

BLaST Mentoring Handbook

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Thank you to our Partners!



(created by aktopkok- BLaST office 2017)!

Section I: Introduction to BLaST Mentoring

Congratulations, you have made an excellent choice in becoming involved with our mentoring program. Mentoring is an essential component of the BLaST Program. We utilize a tiered mentoring approach that is reliant upon all participants understanding their role and expectations within the program.

Mentoring enables each of us to grow, learn, transform, and accomplish goals in education and our personal lives. Whether you are a world-renowned investigator or are in the early stages of professional training, active mentoring builds a dynamic research community that enables individuals to achieve

BLaST Mentoring

Broadly defined, a mentor is an advisor, teacher, counselor and role model. Formal mentoring programs, like ours, match a senior or more experienced person - the mentor - to a junior or less experienced person - the mentee. Mentors can help mentees to achieve academic success, or prepare them for the workforce through a one-on-one relationship that is non-threatening and nonjudgmental to both parties. Typically, the mentor provides guidance by facilitating the transition from school to work. A mentor serves as a role model, counsels on different topics of concern, and offers insights and perspective on the world.

A mentoring relationship changes over time as the mentor and mentee grow, learn and gain experience in the relationship. A mentor may be a friend and a colleague, but neither is a necessary prerequisite to a successful relationship.

Types of Mentoring Relationships

Mentoring relationships can be formed regardless of the gender, ethnicity, race, educational level or field disciplines of the mentee or mentor. Mentoring may take place in different types of settings, including schools and workplaces. Mentors may be older than their mentees, the same age, or even younger. A single mentee can have multiple mentors that mentor them in different ways or on different aspects of their lives. The most common types of mentoring relationships include the following.

- ¥ Peer Mentoring occurs when the mentee and mentor are the same age or of equal status within an organization. Common peer mentoring programs include student-to-student mentoring, and faculty-to-faculty mentoring.
- ¥ Group Mentoring occurs when a mentor has multiple mentees and meets with all or a group of them concurrently. Within group mentoring situations, every mentee contributes to the experience, exposing each mentee to peer mentoring as well.
- ¥ Professional/Academic Mentoring is usually a one-to-one relationship between a mentee seeking assistance with career and professional development and a mentor who has experience working in an industrial, business, or academic setting.

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A successful mentoring relationship is non-threatening and non-judgmental to both parties.
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Fostering a Culture of Respect

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! BLaST strives to create an inclusive program culture where every individual is treated respectfully on a consistent basis and is valued for the unique skills, diversity, and perspectives they bring. There is no place for harassment, discrimination, bullying, violence, unethical actions, or other disrespectful and potentially illegal behaviors.

Moving an organizational culture on a continuum toward a desired environment will require that respect become a core value, one that is understood, articulated, internalized and acted upon at all

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resolution.

6. Guard against acting impulsively based on negative assumptions about another's intent, as that can lead to damaged relationships.
 - ! Take time to analyze relevant facts and to reconsider your assumptions.
 - ! Refrain from acting on emotional impulses and knee-jerk reactions
7. Avoid tendencies to become caught up in gossip, complaining, or other forms of negativity in day-to-day interactions.
 - ! Understand that your actions will influence how others perceive you.
8. View today's difficult situations from a broader and more realistic perspective by considering what they mean relative to the overall scheme of things.
 - ! Ask yourself questions such as, "How will I look back on these circumstances in a week, month, or year?"
9. Be supportive of your organization in your communications both inside and outside of the workplace .
 - ! Ensure that any comments that you make place the organization (including departments and individuals) in a positive yet realistic light.
10. Pay attention to how respectful you are in your communications and other actions on an ongoing basis .
 - ! Rate yourself (for instance, on a scale of 1-10) periodically after interactions to measure your success and to identify opportunities for improvement.

Adapted and used by permission from: 10 Actions You Can Focus on to Influence Culture of Respect, Civility in your Workplace. (2017, January 13). Retrieved January 30, 2017, from <http://legacycultures.com/10-actions-you-can-focus-on-to-influence-culture->

- ¥ Maintaining fidelity to the agreements and expectations that have been established
- ¥ Modeling appropriate behavior and conduct (mentor)

Ethical elements associated with appropriate ethical behavior as academic and research professionals

- ¥ Agreeing on and abiding by rules of authorship and responsible publication
- ¥ Supporting and appreciating accomplishments
- ¥ Avoiding abuse of power (including exploitation and assuming credit for another's work)
- ¥ Being alert to ethical issues and challenges
- ¥ Avoiding political and personal biases by remaining objective

Ethical elements associated with the Responsible Conduct of Research (RCR)

- ¥ Having a commitment to intellectual honesty
- ¥ Accurately representing an individual's contribution to research
- ¥ Following governmental and institutional rules, regulations, and policies
- ¥ Avoiding and disclosing conflicts of interest (financial and other influences)
- ¥ Avoiding carelessness and negligence and critically examining your work and that of your peers
- ¥ Having openness in sharing data, results, ideas, tools and resources; being open to criticism and new ideas
- ¥ Showing proper care and respect for animals when using them in research
- ¥ Minimizing the harms and risks and maximizing the benefits researching human subjects

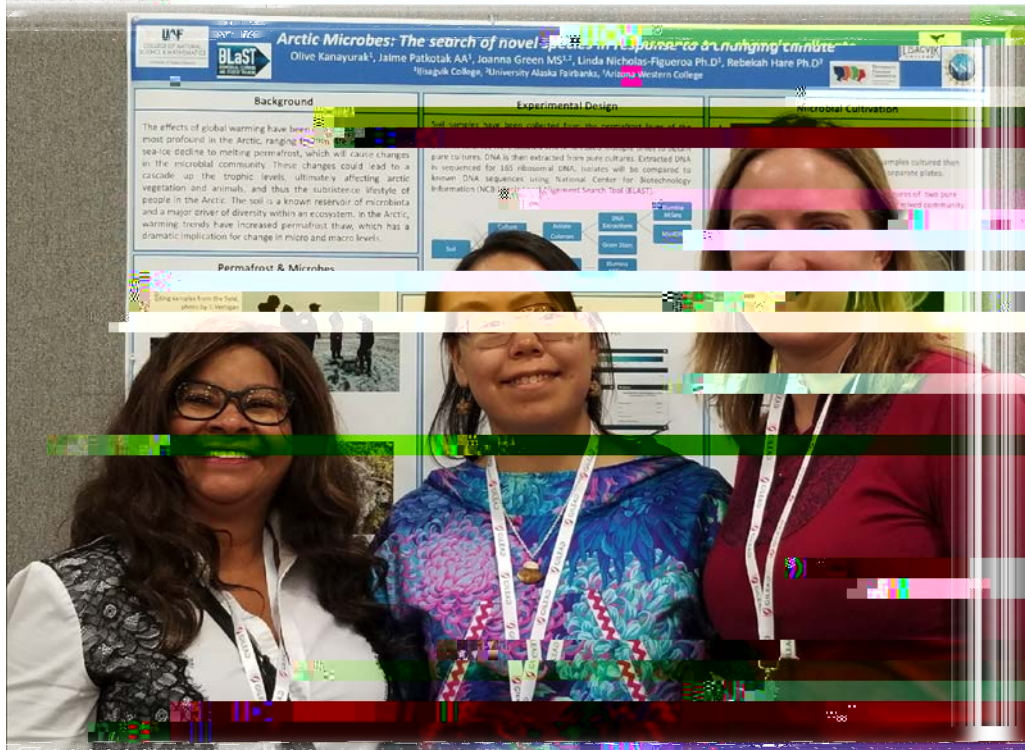
Adapted and used by permission from: What is Ethics in Research and Why is it Important?.
(2015, December 1). Retrieved July 27th, 2018, from
<https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm>

