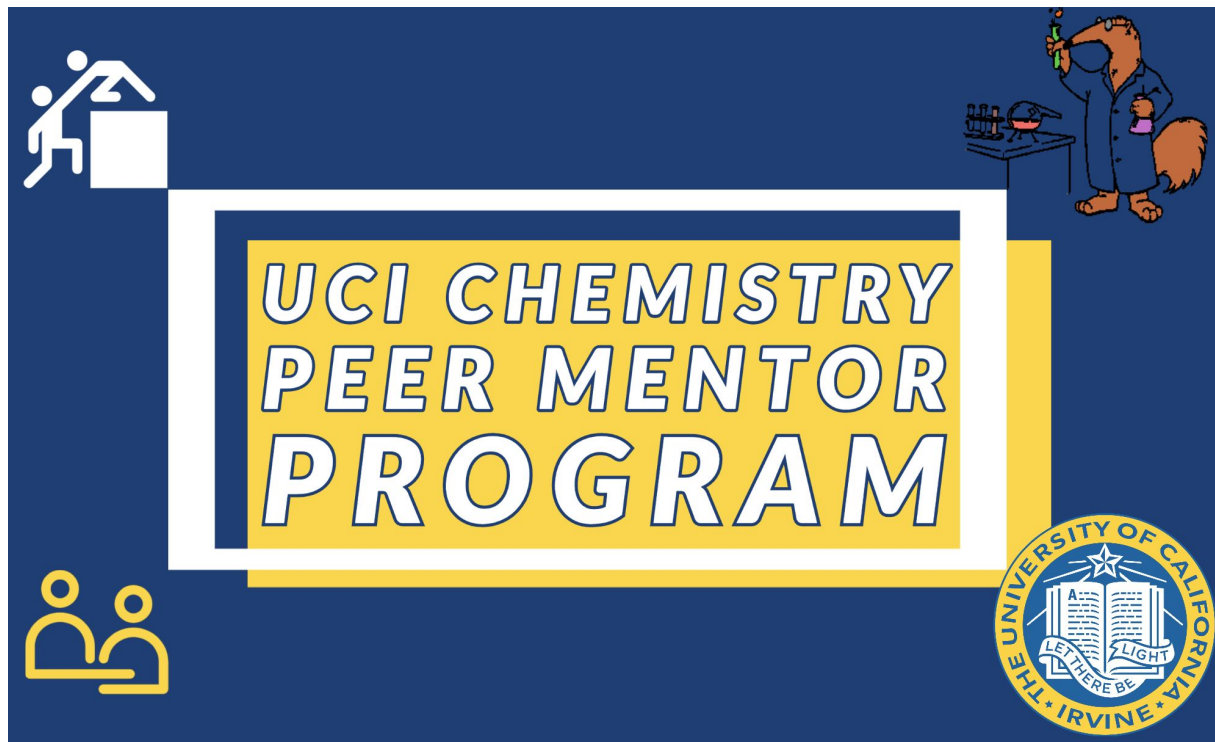


## Chemistry Peer Mentoring Program Workshop



September 24th, 2020

## ***PMP Mission Statement***

As second-year graduate students, ***our mission is to provide support for incoming graduate students during their first and second quarters in the Department of Chemistry at UCI.***

## ***PMP Description***

Mentors and mentees will meet to discuss general concerns that will come up throughout the first year, such as selecting a lab, adjusting to Irvine, and coursework. ***Our goal for the Peer Mentor Program is to help incoming students build a network of support, feel more connected to the department, and increase confidence and motivation among students.***

### ***2020/21 Representatives***

***Katie Hopstock*** (Communications)

***Claire Herbert*** (Recruitment)

***Rakia Dhaoui*** (Events)

***Amanda Kummeth*** (Feedback)

***Heriberto Flores Zuleta*** (Feedback)



“ I FEEL THAT I HAVE GAINED NEW LEADERSHIP SKILLS, STRENGTHENED MY CONFIDENCE, AND LEFT MY COMFORT ZONE BY MAKING NEW FRIENDS AND TALKING TO NEW PEOPLE. ”



# Agenda



DARIUS FORBUX

1. *Logistics*
2. *What is mentorship?*
3. *Conflicts in Mentoring*
4. *Wellness*
5. *Resilience*
6. *Diversity, Equity, and Inclusion*

