

Chancellor's Graduate and Professional Student Advisory Board Faculty Mentorship Subcommittee Report

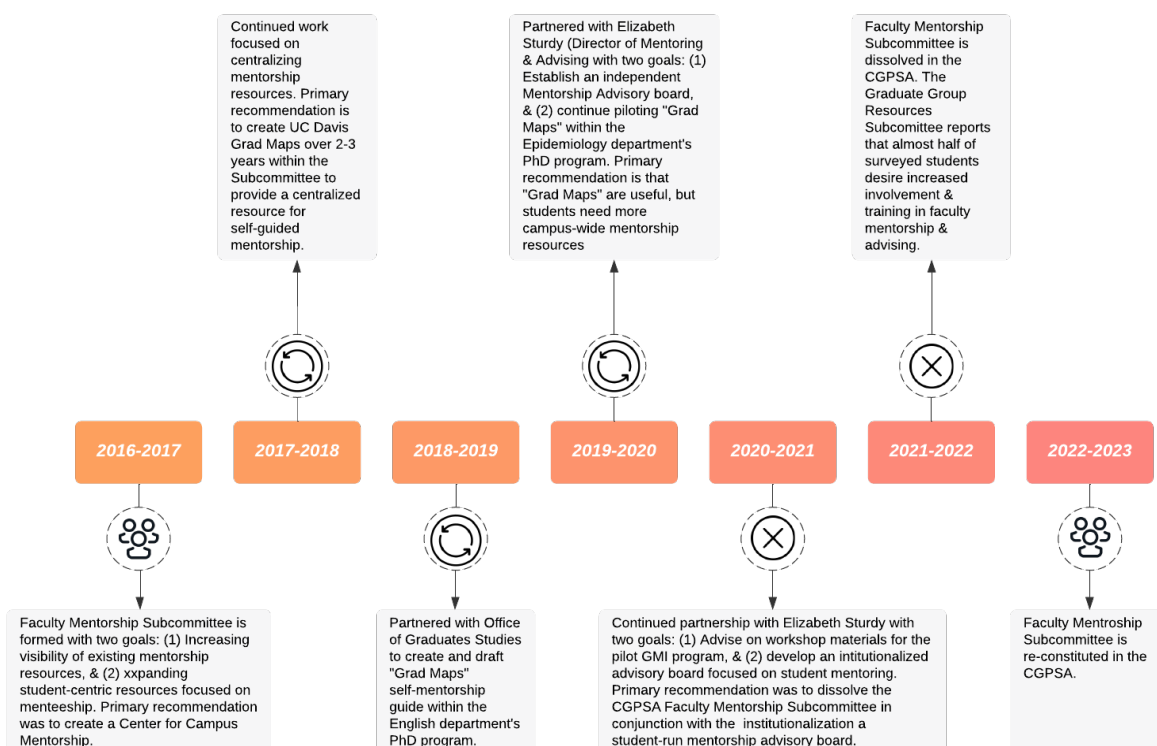
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Background: This is the seventh, nonconsecutive year of the CGPSA Faculty Mentorship Subcommittee. Since its formation in 2016, the subcommittee has partnered with myriad UC Davis staff and departments to successfully accomplish the following goals:

1. *Providing a graduate student perspective to UC Davis administrators, such as the Director of Mentoring and Advising Elizabeth Sturdy*
2. *Implementation of program-specific self-mentoring guides (Grad Maps) in collaboration with the the Office of Graduate Studies*
3. *Consulting on the [Graduate Mentoring Initiative \(GMI\)](#), a program focused on improving the skills of faculty mentors, and [Mentoring Up](#), a program to help graduate students and postdoctoral scholars navigate mentoring relationships with faculty*

Overall, this Subcommittee has experienced many iterations, as outlined below:

Timeline of CGPSA Faculty Mentorship Subcommittee
Primary Goals & Recommendations



To summarize, the 2020-21 Subcommittee proposed to dissolve itself permanently as the board members had established a permanent advisory board with the Office of Graduate Studies to promote mentorship across continuous timelines not subjected to yearly CGPSA turnover. Consequently, the 2021-22 CGPSA did not create a mentorship subcommittee, enabling CGPSA

to pursue other relevant issues. However, the 2021-22 Graduate Group Resources Subcommittee reported that 49% of surveyed graduate students wanted increased faculty involvement in mentoring/advising, demonstrating the continued salience of faculty mentorship. Moreover, the independent student mentoring advisory board disbanded at the end of 2022. Consequently, the Faculty Mentorship Subcommittee was reconstituted to address continuing mentoring concerns.

Accomplishments: We dedicated the 2022-2023 academic year to these aims:

1. *Gain insight into the current state of mentoring relationship between faculty and graduate and professional students with consideration for impacts from the SRU-UAW Fall 2022 union labor strike. Notably, in Fall 2022, many graduate students, teaching assistants, and postdoctoral researchers participated in a UC-wide union labor strike. The strike itself, as well as its causes and continuing effects, greatly impacted the state of mentorship at Davis, leading in some cases to increased tension in mentoring relationships.*
2. *Continued collaboration with Elizabeth Sturdy, Director of Advising & Mentorship in the Office of Graduate Studies, in evaluating the effectiveness of the pilot program of Mentoring Up.*
3. *Identifying key elements of the Mentoring Up program that can be incorporated into Graduate Student Orientation.*

Aim 1 - Gain insight into the current state of mentoring relationships.

To achieve this aim, we reviewed previous subcommittee reports, re-established the partnership between CGPSA and Elizabeth Sturdy, and consulted with the Chancellor and Dean of Graduate Studies. These activities resulted in the following key findings and actions:

Review & Synthesis of Annual Reports

- Unclear what the state of “Grad Maps” and the extent to which it is being utilized by graduate and professional students
- Assess the current state of the GMI and the Mentoring Up programs

Meetings with Elizabeth Sturdy

- Overall, GMI has been an effective faculty mentorship program with strong faculty engagement. However, there is disproportionate uptake of GMI between departments and graduate programs. Specifically, the humanities’ programs do not participate at the same rates as other programs
- Assist Elizabeth Sturdy with promoting the Mentoring Up pilot program
- Assist Elizabeth Sturdy in evaluating the Mentoring Up pilot program

Meeting with Chancellor & Dean of Graduate Studies

- Relayed key issues regarding the state of mentoring at UC Davis, including problems within humanities programs and advice on how to improve mentoring in the context of graduate student orientation.
- Discussed lingering ramifications and impaired mentor-mentee relationships from the SRU-UAW labor strike.
- Chancellor May and Dean Delplanque strongly encouraged that Mentoring Up be incorporated into Graduate Student Orientation, especially as it is currently being restructured. They recommend that menteeship training be implemented in online modules so first-year students could have continued access to the resource throughout their studies.

Regarding current initiatives at Davis, our subcommittee learned that a major focus of the GMI is increasing faculty participation through incentives, since mandating training is not feasible. Some fields and graduate programs have already incorporated mentorship training as part of their merit awards and position advancement system. Furthermore, fellowships and grants for certain fields, especially STEM, are often tied to mentoring initiatives or training. Consequently, **there is often reduced participation in mentorship training programs by faculty in non-STEM fields, such as humanities.** Increasing participation of humanities faculty could represent a future goal for mentoring subcommittees.

We also discussed the impact of the UAW-SRU Fall 2022 Strike with Elizabeth Sturdy, to determine if and how our subcommittee could respond. Previously, it had been suggested that our subcommittee work with the Administration to develop a “Mentorship Syllabus,” with the goal of including a standardized definition of mentorship as well as the rights and responsibilities of mentors and mentees. After bringing this up to Elizabeth Sturdy, she suggested that **relationship building, trust building, and navigating difficult conversations would also be useful undertakings for resolving strike-related tensions.** We also learned that some programs have been conducting climate surveys, but that there is not **a campus-wide climate survey, which would likely be essential to creating a UC Davis Mentorship Syllabus.** Given the recency of the strike and high tensions at the time, our subcommittee ultimately opted to not pursue a Mentorship Syllabus. We were also concerned that creating such a syllabus so soon after the strike may not be constructive and could unintentionally inflame tensions.

Aim 2 - Evaluating the effectiveness of the Mentoring Up program.

The Mentoring Up program was piloted during this 2022-2023 academic year. In Fall 2022, the first iteration of the program was successfully implemented. In Winter 2023, Elizabeth Sturdy focused on program revisions, especially in light of the strike. The first official Mentoring Up program ran during Spring 2023. At the request of Elizabeth Sturdy, our subcommittee helped advertise the Spring 2023 Mentoring Up program via Graduate Student Association weekly announcements, encouraging program coordinators to disseminate program information within their departments, and unofficial communication channels (e.g., word-of-mouth).

To assess program effectiveness, we successfully created pre- and post-program surveys that garnered both quantitative and qualitative data. These surveys focused on the following topics: 1) demographics (field, year, etc.), 2) motivations for participating in Mentoring Up, 3) quality of mentorship relationship, 4) mentor’s strengths and weaknesses, 5) student’s beliefs about the role of mentee and mentor, 6) Mentoring Up program quality, and 7) feedback from attendees about which program elements should be incorporated into Graduate Student Orientation. To date, we have received complete pre-program survey results (Appendix A) and partial post-program survey results (Appendix B). Key findings from the pre-program survey include:

Demographics

- Only 7% (2/31) of participants identified as being in a humanities or social sciences' field, whereas 93% identified as being in a Science, Technology, Engineering, and Mathematics (STEM) or STEM-related field.
- A past CGPSA survey of 389 UC Davis graduate students found that 86% of respondents were in a STEM/STEM-related field, while 14% studied humanities or social science ("Graduate Group Resources Subcommittee Report 2021-22"). These results reflect similar findings from GMI wherein those from humanities and social sciences' fields have lower engagement with mentoring resources.

Advertising & Recruitment

- 63% (19/30) of participants heard about Mentoring Up through GradPathways, a program for improving graduate student success. Conversely, only 3% (1/30) of respondents heard about the program through their graduate program's email list.

Motivations for Participation

- The top three motivations for participating in the Mentoring Up program were "to further my professional development" (25%), "to learn how to effectively communicate training needs and advocate for myself" (19%), and "to improve the quality of my relationship with my mentor" (16%).
- One participant described not being able to identify their training needs and hoping that Mentoring Up would help them identify what they need to thrive in their training.

Mentorship Relationship Quality

- 80% (24/30) of participants stated that they were somewhat or strongly satisfied with their relationship with their mentor. The previously-mentioned CGPSA survey found that 49% of graduate students wanted to see increased involvement in mentoring and advising by their graduate groups' faculty ("Graduate Group Resources Subcommittee Report 2021-22").
- Our finding provides added context to this statistic, potentially implying that graduate students, while eager for more mentoring, are not unhappy with their current mentoring. An alternate explanation is that the graduate students who pursue Mentoring Up are more satisfied with their mentoring relationships than UC Davis graduate students generally.

Beliefs about the Roles of Mentee & Mentor

- When participants were asked to identify how they should improve as mentees, a large majority of the free responses focused on improving communication skills (e.g., being more explicit about long-term goals and/or obstacles), conflict resolution, & setting realistic expectations for deadlines and projects.
- When asked the same question about mentors, respondents gave a more mixed picture. Some wanted clarified expectations, others wanted to meet with their mentors more frequently, and others described wanting their mentors to be better listeners and more empathetic.
- When asked what makes an ideal mentor, participants described a mentor who is empathetic, supportive, communicates expectations clearly, is available to meet frequently with a mentee, and can support the mentee's career goals (e.g., networking, advice, collaboration)

Regarding program effectiveness, the partial post-program data suggest that Mentoring Up is highly effective in improving participants' feelings of confidence and competence in their role as a mentee and in navigating their mentoring relationships. While data collection is still ongoing, currently 100% of respondents report that they feel more capable in sharing their goals and challenges with their mentors, better able to be their authentic selves around their mentors, are more efficacious in their research strategies, and feel better equipped to build mentoring networks. In free response, participants consistently described that the most valuable part of the Mentoring Up program was the community aspect of the workshops. They valued hearing others' experiences and perspectives on mentee-mentor relationships. This fostered feelings of camaraderie and helped them learn new approaches to navigating mentorship. This sentiment was echoed in free responses about how the program could be improved. Participants stated that workshops would benefit by including more time for group discussion and designing activities so that participants had to work with a variety of other people.

While this report only covered a handful of the findings from the questionnaire, we strongly encourage anyone interested to analyze the full dataset attached to this report. Overall, the pre- and post-program data suggests the following areas for program improvement and inquiry:

- It is unclear why both faculty and students from the humanities and social sciences do not participate at the same rate as those from STEM fields.
- Partnering with graduate program coordinators may help with advertising and recruitment for the Mentoring Up program.
- The primary motivation for participating in Mentoring up is professional development followed by better understanding and communication of mentees' training needs.