Practical Communication Tips for Resolving Conflict

Conflicts are inevitable. They are part of all relationships between individuals who work together. By better understanding the factors that contribute to conflict and their impact on each of the parties, we are in a better position to intervene earlier and put in place more effective interventions.

Creating an In

Section II: Becoming a Mentee



Benefits of Being a Mentee

Why Mentoring ?

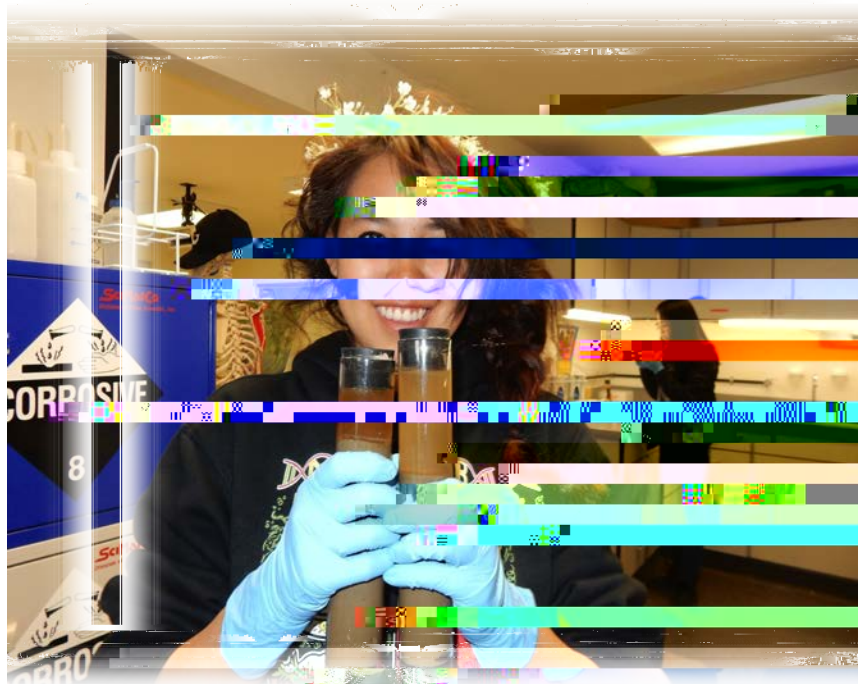
Much of the learning that contributes to our success happens not through books, but through real-world experience. Without a mentor, that learning occurs mostly through trial and error. With a mentor, however, even seasoned professionals can benefit from the skills and expertise of someone who has the unique experiences that can help avoid errors. Similarly, those new to the industry will discover that being a mentee shortens the learning curve for acquiring the skills and knowledge most critical to a successful career.

Other benefits that accrue as a result of being a mentee in a mentoring relationship include:

1. Learning new things about yourself: The self-reflection that results from a mentoring relationship

Common Expectations for Mentees

1. Know yourself. Understand your personality and temperament and realize that what might make your colleagues happy may not make you happy. Reflect on what drives you, what gets you up in the morning, and then take your cue from that. Spend some time being honest about your strengths and weaknesses, and consider ways to leverage your strengths as you develop new skills. Development plans are an excellent way to add structure to this thinking process. Be sure to share your thinking and questions around your goals, needs and wants with your mentor/potential mentor.
2. Come prepared. When you meet with your mentor, remember that her/his time is limited, as is yours, so make sure that the time together is well spent. Many mentees suggest that developing an agenda for each mentor meeting helps to structure the sessions around your short- and long-term needs.
3. Ask productive questions. Prepare questions ahead of time that will produce the information and learning you wish to get in a mentoring exchange. Questions that are open-ended versus closed (answers by yes/no or a simple one- or two-word response) are most conducive to facilitate higher-level responses and in-depth conversations.
4. Develop key listening skills. Listen for the central message and feelings in response to a question. The following four steps will improve listening:
 - a. Listen for central ideas.
 - b. Determine what is of personal value to you in your mentor's conversation.
 - c. Identify and eliminate as many of your "trigger" words as possible. These are words that affect your mood, distract you from the conversation, and, in general, interfere with hearing the central message.
 - d. Use the advantage of thought speed over speech speed productively. Do not let your mind wander or mentally argue with the speaker. Stay focused.
5. Be flexible and innovative. Know that plans change and roadmaps sometimes take a detour. Be adaptable and don't be afraid to change and seize new opportunities.
6. Be open to criticism. Don't fold in the face of disapproval. Take criticism as a gentle nudge to keep you on the right track. Ask for feedback from your mentor to improve yourself.
7. Use trust -building behaviors. Behaviors such as following through on commitments, listening, sharing, and cooperating are trust building, in contrast to actions such as putting people down, ignoring, hiding or withholding and competing.
8. Follow through on commitments. Develop your capacity to manage your time effectively and follow through on negotiated meeting schedules, deadlines, roles, and responsibilities.
9. Keep confidences. Keep the content of your discussions within the relationship confidential. All exchanges, both personal and professional, are subject to the expectations of professional confidentiality.
10. Overcome the awe factor. A mentor is a respected and important person. To overcome being intimidated, prepare for the meeting and talk with others who have a relationship with the mentor.