# Learning outcomes

*After this workshop, mentors will be able to...*

- Define *mentorship*
- List *qualities that make a good mentor*
- Describe *techniques for maintaining health and wellness in graduate school*
- Recognize *ways in which conflict can occur in mentorship* and *propose ways to avoid those types of conflict*
- Plan *ways to make their mentorship more equitable and inclusive*



# Resources for Mentors

- *We have a Chem Graduate Mentoring Program website for you and your mentee to reference. There are resources for you as a mentor and a Common Q&A question for first years*
- Website questions or additions can be directed to the Communications Rep, Katie



About Us Resources ▾

## MENTORING

Below are list of mentoring resources for you as a graduate student.

[How to Get the Mentoring You Want: A Guide for Graduate Students](#)  
[University of Nebraska-Lincoln Graduate Mentoring Guidebook](#)  
[Illinois Graduate College Mentoring Information for Graduate Students](#)  
[University of Washington Mentoring Guide for Graduate Students](#)

If you are interesting in improving your mentoring skills, we highly recommend UCI Graduate Division's [Mentoring Excellence Program \(MEP\)](#) which is offered every quarter.

## COMMON Q&A FOR 1ST YEARS

Below are general questions that you might come across as a first-year graduate student. Please note that these are general questions. The [UCI Chemistry Current Student](#) page is an excellent resource for current graduate students.

### Research/Academics

#### Q: What are rotations and how do I 'rotate'?

A: Rotation is a formal way to know your prospective lab and to get familiar with the projects you will work on if you join a group. Expectations for rotations vary depending on the field of study and labs. It is always best to ask the graduate students/PI for rotation expectations.

<https://sites.uci.edu/gradmentoring/>

## ***Expectations for the program***

*Mentors are required to attend a 2-hour mentor workshop at the beginning of the academic year.*

*Mentor-mentee pairs should, ideally, meet once a month. We strongly encourage the mentor and mentee to set up their own schedule beyond the minimum requirement.*

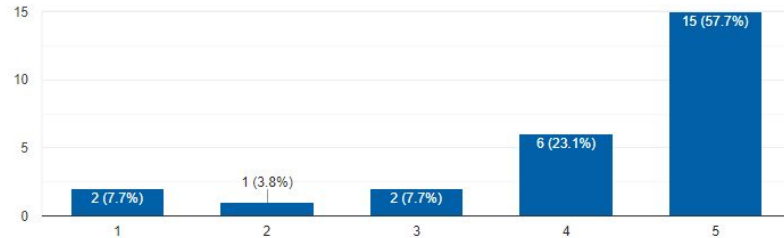
# Survey Feedback: Mentees

Generally, the mentoring program had neutral to positive impact on the mentees.

The mentees liked having a senior graduate student to talk to and assure them that their experiences were normal.

They liked having a mentor with similar life experience.

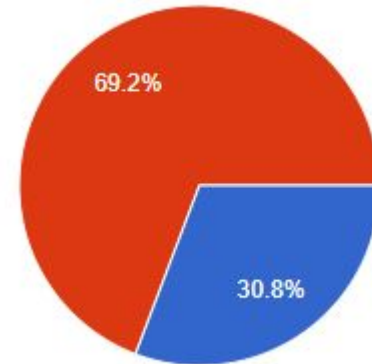
On a scale of 1 to 5, please rate your satisfaction with the mentorship you received.  
26 responses



# Survey Feedback: Mentees

Mentees would like:

- More meetings with mentors. Some mentor-mentee pairs met only once.
- Creating a feedback form to assess mentor/mentee compatibility or have the option to change mentors.
- Social mixer at the beginning, throughout, and at the end of the mentoring program.



- Not enough
- Just the right amount
- Too much



# Survey Feedback: Mentors

## Experience

- Mentee/Mentor Relationship were overall really great! Some struggled to connect due track and personality differences
- Really enjoyed getting to know first years beyond seeing them in the hallways or in rotations
- Grateful to able to advise younger students → support we didn't have during our first years

## Mentors would like...

- More frequent email reminders (i.e. to meet with mentees, to know when mentees are changing rotations and picking labs)
- Faculty onboarding
- Group events and socials to meet other mentees and mentors
- Feedback form to access the quality of the mentee-mentor relationship

## Suggestions

- Maybe 2 mentors per mentee to get different perspectives
- Assigning a mentor in the spring/summer → help answer questions about housing, orientation, logistics etc.

