

# INCLUSIVE MENTORING WORKSHOP

Zeynep Madak-Erdogan, Associate Dean

Lisa R. Abston, Assistant Dean



Graduate College

# Today's Topics

---

Workshop Goals

---

Defining Inclusive Mentoring

---

Effective Mentoring Practices

---

Considering Cultural Differences

---

Students' Points of View

---

Advice for Mentors

# Workshop Goals



EFFECTIVELY COMMUNICATE  
EXPECTATIONS WHILE CONSIDERING  
MENTEE'S INDIVIDUAL NEEDS



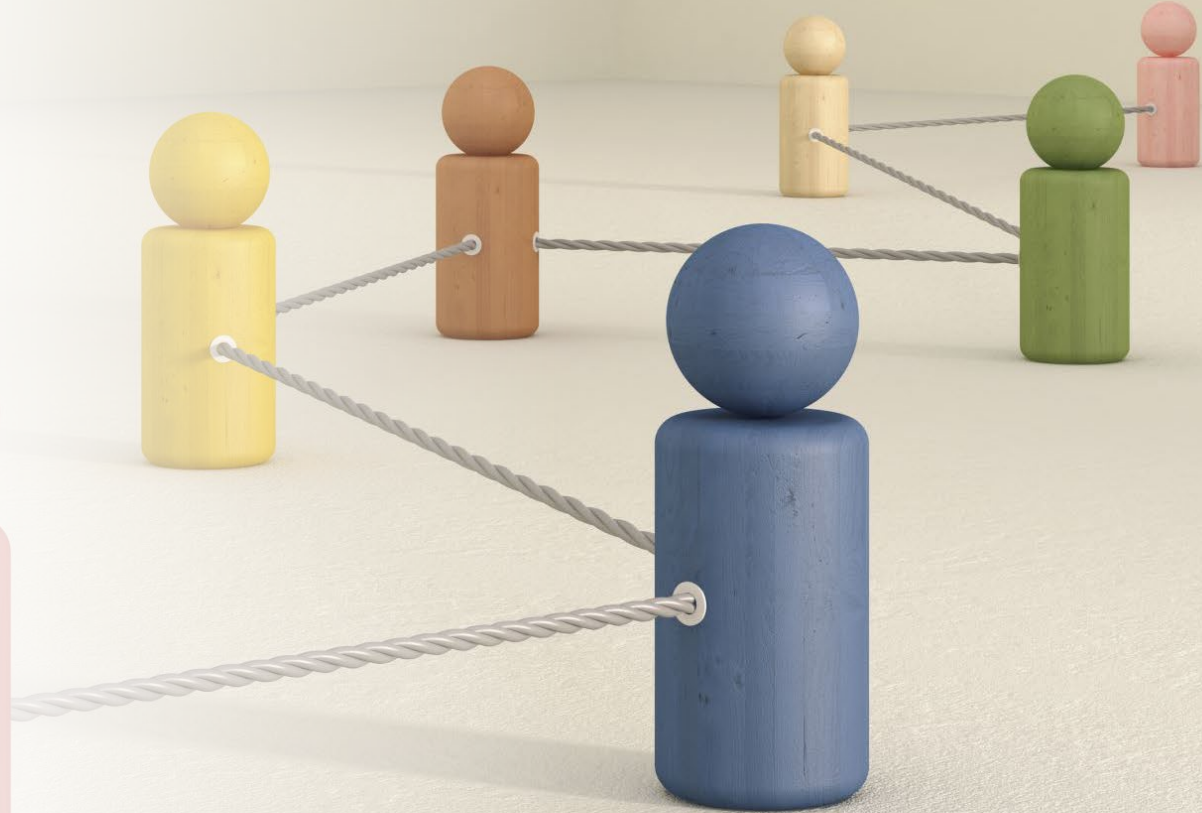
DESCRIBE SUCCESSFUL PRACTICES IN  
MENTORING STUDENTS FROM  
TRADITIONALLY MARGINALIZED GROUPS