Mentees: Selecting a Mentor

Assessing the Fit

Selecting a mentor is about finding

Mentees: Aligning Your Expectations

Alignment is where early conversations about goals, roles, and timelines get fleshed out and, in a more formal approach, written down for future assessment and revision. Taking the time early in the mentoring relationship to articulate, align, and document clear and relational expectations is an investment in developing trust, effective communication, and shared goals. Discussions with your mentor should include compatibility of learning and communication styles, expectations around progress, and intentions of oversight or supervision. And, if you and your mentor do not seem to be communicating effectively or the relationship is not helpful, this is the phase in which you can decide to end the mentoring relationship and begin again with another mentor.

Formal plans should not be too rigid. They should be flexible and allow for adjustments as needed. (i)6 4nlnr

Developing a Mentoring Agreement

A formal method for establishing mentoring expectations is to draw up and negotiate an agreement. Completing an agreement is often overlooked or skipped altogether because the process feels too formal or may seem task oriented and unfriendly but it is critical to outline a framework for the

Mentees: Cultivating the Relationship

In this phase, the mentor and mentee follow through on the expectations (s)-4 (e)]TJ 4.643 0 Td [(, th).

Developing A Mentoring Relationship

At the beginning of your relationship, you will probably feel excitement and energy. As time progresses, the connection may fizzle due to lack of interest, procrastination, or busy schedules. You and your mentor should diligently schedule your next contact each time you meet. If time lapses, you should not feel guilty, give your mentor a call or send him or her an email! It is okay to be busy and to have to postpone a meeting; however, it is not okay to al

Mentoring activities

The exchange of ideas, information, and advice can take place in a variety of settings. Some of these are more relaxed and less formal than others. Depending upon the amount of time you and your mentor can contribute to your relationship, you may wish to participate in various activities that give you opportunities to share experiences and talk.

The types of activities you and your mentor engage in may depend on the nature of your relationship, as well as your mutual goals, objectives, and boundaries. Typical mentoring activities include:

- | | |
|---------------------------------------|-----------------------|
| ¥ Phone calls | ¥ Practice interviews |
| ¥ E-mail | ¥ Seminars |
| ¥ Workplace or lab tours | ¥ Museums |
| ¥ Breakfast, lunch, dinner, or coffee | ¥ Sports |
| ¥ Campus events | ¥ Walks |
| ¥ Professional society meetings | |

Cross -Cultural Mentoring

Individuals bring a wide range of different life experiences to their mentoring relationships. Learn to appreciate diversity and understand how we benefit from perspectives that differ from our own.

Three fundamental principles can help mentors and mentees bridge the potential differences to create satisfying mentoring relationships.

Be aware of your assumptions

In the same way that others may have different points of view because of differences in their life experiences, you likely have been shaped by your gender, race, social class, education, generation, geography, and a multitude of other cultural influences. Increasing your awareness of the ways you are a product of your past can help you avoid assuming that others see the world in the same way.

Get curious about the experience of colleagues who have different life experiences.

Putting your-self in other people's shoes and seeking to understand how they may have come to their different points of view is a critical step in building a mentoring relationship.

Address differences openly

Relationships in which it becomes comfortable to talk about and acknowledge differences have much higher potential value for both mentor and mentee. While it may initially feel uncomfortable to talk about topics such as race, gender, and or socioeconomic background, the potential for increased understanding and connection makes it worth the risk.

Assessing the Relationship

Formally evaluating the mentoring relationship and providing feedback to mentors is an important next step. If an explicit plan and expectations have been laid out at the beginning of the relationship, assessing progress and checking in on the health of the relationship is not only possible but necessary if a maximal benefit is to be gained.

As you negotiate your expectations at the beginning of the relationship, be sure to lay the groundwork for ongoing assessment:

- ¥ What do you want to measure?
- ¥ What are your criteria for success?
- ¥ How will you go about measuring success?

Be sure to include measures for each aspect of the mentoring relationship:

- ¥ Meetings and Communication
- ¥ Expectations and Feedback
- ¥ Career Development

As always, the instruments you use are tailored to your individual relationship; effective assessment relies upon both parties feeling free to be honest and forthright.

Potential Pitfalls and Helpful Hints

Some of the most common problems in a mentoring relationship include:

- ¥ Excessive time and energy commitments. You or your mentor may find you have situations arise that infringe on the time you planned to spend together. The proper way to handle this is being honest about the situation. It is unprofessional to miss scheduled appointments with your mentor and it is important to the relationship to find time to meet or talk with them.
- ¥ Incompatible choice of mentor or mentee. You or your mentor may realize that you are not compatible. There are numerous possible reasons, including; not sharing the same technical area of interest; you or your mentor do not have some of the desired qualities; you or your mentor may sense that the other person is uninterested or not committed to the mentoring relationship. These differences do not necessarily warrant ending the relationship; you and your mentor should talk about ways that both of your needs can be met even if the match is not perfect. Be aware that these sorts of differences can be okay and can enrieeto 00c 40.4hi (tex(o)-6e).

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Mentees: Preparing for Closure

If a closure is to be a mutually satisfying and meaningful learning experience, mentoring partners must prepare and plan for it beginning in the Alignment phase. The first step toward closure is a review of the mentoring plan. What was accomplished? What is yet to be done? What really worked? What was not successful? By meaningfully engaging in the questions, a good closure should catapult you forward into a new stage.

Typical reasons for closure/redefinition:

1. Accomplished intended achievement
2. Lack of adequate progress toward goals
3. You or your mentor leaves the institution

Be proactive.

Don't wait until the end to begin! Agree on how you will come to closure when you first negotiate your mentoring partnership. Make one of the ground rules an agreement to end on good terms. Many mentoring partners adopt the no-fault rule, meaning that there is no blaming if the partnership is not working or one person is uncomfortable.

Look for signals.

Check out your perceptions and assumptions when the first indicators appear.

Respect your mentoring partner.

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Section III: Becoming a Mentor



Natalia Podlutskaya mentors an Ilisagvik College student during the Basics of Cell Culture workshop.

Benefits of Being a Mentor

Thank you for your willingness to become a mentor. Mentoring provides that wonderful feeling you get when you help someone and make a difference in his or her life. Mentoring isn't just useful for the mentee, and it's great for you in a variety of ways. You'll be challenged to stay at the top of your game to provide your mentee with up-to-date advice making you even better at what you do and a more valuable employee or member of a research team.

What's more, sharing with a younger colleague what you've learned and the mistakes you've made enables your organization or project to progress at a faster pace, with higher productivity.

Below are just a few of the benefits you can expect from engaging in a meaningful mentoring experience:

- 1.