- Participants' responses suggest that Mentoring Up may want to incorporate more training focused on improving mentee communication skills, whereas the Graduate Mentoring Initiative should continue to focus on holistic mentor development. In particular, mentees appear to desire mentors with strong socioemotional skills who can provide both emotional support as well as practical guidance in the mentee's training.
- While many participants reported being generally satisfied with the mentoring relationships, there is still room for improvement. Mentors would benefit from training that targets how to clearly communicate expectations and timelines for the mentees, how to navigate disagreement and conflict with their mentees, and the importance of consistently meeting with their mentees.
- One of the clear strengths of the Mentoring Up program was in fostering a sense of camaraderie within participants. The program could be improved by dedicating more time towards group discussion and group work while emphasizing the importance of learning new skills by discussing mentorship with peers.

Aim 3 - Identifying key elements of the Mentoring Up program that can be incorporated into Graduate Student Orientation.

In collaboration with Elizabeth Sturdy, we discussed the ways in which the Mentoring Up program could be scaled up into Graduate Student Orientation. We feel that Graduate Student Orientation is an optimal time to bring in mentoring training, as it positions incoming graduate students with the skills they need to succeed, provides an alternative for students who would not be able to commit to a multi-week workshop/training program, and may reach students in the previously-identified groups that are underrepresented in the GMI and Mentoring Up programs.

100% of the participants in the Spring 2023 Mentoring Up program strongly agreed that the course material should be incorporated into Graduate Student and Postdoctoral Researcher Orientations. While participants strongly endorse that all workshop materials be incorporated into orientation, the top three most strongly endorsed workshops were the Mentoring Up Overview, Aligning Expectations with Your Mentor, and Maintaining Effective Communication workshops. Following recommendations from both Chancellor May and Dean Delplanque, these workshops would ideally be offered online to increase accessibility for new students.

Future Directions

1. **Enhancing the Mentoring Up Program** – We propose to continue collaborations with Elizabeth Sturdy to leverage her expertise and knowledge of mentoring at Davis. By working with Elizabeth Sturdy, a future subcommittee should seek to improve the Mentoring Up program's effectiveness and address any deficiencies. This can be done utilizing pre- and post-surveys to gather data, identifying both the strengths and weaknesses of Mentoring Up, as we have done here. Based on this information, a future subcommittee should devise targeted solutions to strengthen the program's benefits, reinforce its core objectives, and improve access for graduate students who are struggling

with mentorship. We propose that increasing the awareness and reach of Mentoring Up could be achieved through incorporation into campus advertising, graduate student listservs, graduate student orientation, yearly trainings, and GSA weekly announcements.

2. **Incorporating Mentoring into Graduate Student Orientation** - In collaboration with Elizabeth Sturdy, a future subcommittee could help create handouts, videos, and other resources related to mentoring for the Graduate Student Orientation. If the Office of Graduate Studies decides to incorporate mentoring training in the Fall 2023 orientation, the subcommittee could send a survey to first-year students to assess the strengths and weaknesses of the current training and existing materials. Alternatively, the subcommittee could work with Elizabeth Sturdy to develop this training for Fall 2024.
3. **Clarifying the State of Mentoring at Davis** – Data analysis will play a crucial role in shaping any future subcommittees focused on mentorship. Currently, we need to gain more insight into mentorship relationships at Davis, especially in the context of the UAW-SRU Fall 2022 Labor Strike. While the Mentoring Up program and its pre- and post-program survey offer some information, a university-wide survey may be best suited to understanding the true landscape of mentorship at Davis. Key questions in such a survey could include: how the field of study relates to mentorship quality, how the strike has affected mentorship, and what common definitions of mentorship are shared by students and faculty. By gathering this information, a future subcommittee can propose data-driven solutions to the Chancellor. The 2023 UC Graduate Student Experience Survey data should be available in July or August and may provide insight into these questions. It would be particularly enlightening to compare the 2023 survey results to those from the [2021 UC Graduate Student Experience Survey](#).
4. **Future Faculty Mentorship Committees** – We propose the formation of smaller, more focused subcommittees in future CGPSA boards. Such committees should address specific issues rather than attempting the more daunting task of understanding campus-wide mentoring strengths and weaknesses. We propose three possible committees:
 - a. Subcommittee on Humanities Mentorship, which would address challenges related to humanities faculty and student mentoring relations.
 - b. Subcommittee on Strike Mentoring Impacts, which would assess the effects of the strike on mentoring relationships and refine proposed mentoring compacts.
 - c. Subcommittee on Mentoring Programs, which would concentrate on expanding the reach and student/faculty participation in Mentoring Up and the Graduate Mentoring Initiative.

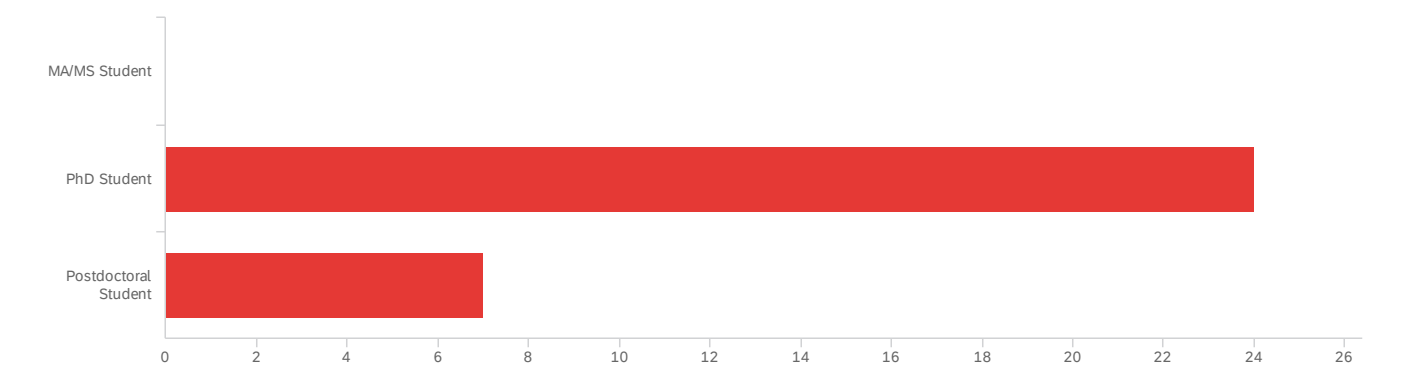
By transitioning to a more targeted approach, future committees can address key concerns more effectively and make significant progress in improving mentorship experiences.

Default Report

Mentoring Up Pre-Program Survey

May 25, 2023 3:04 PM MDT

Q1 - What best represents you?

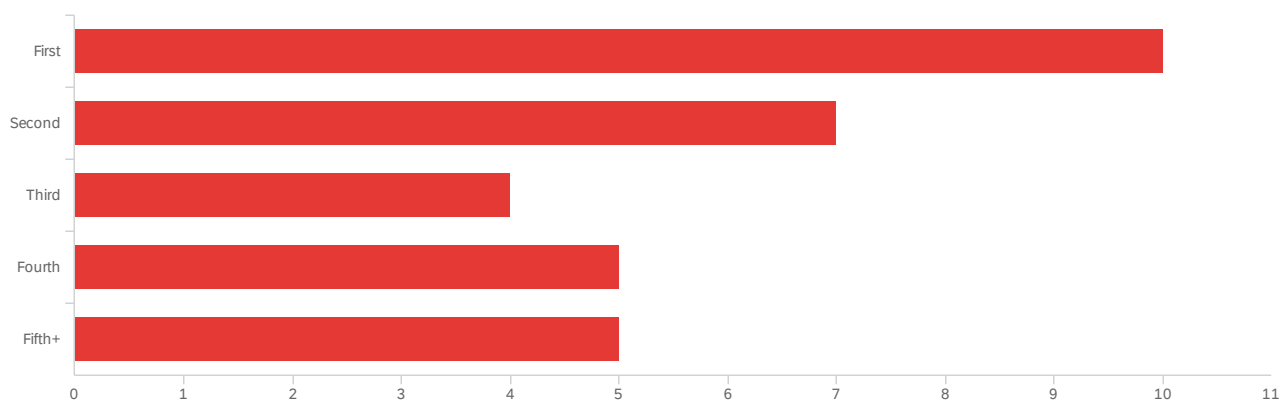


| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|---------------------------|---------|---------|------|---------------|----------|-------|
| 1 | What best represents you? | 2.00 | 3.00 | 2.23 | 0.42 | 0.17 | 31 |

| # | Field | Choice Count |
|---|----------------------|--------------|
| 1 | MA/MS Student | 0.00% 0 |
| 2 | PhD Student | 77.42% 24 |
| 3 | Postdoctoral Student | 22.58% 7 |
| | | 31 |

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Q2 - What year are you in the program or role?

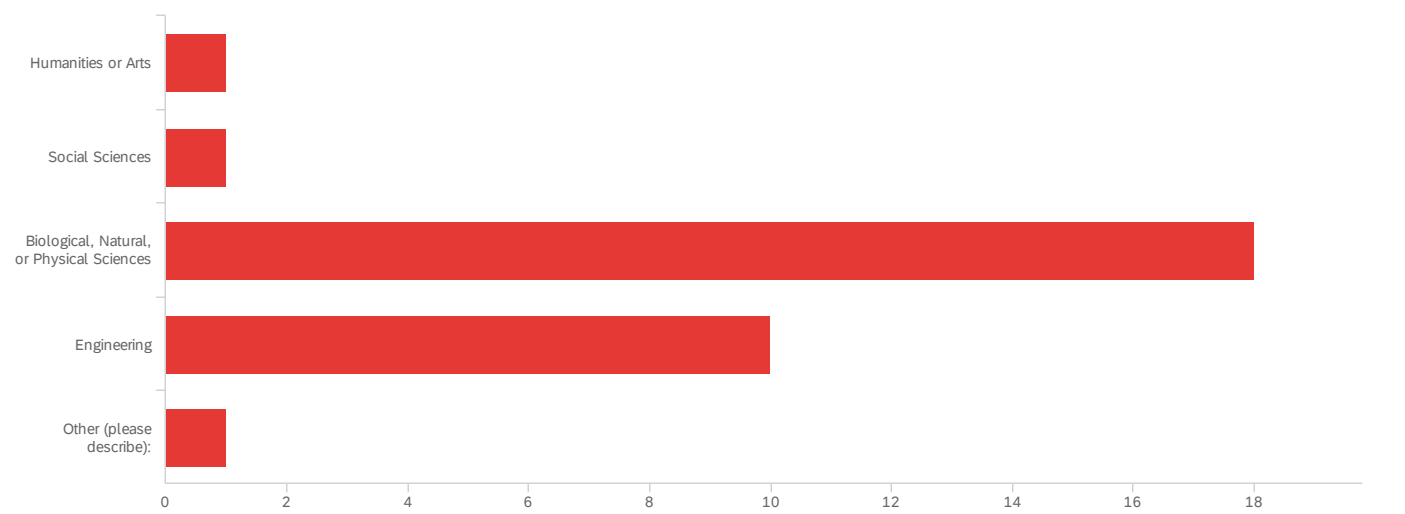


| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|---|---------|---------|------|---------------|----------|-------|
| 1 | What year are you in the program or role? | 1.00 | 5.00 | 2.61 | 1.47 | 2.17 | 31 |

| # | Field | Choice Count |
|---|--------|--------------|
| 1 | First | 32.26% 10 |
| 2 | Second | 22.58% 7 |
| 3 | Third | 12.90% 4 |
| 4 | Fourth | 16.13% 5 |
| 5 | Fifth+ | 16.13% 5 |
| | | 31 |

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Q3 - What best describes your field of research?



| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|---|---------|---------|------|---------------|----------|-------|
| 1 | What best describes your field of research? - Selected Choice | 1.00 | 5.00 | 3.29 | 0.73 | 0.53 | 31 |

| # | Field | Choice Count |
|---|---|--------------|
| 1 | Humanities or Arts | 3.23% 1 |
| 2 | Social Sciences | 3.23% 1 |
| 3 | Biological, Natural, or Physical Sciences | 58.06% 18 |
| 4 | Engineering | 32.26% 10 |
| 5 | Other (please describe): | 3.23% 1 |
| | | 31 |