DEVELOP AN APPROACH TO MENTORING  
A DIVERSE GROUP OF STUDENTS THAT  
CREATES A SUPPORTIVE CLIMATE

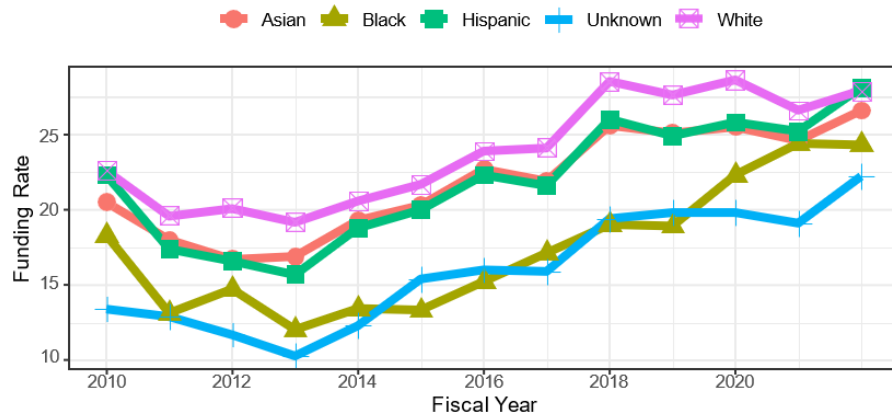
# Inclusive Mentoring

- Mutually engaging relationship between individuals from different backgrounds.
- A strengths-based and identity-informed approach to supporting the academic and professional needs of someone with different identities from your own. ([NASEM 2019](#))