# ***Avoid Misinformation***

- *Avoid uninformed knowledge (gossip, speculations, etc)*
  - If you feel strongly about something that you think your mentee has a right to know, direct them to the PI, lab members, or former lab members for a ***more informed perspective***
- *Maintain a professional relationship*
  - Make it clear to your mentee that you have ***no influence or control*** over which lab they are placed in
  - ***Do not*** use your position as a mentor to “recruit” incoming students to your lab over other labs
- *If you feel as if someone is violating these as a peer mentor, feel free to ***email the Feedback Rep, Amanda (akummeth@uci.edu)***, to help with resolution*

# Rotation Schedule

- Every track is on the *same rotation schedule*
- Rotations will be *exclusively conducted virtually*. This means 1st-year participation will solely be limited to attending group meetings
- There will be *4 rotations, each 3 weeks in length*
- Tentative date for starting rotations is 2nd week of the quarter (*October 12th*)

## Rotation 1

Monday, October 7th to  
Friday, October 25th

## Rotation 2

Monday, October 28th to  
Friday, November 15th

## Rotation 3

Monday, November 18th to  
Friday, December 13th

## Rotation 4

Monday, January 6th to  
Friday, January 24th

*\*Contact Garrett ([gyoshito@uci.edu](mailto:gyoshito@uci.edu)) if you have any remaining questions about this year's rotation schedule.\**

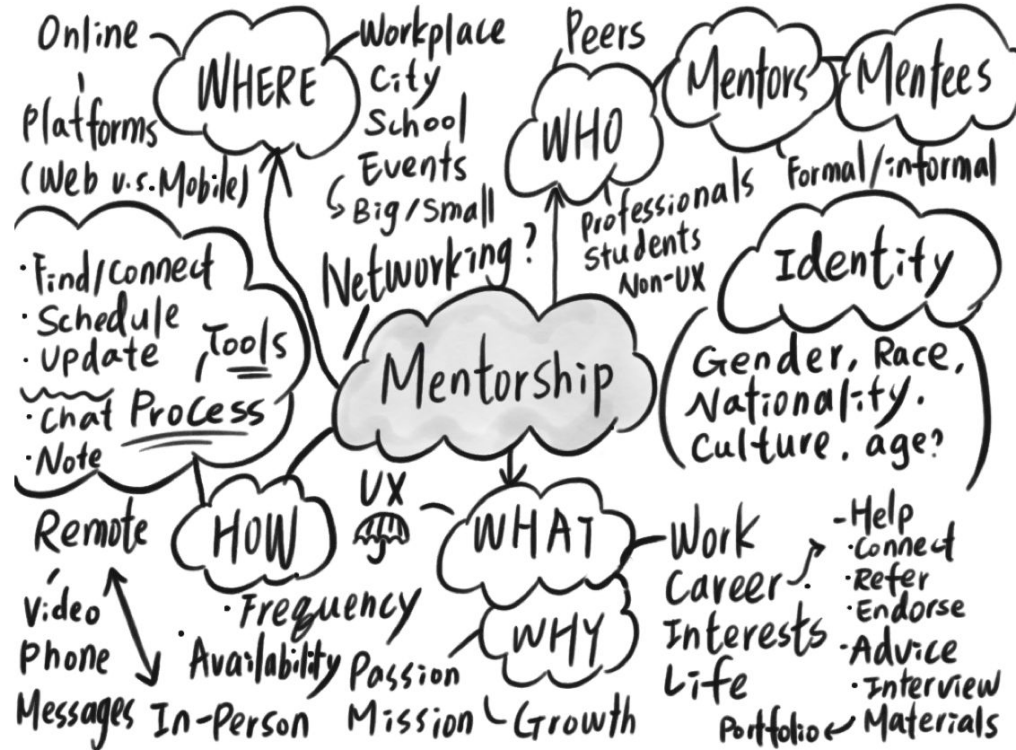
## **Lab Placement**

*Every student will be submitting their advisor selection form (top 5 advisors) at the end of rotations*