Common Expectations for Mentors

1. Role modeling of appropriate faculty member attitudes, values, and behaviors, such as:

- ¥ How to develop and maintain a professional network
- ¥ How to negotiate an awkward conversation with a colleague
- ¥ How to respond to a critical review of an article

2. Direct teaching of academic competencies and norms, including:

- ¥ Educational values and the role these values have in maintaining the academic enterprise
- ¥ Alternative perspectives
- ¥ Unwritten "rules of the game" in the department, discipline, school, and university
- ¥ History, traditions, governance, and leaders of the department, discipline, school, and university
- ¥ Management of external funds, academic misconduct, and conflict of interest

3. Direct teaching of research competencies, including:

- ¥ Reviewing and synthesizing the literature
- ¥ Refining a research question
- ¥ Identifying funding sources for research
- ¥ Preparing human subjects approval requests
- ¥ Developing a research design
- ¥ Preparing a data collection strategy
- ¥ Managing data sets
- ¥ Analyzing data and interpreting results
- ¥ Selecting journals for results dissemination

4. Offering the mentee a collaborative role in research by:

- ¥ Analyzing data
- ¥ Recruiting subjects
- ¥ Co-authoring articles and grants
- ¥ Identifying supplemental projects

5. Providing advice for:

- ¥ Strategies for handling difficult work situations
- ¥ Finding and securing resources
- ¥ The pros and cons of different academic appointments
- ¥ Suggestions for balancing "work and life"

6. Advocating for the mentee's success by:

- ¥ Showcasing mentee's work/acc

¥ Providing access to key people and resources

7. Offering encouragement by:

- ¥ Demonstrating enthusiasm and confidence in the mentee's successful future
- ¥ Conveying positive regard
- ¥ Serving as a sounding board
- ¥ Providing a forum in which the mentee is encouraged to talk openly about anxieties and fears
- ¥ Providing moral and emotional support
- ¥ Giving positive feedback

Adapted and used with permission from: Bland, C.J., Taylor, A.L., Shollen, S. L., Weber-Main, AM, Mulcahy, P.A. (2009). Faculty Success Through Mentoring: A guide for mentors, mentees, and leaders. New York: Rowman & Littlefield Publishers. pp. 81-84.



Faculty mentor Thomas Kuhn with BLAST Scholar Josh Hartman in the lab at UAF

Mentors : Selecting a Mentee

The selection phase begins by taking the time to gain clarity about your motivation to mentor as well as the strengths, goals, and areas of development of your potential mentee. The more information you can obtain and share in investigatory meetings with potential mentees, the better the ultimate fit will be. Review the material below to set yourself up for a successful match.

Mentors Responsibilities in the Selection phase:

1. Have a clear understanding of your motivation to be a mentor.
2. Agree to mentor based on a realistic assessment of your skills, leadership experience and availability.
3. Be open to mentoring individuals from outside your discipline.
4. Train to be a more effective mentor.

Questions to Ask Yourself Before You Begin

What is your motivation ?

Are you interested in working with undergraduates who have inspiring ideas, and who would benefit from opportunities to learn and grow with and from you? Good mentors engage with promising people with promising ideas about an area of research related to their work to deepen their translational reach and understanding. What do you need to bring your best self forward as a mentor? Gain insight into your decision process by writing a mentoring philosophy for your reflection, which you can also share with potential mentees.

Do you have time to mentor ?

Like all relationships, mentoring takes a significant investment of time. To help you assess whether you are willing to make that investment, ask yourself if you have the amount of time to be a mentor.

What are mentees I looking for ?

How can you become a more effective mentor ?

Strong mentorship has been linked to enhanced mentee productivity, self-

Mentoring Match Checklist to ensure your conversations have covered appropriate ground and resulted in a shared commitment.

Encourage potential mentee to use the [Mentee Expectations Worksheet](#) on pages 52-53 to clarify their expectations of a potential mentor.



BLaST Scholar Kendrick Hautala (l) and Veterinary Program Research Coordinator and Farm Owner George Aguiar (m) at Archipelago Farms, October 2017.

Mentors: Aligning Your Expectations

The Alignment Phase is where conversations about goals, roles and timelines get fleshed out, and, in a more formal approach, written down for future assessment and revision. Taking the time early in the mentoring relationship to articulate, align, and document expectations is an investment in developing trust, effective communication, and shared goals. Discussions with your mentee should include topics such as compatibility of learning and communication styles, expectations around progress, and intentions of oversight or supervision.

The act of articulating and aligning expectations is a cyclical process and should be revisited every six months with revisions made to capture current realities and future directions. The BLaST Mentoring Agreement Template allows for prompting and capturing key elements of these discussions.

Mentor Responsibilities in the Alignment phase:

1. Listening carefully to your mentee's goals.
2. Assessing your mentee's strengths and areas of growth

Mentors : Cultivating the Relationship

In the cultivation phase, the mentor and mentee follow through on the expectations and timelines outlined in the Alignment phase, modifying the specifics as the relationship plays out. For you as a mentor, the cultivation phase means tailoring opportunities that foster the growth of your mentee and then providing the encouragement and agreed upon resources that empower

Assessing the mentees thinking processes

Assessing understanding during the learning process is called formative assessment, and

“In order to understand what another person is saying, you must assume that it is true, and try to imagine what it could be true of.” George Miller

3. Listen for passion and potential.

Effective communication in mentoring requires understanding what makes the other person tick, what has brought them to this moment in their career, and where they would like to go next.

“Listening for potential means listening to people as if they have all the tools they need to be successful, and could simply benefit from exploring their thoughts and ideas out loud.” David Rock

4. Share your own crystallized experience.

One of the pleasures of mentoring is the chance to share one’s own hard-earned experience so that it might be helpful to others coming along a similar path.

“Ecologists tell us that a tree planted in a clearing of an old forest will grow more successfully than one planted in an open field. The reason, it seems, is that the roots of the forest tree are able to follow the intricate pathways created by former trees and thus imbed themselves more deeply. This literally enables stronger trees to share resources with the weaker so that the whole forest becomes healthier. Similarly, human beings thrive best when we grow in the presence of those who have gone before.” Parks Daloz

Cross -Cultural Mentoring

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Be aware of your assumptions

In the same way that others may have different points of view because of differences in their life experiences - You likely have been shaped by your gender, race, social class, education, generation, geography, and a multitude of other cultural influences. Increasing your awareness of the ways you are a product of your past can help you avoid assuming that others see the world in the same way.

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Putting yourself in other people's shoes and seeking to understand how they may have come to their different points of view is a critical step in building a mentoring relationship.

