



Inclusive Mentorship: A Workshop Series for the Graduate Student and Postdoctoral Communities

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WHY AN INCLUSIVE MENTORSHIP WORKSHOP?

- It is important for the graduate student and post doc communities to mirror and promote UC Davis' mission for inclusivity through personal action and relationships with the undergraduate community.
- Grad students and post docs can personally promote inclusivity through mentorship.
- Most graduate students and postdocs do not receive training on how to be effective mentors, especially to students that may be facing particular adversities.
- Although graduate students and postdocs can gain inclusive mentorship skills through personal experiences, training that accelerates the process of being an effective and confident mentor to a diverse group of students would maximize efficiency and preparedness.

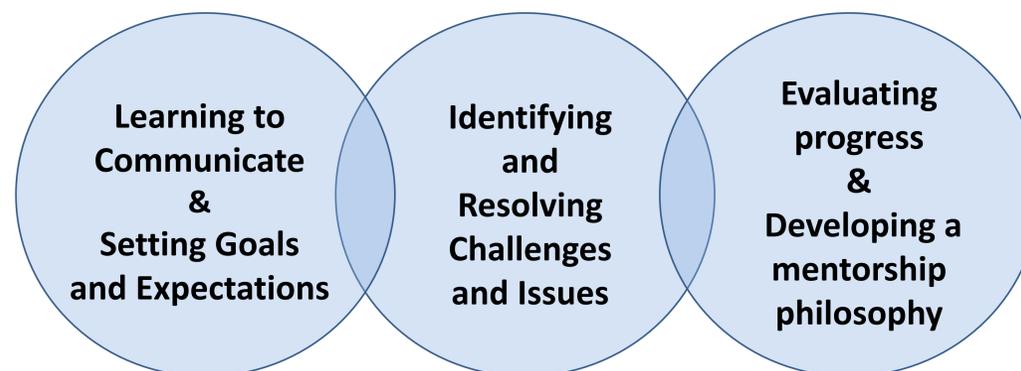
WORKSHOP OBJECTIVES

- Seminar 1:**
- Identify trust-building strategies
 - Learn various communication strategies that are effective for a diverse group of mentees
 - Learn strategies commonly used to learn about mentees' goals, and guide mentees towards having realistic, appropriate goals
- Seminar 2:**
- Identify common issues that arise during collegiate mentorship relationships, especially issues for students facing particular adversities
 - Become familiar with effective ways to address and resolve issues
 - Learn to avoid gender bias when writing recommendation letters
- Seminar 3:**
- Learn how to make lab and classroom environments more inclusive
 - Self-assess progress as a mentor
 - Identify common areas where mentors would benefit from further improvement
 - Develop and write mentorship philosophies

PARTNERS ON CAMPUS



TOPICS COVERED: 3 SESSIONS



RESULTS

Table 1. Results from pre and post-workshop questionnaires that seminar attendees filled out to rate their own mentorship skills from 1 (no skill) to 6 (very high skill). For each topic surveyed, the average self-assessment improved, when comparing pre and post-workshop ratings.

Topic	Pre-workshop average	Post-workshop average
Communication	4.1	4.5
Building relationships with mentees	4.0	4.6
Establishing expectations	3.7	4.4
Identifying mentoring challenges	2.8	5
Developing strategies to deal with challenges	2.4	4.5
Developing a mentoring philosophy	2.7	5
Ability to self-assess as a mentor	2.3	4.8

RESOURCES SHARED

- *Entering Mentoring Handbook*
Handelsman, J., Pfund, C., Miller Lauffer, S., and Pribbenow, C. (2005). *Entering mentoring: A seminar to train a new generation of scientists*. The Wisconsin Program for Scientific Teaching, University of Wisconsin.
- Avoid Bias in Letter Writing
http://csw.arizona.edu/sites/default/files/avoiding_gender_bias_in_letter_of_reference_writing.pdf
- Self-assessing Progress as a Mentor
https://ictr.wiscweb.wisc.edu/wp-content/uploads/sites/163/2016/11/CCTSMentorEvaluationForm20084_9_08.pdf
- Developing a Mentoring Philosophy
https://scholardevelopment.okstate.edu/sites/default/files/Mentoring%20Workshop%20Series%20-%20CEAT%20-%20Session%203%20-%20Handouts_Part3.pdf

POTENTIAL NEXT STEPS

- Institutionalize this inclusive mentorship training
- Provide field-specific workshops for disciplines in which inclusion and diversity metrics remain low, such as STEM
- Provide an online repository of resources used in this workshop series, allowing those that cannot attend a workshop the opportunity to progress as a mentor.

ACKNOWLEDGMENTS

I would like to thank Teresa Dillinger, J.P. Delplanque and my cohort of Professors for the Future Fellows for their support and helpful feedback on the development of this workshop series. I would also like to thank Dr. Jennifer Billeci (Director of SDC), Dr. Cecily Nelson-Alford (Director of the WRRC), and Liz Boylan (Representative from the LGBTQIA Resource Center) for taking the time to share their knowledge and guidance with the graduate students and post docs that attended this workshop series.