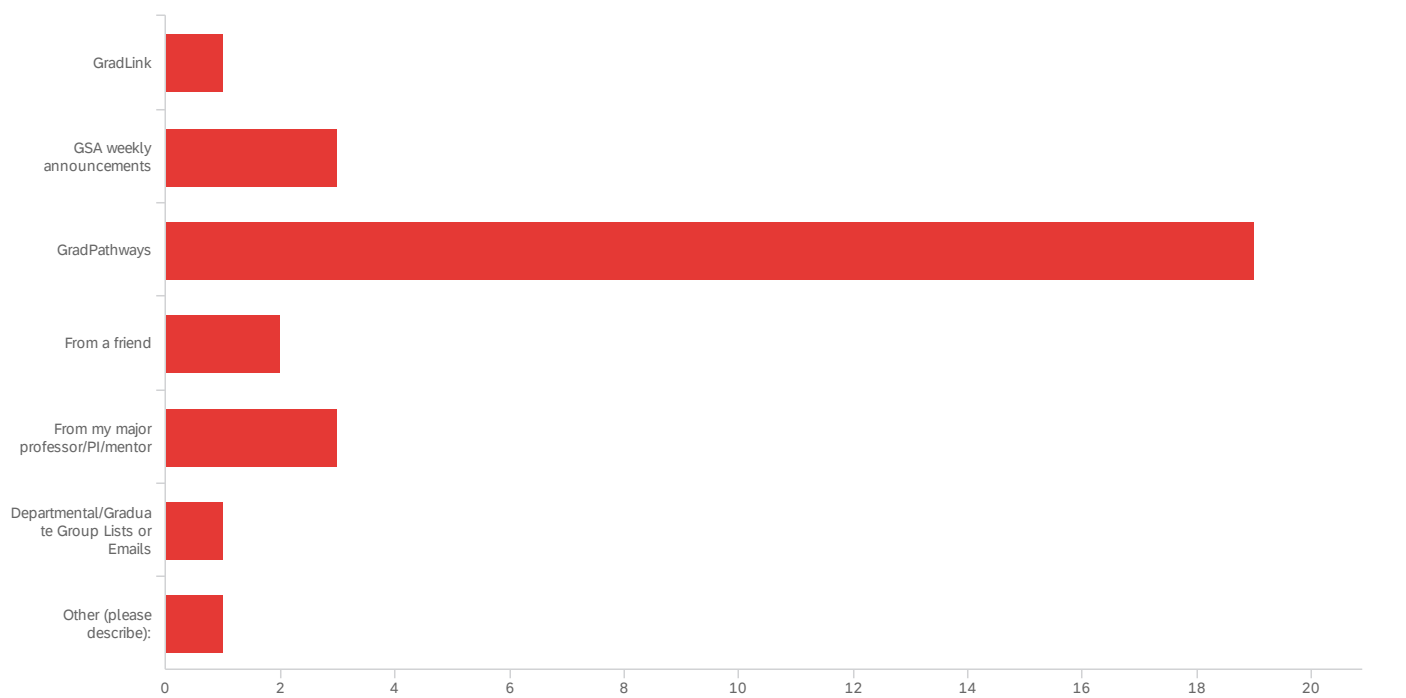
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Q3_5_TEXT - Other (please describe):

Other (please describe):

Veterinary medicine

Q14 - How did you hear about Mentoring Up?



| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|-------|---------|---------|------|---------------|----------|-------|
|---|-------|---------|---------|------|---------------|----------|-------|

| | | | | | | | |
|---|--|------|------|------|------|------|----|
| 1 | How did you hear about Mentoring Up? - Selected Choice | 1.00 | 7.00 | 3.33 | 1.19 | 1.42 | 30 |
|---|--|------|------|------|------|------|----|

| # | Field | Choice Count |
|---|---|--------------|
| 1 | GradLink | 3.33% 1 |
| 2 | GSA weekly announcements | 10.00% 3 |
| 3 | GradPathways | 63.33% 19 |
| 4 | From a friend | 6.67% 2 |
| 5 | From my major professor/PI/mentor | 10.00% 3 |
| 6 | Departmental/Graduate Group Lists or Emails | 3.33% 1 |
| 7 | Other (please describe): | 3.33% 1 |
| | | 30 |

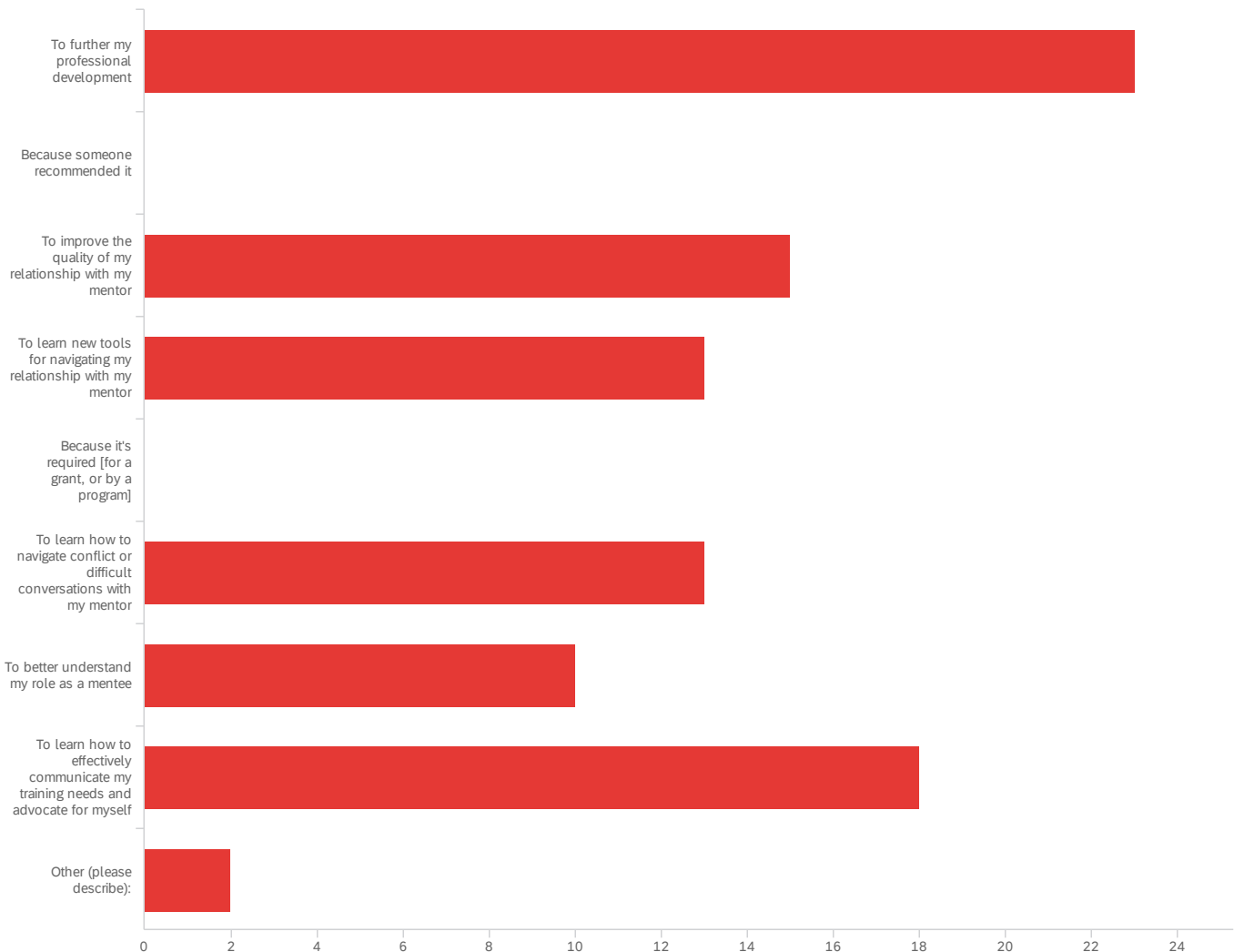
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Q14_7_TEXT - Other (please describe):

Other (please describe):

student in my lab

Q15 - Why are you participating in the Mentoring Up program? Please select all that apply:



| # | Field | Choice Count |
|---|---|--------------|
| 1 | To further my professional development | 24.47% 23 |
| 2 | Because someone recommended it | 0.00% 0 |
| 3 | To improve the quality of my relationship with my mentor | 15.96% 15 |
| 4 | To learn new tools for navigating my relationship with my mentor | 13.83% 13 |
| 5 | Because it's required [for a grant, or by a program] | 0.00% 0 |
| 6 | To learn how to navigate conflict or difficult conversations with my mentor | 13.83% 13 |
| 7 | To better understand my role as a mentee | 10.64% 10 |

| # | Field | Choice Count |
|---|---|--------------|
| 8 | To learn how to effectively communicate my training needs and advocate for myself | 19.15% 18 |
| 9 | Other (please describe): | 2.13% 2 |
| | | 94 |

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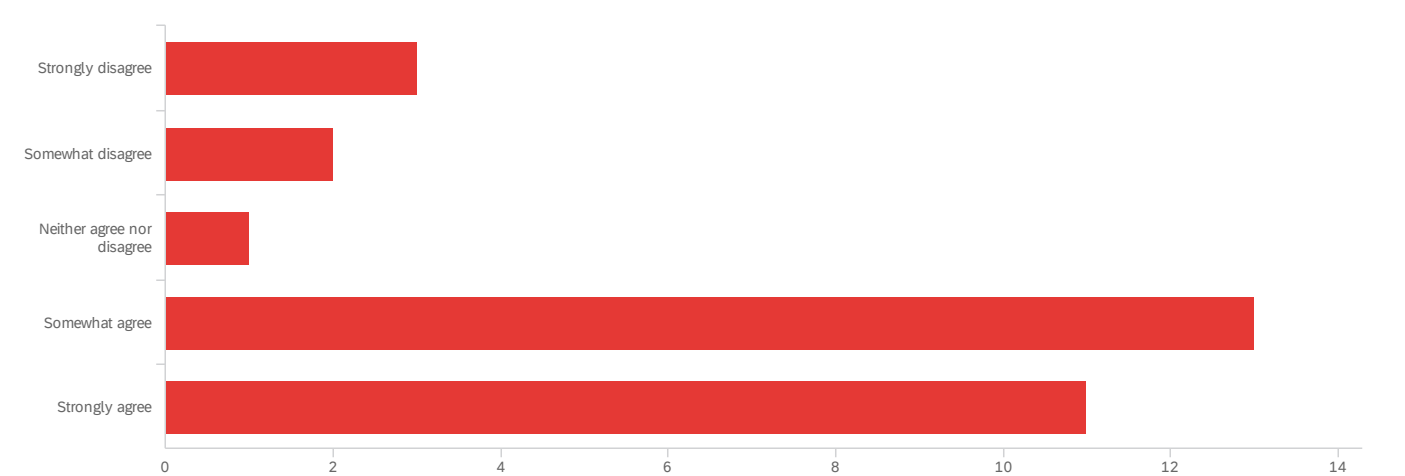
Q15_9_TEXT - Other (please describe):

Other (please describe):

To be a better mentor

I don't even know what my training needs are. Hopefully this will help. Lately I've been asking myself "what do I need to thrive" since I am in the process of switching labs

Q7 - I am satisfied with my relationship with my primary mentor.

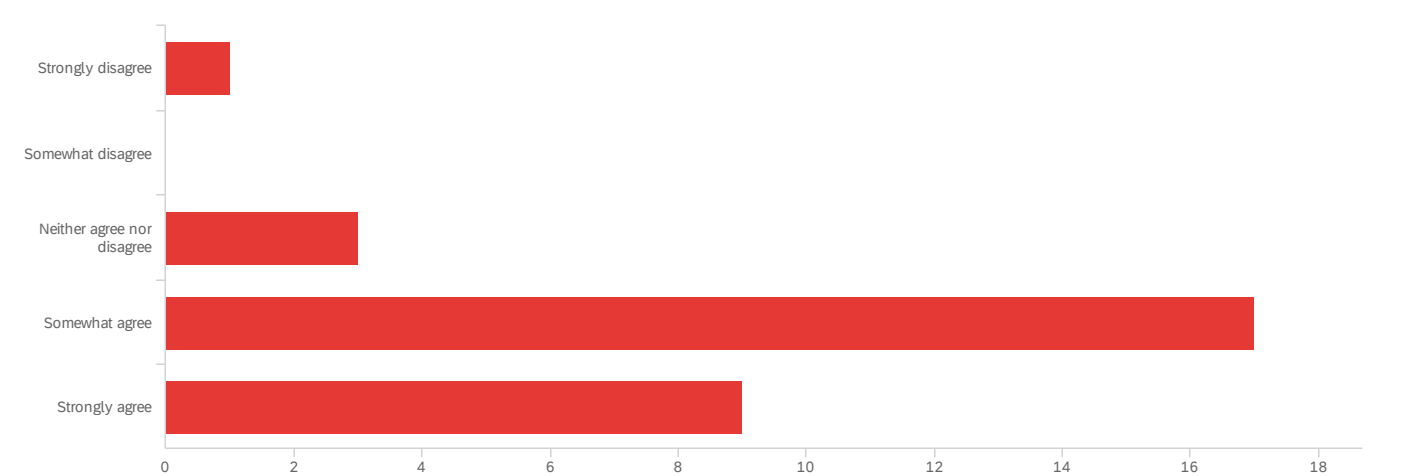


| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|---|---------|---------|------|---------------|----------|-------|
| 1 | I am satisfied with my relationship with my primary mentor. | 1.00 | 5.00 | 3.90 | 1.25 | 1.56 | 30 |

| # | Field | Choice Count |
|---|----------------------------|--------------|
| 1 | Strongly disagree | 10.00% 3 |
| 2 | Somewhat disagree | 6.67% 2 |
| 3 | Neither agree nor disagree | 3.33% 1 |
| 4 | Somewhat agree | 43.33% 13 |
| 5 | Strongly agree | 36.67% 11 |
| | | 30 |

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Q8 - I know what is expected of me as a mentee in the relationship.