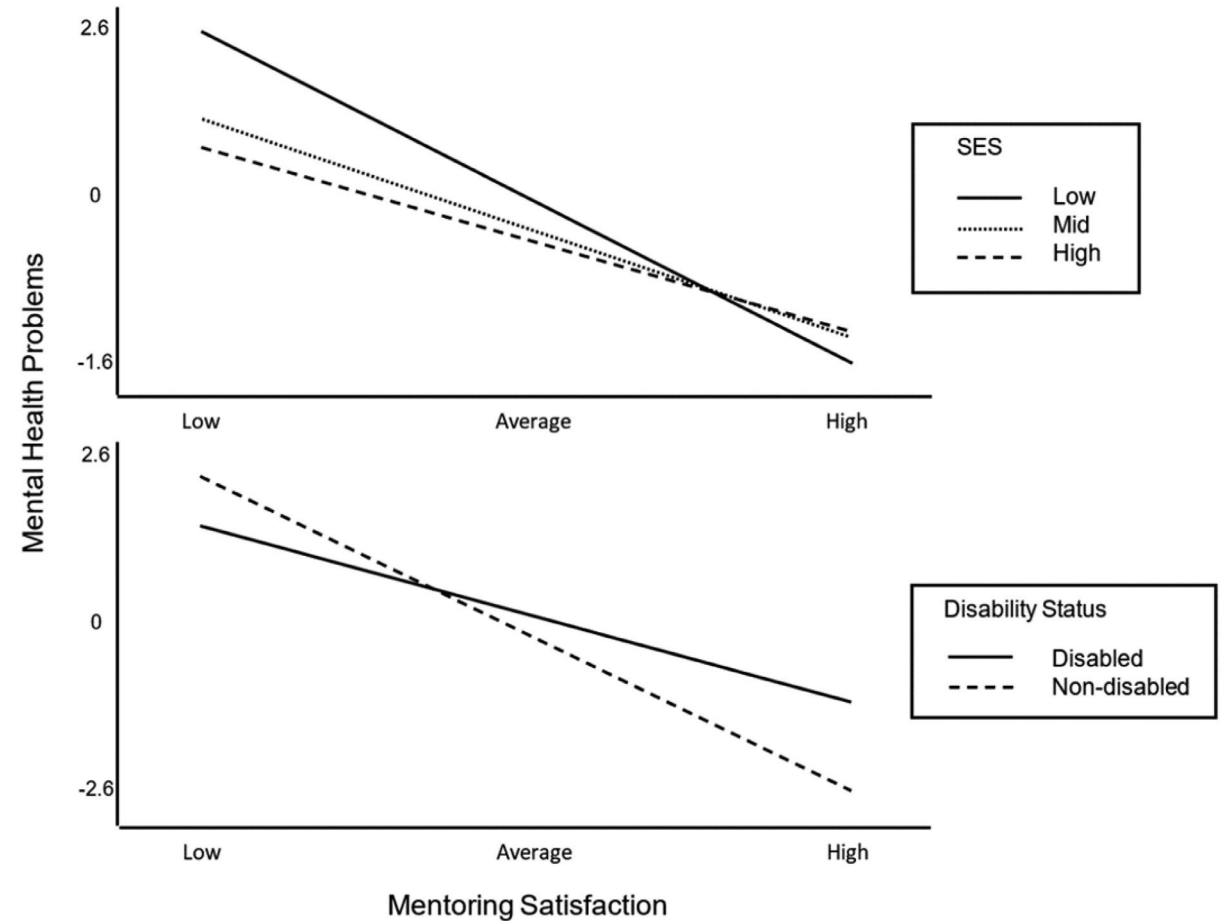
# Mentoring and Training Disparities

**B: Funding Rates Type 1 R01-Equivalent Applicants**



<https://nexus.od.nih.gov/all/2023/03/16/analyses-of-demographic-specific-funding-rates-for-type-1-research-project-grant-and-r01-equivalent-applications/>

- Mentoring requests from URM and female students are ignored more often (Milkman, 2014)
- Male PIs are less likely to mentor female trainees (Sheltzer, 2014)
- Significant disparities exist for mentoring URM students in STEM education



Saw et al, 2012

# Mentoring Practices in Review

- Effective mentoring practices have been studied to share the best outcomes.
- Mentoring has been suggested as a key factor for the retention of graduate students; especially graduate students from marginalized groups. (Council of Graduate Schools, Sloan UCEM Report, NASEM Report)
- Mentoring was found to be effective when focused on retention efforts and graduation of graduate students. (Wright-Harp 2008)
- Multi-pronged mentoring models that includes the research advisor, academic advisor, and peer advisor have been shown to be effective in providing students with supports that lead to graduation. (Sloan UCEM Report, Wright-Harp 2008)
- Also important to note is effective mentoring has been shown to lead to a satisfactory educational experience which leads to a positive image of the graduate program by current and prospective graduate students. (Gardner, 2009; Nettles & Millet, 2006)

# Considering Cultural Differences

---

Acknowledge the cultural and racial differences

---

Speak about your identities

---

Learn more about their familial and geographic backgrounds. Are there any similarities with your own?

---

Listen without judgement

---

Address them by their preferred pronouns (this can be found in their application)

# Case Study #1

You are advising a first-year graduate student, Melissa, who has recently graduated from a small Historically Black College or University (HBCU) where the student was accustomed to small classes and individualized attention. Melissa visits you weekly during your office hours and wants to discuss her studies in great detail. You enjoy the conversations and think she has interesting points; however, you don't have the ability to spend so much time each week with the student.

- How do you address this topic with the student?
- What assumptions might the student be making about the advising relationship based on her previous experience?
- In the future, how can you avoid a similar situation with a future student?



# Case Study #2

Last year I worked with a graduate student who has since left for a postdoctoral position. We all valued her input, and I think that she had a positive experience working with our research team, but there are a few questions that still linger in my mind. The student is an African-American woman. I wondered how she felt about being the only African-American woman in our research group. In fact, she was the only African American woman in our entire department. I wanted to ask her how she felt, but I worried it might be insensitive or politically incorrect to do so. I never asked. I still wonder how she felt and how those feelings may have impacted her experience, but I could never figure out how to broach the subject.

- What might the advisor's intent have been in asking the question, and what might the impact be on the advisee?
- How might you react to this case differently if the advisee were the only openly gay graduate student in the department?
- How do you engage in such conversations based on interest without feeling or expressing a sense of judgment about differences?
- How do you ask without raising issues of tokenism?

