# Overview, Key Takeaways, and Next Steps: January 13 Faculty Mentor Training Workshop

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Predoc T32 Directors' Meeting

# Why mentor training?

- Helps to identify and codify dimensions of and roles, responsibilities, and policies relevant to mentoring
- New requirement (via NIGMS; potentially other NIH agencies)
- Some information from those of us who have reviewed or gone to meetings
- Clear that addressing mentor training is important but formal structure/model has not yet been presented
- Idea: Pilot mentor training (developed Dec. 2019; launched January 2020)
  - Five topics with action planning time
  - Discussion-based and interactive with some didactic content
  - Up to 25 faculty
  - Prioritized for TG Directors/faculty associated with grants submitting for January 2020 deadline

# Jan. 13, 2020 – Mentor Training Attendees

| | |
|---|---|
| Total Participants Attended | 19 |
| Percent Attended of RSVP Total | 86% |

**Count by Title**

| | |
|---|---|
| Assistant Professor | 4 |
| Associate Professor | 5 |
| Professor | 8 |
| Research Associate | 1 |
| Administrator | 1 |

**Research Areas** (any that apply)

| | |
|---|---|
| Lab-based/basic sciences research | 14 |
| Translational research | 7 |
| Clinical research | 2 |
| Computational research | 2 |

**Participated/Facilitated Mentor Training previously?**

| | |
|---|---|
| No | 12 |
| Yes (3 Assistant Professors, 1 Associate Professor, 1 Professor) | 5 |
| No answer | 2 |

**Mentor Training Participated in:**

BWF-sponsored mentoring workshop
Workshop in pathology dept
Teaching and Mentoring Academy
Short seminars at Stanford
Denise Denton workshop

| | |
|---|---|
| **Average Years of Mentoring** | 13 |

**Average Years of Mentoring by Title**

| | |
|---|---|
| Assistant Professor | 5 |
| Associate Professor | 11 |
| Professor | 22 |

| | |
|---|---|
| **Average Self-Ranked Mentoring Quality** | |
| 1 = very low, 7 = very high) | 5 |

**Self-Ranked Mentor Quality by Title**

| | |
|---|---|
| Assistant Professor | 5 |
| Associate Professor | 4.8 |
| Professor | 5.2 |

# Mentor Training Agenda

| 8:30 am | Breakfast |
|---|---|
| 9:00 am | Welcome and Introductions |
| 9:20 am | **Mentor/Mentee Communication** |
| 10:30 am | **Trainee Career and Professional Development** |
| 11:40 am | **Addressing Equity and Inclusion** |
| 12:40 pm | Lunch |
| 1:15 pm | **Ethical Behavior to Foster Responsible, Rigorous Research** |
| 2:25 pm | **Supporting Trainee Health and Wellness** |
| 3:25 pm | Snack Break |
| 3:35 pm | **Breakouts and Action Planning** |
| 4:30 pm | **Team Report-Outs** |

# Mentor Training Agenda - More Detail

| Presenters and Affiliation(s) | Key Themes Addressed |
|---|---|
| **_Mentor/Mentee Communication_**<br>John Boothroyd, Burt and Marion Avery Professor<br>Department of Microbiology and Immunology and Associate Vice<br>Provost for Graduate Education and Postdoctoral Affairs | - Distinguish among roles/responsibilities of mentor (advisor, supervisor, mentor)<br>- Discuss perceptions of meaning of mentor<br>- Align ideas of success, set and manage expectations |
| **_Trainee Career and Professional Development_**<br>Stephanie Eberle, Executive Director BioSci Careers | - Dispel myths/assumptions about career development<br>- Define how BioSci Careers and mentors can "help" trainees<br>- Engage in discussion re: active listening in career conversations |
| **_Addressing Equity and Inclusion_**<br>Rania Sanford, Director of Faculty Professional Development, School<br>of Medicine | - Define equity, inclusion, and equality in mentoring<br>- Explore impacts of emotional intelligence in mentoring<br>- Outline strategies and mentor skills for mentoring across difference |
| **_Ethical Behavior to Foster Responsible, Rigorous Research_**<br>Latishya Steele, Director, Biosciences Programs and Curriculum | - Distinguish ethics vs. responsible (mis)conduct of research<br>- Share a model and frameworks for decision-making<br>- Discuss how to foster ethical decision-making in research |
| **_Supporting Trainee Health and Wellness_**<br>Moira Kessler, Clinical Assistant Professor, Stanford Child and<br>Adolescent Psychiatry | - Provide overview of Student Wellness survey data<br>- Learn signs/symptoms of stress, anxiety, depression, and suicide risk<br>- Understand how to validate trainees effectively and consistently<br>- Learn about approaches for and resources to support students related to mental health concerns |
| **_Action Planning and Small-Group Report-Outs_**<br>Sofie Kleppner, Associate Dean, Office of Postdoctoral Affairs | - Discuss topics that should be included in mentor training<br>- Outline implementation strategies for mentor training<br>- Develop approaches for evaluating mentor training |