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Adapted and used by permission from: Communication Best Practices for Mentoring. (n.d.). Retrieved May 05, 2017, from <http://www.ohsu.edu/xd/education/schools/school-of-medicine/faculty/mentoring/mentoring-best-practices/communication/index.cfm>

4. Mentee viewed as lacking commitment

Problem: A mentor may believe that his or her mentee lacks the motivation and commitment to carry out the considerable work required to develop a successful career in academia. This situation is difficult for both the mentor and mentee because the mentee has a real chance of failing and because the mentor may believe that he or she has wasted a great deal of valuable time working with the mentee. At the same time, it is also possible that the mentee believes that the mentor lacks commitment to the mentee's career. The mentee's frustrations and lack of guidance can inhibit his or her movement toward independence. Because of the differential in power between the mentor and mentee, this problem is difficult to resolve while maintaining a productive and amicable relationship.

Strategy : If a mentee is viewed as lacking commitment, the mentor should try to discern the cause. It may be that the mentee-mentor match is not working well, or it may be that the mentee has discovered that his or her career focus is no longer appealing. Individuals who choose academic careers tend to be highly motivated, so while there may be an occasional case in which there is a real lack of commitment, there is usually another issue underlying the problem and it is the mentor's job to identify it and help resolve it.

5. Mentor viewed as lacking commitment

Problem: A mentee may believe that their mentor lacks commitment to their career. The mentee's frustrations and lack of guidance can inhibit his or her movement toward independence. Because of the differential in power between the mentor and mentee, this problem is difficult to resolve while maintaining a productive and amicable relationship.

Strategy: Remember that individuals who have agreed to be mentors need to have a strong commitment to the process. If it is an exceptionally busy time for the mentor, reassure your mentee that you are still devoted to them and discuss ways that you can communicate during the demanding times.

6. Discovering a mismatch between mentor and mentee

Problem: Unfortunately, a mismatch between a mentor and mentee can occur. The mismatch may result from conflicting personalities, differing career goals or areas of scientific expertise, differences in work ethic, or any number of other reasons. Fortunately, the mentor or the mentee usually discover mismatches early in the relationship. The longer the mismatch continues, the more difficult it is to resolve.

Strategy: While finding a mismatch is regrettable, it is a problem that can be solved, and better sooner rather than later. If both the mentor and the mentee believe that a switch is desirable, the mentee can work with his or her division chief, department chair, and even the current mentor to help identify a more appropriate mentor.

Adapted and used by permission from:
The Institute for Clinical Research Education Mentoring Resources, University of Pittsburgh:
Why Mentoring Matters. (n.d.). Retrieved April 25, 2017, from <http://www.icre.pitt.edu/mentoring/index.aspx>

Assessing the Relationship

Formally evaluating the mentoring relationship and providing feedback to mentors is an important next step. If an explicit plan and expectations have been laid out at the beginning of the relationship, assessing progress and checking in on the health of the relationship is not only possible but necessary if a maximal benefit is to be gained.

As you negotiate your expectations at the beginning of the relationship, be sure to lay the groundwork for ongoing assessment:

- ¥ What do you want to measure?
- ¥ What are your criteria for success(b)-6 (e)-6 crTt suour4 Td 2(u) (o)7 (u)2 (s)8 (u)7 ygi ()73yaae, 3y

valid or are negative assumptions or stereotypes being made? If the mentor cannot change her or his feelings, both of you should promptly end the mentoring relationship.

- ¥ Mentee's feelings of inferiority. You may feel intimidated by your mentor. It can be detrimental to the relationship if you are not confident enough to utilize your mentor or to even contact your mentor. Remember that your mentor wants to be part of this relationship with you and wants to help you map out a successful career path.

You'll notice that most of the above problems involve communication, either through a failure to

BLaST IDP Template

Name: _____

Date: _____

Major: _____

Year in School: _____

UA ID: _____

Professional/Career Objective (e.g., specific position within a university, industry, government, or something else)

1 st Choice	
2 nd Choice	

Plans for an Advanced Degree or Training (e.g., M.S., Ph.D., or M.D.-Ph.D.)

Mentor(s)

Please list your primary mentor (RAMP/Faculty/Grad Student) you have who will enhance the training experience by supporting your development in various skill sets. Eventually, this will include your summer research mentor(s) but please feel free to add additional mentors, if applicable to you.

Mentor 1 (Primary mentor)	
Department & Institution	

Mentor 2 (Research Mentor if Applicable)	
Department & Institution	

The IDP is meant to cover various areas of training including Coursework, Research, Professional Development, and Other (which is customized by the mentee e.g., graduate school preparations).

The mentee and the mentor(s) will assess the skill set of the mentee in each of these areas and then define goals to address the skills to develop. In addition, the entire training period needs to be considered in the IDP as goals may have a particular sequence or necessary timeframe for success. The mentor(s) will guide the mentee in how to meet these goals to best achieve the desired career outcome.

The mentee will meet with the mentor(s) to ensure that

Skills Self-Assessment

Area of Training	Current Strengths	Areas for Improvement	Mentor Comments
<p>Course work (e.g., working with others; learning content independently; time management; writing; reading; math; multitasking; seeking help when needed)</p>			
<p>Research (e.g., problem-solving; analyzing data for patterns; organizing research projects; discussing scientific concepts; defending an idea; working independently; teamwork; critical thinking; creating a poster; academic writing; PPT skills)</p>			
<p>Professional Development (e.g., networking; involvement in professional societies; workshops; conferences)</p>			
<p>Other:</p>			

Planning (to be completed with the mentor) _____

Mentees will work with their mentor(s) to create goals and specific action steps to address and gain the skills necessary for their anticipated career. This plan should be assessed and revised regularly and annually. If Revisions are needed, separate pages may be added

Time frame covered by this Plan (Academic Year): _____

Coursework (including any BLaST Courses)	Action Step	Frequency (i.e., weekly)	Target Completion Date

Progress Check

Date: ___ Met Goal ___ In Progress ___ Needs Revision

Research (if applicable)	Action Step	Frequency (i.e., weekly)	Target Completion Date

Progress Check

Date: ___ Met Goal ___ In Progress ___ Needs Revision

Professional Development
(Workshops, trainings, seminars, etc .

Mentee Expectations Worksheet

Use this worksheet to develop an understanding of what you expect to gain from your mentoring relationships. By clarifying your own expectations, you will be able to communicate them more effectively to your mentors. Add items you deem important. This should be completed prior to your first meeting with your prospective mentor.

