Mentoring for Enhancing Graduate Student Diversity

SPEAKERS:

JoAnn Canales
Dean, College of Graduate Studies
Texas A&M University-Corpus Christie

Henry Frierson
Associate Vice President & Dean
Graduate School
University of Florida

Melissa McDaniels
Co-Director, Master Facilitator Network, NRMN
Assistant Dean, Graduate School, Michigan State University
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

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:


- **Persistence** (Gloria et al, 2001; Solorzono 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 URMs** (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
Building on a Decade of Work
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
<table>
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<tr>
<th>NRMN Offerings by Career Stage</th>
<th>(program statuses as of Sept. 1st, 2016)</th>
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<tr>
<td><strong>NRMN</strong></td>
<td>Undergraduate</td>
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<tr>
<td>Guided Virtual Mentoring</td>
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<td>MyNRMN</td>
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<td>Near Peer Mentoring</td>
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<td>Virtual Collaboratory</td>
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<td><strong>Training</strong></td>
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<td>Career Coaching</td>
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<td>Facilitator Training</td>
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<td>Grantwriting Coaching Groups</td>
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<td>Mentor Certifications</td>
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<td>Research Mentee Training</td>
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<td>Shark Tank</td>
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<td><strong>Referring</strong></td>
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<td>Career Development Webinars</td>
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<td>NRMN Net Portal</td>
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<td><strong>Promoting</strong></td>
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<td>Institutional Mentoring Academy Planning</td>
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<td>NRMN Ambassadors</td>
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★ 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:
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