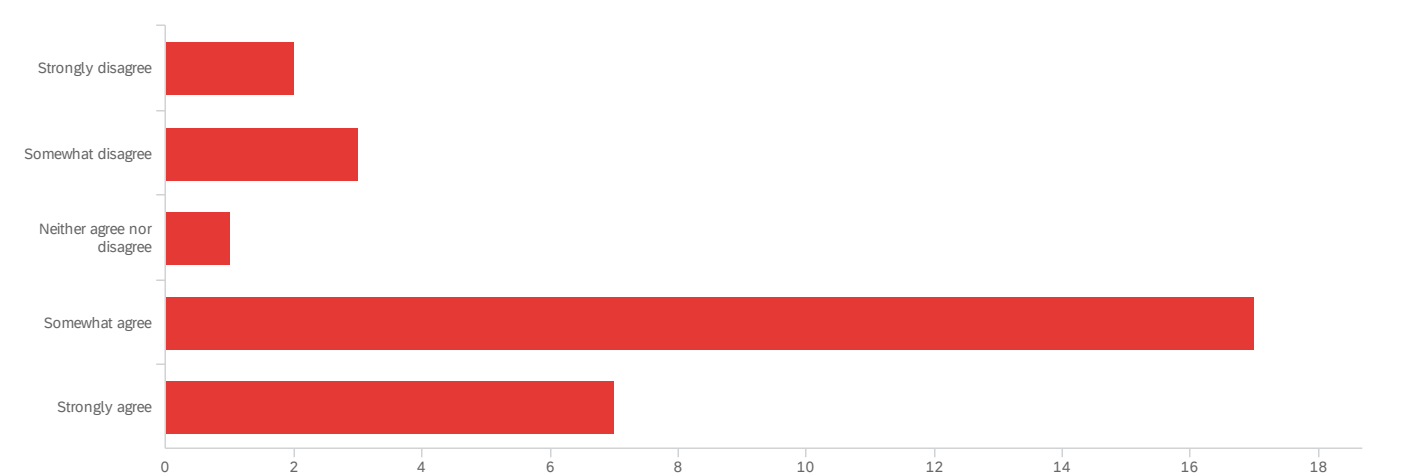


| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|--|---------|---------|------|---------------|----------|-------|
| 1 | I know what is expected of me as a mentee in the relationship. | 1.00 | 5.00 | 4.10 | 0.83 | 0.69 | 30 |

| # | Field | Choice Count |
|---|----------------------------|--------------|
| 1 | Strongly disagree | 3.33% 1 |
| 2 | Somewhat disagree | 0.00% 0 |
| 3 | Neither agree nor disagree | 10.00% 3 |
| 4 | Somewhat agree | 56.67% 17 |
| 5 | Strongly agree | 30.00% 9 |
| | | 30 |

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Q9 - I can easily share my goals, needs, or challenges with my mentor.

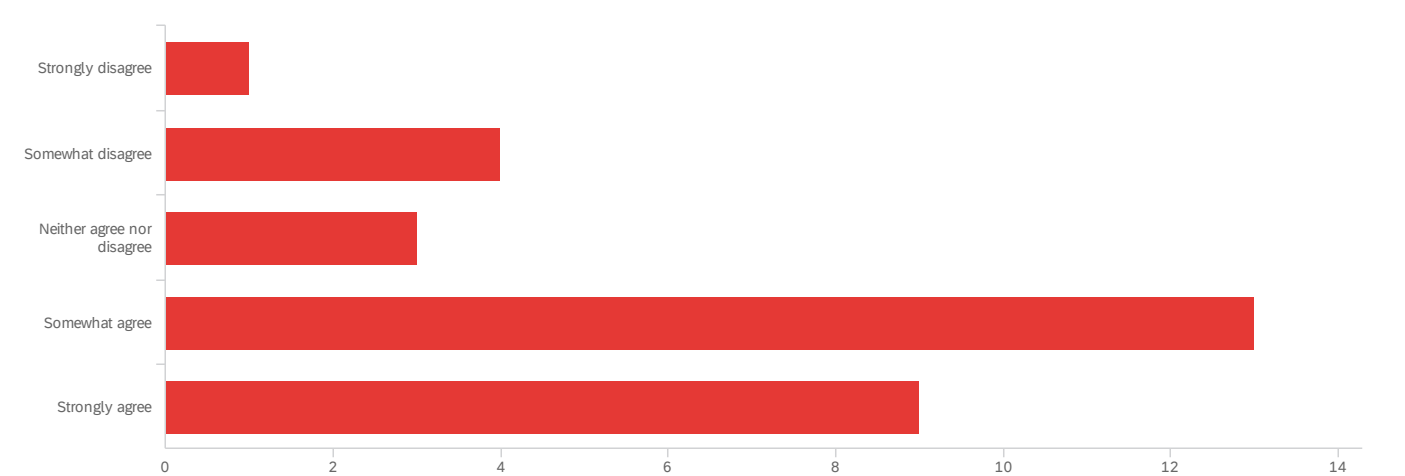


| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|---|---------|---------|------|---------------|----------|-------|
| 1 | I can easily share my goals, needs, or challenges with my mentor. | 1.00 | 5.00 | 3.80 | 1.11 | 1.23 | 30 |

| # | Field | Choice Count |
|---|----------------------------|--------------|
| 1 | Strongly disagree | 6.67% 2 |
| 2 | Somewhat disagree | 10.00% 3 |
| 3 | Neither agree nor disagree | 3.33% 1 |
| 4 | Somewhat agree | 56.67% 17 |
| 5 | Strongly agree | 23.33% 7 |
| | | 30 |

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Q10 - I can be my authentic self with my mentor.

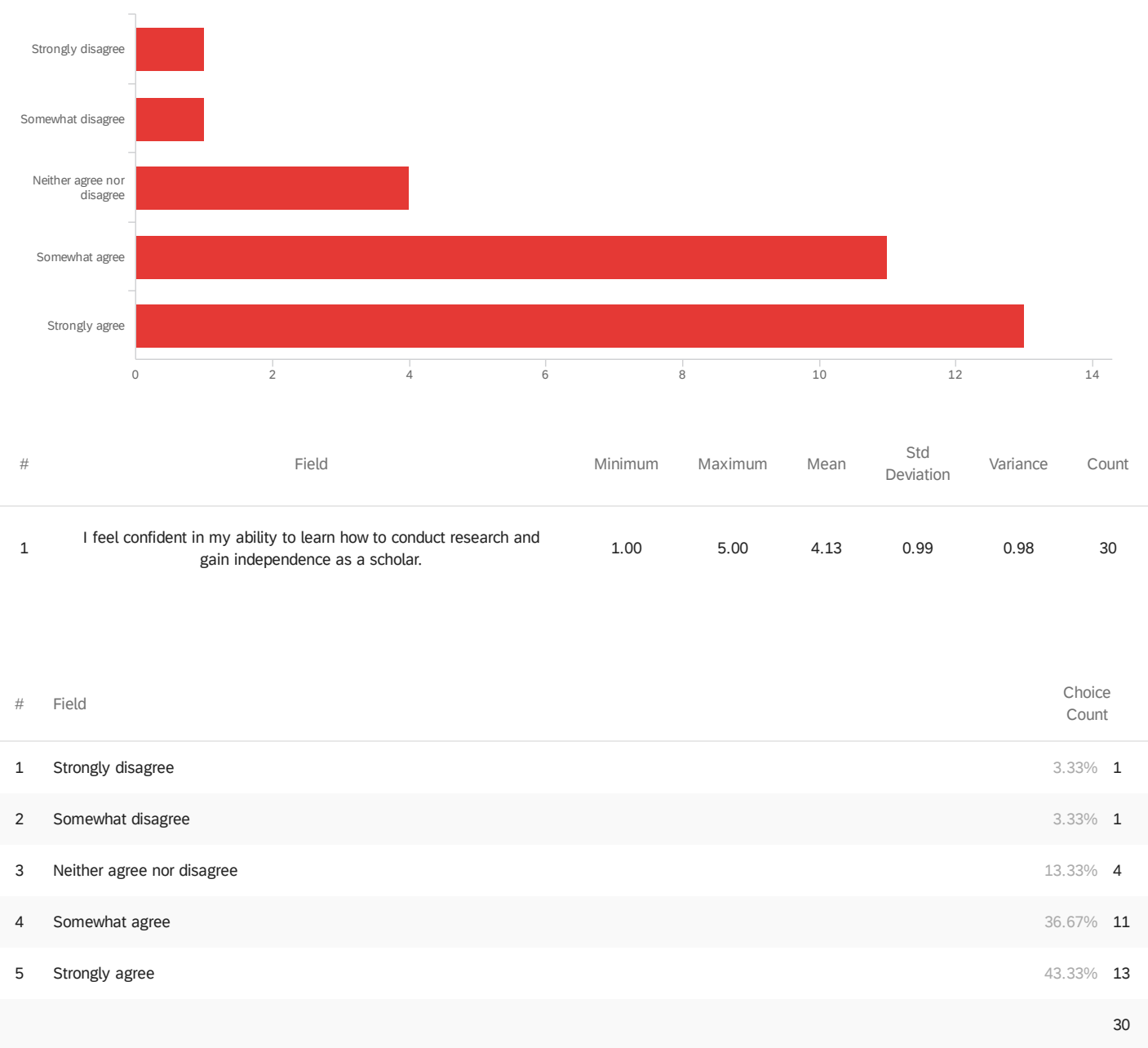


| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|--|---------|---------|------|---------------|----------|-------|
| 1 | I can be my authentic self with my mentor. | 1.00 | 5.00 | 3.83 | 1.10 | 1.21 | 30 |

| # | Field | Choice Count |
|---|----------------------------|--------------|
| 1 | Strongly disagree | 3.33% 1 |
| 2 | Somewhat disagree | 13.33% 4 |
| 3 | Neither agree nor disagree | 10.00% 3 |
| 4 | Somewhat agree | 43.33% 13 |
| 5 | Strongly agree | 30.00% 9 |
| | | 30 |

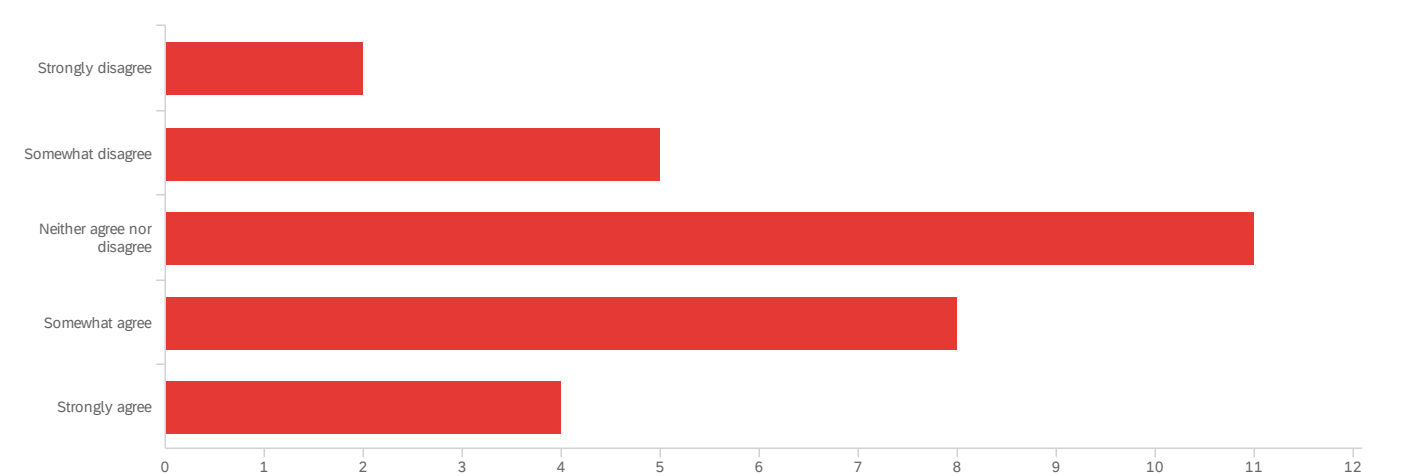
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Q11 - I feel confident in my ability to learn how to conduct research and gain independence as a scholar.