The reasons I want a mentor are to:

_____ Receive encouragement and support

_____ Increase my confidence when dealing with professionals

_____ Challenge myself to achieve new goals and explore alternatives

_____ fi6 (r)-p (r)-e5 (o)-t (a)-h (fia (fit (a)-)-4 ()TJ (o)--4 ()Te5 (o)n (fit (a)-o (fi)1)T a5 (o)n (fid (o)-l1 (t(c)ill d (

_____How to network

_____How to manage work and family life

First Meeting: Mentoring Match Checklist

Instructions: Complete the following checklist to determine whether you have successfully found a good mentoring match.

Mentor Items

I have a sincere interest in helping this person succeed.

Mentee Items

I have a sincere interest in having this person as my mentor.

Adapted and used by permission from: Bland C, Taylor A, Shollen S, Weber-Main AM, Mulcahy P. Faculty Success Through Mentoring. New York: Rowan & Littlefield Education; 2009: 69.

This contract outlines the parameters of our work together on this research project.

1. Our major goals are
 - a. Proposed research project goals
 - b. Mentee's personal and/or professional goals
 - c. Mentor's personal and/or professional goals
2. Our shared vision of success in the research project is
3. We agree to work together on this project for at least _____ semesters.
4. The mentee will work at least _____ hours per week on the project during the academic year, and _____ hours per week in the summer.

The mentee will propose his/her weekly schedule to the mentor by the _____ week of the semester.

If the mentee must deviate from this schedule (e.g. to study for an exam), then s/he will communicate this to the mentor at least _____ (weeks/days/hours) before the change occurs.

5.

- b. A verbal evaluation
 - c. Other _____
7. When learning new techniques and procedures, the mentor will train the mentee using the following procedure(s) (e.g. write out directions, hand-on demonstration, verbally direct as the mentee does procedures, etc.):

 8. The proper procedure for documenting the research results (laboratory notebook) in our research group is:

 9. If the mentee gets stuck while working on the project (e.g. has questions or needs help with a technique or data analysis) the procedure to follow will be:

 10. The standard operation procedures for working in our research group, which all group members must follow and the mentee agrees to follow include (e.g. wash your own glassware, attend weekly lab meetings, reorder supplies when

Checklist for the Alignment

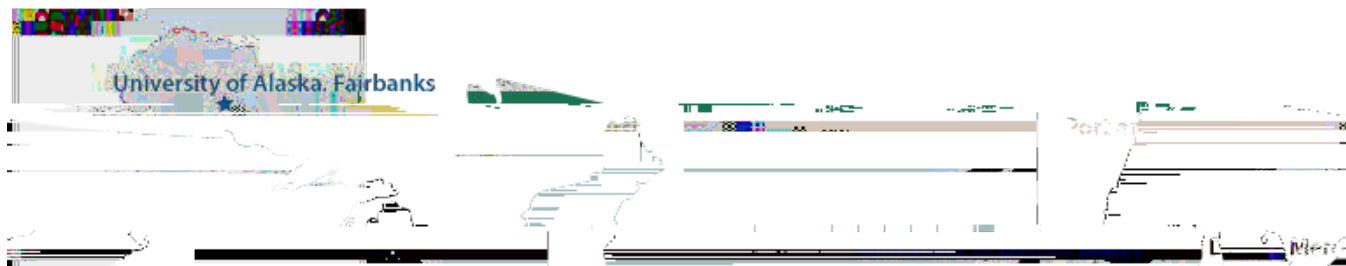
Instructions: Complete the following checklist to determine whether you have sufficiently completed the alignment phase.

- _____ 1. We have put account abilities in place for both mentor and mentee.
- _____ 2. Our expectations are clear.
- _____ 3. Our goals are well defined and clear.
- _____ 4. Each of our responsibilities is defined.
- _____ 5. Our norms have been developed and agreed upon.
- _____ 6. We have decided how often we should meet.
- _____ 7. We are in agreement about how often we should connect and who should initiate the connection.
- _____ 8. We have articulated criteria for success.
- _____ 9. We have developed a workable strategy for dealing with obstacles to the relationship.
- _____ 10. Our work plan makes sense.
- _____ 11. Our operating assumptions about confidentiality are well

Section V: NIH, BUILD and BLaST Resources

As one component of a broad, trans-NIH strategy to address the need to promote diversity in the biomedical research workforce, the Common Fund has established the "Enhancing the Diversity of the NIH-Funded Workforce" program.

diverse backgrounds into the biomedical research workforce and encourage them to become future contributors to the NIH-funded research enterprise. Institutions are encouraged to incorporate additional innovative methods to engage and prepare students for success, including those who might otherwise not choose biomedical research careers. Flexibility to innovate is an emphasis of the BUILD initiative. BUILD institutions, along with partner institutions, broaden the potential pool of participating students and maximize opportunities for research training and faculty and staff development.

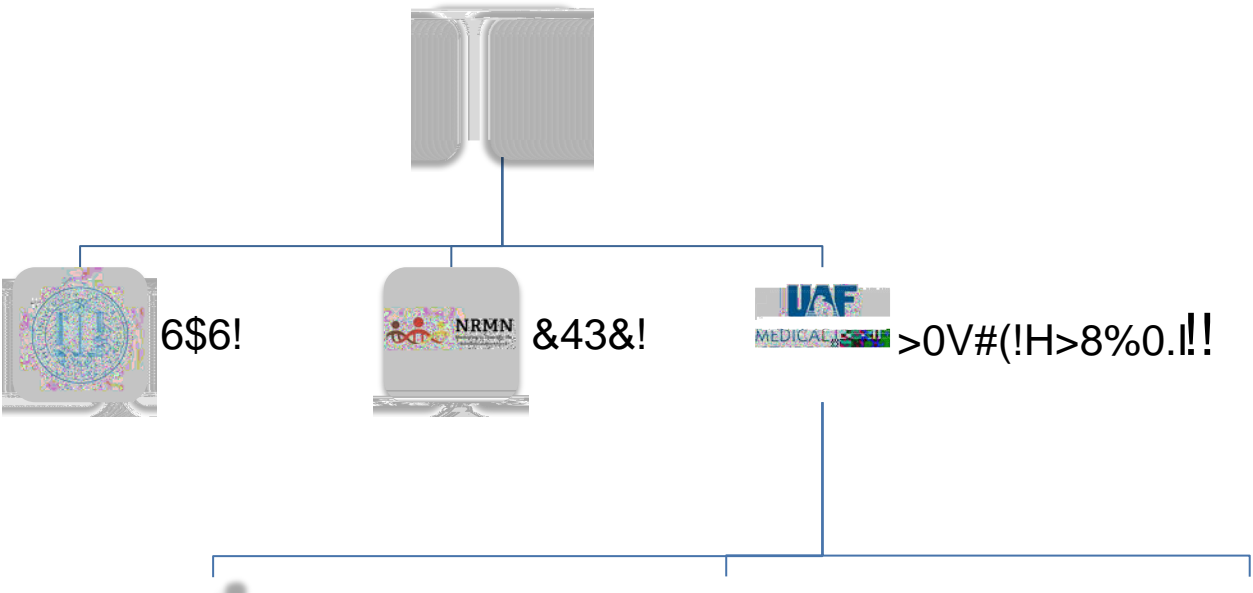


National Institutes
of Health

The UAF BLaST Program

UAF has been awarded one of ten BUILD awards (\$23.87 million over five years) to develop and implement the Biomedical Learning and Student Training (BLaST) program.