# Student's Points of View - UIUC

- Scholars acknowledged that they can be so focused on their current situations that they forget to think about their futures: “An exemplary mentor recognizes that they need to bring [students] back into the present in a way that’s also preparing them for the future.”
- When asked the importance of mentor-mentee fit, scholars suggested that having multiple mentors could help students identify the mentoring style(s) that best meet(s) their needs. Multiple mentors would also support the creation of a “circle of trust.”
- Scholars also noted there should be a process for scholars to evaluate mentorship fit or list the qualities or skills they value so that they can find a good match.

# Setting Goals and Expectations

- Determine how often you will meet
- Plan a long-term strategy for offering academic/research/professional advice through graduation
- Using a Mentor-Mentee Agreement can help establish goals and expectations.

# 5-Tier Mentoring Program

Wright-Harp & Cole: Enhancing  
Success in Graduate Education,  
2008

---

<i>Mentoring step</i>	<i>Strategies</i>
Commit to the mentoring process.	<ul style="list-style-type: none"><li>• Reserve adequate time to provide quality mentoring (e.g., the mentor and protege should meet a minimum of once a month).</li><li>• Communicate between meetings (e-mail, phone contacts, etc.) and develop as well as implement time-directed goals.</li></ul>
Establish mentoring venues.	<ul style="list-style-type: none"><li>• Discuss possible mentoring venue options and determine the most feasible venue.</li><li>• Utilize a variety of mentoring venues, including:<ul style="list-style-type: none"><li>o face-to-face meetings,</li><li>o tele-mentoring,</li><li>o written communication,</li><li>o e-mentoring,</li><li>o cyber-mentoring (e-mail, audio-conferencing, video-conferencing).</li></ul></li></ul>
Serve as a role model.	<ul style="list-style-type: none"><li>• Mirror an excellent professional image.</li><li>• Allow the protege to “shadow” you.</li><li>• Convey a passion for the culture of the profession.</li><li>• Provide hands-on clinical and research experience.</li></ul>
Employ successful tools.	<ul style="list-style-type: none"><li>• Provide a time-ordered mentoring schemata.</li><li>• Develop and adhere to a program of study.</li><li>• Provide a mentoring plan update.</li><li>• Require skills/professional development workshops and seminars.</li><li>• Require attendance and presentations at scientific and professional meetings.</li></ul>
Monitor mentee’s progress.	<ul style="list-style-type: none"><li>• Conduct monthly individualized mentoring sessions.</li><li>• Provide updates (monthly, mid-quarter/semester, end of the quarter/semester, midyear, year-end).</li><li>• Review the following areas in each session.<ul style="list-style-type: none"><li>o Coursework</li><li>o Lab/internship experience</li><li>o Research</li><li>o Professional development</li><li>o Concerns/challenges</li></ul></li></ul>

---

# '24 Summer Research Opportunities Program Mentors

- June 3, 2024 – July 26, 2024
- We received over 600 applications from talented undergraduate students in a variety of disciplines.
- If you are interested in serving as a Faculty Mentor, please complete the '24 Faculty Summer Mentor Interest Form



# Resources

- Graduate Mentoring Toolkit, <https://grad.illinois.edu/faculty-staff/toolkits/mentoring>
- Individual Development Plan, <https://grad.illinois.edu/careers/idp>
- Mentoring Competency Assessment, [https://uwmadison.co1.qualtrics.com/jfe/form/SV\\_5jMT4fhemifK01n](https://uwmadison.co1.qualtrics.com/jfe/form/SV_5jMT4fhemifK01n)
- Sample Mentor-Mentee Expectations Document, <https://journals.plos.org/ploscompbiol/article?id=10.1371/journal.pcbi.1005709>
- NASEM Report- The Science of Effective Mentorship in STEMM, <https://nap.nationalacademies.org/catalog/25568/the-science-of-effective-mentorship-in-stemm>

QUESTIONS