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Q12 - I know how to build a mentorship network and assess my mentoring needs.



| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|---|---------|---------|------|---------------|----------|-------|
| 1 | I know how to build a mentorship network and assess my mentoring needs. | 1.00 | 5.00 | 3.23 | 1.09 | 1.18 | 30 |

| # | Field | Choice Count |
|---|----------------------------|--------------|
| 1 | Strongly disagree | 6.67% 2 |
| 2 | Somewhat disagree | 16.67% 5 |
| 3 | Neither agree nor disagree | 36.67% 11 |
| 4 | Somewhat agree | 26.67% 8 |
| 5 | Strongly agree | 13.33% 4 |
| | | 30 |

Showing rows 1 - 6 of 6

Q17 - What qualities do you believe a mentee should ideally be bringing to their mentoring relationship? These can include personality traits, responsibilities, skills, physical deliverables, etc. Please describe:

What qualities do you believe a mentee should ideally be bringing to their...

Have clear objectives to what he/she wants to get from the mentor-mentee relationship

Motivation to do research, identification of research areas/or atleast general interest. An ability to be self organised. Curiosity in the science and an eagerness and willingness to learn and deliver successful and impact research to the wider communities. Confidence to be critical in communication related to the research - ie ask questions to the advisor, after all novelty comes from finding gaps in the current knowledge.

Internal motivation to learn/explore new ideas; A willingness to admit when a problem is too difficult to answer given work deadlines; Confidence to explicitly ask for what they need and/or to push when their mentor's answer doesn't sufficiently answer their question

ability to ask clear questions and communicate needs.

-open communication -setting goals and communicating when they are met or need adjustment -taking initiative -being open to giving and receiving feedback -generating thoughtful questions to learn from mentors -being prepared for meetings (especially the ones that I ask for) -acting professionally and treating everyone with respect

A knowledge of objectives and goals to achieve

Enthusiasm, proactivity, flexibility, being vocal about things that work/don't work and their needs.

Good communication Organization Responsibility

Responsive, passionate, focused, troubleshooting.

Passionate, responsible, respectful, and open to mentorship, open and honest communication

Discussing with the mentor about what I need timely (before it's too late or the experiment gets messed up) Self-motivated to learn skills that'll be helpful to my research

Receptiveness to feedback, ability to communicate their needs, relevant ideas about their research

Sincere, honest, organised, committed, self-determined

Urge to learn, clarity of thoughts, realistic, motivated, direct

A mentee should make sure that there are action items at the end of each mentor-mentee meeting . A mentee should have an agenda of what needs to be covered before a meeting?

Initiative, knowledge, questions, organization, curiosity

What qualities do you believe a mentee should ideally be bringing to their...

They should be accountable for setting up meetings with your mentor and should have an agenda for what we should be covering during the meeting

Respect Open communication

self-motivation, commitment, willingness to communicate, etc

Q18 - As a mentee, which aspects do you feel that you, as a mentee, successfully achieve in the mentoring relationship(s)?

As a mentee, which aspects do you feel that you, as a mentee, successfully...

have confidence with your mentor

I have not achieved anything in my interaction with the mentors that satisfies my research aspirations. I have only learnt how to deal with bullies and stand up for myself. I have also learnt how to be confident in my research and scientific curiosity.

Seeking information and guidance from many sources.

I am able to ask good questions and conduct research independently.

All of the aspects of being a mentee that I listed are ones that I try to uphold, although I always have room for improvement. I think I'm most successful at open communication, goal setting, taking initiative, facilitating meetings, and maintaining a respectful work environment.

- Presenting results -

I am good at communicating my progress with my mentor and understand her expectations of me.

Clear communication Responsibility

communication, open to new challenges, navigating crisis

Passionate, responsible, respectful, and open to mentorship

Provide my opinions timely Ask mentee questions more frequently than just giving them answers directly Respect mentee's career goal and think about how to help with that

Open-mindedness during discussions with mentors, hard-working to meet mutual goals (when relevant in the relationship)

Commitment and self-determination

Urge to learn, clarity of thoughts, realistic, motivated

I think I am good at being honest. My honesty has gotten a labmate's name added to an ongoing manuscript.

Organization, hard-work, commitment, good communication and initiative

I am pretty good about being organized and staying on track with our meetings

I'm able to express my opinion. I can openly talk about my concerns with my mentor.

commitment, willingness to communicate

Q19 - As a mentee, what aspects do you feel you need to improve in your mentorship relationship(s)? Please describe:

As a mentee, what aspects do you feel you need to improve in your mentorshi...

have more meetings

I should have learnt to stand up for myself earlier. Now as I finish, I would like to know how to move on these relationships that have not benefited me in anyway. Also I would like to make new contacts with faculty and staff that have supported me.

Actively communicating when roadblocks or challenges affect my progress. Putting into words, exactly what I need to overcome roadblocks.

developing a clear expectation and timeline for graduation.

I'd like to work more on soliciting feedback and learning how to provide feedback to a mentor, especially since in the academic context, mentors can have a lot of power.

- Creating new mentor interactions outside of my direct supervisor

I need to improve on my time management and planning so that I can set clear and achievable goals that I can communicate with my mentor to ask for support.

Knowing how to place boundaries and saying no.

building own funding's, monitoring research progress and having clear goals.

Discussion of problems, difficult topics, personal hardships or feelings burnout, etc.

Sometimes I may not be covering my thoughts very clearly

Ability to communicate needs, there is the concern of taking up too much of the mentor's time so sometimes things are not communicated

Managing criticism better, being more honest

Ability to be more direct and expressive

communication

I need to understand realistically what I can accomplish in a timeframe. I also need to understand what my role is as a mentee because I definitely want to improve I just don't know how.

own guidance, preparedness for meetings, make my points, be able to negotiate without making it personal

I feel like I struggling finding advice for writing and what expectations are when it comes to writing and also bring up hard conversations with them.

assertiveness in communicating

As a mentee, what aspects do you feel you need to improve in your mentorshi...

clear expectation

Q20 - What do you believe a mentor should ideally be bringing to their mentoring relationship? These can include personality traits, responsibilities, skills, physical deliverables, etc. Please describe:

What do you believe a mentor should ideally be bringing to their mentoring...

guidance to what the mentee wants to learn

Encouraging open communication and debate on ideas. Checking in regularly on student progress and offering advice when progress is slowed.

Bringing in funding; checking in with students every quarter (one on one meeting) and have time and ideas for student projects; guiding the students towards graduation.

Everything that I listed for a mentee also applies to a mentor. I'll also add that a mentor should be supportive and flexible (perhaps prioritizing a mentee's goals over their own academic interests).

- Honesty about own's limitations and expertise

Knowledge, advice, support, understanding, networking, resources.

Be Understanding Responsibility Have empathy Organization Clear communication

Experience: A mentor should have relevant experience and knowledge in the area they are mentoring. This can include technical skills, industry-specific knowledge, and leadership skills. Guidance and Support: A mentor should be able to guide and support their mentee, helping them navigate challenges and opportunities in their career or personal life. Active Listening: A mentor should be an active listener, taking the time to understand their mentee's goals, concerns, and needs. They should be able to provide constructive feedback and advice based on their mentee's unique situation. Empathy and Understanding: A mentor should be able to empathize with their mentee, understanding the challenges and pressures they may be facing. Positive Attitude: A mentor should have a positive attitude and outlook, encouraging their mentee to strive for their goals and overcome obstacles. Responsiveness: A mentor should be responsive to their mentee's needs, making themselves available for meetings, phone calls, or emails when needed. Flexibility: A mentor should be flexible in their approach, adapting to their mentee's learning style and needs.

good listener, receptive, supportive, wise and collaborative

Guidance, support, open and honest communication, patience, consistency

They should check mentee's needs timely and show them they care about you, more of a humanity side but also being very professional.

Open-mindedness to new ideas, ability to regular meet

Caring, not selfish or focused solely on their own benefit

Passion for teaching/mentoring, ability to empathize, understanding, clear in setting goals/expectations

Support the mentor based on their future career path

What do you believe a mentor should ideally be bringing to their mentoring...

A mentor should look out for their students in ways their own student would not be able to. A mentor should forward funding opportunities to mentee. A mentor should encourage their students to present/attend conferences. A mentor should be able to mentor each person of the team differently because we all have different needs. A mentor should make sure their mentee is funded and has proper lab equipment.

Guidance, commitment, leadership, confidence, knowledge

I think they should give advice when needed and help direction you. I also think they should be able to hear about your progress and help give you ideas with your work. I also think it is important to make sure they know if you are having a hard time and when to relax a little when it comes to your studies.

trust fairness patience open to listen

Q21 - What aspects do you feel that your primary mentor successfully achieves in your mentorship relationship? Please describe:

What aspects do you feel that your primary mentor successfully achieves in...

financial support and give me time to solve my personal issues, he understands my situation

Checking in regularly, Encouraging open communication, Being an advocate for their students

bringing in funding.

-supportive -providing direct feedback (sometimes) -open-minded -maintaining a professional work environment

- Writing feedback

My primary mentor is great at helping us set goals and deadlines, as well as providing guidance and 1-1 individual feedback. She is also concerned about our well-being as individuals.

Responsible

- Experience. - Empathy and Understanding. - Positive Attitude. - Flexibility.

all of the above

Guidance, support, patience

He respects my career plans and provides help timely.

Receptiveness to new ideas, caring about one's personal well-being beyond their role as a worker

Collaboration

Passion for teaching/mentoring, ability to empathize, understanding. I think, academia makes mentors busy and there are times it becomes difficult for them to have to the to interact with students and touch base on goals etc.

Build a friendly relationship

My mentor is personable so I feel comfortable being myself.

Very organized, easy to contact, on top of everything, great knowledge

I think he is very good at keeping a balance with each lab member and keeping a nice work environment.

My mentor is always open to listening to my concerns she respects my opinion she is fair in her decisions she is patient when she sees me struggling she cares about my well-being

Q22 - What aspects do you feel that your primary mentor needs to improve in your mentorship relationship? Please describe:

What aspects do you feel that your primary mentor needs to improve in your...

request me more things to do and maybe pressure me a bit

having clear expectations and laying out the main goals needed to achieve for graduation; allocating time for graduate students one on one meeting.

-connecting me with additional resources and potential mentors -creating a space in which we can both assess our working relationship and what's going well/what could be improved

- Long term directions

There is sometimes a disconnection between a timeline vs. how long running experiments actually takes with all unexpected problems.

Have empathy Be understanding Be organized Communicate clearly

Guidance and Support. Active Listening. Responsiveness. Effective communication.

Nothing I can think of

Consistency

Sometimes he may not give clear instructions

Ability to regularly meet regarding mutual goals

I am not sure

I'm not sure perhaps just having more time for discussions. But I guess it's temporary when things are extremely busy.

My mentor needs to learn how to listen better. I've voiced many times how the lab does not feel like a team. I wish lab mentor knew about difficult inter-personal relationships that happen in his lab. I wish my mentor could provide some support instead of saying " I don't know how else I can support you" every time I voice my concerns.

lack of future requests, too hands off, more guidance for graduation

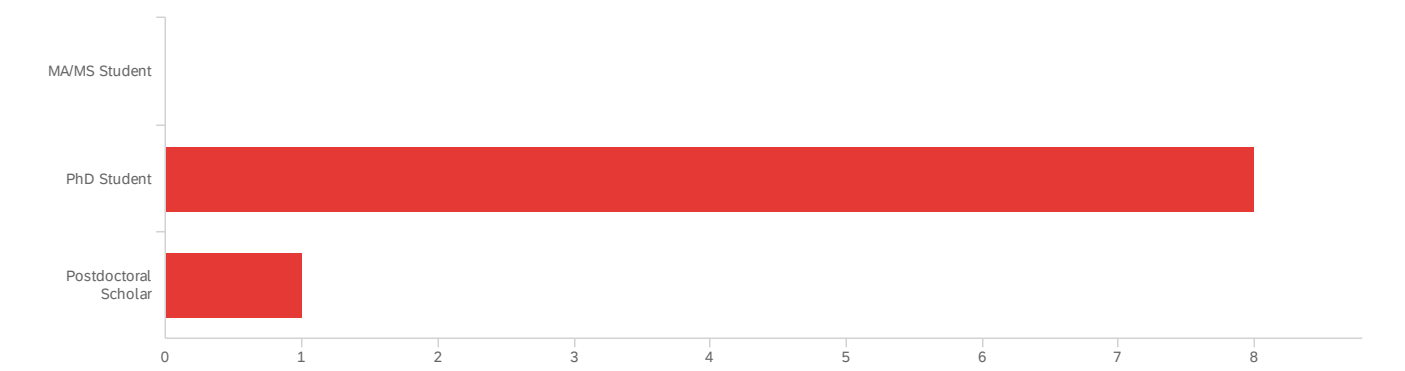
I think he needs to be explicit when it comes to expectations and I also think he needs to guide us in what he wants from us writing wise and not just automatically correct it himself

End of Report

Default Report

Mentoring Up Post-Program Survey
June 7, 2023 3:23 PM MDT

Q1 - What best represents you?