BLaST Support Hierarchy and Stock Holder Benefits



BLaST Organizational Chart

!

*Updated July 2018

The One Health Paradigm

One Health recognizes that the health of humans, animals and ecosystems are inextricably linked. It involves applying a coordinated, collaborative, multidisciplinary approach to address potential or existing risks that originate at the animal-human-ecosystems interface.

To improve the effectiveness of the One Health approach, there is a need to establish a better balance among existing groups and networks, especially between veterinarians and physicians, and to increase the participation of environmental and wildlife health practitioners, as well as social scientists and development actors.

As the human population continues to increase and expand across our world, the interconnection of people, animals, and our environment becomes more significant and impactful. The importance of One Health is highlighted by many factors in our world today:

- ¥ The world's total population exceeded 7 billion people in 2011, and it continues to climb.
- ¥ As our population expands geographically, the contact between human and wild animal habitats increases, introducing the risk of exposure to new viruses, bacteria and other disease-causing pathogens.
- ¥ Advancing technologies and science-based evidence is increasing the awareness, knowledge, and understanding of the interdependency of the health of humans, animals, and the environment.
- ¥ The human- animal bond continues to grow throughout societies.
- ¥ It is estimated that at least 75% of emerging and re-emerging diseases are either zoonotic

BLaST Scholar Pathways to Research

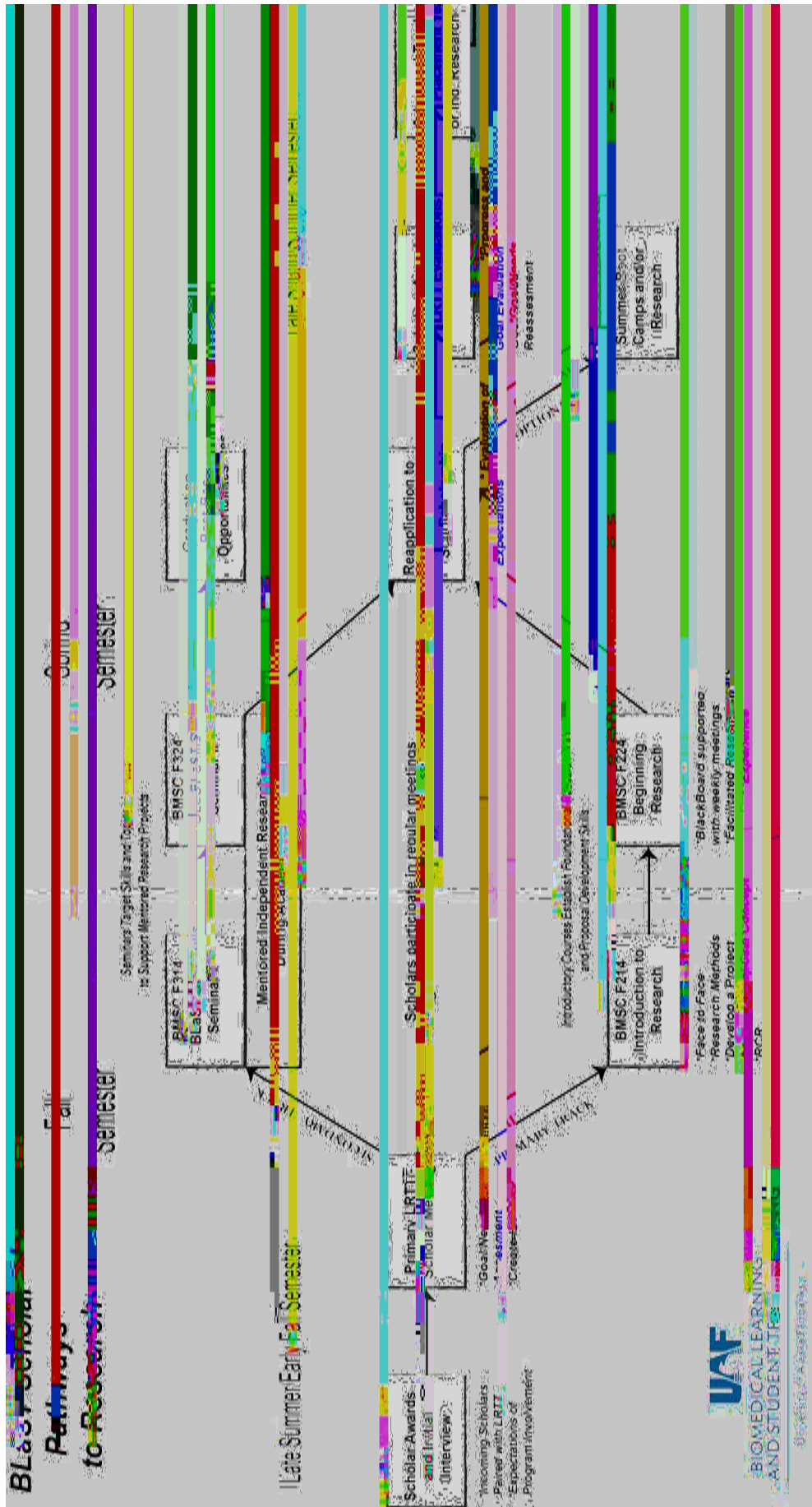
Scholar Pathways is an educational pipeline designed to engage BLaST Scholars in activities that will support the development of critical research skills. The pathways integrate comprehensive advising with research methodology and independent research support during an academic year. The overarching goal is to meet program outcomes and student development needs by suggesting a sequence of support courses that are aligned to level of experience of each scholar.