*Area advisors will meet and discuss lab placement for each for student*

*\*Contact Garrett ([gyoshito@uci.edu](mailto:gyoshito@uci.edu)) if you have any remaining questions about this year's lab placement process.\**

# What is mentorship?



## *Stages of Mentorship*

1. Selection
  - Survey which matches mentors with mentees
2. Alignment
  - Setting goals as a mentor with your mentee
3. Cultivation
  - Maintain your mentor/mentee relationship
4. Closure
  - Official mentoring obligation ends Winter 2021

# Mentor Qualities

## ***Desirable***

- Mentor reaches out in scheduled, reliable way
- Makes themselves available to mentees for questions and meetings
- Focuses meetings on *the mentees*
- Gives mentees their perspective

## ***Undesirable***

- *Lack of effort* to meet with mentees
- *Communication style is ineffective* and the *mentor seems unreachable* to mentees
- Mentor *focuses on personal hardships* without trying to give mentees their full knowledge about the program and perspective
- Makes demands for mentees, instead of agreed on to-do items

## Communication: *Dos and Don'ts*

- **DO** establish your *forms of communication*: Email? Texting? In-person?
- **DON'T expect** your mentees to initiate contact.
  
- **DO focus on your mentee** - try to give them your undivided attention.
- **DON'T force** conversations if your mentees are uncomfortable.
  
- **DO allow your mentee to shape** your meetings
- **DON'T talk at** your mentees, have real conversations with them.



# Conflict in mentoring

## Navigating Confidentiality and Privacy

- **Respect the privacy of your mentee**
  - *Mentorship relationships are built on trust + one of the quickest ways to betray that trust is to share information with others that your mentee understood to be private*
  - *Information about your mentee (like what labs someone is considering or how they are doing in classes) is at your **mentee's** liberty to share, **not** yours*

**Only exception,** we are mandatory reporters for instances of sexual assault where we must *contact UCI CARE: Campus Assault Resources and Education*

(<https://care.uci.edu/>)

# Conflict in mentoring

## Creating Clear Boundaries

- Conflict in mentoring can arise from not recognizing or respecting boundaries
    - **Power differential** - Differences in perceived power, influence, or authority
      - Examples: PI and researcher, TA and student, mentor and mentee
- How to avoid conflict: Let the mentee dictate the relationship*
- **Exploitation** - Fear of retaliation or consequence
    - Example: Strained communication between PI and grad student

*How to avoid conflict: Know your departmental advocates (Morgan, Garrett, Doug)*

- **Role strain** - Conflicting roles and responsibilities
  - Example: Your mentee wants to join your lab

*How to avoid conflict: Clearly communicate your two separate roles*

# Conflict in mentoring

## Alignment of expectations




- First thing to do when starting a mentorship relationship is to **set clear goals and expectations**
  - **Be clear** with your mentee about your role as a mentor:
    - *What you are specifically there to help with* (sharing first-year experiences, adjusting to graduate school work-life balance)
    - *What is outside of your authority or control* (can't guarantee they can join your lab)
  - **Be clear** with your mentee about what **they want** out of this program:
    - *Why did they sign up for the program?*
    - *What are their concerns or questions about the first year of graduate school?*
    - *What do they hope to learn from you as someone who recently had those same experiences?*

# Conflict Resolution Styles

It is good for you as a mentor and a mentee (to your PI, other graduate students) to understand your **conflict resolution styles**

Fill out the following sheet and follow the directions for your **Conflict Resolution Style Animal!**

[http://www.blake-group.com/sites/default/files/assessments/Conflict\\_Management\\_Styles\\_Assessment.pdf](http://www.blake-group.com/sites/default/files/assessments/Conflict_Management_Styles_Assessment.pdf)

