser offered to work with the undergrad mentee. When the undergrad mentee walked into his office the next day, the faculty adviser said, “I hear you’re a slob in the lab. You gotta clean up your act if we’re going to get any data out of you.” Seeing the crushed and humiliated look on the undergraduate’s face, he quickly added, “I’m a slob too— that’s why I’m in here pushing papers around and not in the lab doing the hard stuff like you guys!”

Select a recorder, Time: ~10 minutes in your breakout groups

Guiding Questions

1. What is the potential impact of this feedback on the mentee(s)? How might different identities (i.e. neuro diversity, mental health status, first-gen, etc.) impact the way the mentee experiences or receives this feedback?
2. What should the advisor do now?
3. If you were the adviser, how would you have handled this situation?
4. What conversations around expectations could have helped to avoid this situation?

Activity 2: Active Listening

Role	Step 1: Share/Listen (2 min)	Step 2: Discuss (3 min)	Step 3: Debrief (5 min)
Speaker	Share a current mentoring relationship challenge.	Develop a plan to resolve the situation.	Listen to feedback from the observer, ask questions, and provide reflections on experience.
Listener	Practice active listening skills.	Ask clarifying questions and help the speaker develop a plan.	Listen to feedback from the observer, ask questions, and provide reflections on experience.
Observer	Observe and note tone, body language, facial expression, etc.	Observe and note tone, body language, facial expression, etc.	Report on observations. Did the listener actually understand the problem the speaker described?

Guiding Questions

Observers: what did you notice as the conversation unfolded? Did the speaker or listener do anything that impacted the conversation?

Listeners: what was it like to listen with intention?

Speakers: how did it feel to be listened to?

Activity 3: Exploring Mentoring Agreements

Last Name Initial A to H: [Mentoring Compact for Undergraduate Researchers](#) (Drown Lab)

Last Name Initial I to Z: [Developing Shared Expectations](#)

Guiding Questions

1. What are your initial thoughts about using a mentor-mentee compact?
2. What are your initial thoughts about your assigned tool?
 - a. What are the strengths?
 - b. What are the limitations?
 - c. What ideas do you have to modify?
 - d. What questions do you have about the tool?

Mentoring Action Plan

Reflecting upon your mentoring relationships is a vital part of becoming a more effective mentor. This is especially important immediately following a mentor-training session so that you can consider how to implement changes in your mentoring practice based on the training. Reflection on your mentoring practice at regular intervals is strongly encouraged. For each mentoring competency, please list one or two specific approaches you plan to take in the future.

Competency	What can I add to my mentoring practice?
Establishing Effective Communication	
Aligning Expectations	

Principal Facilitator Biography

Diana Azurdia, PhD (UCLA)

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Dr. Diana Azurdia is Guatemalan-American and the first in her family to attend college. She received her B.S. from CSULA and her Ph.D. in Biochemistry and Molecular Biology from UCLA. She currently serves as the Director for Inclusion to the Graduate Programs in Biosciences at UCLA where she leads a strategic plan to enhance diversity in the biomedical graduate student population. A major area of focus includes cultivating a strong inclusive graduate training culture through program development in the areas of personal well-being, professional development, mentorship, and leadership. Dr. Azurdia's research examines the doctoral training years to identify disparities in academic outcomes, with the goal of developing effective programmatic interventions. Additionally, she uses her platform as a Center for the Improvement of Mentored Experience in Research (CIMER) Principal Facilitator to promote inclusive mentoring practices nationally. Dr. Azurdia attributes her ability to navigate her academic career to key mentors, and therefore a major focus of her work centers on the propagation of effective mentoring of underrepresented individuals in STEM.