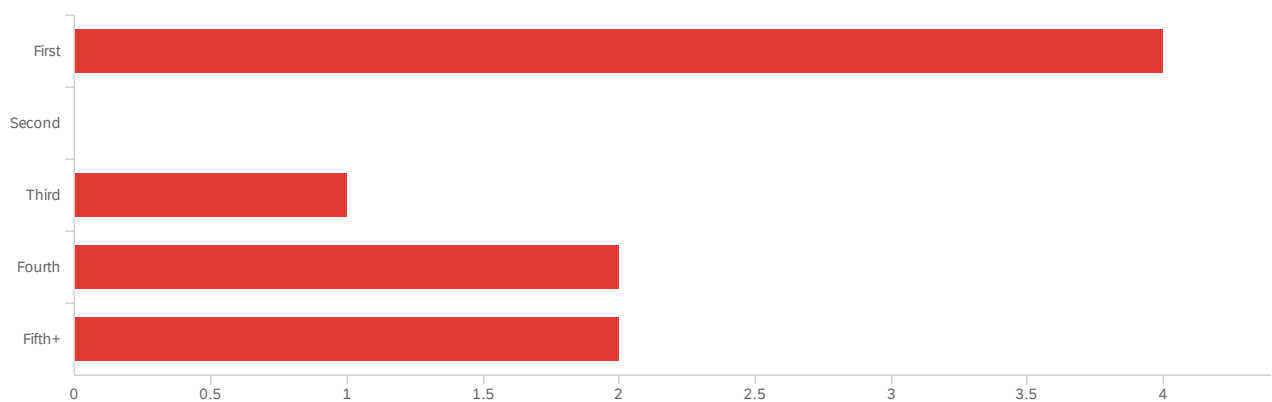
| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|-------|---------|---------|------|---------------|----------|-------|
|---|-------|---------|---------|------|---------------|----------|-------|

| | | | | | | | |
|---|---------------------------|------|------|------|------|------|---|
| 1 | What best represents you? | 2.00 | 3.00 | 2.11 | 0.31 | 0.10 | 9 |
|---|---------------------------|------|------|------|------|------|---|

| # | Field | Choice Count |
|---|----------------------|--------------|
| 1 | MA/MS Student | 0.00% 0 |
| 2 | PhD Student | 88.89% 8 |
| 3 | Postdoctoral Scholar | 11.11% 1 |
| | | 9 |

Showing rows 1 - 4 of 4

Q2 - What year are you in the program or role?

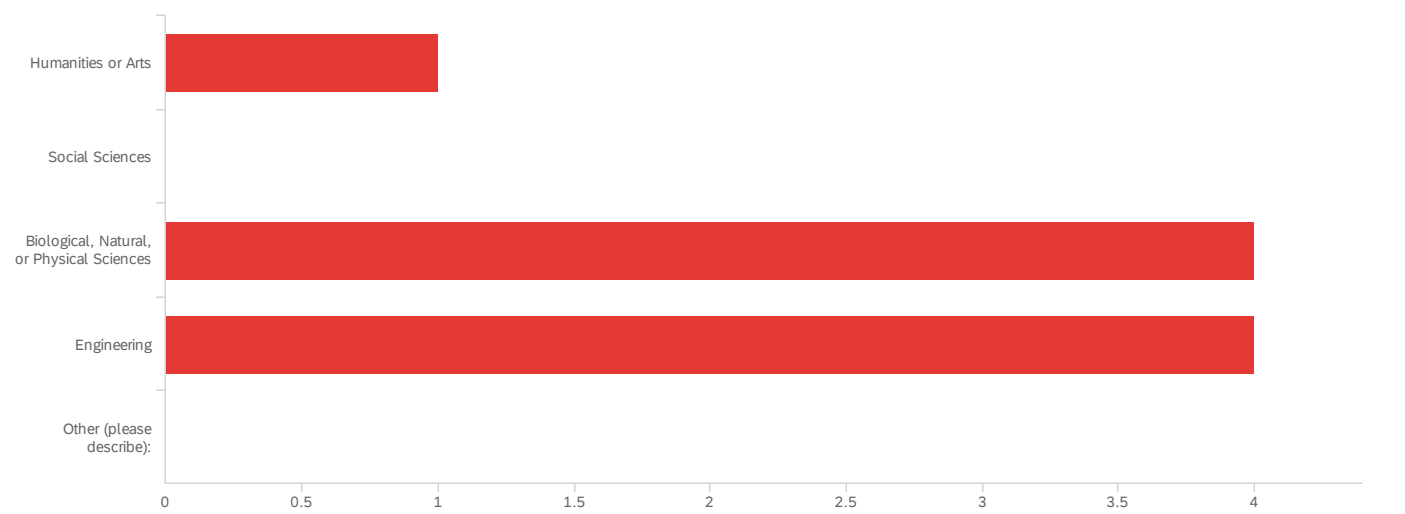


| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|---|---------|---------|------|---------------|----------|-------|
| 1 | What year are you in the program or role? | 1.00 | 5.00 | 2.78 | 1.69 | 2.84 | 9 |

| # | Field | Choice Count |
|---|--------|--------------|
| 1 | First | 44.44% 4 |
| 2 | Second | 0.00% 0 |
| 3 | Third | 11.11% 1 |
| 4 | Fourth | 22.22% 2 |
| 5 | Fifth+ | 22.22% 2 |
| | | 9 |

Showing rows 1 - 6 of 6

Q3 - What best describes your field of research?



| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|-------|---------|---------|------|---------------|----------|-------|
|---|-------|---------|---------|------|---------------|----------|-------|

| | | | | | | | |
|---|---|------|------|------|------|------|---|
| 1 | What best describes your field of research? - Selected Choice | 1.00 | 4.00 | 3.22 | 0.92 | 0.84 | 9 |
|---|---|------|------|------|------|------|---|

| # | Field | Choice Count |
|---|---|--------------|
| 1 | Humanities or Arts | 11.11% 1 |
| 2 | Social Sciences | 0.00% 0 |
| 3 | Biological, Natural, or Physical Sciences | 44.44% 4 |
| 4 | Engineering | 44.44% 4 |
| 5 | Other (please describe): | 0.00% 0 |
| | | 9 |

Showing rows 1 - 6 of 6

Q3_5_TEXT - Other (please describe):

Other (please describe):

Q7 - If you have suggestions or ideas on how to reach more mentees or better deliver this content, please include here.



Data source misconfigured for this visualization.

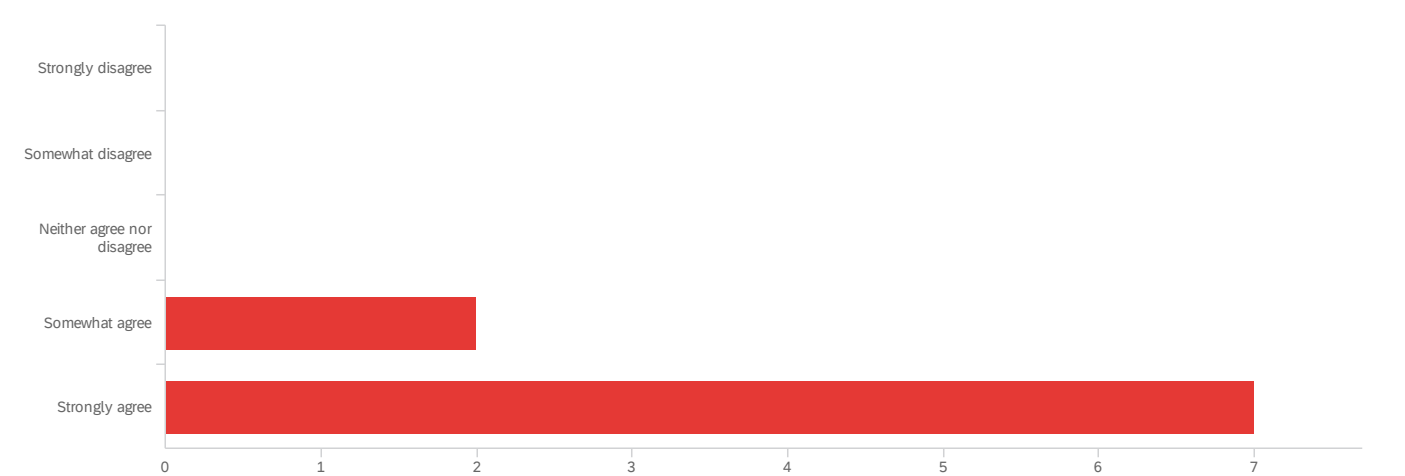


Data source misconfigured for this visualization.



Data source misconfigured for this visualization.

Q9 - I feel prepared to share my goals, needs, or challenges with my mentor.

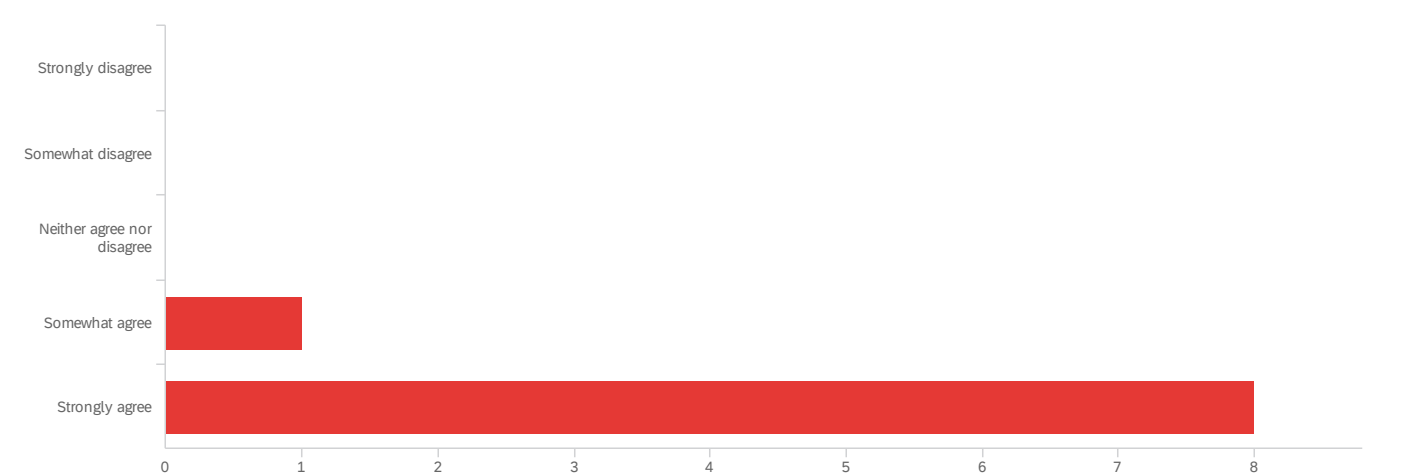


| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|---|---------|---------|------|---------------|----------|-------|
| 1 | I feel prepared to share my goals, needs, or challenges with my mentor. | 4.00 | 5.00 | 4.78 | 0.42 | 0.17 | 9 |

| # | Field | Choice Count |
|---|----------------------------|--------------|
| 1 | Strongly disagree | 0.00% 0 |
| 2 | Somewhat disagree | 0.00% 0 |
| 3 | Neither agree nor disagree | 0.00% 0 |
| 4 | Somewhat agree | 22.22% 2 |
| 5 | Strongly agree | 77.78% 7 |
| | | 9 |

Showing rows 1 - 6 of 6

Q10 - I better understand how to approach being my authentic self with my mentor.