	<b>Owl</b> Owls highly value both their goals and their relationships. They view conflict as a problem to be solved and seek a solution that achieves both their goals and the goals of the other person. Owls see conflicts as a means of improving relationships by reducing tensions between two persons. They try to begin a discussion that identifies the conflict as a problem, and strive to resolve tensions and maintain the relationship by seeking solutions that satisfy both themselves and the other person.	<b>Collaborating</b>
	<b>Turtle</b> Turtles tend to value avoiding confrontation more than either their goals or relationships. They often find it easier to withdraw from a conflict than to face it. This might even include completely giving up relationships or goals that are associated with the conflict.	<b>Avoiding</b>
	<b>Shark</b> Sharks typically value their goals over relationships, meaning that if forced to choose, they would seek to achieve their goals even at the cost of the relationship involved. Sharks are typically more concerned with accomplishing their goals than with being liked by others. They might try to force opponents to accept their solution to the conflict by overpowering them.	<b>Competing</b>
	<b>Teddy Bear</b> Teddy Bears typically value relationships over their own goals; if forced to choose, Teddy Bears will often sacrifice their goals in order to maintain relationships. Teddy Bears generally want to be liked by others, and prefer to avoid conflict because they believe addressing it will damage relationships. Teddy Bears try to smooth over conflict to prevent damage to the relationship.	<b>Accommodating</b>
	<b>Fox</b> Foxes are moderately concerned with both their goals and their relationships with others. Foxes typically seek a compromise; they give up part of their goals and persuade the other person in a conflict to give up part of their goals. They seek a conflict solution in which both sides gain something; the middle ground between two extreme positions. They are willing to sacrifice part of their goals in order to find agreement for the common good.	<b>Compromising</b>

# ***Conflict in Mentoring (A Mini Case Study)***

## **Case**

Your mentee is struggling in their classes and neglecting to talk to grad students and PIs during their rotations. You are the head TA for the class they were assigned to teach, and they continually call you to ask you questions about teaching and grading. Because they frequently communicate with you, they have also started requesting your help studying for the class that your PI is teaching. Your mentee has not made many friends among their cohort and considers you their best friend in grad school (regularly texting you to meet up for lunch), but you have your own research and publication deadlines to meet. *You can no longer sustain this level of support for this person, but you're afraid that cutting them off entirely will lead to them failing in one or more aspects of grad school.*

## **Follow-Up Questions**

- *What boundaries were violated?*
- *How would you resolve the conflicts in this situation?*
- *What can you communicate to your mentee to avoid a similar situation?*

***Clearly communicate with your mentee about their goals and boundaries from the very beginning.***

# Wellness

To be a good mentor, *you must balance your own academic and wellness demands.*

1. *Evaluate your daily schedule*
2. *Consider what gives/drains energy*
3. *Build in work blocks/self-care blocks into daily schedule.*

*Encourage your mentee to work through these 3 things as well.*

so what do you like to do for fun?

me:



## ***Wellness Activity***

- At any point in time, if you are distracted by other pressing matters, take some time and do breathing exercises to center your attention.
- This is good for mentally preparing yourself before meeting with your mentee, but also useful for other things such as group meetings, etc.

### ***Breathing Exercise***

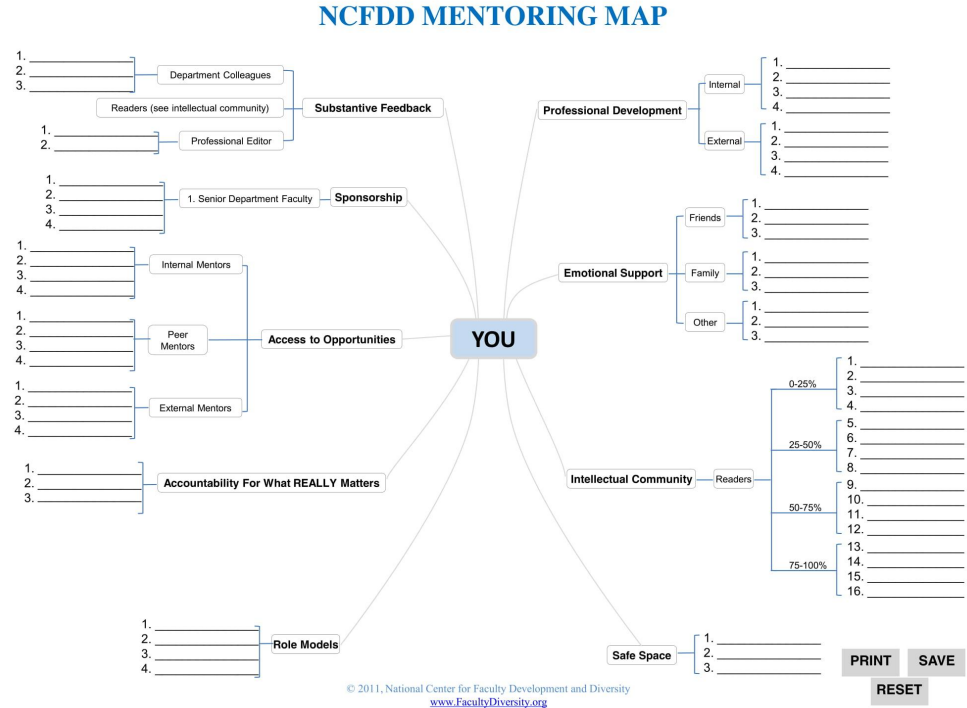
*Close your eyes. Inhale slowly for 5 seconds, hold your breath for 5 seconds, slowly exhale for 5 seconds. Repeat 3 more times.*



