Mentoring, Part 1: Engagement, Mentoring and Supervising Staff and Students

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Office of Academic Affairs
Michael V. Drake Institute for Teaching and Learning
Today’s Presenters

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Please use the Chat to submit questions to the presenters and to contribute to today’s conversation.
NEW FACULTY PROGRAM

MENTORING

- Motivation
- Advice
- Training
- Support
- Coaching
- Goal
- Success
- Direction
Mentoring Skills

• Supporting
• Listening
• Validating growth and development (Cheer leading)
• Questioning
• Giving feedback to behaviors and skills
• Guiding and offering perspective
Opportunities for mentorship

• Teaching
  • Office Hours
  • Interacting with TAs
  • Discussions with students outside class

• Research
  • Sharing knowledge and skills
  • Overseeing the trainee’s work
  • Helping the trainee to make contact with other researchers

• Service
  • Student organizations
  • Academic programs
  • Academic advising

• Undergraduates
• Graduate Students
• Postdoctoral Scholars
Mentoring is especially important for under-represented groups

- Under-represented groups
  - Gender
  - Racial and ethnic
  - Sexual orientation
- People with disabilities
- People from disadvantaged backgrounds
Impact of Mentoring

- Better student outcomes
  - Retention
  - Graduation
  - Placement
- Better learning environments
- More research productivity
- Retention in research careers
- Very important to achieve diversity and inclusion goals
NIH launched a broad, trans-institutional strategy in 2014, including the Diversity Program Consortium (DPC).

NRMN is created to implement and disseminate innovative, evidence-based best practices to improve mentoring relationships at institutions across the country.

CIMER partners with NRMN to mentor certification, professional development webinars, a social networking platform called MyNRMN, and facilitator certification.
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https://youtu.be/G03bZYI69z8
We are now a team of 29!

At Ohio State:
3000 Faculty
600+ Postdocs

We want to offer approximately this many workshops per year

10
Trained Facilitators: 8 Faculty and 3 Staff Members
Training provided by NRMN – CIC Academic Network (NRMN-CAN)

15
Workshops in Columbus and Wooster campuses December 2017 - November 2020

170
Faculty members from 8 different colleges have participated in our workshops

113
Postdoctoral Scholars from 6 different colleges have participated in our workshops

Endorsement in Research Mentoring available through the University Institute for Teaching and Learning (UITL) since Fall 2019
NRMN Curriculum

NRMN research mentor training materials are designed around key competency areas within research mentoring relationships. Themes include:

• Aligning Expectations
• Addressing Equity and Inclusion
• Assessing Understanding
• Cultivating Ethical Behavior
• Fostering Independence
• Maintaining Effective Communication
• Promoting Mentee Research Self-Efficacy
• Promoting Professional Development
• Articulating Your Mentoring Philosophy and Plan

The *Entering Mentoring* curricula series addresses the [new NIGMS guidelines](#) regarding the preparation of mentors involved in training grants.
Mentoring Across Differences

- Recognize and identify assumptions
- Learn to create an environment that invites and promotes open discussion about difference.
- Mentors should take an active approach to creating new opportunities for mentees to explore a wide variety of roles, educational experiences and experiments.
- Develop a comprehensive definition of the roles and responsibilities of mentor to mentee, including providing psychosocial support, coaching, advocacy and exposure to opportunities and networks.
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• Understand the pros and cons of same-identity mentoring relationships
• Cultivate developmental networks.
• Seek to understand and appreciate generational differences.

• Become culturally competent

• Learn about yourself
• Learn about different cultures
• Interact with diverse groups
• Attend diversity-focused conferences
• Lobby your department
Mentoring undergraduate researchers

• Because of its nature, undergraduate research and creative inquiry is recognized as a particularly impactful learning experience
  • Other examples of such high-impact learning experiences are service-learning, education abroad, internships, living-learning communities,…

• Good mentoring practice is critical to having that impact
  • Quick introduction to the relationship between mentoring and teaching
Key Practices for High Quality Undergraduate Research Mentoring

• Strategic pre-planning to respond to students’ varying needs and abilities
• Setting clear and well scaffolded expectations
• Teaching technical skills and research methods
• Balancing rigorous expectations with emotional support and appropriate personal interest in students
• Building community among groups of undergraduate researchers and mentors
• Dedicated time to one-on-one, hands-on mentoring
• Increasing student ownership of the research over time
• Supporting students’ professional development through networking and explaining norms of the discipline
• Creating “laddered” opportunities for students to learn mentoring skills and to teach aspects of the research process to their peers and near-peers
• Encouraging students to share their findings and providing guidance on how to do so effectively in oral and poster presentations and in writing,

Resources

• The National Research Mentoring Network (NRMN)
• myIDP
• Imagine PhD
• Adviser, Teacher, Role Model, Friend: On Being a Mentor to Students in Science and Engineering. Free guide from the National Academy Press
• Entering Mentoring. A useful guidebook from the Howard Hughes Medical Institute
• University Center for the Advancement of Teaching (UCAT)
• The Women’s Place
• The Office of Diversity and Inclusion
• The National Center for Faculty Development & Diversity
• Council on Undergraduate Research publications
Thank you!

Mentoring, Part 2: Finding and Engaging with a Faculty Mentor

March 10, 2021 – 2 to 3:30 p.m.

https://oaa.osu.edu/new-faculty-program