CGS Pre-meeting Workshop: Mentoring to Support Diverse Students and Careers
Supporting Diverse PhD Students to Completion: Graduate Research Scholar Communities (GRS)

1. Business GRS
2. Ed GRS
3. GERS
4. Enviro GRS
5. L&S C-GRS
6. Nursing GRS
7. SoHE GRS
8. SciMed GRS
GRS Functions

1. School/college dean’s offices, faculty and staff organize and execute academic, professional development, research-related, mentoring, and social activities throughout the year.

2. Award Advanced Opportunity Fellowships (AOF) allocated by the Graduate School ($6.5M, FY22).
Science and Medicine (SciMed) GRS Community

- First year graduate seminars
- Faculty speaker presentations
- Workshops and career panels
- Community engagement
- Outreach activities
- Multiple mentors, including peers
- Delta Program: inclusive teaching and mentoring, career preparation
- Social activities: creating community
- Personalized contact
- Mentor Training
Aligning Mentor and Mentee Expectations

COMMON MENTOR RESPONSIBILITIES
- Listening carefully to your mentee’s goals
- Assessing your mentee’s strengths and areas of growth
- Identifying potential physical, financial, and personal resources of relevance
- Understanding programmatic/departmental career development expectations
- Clearly communicating your expectations verbally and in writing
- Being flexible and willing to alter your expectations and change your plans
- Identifying time in your schedule to dedicate to your mentee

MENTEE RESPONSIBILITIES
- Have a clear understanding of your goals and the role/resources you want your mentor to play/provide
- Be prepared to clearly communicate your expectations and listen to the expectations of your mentor(s)
- Be flexible and willing to alter your expectations and change plans
- Inform your mentor of your preferred learning style

The Science of Effective Mentorship in STEMM; NASEM, 2019
Supporting the Success of Diverse PhD Students

![Bar chart showing PhD completion percentages for different groups.](chart.png)
UW-Madison PhD Career Outcomes
# Diverse Career Advising for PhD Students

**CP3. How helpful was the advice you received from someone other than your advisor or mentor in these areas? (If student received any career advice per CP2)**

<table>
<thead>
<tr>
<th>Category</th>
<th>All</th>
<th>Underrepresented</th>
<th>SciMed GRS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Career Options</strong></td>
<td>13%</td>
<td>12%</td>
<td>13%</td>
</tr>
<tr>
<td><strong>Search for Employment or Training</strong></td>
<td>16%</td>
<td>14%</td>
<td>13%</td>
</tr>
<tr>
<td><strong>Nonacademic Career Options</strong></td>
<td>22%</td>
<td>18%</td>
<td>13%</td>
</tr>
</tbody>
</table>

- **Overall**:
  - Academic Career Options: 13%
  - Search for Employment or Training: 16%
  - Nonacademic Career Options: 22%

- **Underrepresented**:
  - Academic Career Options: 12%
  - Search for Employment or Training: 14%
  - Nonacademic Career Options: 18%

- **SciMed GRS**:
  - Academic Career Options: 13%
  - Search for Employment or Training: 13%
Takeaways

• PhD completion for underrepresented students was lower
• Created Graduate Research Scholars Communities
  • Workshops and career panels
  • Community engagement
  • Outreach activities
  • Multiple mentors, including peers
  • Delta Program: inclusive teaching and mentoring, career preparation
  • Social activities: creating community
• Intensive mentoring strategies = increased PhD completion and diverse career outcomes
THANK YOU.

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