# Resilience

When your mentee comes to you with situation they are working through,

1. Listen without interruption. **Understand and validate their feelings.** Remember that your experiences are different than your mentees. Validate their feelings, first and foremost.
2. Categorize challenges (class, lab, personal).
3. Clarify what can and cannot be controlled.
4. Understand their motivations and support system, then mutually work on solutions.



To understand your support system, fill out the mentoring map, ([https://www.insidehighered.com/sites/default/server\\_files/files/Mentoring%20Map%5B1%5D\(1\).pdf](https://www.insidehighered.com/sites/default/server_files/files/Mentoring%20Map%5B1%5D(1).pdf))

# Case Study

## Case

Andrew is a first-year student at UCSD physics department. Andrew is an immigrant and a first-gen college/graduate student who looks after his parents financially. Both his parents are admitted to the hospital during Fall quarter due to COVID. In addition to worrying about losing his parents, Andrew has to pay for their medical bills. Andrew has several other extraneous circumstances that take up his time and energy on top of his graduate student workload. Andrew feels himself being pulled apart in many different directions, perceive he is not doing well in classes, and starts doubting his ability to survive graduate school. All his peers have joined labs at this point and Andrew fears he will be left without a lab and will have to leave graduate school.

## Follow-Up Questions

- *What are the conflicts?*
- *What would you recommend this student do?*
- *What do you think Andrew would tell his mentor if he had one during this time?*
- *If Andrew was your mentee, what would you do/tell him during your meeting? Why?*
- *What were your assumptions?*

## Case Study Follow-Up

***There are several conflicts in Andrew's case.*** As a mentor, *listen to Andrew, validate his feelings, and work through the steps in "Resilience" slide. Positively reaffirm him, too. For Andrew, it is really important to categorize his problems and understand what can and cannot be controlled.*

It might be easy to say Andrew should just take time off or get a job instead of being a student in graduate school, but *understand his motivation. Understand the circumstances your mentee is under*, too. For Andrew, taking time off is *not* an option as he is on an immigrant visa and cannot take off time in order to get paid.

***\*Remember, your opinions of what your mentee should do is not the best option for them. They know themselves best. Guide them, but do not direct them!\****

***Understand, validate, then mutually work on solutions.***

# Addressing Diversity, Equity, and Inclusion in Mentoring

Our department of chemistry at UCI is committed to diversity, equity and inclusion, as it is central to our mission as an educational institution to **ensure that each member of our community has full opportunity to thrive in our environment.**

In this mission, mentor-mentee relationships must **actively consider inequality within our own chemistry community**, especially for those with intersections of marginalized identities, such as those who are women, BIPOC, undocumented, and/or disabled.