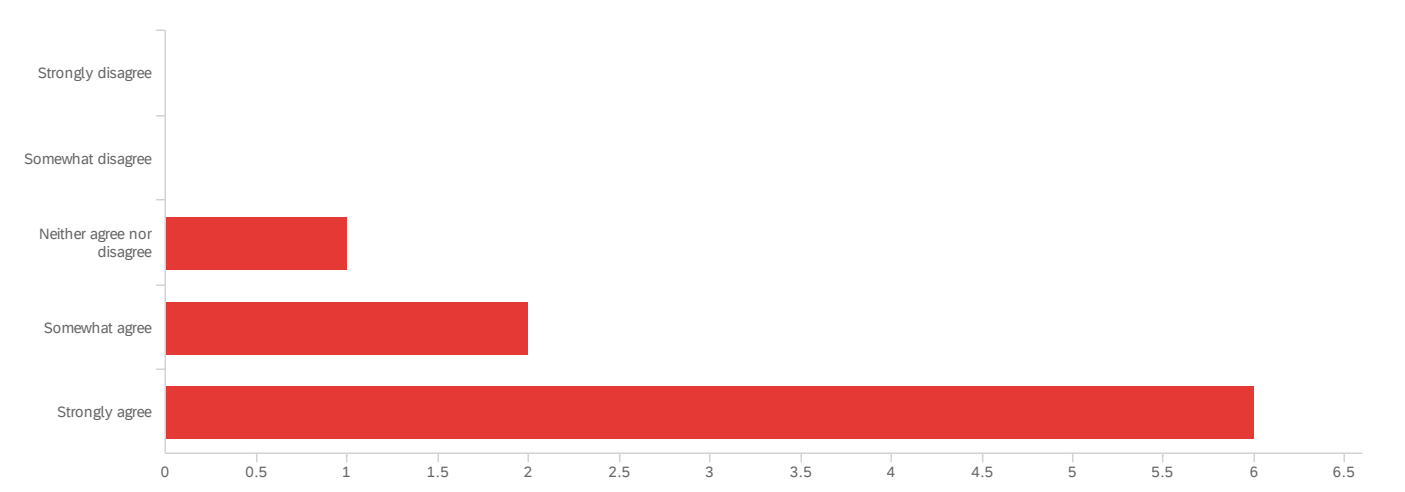


| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|---|---------|---------|------|---------------|----------|-------|
| 1 | I better understand how to approach being my authentic self with my mentor. | 4.00 | 5.00 | 4.89 | 0.31 | 0.10 | 9 |

| # | Field | Choice Count |
|---|----------------------------|--------------|
| 1 | Strongly disagree | 0.00% 0 |
| 2 | Somewhat disagree | 0.00% 0 |
| 3 | Neither agree nor disagree | 0.00% 0 |
| 4 | Somewhat agree | 11.11% 1 |
| 5 | Strongly agree | 88.89% 8 |
| | | 9 |

Showing rows 1 - 6 of 6

Q11 - I understand strategies to build confidence or self-efficacy in research.

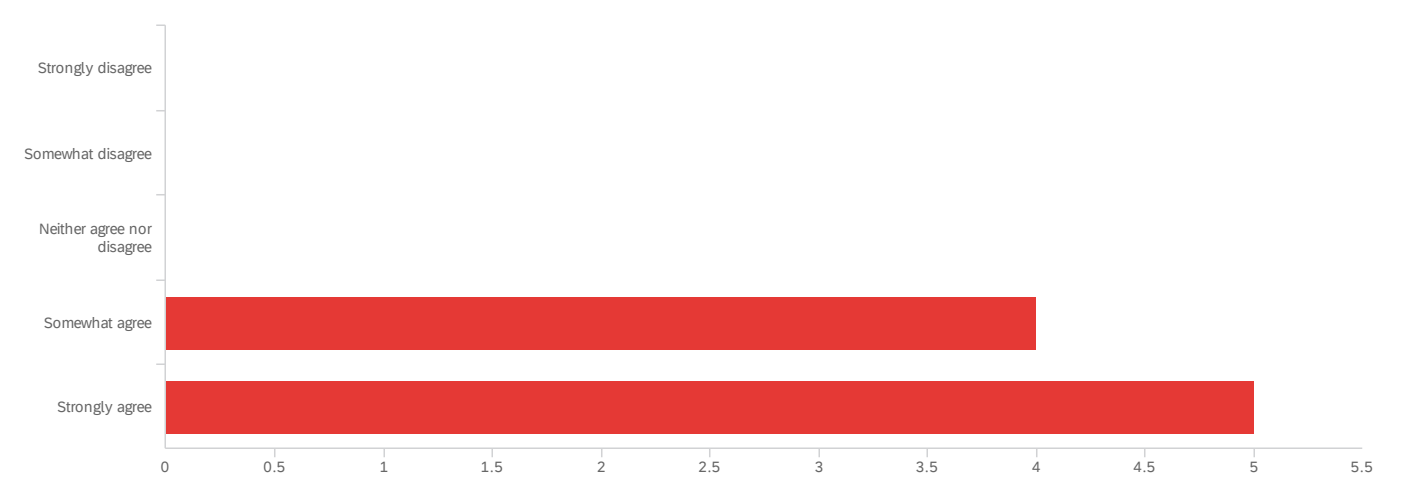


| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|---|---------|---------|------|---------------|----------|-------|
| 1 | I understand strategies to build confidence or self-efficacy in research. | 3.00 | 5.00 | 4.56 | 0.68 | 0.47 | 9 |

| # | Field | Choice Count |
|---|----------------------------|--------------|
| 1 | Strongly disagree | 0.00% 0 |
| 2 | Somewhat disagree | 0.00% 0 |
| 3 | Neither agree nor disagree | 11.11% 1 |
| 4 | Somewhat agree | 22.22% 2 |
| 5 | Strongly agree | 66.67% 6 |
| | | 9 |

Showing rows 1 - 6 of 6

Q12 - I know how to build a mentorship network and assess my mentoring needs.



| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|---|---------|---------|------|---------------|----------|-------|
| 1 | I know how to build a mentorship network and assess my mentoring needs. | 4.00 | 5.00 | 4.56 | 0.50 | 0.25 | 9 |

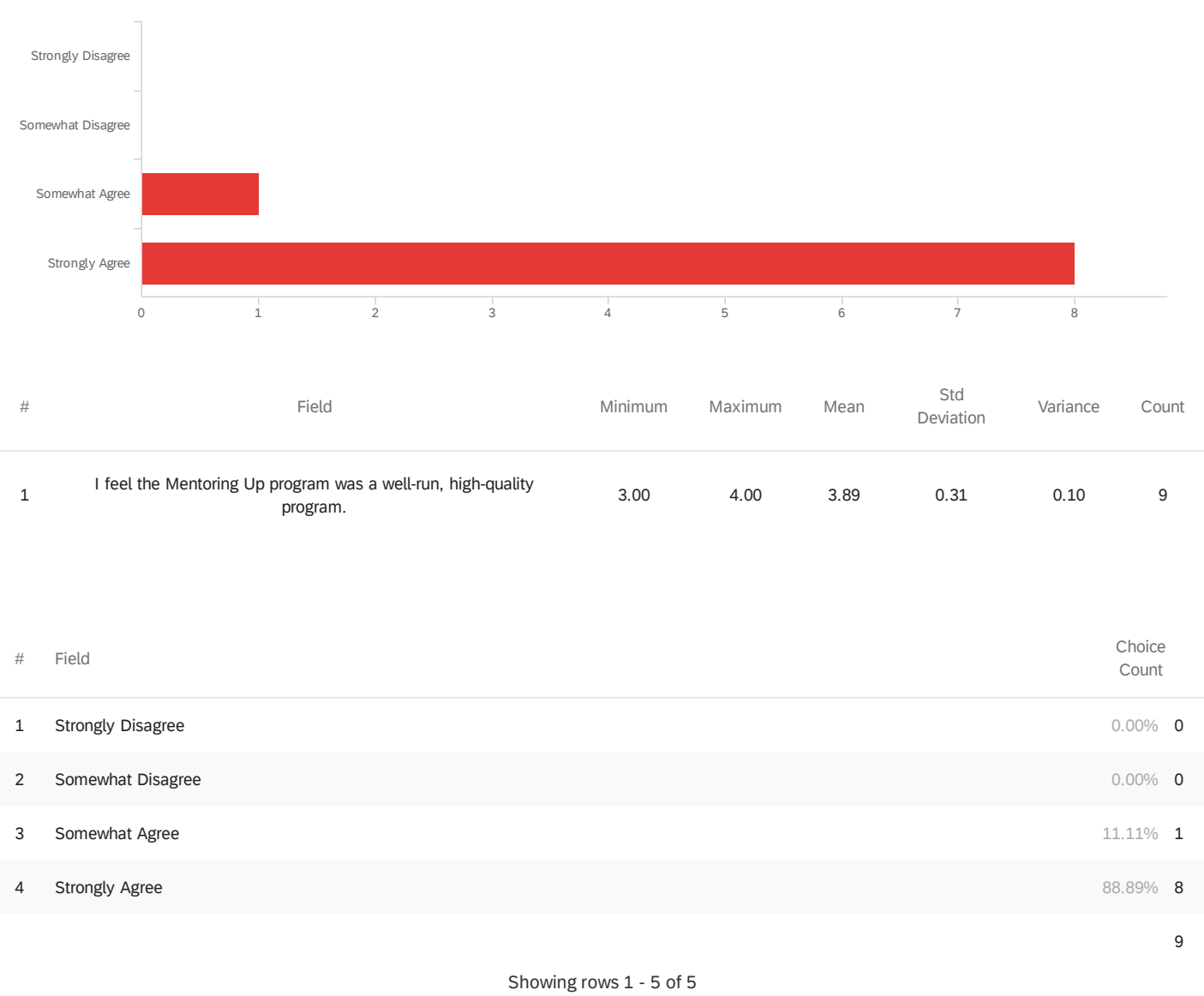
| # | Field | Choice Count |
|---|----------------------------|--------------|
| 1 | Strongly disagree | 0.00% 0 |
| 2 | Somewhat disagree | 0.00% 0 |
| 3 | Neither agree nor disagree | 0.00% 0 |
| 4 | Somewhat agree | 44.44% 4 |
| 5 | Strongly agree | 55.56% 5 |
| | | 9 |

Showing rows 1 - 6 of 6

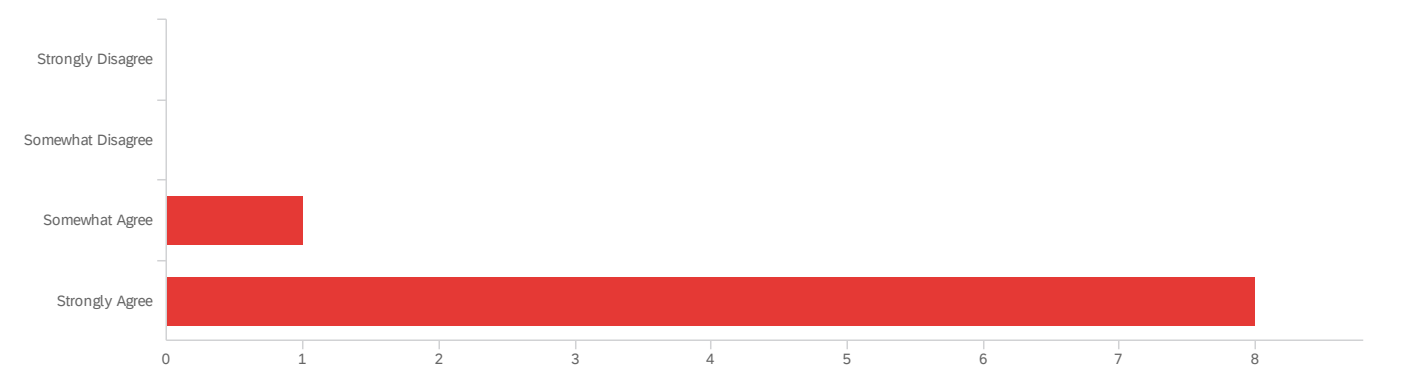
Q24 - Please rate the effectiveness of the Mentoring Up facilitators.



Q25 - I feel the Mentoring Up program was a well-run, high-quality program.



Q30 - I would recommend this program to other graduate students and postdoctoral scholars.



