

Advancing Faculty Mentoring Practices

enhancing skills toward inclusive mentorship

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All slides and materials will be shared

Special Thanks To:

Cal State Fullerton

The U-RISE Director:
Dr. Math P. Cuajungco
Biol Dept Chair: Dr. A. Cohen
College Deans: Drs. M. Johnson
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(ECS)

CIMER: improving research mentoring relationships for mentors and mentees at all career stages with evidence-based and culturally-responsive interventions

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 - 12:10 PM	Break / Grab Lunch
12:10-12:40 pm	Activity 2: Active Listening
12:40 pm - 12:55 pm	Activity 3: Exploring Mentoring Agreements
12:55 pm-1:00 pm	Closing

What to expect

- Emphasis on process, not content
 - facilitating conversations
 - expect a lack of closure
- Practical skills and resources will be provided, but not a “12-step program to become the perfect mentor”

Group Agreements

What expectations or ground rules should we hold ourselves to in order to create an open and safe environment?

1. Stay aware of our own negative group dynamics tendencies and strive to maximize our constructive group behaviors
2. Allow everyone time to contribute to the conversation
3. Give gracious space, assume best intentions
4. Commit to brave sharing, listening with respect
5. Stories stay, lessons leave
6. Try to participate multiple times in every session
7. Others?

In Your Small Groups: Introductions

In your small groups: briefly introduce yourself

- Your name (and pronouns if you'd like)
- Your primary discipline
- One word or phrase about a significant mentor

Take 10 secs maximum per person. Model: "I'm XYZ, I'm an immunology researcher, and my mentor was supportive."

5 mins

Meeting the needs of your followers

A Gallup survey of 10,000 people asked:

- What leader has the most positive influence on your daily life?
- List 3 words that best describe what this person contributes to your life

Four Basic Needs of Followers

Trust

honesty
integrity
respect
authenticity

Compassion

caring
friendship
happiness
love

Hope

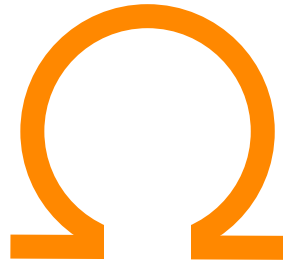
direction
faith
guidance
initiating

Stability

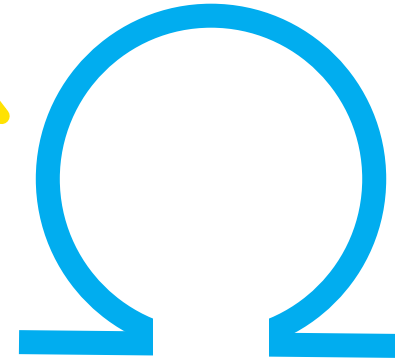
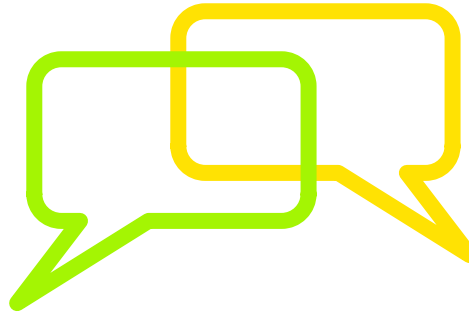
security
strength
support
peace

What is mentorship?

*advisee
student
protégé
trainee
employee*



Mentee



Mentor

*advisor
PI
boss
supervisor
sponsor
coach*

Definition of Mentorship

Mentorship is a professional, **working alliance** in which individuals work together over time to support the personal and professional growth, development, and success of the relational partners through the provision of **career** and **psychosocial support**.



From the National Academies
“The Science of Effective Mentorship in STEMM”

What is mentorship?

Mentorship is a **catalyst capable of unleashing one's potential** for discovery, curiosity, and participation in STEMM and subsequently improving the training environment in which that STEMM potential is fostered. Because mentorship can be so influential in shaping the future STEMM workforce, its occurrence should not be left to chance or idiosyncratic implementation. **There is a gap between what we know about effective mentoring and how it is practiced** in higher education.



From NASEM Report “The Science of Effective Mentorship in STEMM” 2019

The uneven mentor training landscape

Undergraduate faculty

My institution takes mentoring into consideration during performance reviews



48% AGREE



I have participated in training to be a mentor



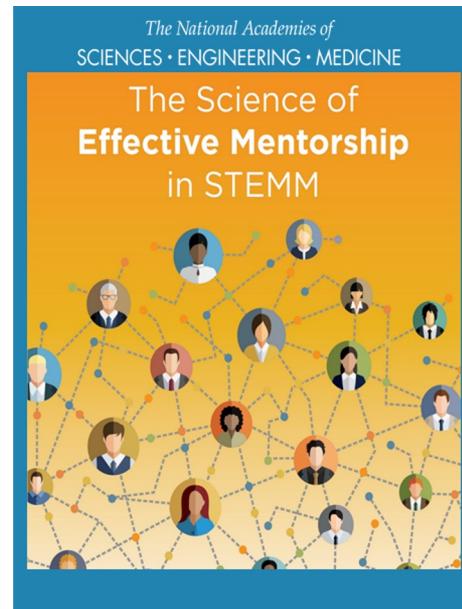
6.9% AGREE



From NASEM Report “The Science of Effective Mentorship in STEMM” 2019

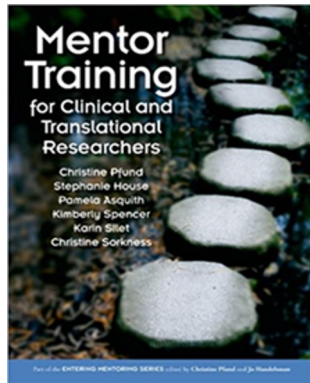
Effective mentorship is linked to:

- Research productivity
- Self-efficacy to conduct research
- Enhanced researcher identity
- Career persistence
- Career satisfaction
- Feeling more integrated into the academic community



See [NASEM Report](#) “*The Science of Effective Mentorship in STEMM*” 2019 for references

Effective mentoring can be enhanced



Curriculum with standardized competencies

- **Effective communication**
- **Aligning expectations**
- Addressing equity and inclusion
- Fostering independence
- Assessing understanding
- Cultivating ethical behavior
- Promoting professional development
- Promoting research self-efficacy
- Fostering well-being
- + more



Establishing Effective Communication and Aligning Expectations



Learning Objectives

- Provide constructive feedback
- Practice active listening
- Seek to understand the expectations of your mentees, especially in light of shifting and uncertain circumstances
- Consider how personal and professional differences might impact expectations
- Clearly communicate expectations in your role for the mentoring relationship

Case Study 1: Giving Constructive Feedback

(page 2)

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!”

Small Group Discussion

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?
-
- *Select a recorder, summarize responses in the Participant Workbook.*
 - *Time: ~10 min*

Giving Critical Feedback

- Attributional ambiguity
 - refers to the difficulty that members of stigmatized or negatively stereotyped groups might have in interpreting feedback

- “Wise” feedback: 2-pronged approach
 - Invocation of high standards
 - Assurance of the student’s capacity to reach those high standards

“The Mentor’s Dilemma: Providing Critical Feedback Across the Racial Divide” Geoffrey Cohen, Claude Steele, Lee Ross, Personality & Social Psych Bulletin, 1999



Active Listening

(page 3)

What is Active Listening?

Active listening involves making a conscious effort to give your full attention to the act of listening to ensure that you understand the speaker's intent.

- Maintaining eye contact
- Paying attention to what the speaker is saying
- Asking for clarification
- Attending not only to the words but also to the feelings behind the words (body language)

Active Listening Activity

Role	Step 1: Share/Listen (2 min)	Step 2: Discuss (3 min)	Step 3: Debrief (5 min)
Speaker	Share a current challenge with a mentoring relationship	Develop a plan to resolve the situation	Listen to feedback from observer, ask questions, provide reflections on experience.
Listener	Practice active listening skills	Ask clarifying questions and help the speaker develop a plan	Listen to feedback from observer, ask questions, provide reflections on experience.
Observer(s)	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?

Activity Instructions (15 min)

- Form groups of 3 at your tables & choose roles
- We will let you know when to begin
- We will call time at 2 minutes and again when 1 minute is left
- If you finish early, the observer can provide feedback²³ to conversation partners

Debrief

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?

Tips for building communication across differences

- Consider reflecting yourself and discussing with your mentees:
 - How do you prefer to communicate? Email, in-person, text, Slack, etc?
 - What kinds of social situations fill you, or drain you?
 - What kinds of questions do you usually ask? What types of information or inspiration do you usually seek?
 - How do you make decisions? What was a recent difficult decision, and your decision-making process? Were you satisfied with the process & results?
 - What causes stress for you, and how do you behave under stress?
 - How do you usually handle conflict?
- Discussing these issues can signal to your mentee that you care about the relationship and are seeking to improve it

Exploring Expectations Documents

Description

- A **written** document used to share and align expectations between mentors and mentees for the whole research group
- **Differs from IDP's** (Individual Development Plans), which focuses on individual plans
- These vary in their format and details
- Examples will be provided

Exploring Expectations Documents

Rationale

- Provides written documentation of expectations that provides a **shared reference point**
- This shared reference point provides a **basis for discussing changes** and revising expectations
- Makes invisible or implicit expectations visible to promote **transparency and inclusion**
- Levels the playing field among all mentees in the research group to promote **equity**
- **Tool for assessing “alignment/compatibility”** - provide to applicants in advance and discuss during interview (“if you could change one thing...”)

Exploring Expectations Documents

Possible format or contents:

- **Research productivity:** designing exp'ts, writing, lab notebooks, timelines, etc.
- **Authorship:** policies, alternative of acknowledgement, etc.
- **Time:** work hours, vacation, sick leave, etc.
- **Communication:** modes of communication, frequency of mtgs, setting mtg agenda and follow-up, annual reviews, etc
- **Being a good team citizen:** sharing group tasks, lab climate, social activities, etc
- **Professional development and networking:** attending conferences, IDPs, etc.
- **Resolving conflicts:** when to bring up issues and with whom, resources, etc.
- **Specific expectations** for undergrads, grad students, postdocs, etc
- **Inclusive practices:** DEI values, welcoming new members, etc

Exploring Expectations Documents

Developing a document:

- a draft or outline can be started by the PI
- given to a couple volunteers among senior group members
- senior group members can fill, expand, etc
- input from rest of group can be sought
- PI can provide final input for updated draft
- document can be re-visited annually or biannually
- *this process of starting a doc is just as important as the document*

Examples of Mentoring Alignment Tools

(page 4)

Take **a few minutes** to review your assigned tool.

Last Name Initial **A to J**: #1 - Mentoring Compact for Undergraduate Researchers (Drown Lab)

Last Name Initial **K to Z**: #2 - Developing Shared Expectations

Whole Group Discussion

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



Mentoring Action Plan

(page 5)

Return to your MAP document

Personal Reflection: Write down some ideas you have about Maintaining Effective Communication and *Aligning Expectations* on your own “Mentoring Action Plan” worksheet.

Whole Group Discussion: any questions, ideas, or comments?

Thank you!