

Mentoring for Enhancing Graduate Student Diversity

SPEAKERS:

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Session Overview

- 4:30-4:35 pm Welcome and Overview
- 4:35-4:50 pm Short Panelist Presentations
 - Promising Practices
 - Key Issues
- 4:50-5:15 pm Small Group Conversation – Promising Practices
- 5:15-5:30 pm Large Group Sharing & Closing

Session Resources (URLs)

<http://sites.google.com/site/mentoringfordiversity>

<http://bit.ly/CGS-mentoring4diversity>

Mentoring For Enhancing Graduate Student Diversity

CONTEXT, ASSUMPTIONS and DEFINITIONS

Context for this Session

- Much national attention being focused upon maximizing the effectiveness of mentoring relationships.
- There is strong research support for the link between high quality mentoring and outcomes for a diverse population of trainees.
- Models exist at the national and institutional level for this work.
- Opportunity to bring together our collective expertise to talk about the mentoring imperative for enhancing graduate student diversity.

Assumptions

- Mentoring vs. Advising (*Montgomery, Dodson, & Johnson, 2014*)
- Graduate students and postdocs are at once mentors and mentees

Strong mentorship has been linked to:

- **Enhanced professional identity, sense of belonging and self-efficacy** (Palepu *et al*, 1998; Garman *et al*, 2001; Paglis *et al*, 2006; Lopatto, 2007; Bland *et al*, 2009; Feldman *et al*, 2010; Cho *et al*, 2011; Chemers *et al*, 2011; Thiry and Laursen, 2011)
- **Persistence** (Gloria *et al*, 2001; Solorzano 1993; McGee and Keller, 2007; Sambunjak *et al*, 2010; Williams *et al*, 2015; Bordes-Edgar *et al.*, 2011; Campbell and Campbell, 1997)
- **Research productivity** (Steiner and Lanphear, 2002; 2007; Wingard *et al*, 2004)
- **Higher career satisfaction** (Schapira *et al*, 1992; Beech *et al*, 2013)
- **Enhanced recruitment and retention of URM**s (Hathaway *et al*, 2002; Nagda *et al*, 1998).

Mentees from underrepresented groups are less likely to be in effective mentoring relationships:

- **Individuals from underrepresented groups typically receive less mentoring than their peers** (Thomas *et al.*, 2001; Helm *et al.*, 2000; Morzinski *et al.*, 2002)
- **Minority investigators indicate that inadequate mentoring posed obstacles to obtaining funding** (Ginther *et al.*, 2011)

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PROMISING PRACTICES & KEY ISSUES



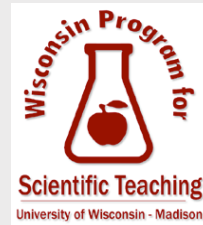
Melissa McDaniels, PhD

MICHIGAN STATE

U N I V E R S I T Y

Building on a Decade of Work

HHMI



UW Institute for Clinical and Translational Research
UW ICTR

National Research Mentoring Network (NRMN)

NRMN is a nationwide consortium of biomedical professionals and institutions collaborating to provide **all trainees** across the **biomedical, behavioral, clinical and social sciences** with evidence-based **mentorship** and **professional development** programming that emphasizes the benefits and challenges of **diversity, inclusivity** and **culture** within **mentoring relationships**, and more broadly the research workforce.

<https://vimeo.com/178069835>



NRMN serves as a national training hub to improve mentoring relationships

Activities:

- Face-to-face mentor training workshops
- Face-to-face mentee training workshops
- Self-paced online training
- Synchronous online training
- Train-the-trainer workshops
- NRMN Master Facilitators





Meet the 2015-16 NRMN STAR Cohort

The NRMN Steps Towards Academic Research (NRMN STAR) Fellowship Program is one of four professional ...

[Continue Reading](#)

UNLOCKING SCIENTIFIC POTENTIAL THROUGH MENTORSHIP

The National Research Mentoring Network supports your advancement at every career stage of research in the biomedical sciences.

Experience mentorship and professional development programs designed to hone your practices and deepen your connection to the diverse nationwide scientific community.