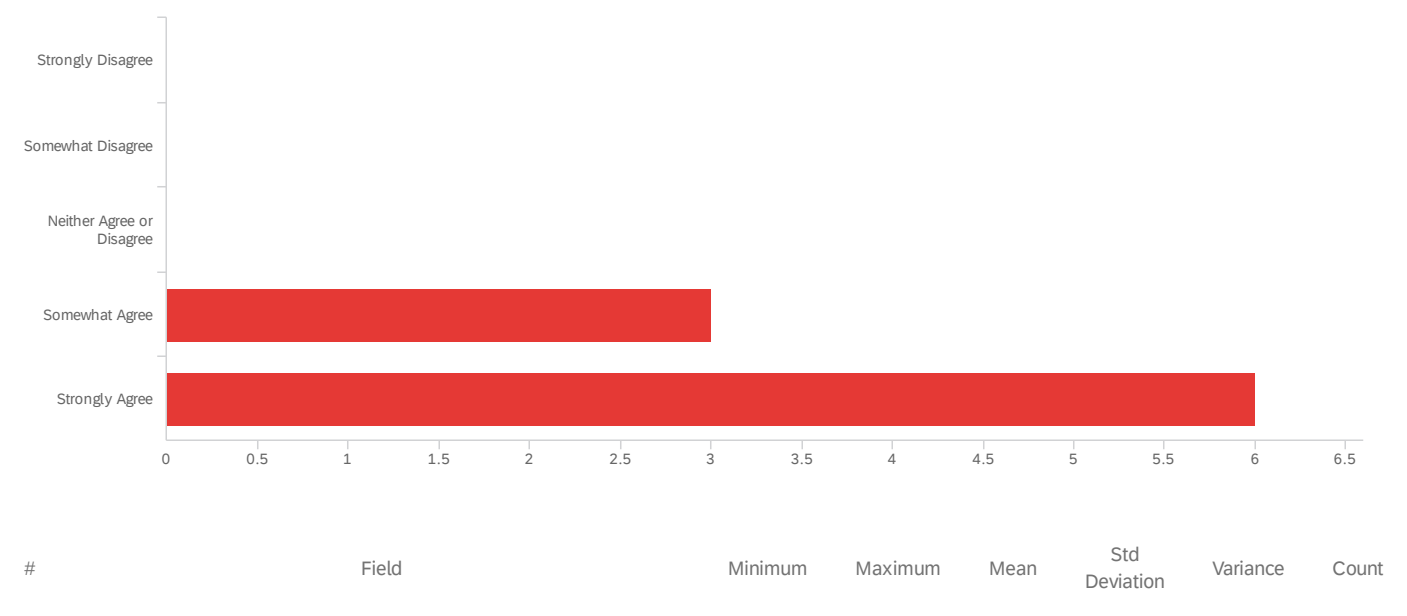
| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|--|---------|---------|------|---------------|----------|-------|
| 1 | I would recommend this program to other graduate students and postdoctoral scholars. | 3.00 | 4.00 | 3.89 | 0.31 | 0.10 | 9 |

| # | Field | Choice Count |
|---|-------------------|--------------|
| 1 | Strongly Disagree | 0.00% 0 |
| 2 | Somewhat Disagree | 0.00% 0 |
| 3 | Somewhat Agree | 11.11% 1 |
| 4 | Strongly Agree | 88.89% 8 |

9

Showing rows 1 - 5 of 5

Q26 - I feel like the Mentoring Up program will help me to improve my mentoring relationships.

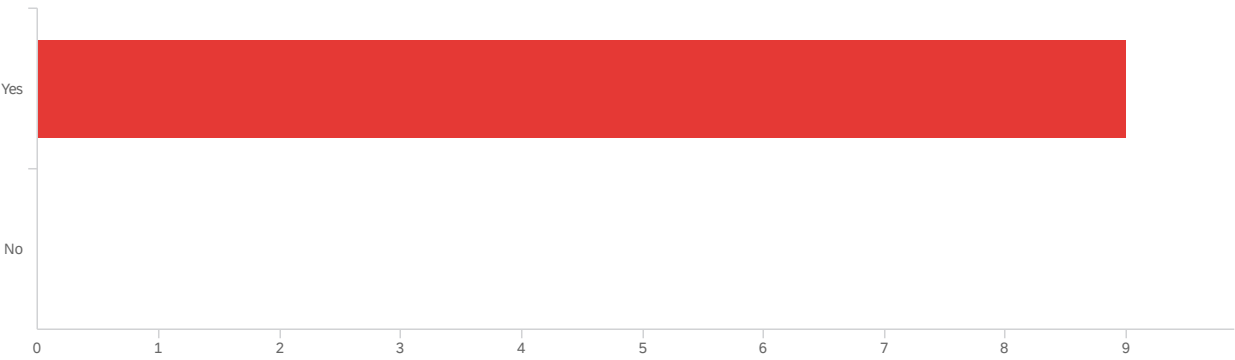


| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|--|---------|---------|------|---------------|----------|-------|
| 1 | I feel like the Mentoring Up program will help me to improve my mentoring relationships. | 4.00 | 5.00 | 4.67 | 0.47 | 0.22 | 9 |

| # | Field | Choice Count |
|---|---------------------------|--------------|
| 1 | Strongly Disagree | 0.00% 0 |
| 2 | Somewhat Disagree | 0.00% 0 |
| 3 | Neither Agree or Disagree | 0.00% 0 |
| 4 | Somewhat Agree | 33.33% 3 |
| 5 | Strongly Agree | 66.67% 6 |
| | | 9 |

Showing rows 1 - 6 of 6

Q27 - Do you plan to implement any of the approaches you learned from the Mentoring Up program in your mentoring relationships?



| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|---|---------|---------|------|---------------|----------|-------|
| 1 | Do you plan to implement any of the approaches you learned from the Mentoring Up program in your mentoring relationships? | 1.00 | 1.00 | 1.00 | 0.00 | 0.00 | 9 |

| # | Field | Choice Count |
|---|-------|--------------|
| 1 | Yes | 100.00% 9 |
| 2 | No | 0.00% 0 |

9

Q28 - What was most valuable about the Mentoring Up program?

What was most valuable about the Mentoring Up program?

Being able to hear other's experiences and advice around mentoring relationships. The workshop on different personality types was the most helpful to me in understanding current mentoring relationships.

It created a community of students, which is a vital part of the program. Ofcourse program content itself addresses all the real issues that happen throughout a phd program. The reason I feel community matters is because the hardest part about navigating challenging relationships(or taking a proactive approach) is feeling alone/not understood due the power differential.

There were many valuable aspects, however, I found the styles of mentors (quadrant 1/2/3/4) and types of feedback the most critical, personally. It allowed me to reassess how I was viewing both approaches of my mentor and myself, as well as understanding that if there is a misalignment in feedback it can end up destructive (vs. constructive).

Identifying the deficiencies the relationship with my PI has, and look for solutions.

I liked the presentations, it gave structure to things like "different forms of support" which I didn't know how to describe before. I find it valuable to see a well structured presentation about soft skills. I also value the time spent on discussion with other peers at different stages, a lot was learned from casual conversations. I also value the connections I have made with new people, I am hoping to maintain that connect beyond Mentoring Up program.

I appreciated the workbook with lots of tools to use in future meetings, opportunities to discuss with peers, and time to reflect

I realized that I need to be more proactive. Also, I learned that it is okay to have multiple mentors.

The strategies that we learned and talking to other grad students.

The transfer of ideas and sharing of information. It's not about looking for resources in the middle of a crisis but taking advantage and learning at an early stage. This can prevent a of problems. I believe this program was a great resource for me to understand a lot of things about mentoring with a lot more professional and efficient approach.

Q29 - What could improve about the Mentoring Up program?

What could improve about the Mentoring Up program?

More "interactive" lessons would be helpful -- when we used "case studies" or got up and moved to our "personality corner" were memorable and the lessons that involved such things stuck the most.

I feel like the inherent/default approach in the program is that a reasonable discussion with the mentor(s) is the solution. I think the program content should also addressing a situation where there is no reasonable discussion, and finding another mentor is the only way. It would help to know how to determine this early on and know the right people/support system.

If it's possible to have extra copies each session of the printouts, this would be appreciated. Many students, including myself, were hesitant to ask for printed copies / did not want to be an inconvenience.

I would include case readings to learn more about mentoring in general.

I felt like in every session, there were a fair amount of content but not enough time for discussion. I remember hearing the phrase "for the interest of time... we can only have one more person to share" etc. I think maybe it is better to have longer sessions and potentially less number of sessions. I also think the seating arrangement can be better, I like that there were name tags so that we are required to meet new people, but I think in reality because of the problem with attendance, I am sitting with the same people often times. I also didn't like how the last session went, about practicing conversations with peers. I see the intention behind the design of the activity but I didn't like how it went for me. I was stuck in the same group for all the topics and I wish I had the opportunity to talk to different people. My suggestion for the future would be to let each person choose which theme they want to practice the most and ask people to find a partner who wants to practice the same theme. So if someone wanted to connected with another person, they could.

The sessions would be just as impactful if they were 1 hour instead of 1.5 hours. The 1.5 hour sessions felt long to me. Also, make the program a 1 unit course and/or a certificate series through the GradPathways Institute.

Include a certificate of completion. I also feel like having mockup scenarios would be nice.

I think the final session could have been conducted differently promoting more mingling activities to work with other people.

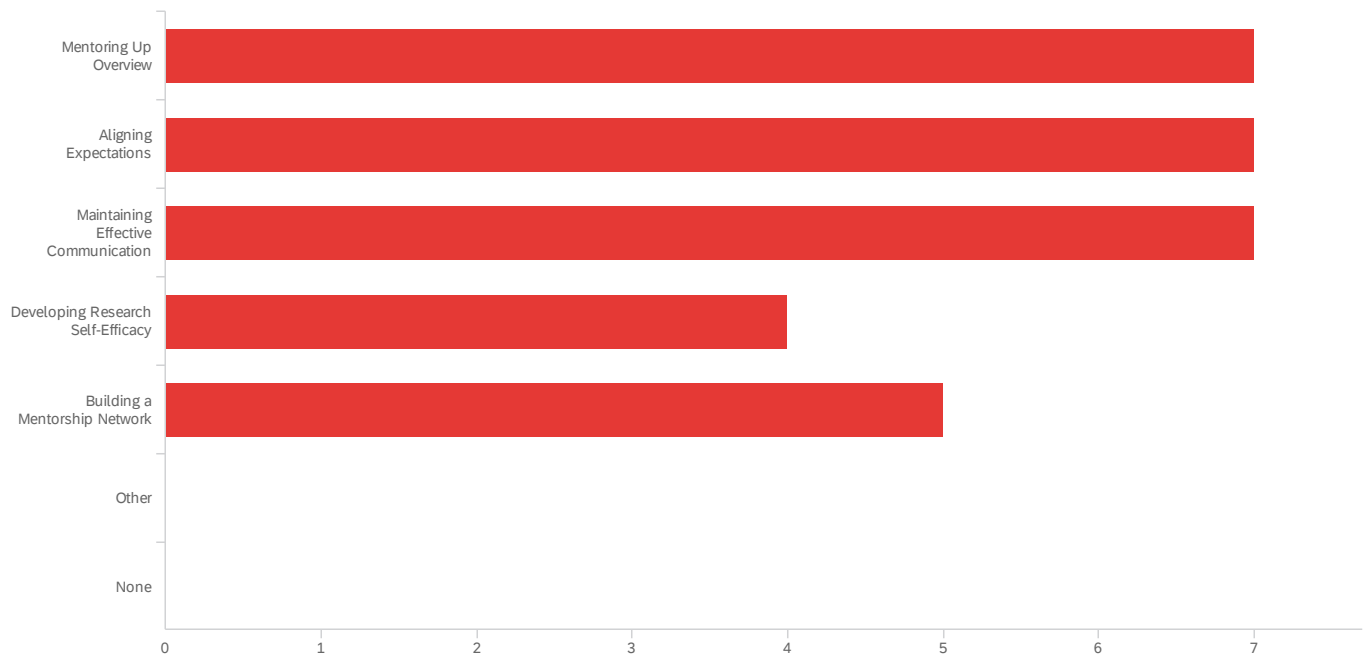
Adding an interactive session with faculty members would be very helpful. Just to get their perspective. Also, emphasizing the need to have a supportive network with peers is a good strategy. We do touch upon this a bit but adding more emphasis might help.

Q35 - I would recommend this course material be incorporated into graduate student and postdoctoral scholar orientations.



Showing rows 1 - 6 of 6

Q36 - What topics would you recommend at orientation (select all that apply)?



| # | Field | Choice Count |
|---|-------------------------------------|--------------|
| 1 | Mentoring Up Overview | 23.33% 7 |
| 2 | Aligning Expectations | 23.33% 7 |
| 3 | Maintaining Effective Communication | 23.33% 7 |
| 4 | Developing Research Self-Efficacy | 13.33% 4 |
| 5 | Building a Mentorship Network | 16.67% 5 |
| 6 | Other | 0.00% 0 |
| 7 | None | 0.00% 0 |
| | | 30 |

Showing rows 1 - 8 of 8

Q36_6_TEXT - Other

Other

Q32 - Any additional feedback or suggestions:

Any additional feedback or suggestions:

Thank you both for a wonderful course!

I noticed that there were issues with attendance. I think it might help to make it an "application" instead of "registration" for people to sign up. This way it seems more serious like a course rather than a workshop. Also, having few sessions but longer hours each session, so total time would still be the same, might help with attendance. Also a certificate at the end for full attendance is also going to be very helpful.

Great job! These sessions were quite useful and I am hoping to bring them to my department!

I just want to thank both the coordinators for this fantastic workshop. While the content was great what was even better was their understanding, patience and compassion while addressing the questions of the cohort. There were problems/scenarios discussed but the discussion was always focused on providing solutions or effective tools that might help. So thank you Elizabeth for putting this together. I'm way more confident as a mentee after attending this program :)

End of Report