# Some Ideas from Action Planning session

- **Mentor training topics to include**:
  - All from Jan. 13
  - Add conflict resolution
  - Ideal to have a training for SSAs on these topics to highlight and separate roles
- **How to implement mentor training**:
  - Everyone should be required to do it regularly
  - In-person and face to face is the way to go
  - Continuing series could be useful
  - Jan. 13 full-day format could be orientation training for T32 faculty (those that are new to the T32 or those on the T32)
- **How to evaluate mentor training**:
  - Evaluations should be separate from the promotions process
  - Survey students (ensure anonymity) as this is beneficial beyond T32s - include numerical rating of your mentor (1 to 5 for example) and open-ended items, e.g.,"Do you have a supportive mentor?"
  - Must give feedback to mentors as follow-up and coaching should be included

# Post-Workshop Feedback

**What worked well:**

- Open dialogue
- Good discussion, well led, topical. Discussing scenarios was more effective than answering specific questions.
- the curriculum was perfect
- Variety of speakers, lots of discussion
- The topics/material presented was on point, relevant and overall extremely helpful.
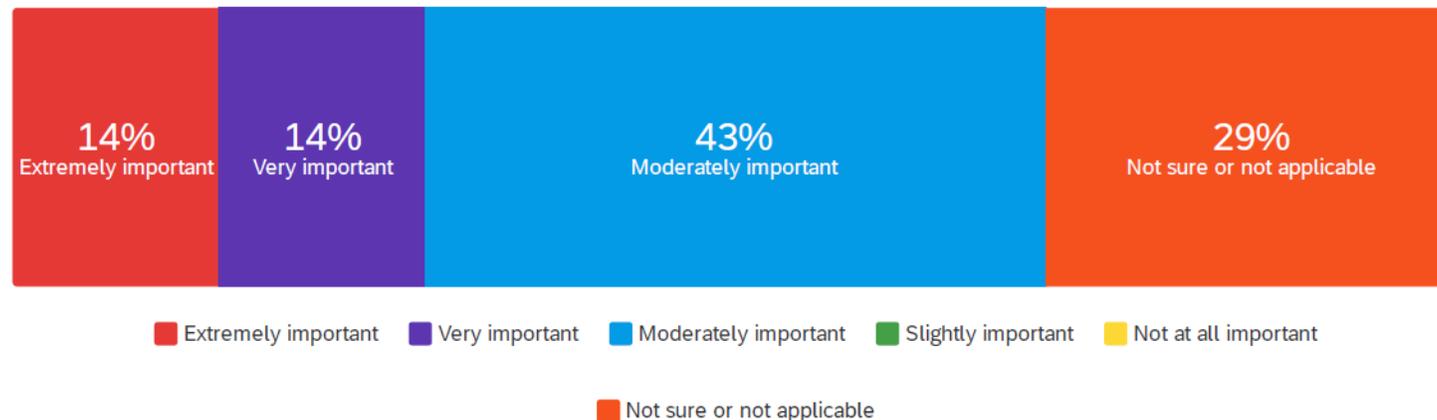- The small forum size allowed a lot of discussion

**What could change:**

- Slightly shorter, everyone was getting tired by the end. Having said that, the speakers did a remarkably good job keeping interest levels high.
- Too long. The speakers were great, but aside from John's talk they could have been punchier/shorter. Most of the topics could have been covered in ≤30-min (or less). We definitely could wrap before 2pm.
- I would enforce the timing of talks and make sure the small group discussions actually take place instead of running out of time for them.
- Probably don't need to serve breakfast (but coffee, yes)
- Some of the material could have been presented and discussed more quickly.
- The presenters were all great, but sometimes there it was unclear what they were looking for from the audience in terms of participation. This could be optimized

# Next steps

- Currently scheduling additional mentor training opportunities
  - Considering either series of topic modules or 1-2 half-day offerings
  - Likely schedule is Mondays between 8:30 am and 1 pm
  - Potential dates: March 30, all Mondays in April, May 4, and May 18
  - Timing is informed by Jan. 13 post-survey question – 71% of respondents note importance of offering before May 2020 grant submission deadline

**How important is it that we offer another faculty mentor training prior to the May 2020 training grant submission deadline?**

| 14% Extremely important | 14% Very important | 43% Moderately important | 29% Not sure or not applicable |
|---|---|---|---|

■ Extremely important  ■ Very important  ■ Moderately important  ■ Slightly important  ■ Not at all important

■ Not sure or not applicable

# Questions?