[JOIN NRMN](#)

UNDERGRADUATES STUDENTS



GRADUATE STUDENTS & PHD CANDIDATES



POSTDOCTORAL RESEARCHERS



JUNIOR & SENIOR FACULTY



NON-FACULTY RESEARCHERS



ACADEMIC ADMINISTRATORS



RECENT POSTS

[PAESMEM and AAAS Lifetime Mentor Award Alumni Meeting](#)

[Special Announcement: Okuyemi named Endowed Chair for Health Equity Research](#)

[Culturally Aware Mentoring: A New Mentor Training Module](#)

FEATURED PAGE

About the National Research Mentoring Network (NRMN)

The National Research Mentoring Network (NRMN) is a nationwide consortium of biomedical professionals and institutions collaborating to ... [View More...](#)

UPCOMING EVENTS

FRI 27 [NU Model Grantwriting Coaching Group at Morehouse School of Medicine, Atlanta, GA](#)

May 18 - July 20
Atlanta GA


FRI 27 [NIH announces 2016 Lasker Clinical Research Scholars Program](#)

May 27

[View More...](#)

NRMN Offerings by Career Stage

(program statuses as of Sept. 1st, 2016)

 NRMN		Undergraduate	Graduate	Postdoc	Junior Faculty	Senior Faculty	Non-faculty Researcher	Administrator
Matching/Linking	Guided Virtual Mentoring	★	★	★	★	★	★	★
	MyNRMN	★	★	★	★	★	★	★
	Near Peer Mentoring	★	★	★				
	Virtual Collaboratory			★	★	★	★	
Training	Career Coaching		★	★				
	Facilitator Training				★	★	★	★
	Grantwriting Coaching Groups			★	★	★	★	
	Mentor Certifications				★	★		
	Research Mentee Training	★	★	★	★	★		
	Research Mentor Training	★	★	★	★	★	★	★
	Shark Tank			★	★	★	★	
Referring	Career Development Webinars	★	★	★	★	★	★	★
	NRMNet Portal	★	★	★	★	★	★	★
Promoting	Institutional Mentoring Academy Planning							★
	NRMN Ambassadors	★	★	★	★	★	★	★

★ Program Available

★ Program Under Development



CIMER: Providing resources for organizations and institutions to improve research mentoring relationships

Effective research mentoring relationships are critical to developing the next generation of researchers. Learn how to improve these relationships at all career stages and promote cultural change that values excellence in research mentoring as a critical aspect of diversifying the research workforce.



- Existing and accessible mentor and mentee training across the career span (both in-person and synchronously / asynchronously online)
- Open access curriculum and resources
- Register to be a virtual mentor or mentee.
- There very well may be people on your campus who have already been trained through NRMN or CIMER.
 - See CGS Session Web Page - Link by McDaniels Contact Information

Henry Frierson



JoAnn Canales



CULTIVAR: Cultivating Underrepresented Latinos To Integrate Values and Academic Resources

- USDA funded grant to identify, recognize and attract outstanding Latino master level students to pursue a doctorate and/or a career in the food and agricultural sciences
- Partnership with Texas A&M University-Corpus Christi & the American Association of Hispanics in Higher Education (AAHHE)
- Career Preparation 4 day Institute
- Served 5 cohorts of 80 students over a 5 year period @\$300,000
- 69 (86%) completed their masters; remainder scheduled to graduate by spring 2017
- 24 (30%) enrolled in a doctoral program in 14 states
 - 2 (3%) have graduated
- 18 (23%) completed USDA internships
- 16 (20%) were hired by USDA

Key Components

Mentors:

- Faculty in their disciplines
- USDA representatives from different agencies

Topics:

- Research communication
- Resume development
- USDA Internship opportunities
- Policy
- Professional Development
- Networking
- Identity
- Navigating the Academy
- Navigating the USDA agencies

Key Components (continued)

- Connecting cohort in advance to share news and outcome of Meyers-Briggs cognitive preference assessment
- Attending and participating in a conference showcasing successful Latinos engaged in scholarly activity focused on the public good
- Networking with Hispanic faculty role models/scientists & successful professionals in the field, as well as peers pursuing similar goals
- Preparing a professional development plan focused on educational, career, networking and paying forward goals
- Preparing resumes (academic and career) in advance for critique by Career Services Professional
- Communicating Science training and sharing of research
- Site visit to actual USDA field site

Lessons Learned

- Need to nurture self-confidence and sense of self-efficacy
- Value of immersing individuals in a culturally rich context where Latinos are valued and celebrated for their achievements/accomplishments
- Significance of complementing the academic degree requirements with non-academic skill development
- Importance of intentionality and intrusion
- The transformational nature of these types of initiatives.

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SMALL GROUP CONVERSATION –
PROMISING PRACTICES

THANK YOU

Session Web Site:

<http://sites.google.com/site/mentoringfordiversity>