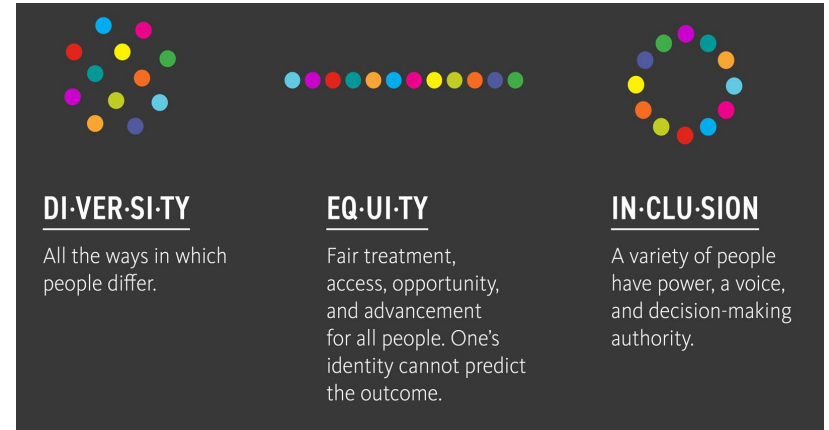
## Important Terms and Acronyms

- **DEI** - Diversity, Equity, and Inclusion
- **BIPOC** - Black, Indigenous, and/or other People Of Color
- **Underrepresented Groups** - Disabled, low-income, first-generation, LGBTQIA+, women, undocumented, and minority students
- **Underrepresented Minority (URMs, Definition from NSF)** - populations historically underrepresented in the chemistry disciplines: African Americans, Hispanic Americans, American Indians, Alaska Natives, Native Hawaiians, and Native Pacific Islanders.

# Addressing Diversity, Equity, and Inclusion in Mentoring

## What is Diversity, Equity, and Inclusion?

- **Diversity** is expressed in myriad forms, including race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, language, culture, national origin, religious commitments, age, (dis)ability status and political perspective.
- **Equity** represents *removing the predictability of failure or success based on social background or factors*.
- **Inclusion** represents a commitment to the goal of shared power—equity—through ensuring that organizations are welcoming and safe for all people, especially those who are not part of the dominant culture.



# Addressing Diversity, Equity, and Inclusion in Mentoring

## Creating Equitable and Inclusive Relationships and Spaces

- Think about your personal preferences and how they may be informed by implicit bias. Every single person has biases. ***The key is to identify which ones we may have, and how to actively work against our defaults.***
- Activate your listening skills ***by being attentive and reflective with their mentees.*** This will help the individuals benefiting from mentorship to feel more seen and heard, and to shine more brightly.
- A mentor traditionally occupies a position of power in the hierarchical structure of an organization relative to the mentee. But if mentoring is to establish more diversity, equity, and inclusion across sectors, we must reimagine the power dynamic of these two roles.
  - ***Reverse mentoring*** achieves this reimagining through a model of mutual exchange. ***Rethink your approach to mentoring by seeing that you can learn from your mentee, just as your mentee can learn from you.***

*Upending the power dynamic of the traditional mentoring model promotes a sense of belonging and nurtures stronger connections between colleagues.*

# ***Addressing Diversity, Equity, and Inclusion in Mentoring***

## ***Creating Equitable and Inclusive Relationships and Spaces***

*Prepare for each meeting with your mentees by equipping yourself with resources for people with identities outside of your own. If you can't find resources, reach out to departmental leads to find them.*

### ***UCI Resources (Click for Links)***

- Disability Services Center
- UCI Office of Inclusive Excellence
- UCI Office of Equal Opportunity and Diversity
- UCI Cross Cultural Center
- UCI Ombudsman's Office (confidential reporting)
- UCI CARE (confidential reporting)
- UCI Counseling Center Reporting
- UCI Police Misconduct Complaints (anonymous reporting available)
- UC Systemwide Reporting of Acts of Intolerance (anonymous reporting available)

### ***Chemistry Departmental Contacts***

- Doug Tobias (Department Chair)
- Cynthia Dennis (Chief Administrative Officer)
- Ann Marie Carlton (DECADE Mentor)
- Craig Martens (Vice Chair)
- Morgan Sibley (Student Affairs Officer)
- Garrett Yoshito (Graduate Program Coordinator)

### ***School of Physical Sciences Contacts***

- James Bullock (Dean of SoPS)
- Graduate Division Counselor (Phong Luong)
- Equity Advisor (Isabella Velicogna)
- Assistant Equity Advisor (Mu-Chun Chen)



***There is no perfect mentor...mentoring is complicated.***

***Give yourself some grace***



***Thanks for volunteering to be a peer mentor! Your help is vital to this program's continued success at **making our department more welcoming and inclusive for incoming graduate students.*****