For program scholars, track is determined by an initial intake interview and needs assessment by BLaST RAMPs and administration. Registration for all BMSC courses are available for any undergraduate student, regardless of their affiliation with BLaST.

Primary Track – Scholars on this path are typically new to, or have limited experience in, research. This track leads students to an understanding of basic biomedical research methods and proposal development. Upon completion, scholars should be involved with a mentored research group and have a foundation for creating an independent project in the following academic year or summer. In subsequent years, if a scholarship is renewed, he/she will be placed on the Secondary Track.

Secondary Track – Scholars on this path have demonstrated competency in research foundations and are actively conducting independent research. Course sessions on this path target practical skills and project specific topics that aide in supporting their research progress.

Regardless of track, progress made within the academic year will be a factor in consideration for subsequent BLaST Scholarship awards.



BMSC F314: Project Foundations 3 Credit
Offered Fall

Course Description: Course supports undergraduate research projects with strategies and methodologies in establishing a scientific research project and fostering personal, academic and career growth. Topics include: personal wellness, academic and career planning, mentoring relationships, project management, scientific writing, and communication strategies. Guest speakers from the UAF and BLaST research community are invited to present and share their own experience and background with students. Topics are presented through discussion and accompanied by activities that reinforce the application in research projects. Open to any UAF undergraduate student.

Course [(o)Urate9 (e)3 (sc3 (t)97(i)9 (v)42(e)3 (s)43(:)]TJ /TT0 1 Tf 0 Tc 9.728 0 Td ()Tj 0.0s)1 (ear)l5u4ep

Mandatory Training Reference Chart

Complete Required Trainings	Training Title	Completed by:	Evidence Needed
*Core Trainings Mandatory for ALL Students	Employee Orientation	Within 30 days of start of academic year	Confirmation Email
	Hazard Communication		Confirmation Email
	Office Safety		Confirmation Email
	Slips, Trips and Falls		Confirmation Email
	Title IX ∅ Sexual Misconduct		Confirmation Email
	Protection of Minors		Confirmation Email
	DEAP (annual)		Confirmation Email
	FERPA (annual)		Certificate
	Responsible Conduct in Research (RCR)		CITI Certificate and Training Attendance
*Mandatory for students working in Labs	Lab Safety	Before Entering a Lab	Confirmation Email
	Chemical Hygiene		Confirmation Email
	Hazardous Waste Management		Confirmation Email
	Understanding Safety Data Sheets MSDS		Confirmation Email
	Lab Sharps Safety		Confirmation Email
*Additional Lab Dependent Trainings	Formaldehyde	Before Entering a Lab	Confirmation Email
	Methylene Chloride		Confirmation Email
	Phenol		Confirmation Email
	Benzene		Confirmation Email
	Chloroform		Confirmation Email
	Biosafety Cabinet		Confirmation Email

* Please consult your RAMP or mentor for the trainings that apply to your specific research situation

Many of the trainings can be found online at:

- ¥ <http://www.uaf.edu/training/core/>
- ¥ <https://www.uaf.edu/safety/training/>

Scholar Expectations

BLaST Scholars are undergraduate students who participate in research projects and receive a scholarship, which includes payment of tuition, fees and a stipend. They are funded for a nine-month period with the option to be funded for an additional three months during the summer.

Scholars are assigned a RAMP who provides comprehensive mentoring regarding academics, career goals, and research projects. RAMPs mentor scholars in all aspects of their academic endeavors and serve a resource for program information.

Expectations of scholars

- ¥ Maintain good academic standing.
- ¥ Attend regular meetings (i.e. every two weeks) with their assigned RAMP.
- ¥ Participate in BLaST events, including One Health seminars, orientation and other activities as requested.
- ¥ Participate in a research project.
 - o RAMPs can assist with finding projects that align with scholars' interests and facilitate connections between scholars and their graduate mentors.
- ¥ Explore their research interests by shadowing GMRA's in a variety of labs and learning about different research projects.¥

Graduate Mentoring Research Assistantship (GMRA) Expectations

BLaST GMRAs are full-time graduate students who receive stipends for mentoring undergraduate students in research. They are appointed for a twelve-month period and are required to mentor at least one undergraduate student. RAMPs are a resource for GMRAs and can help provide project support as well as assistance with mentees.

Expectations of GMRAs are:

- ¥ Attend professional development trainings such as mentor, diversity and/or cultural

Undergraduate Research Experience (URE)

BLaST Travel and Purchasing Process

Buying supplies and/or services:

BLaST Fiscal Office uaf-blast-fiscal@alaska.edu 907-474-2449; Reichardt 354

o C

BLaST Program Directory

	First Name	Last Name	Phone	Email Address	Office
BLaST PIs and Directors					
Principal Investigator, Assoc Dean of Department of Vet Med	Karsten	Hueffer	907-474-6313	khueffer@alaska.edu	2W02 AHRB
Principal Investigator, Director of One Health	Arleigh	Reynolds	907-474-1928	ajreynolds@alaska.edu	182 AHRB
Student Training Core Director	Marsha	Sousa	907-474-7931	marsha.sousa@alaska.edu	

Fiscal Manager	Matt	Seymour	907-474-5740	matt.seymour@alaska.edu	358B Reichardt
Fiscal Officer	Dawniel	Dupee	907-474-2453	dadupee@alaska.edu	354 Reichardt
BLaST Evaluator	Paul	Cotter	907-980-6374	p.cotter@gci.net	Sitka, Alaska

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The NIH Public Access Policy



! To advance science and improve human health, scientists make the published results of their NIH-funded research available on PubMed Central.

The NIH Public Access Policy applies to peer-reviewed papers directly supported as soon as they are accepted for publication in a journal.

To determine if your paper falls under the public access policy and how to comply, see

<http://publicaccess.nih.gov/determine-applicability.htm>.

When and How to Comply

1. When preparing a manuscript	Ensure you retain the legal rights to comply with public access
2. When the manuscript is accepted for publication	Post it to PubMed Central and track it with My NCBI
3. When reporting the paper to NIH	Include the PMCID in the citation

See <http://publicaccess.nih.gov> for more information

Hints for Staying in Compliance

1. As you plan your paper, use the Applicability & Submission Method Wizard (<http://publicaccess.nih.gov/determine-applicability.htm>) to develop your public access compliance plan.
2. Ensure papers are deposited in the NIHMS upon acceptance for publication.
3. Ensure publication agreements or university publication policies retain your right to post the paper to the NIHMS yourself if the publisher does not do so upon acceptance for publication.
4. Track compliance for all your papers in My Bibliography. Track compliance for other people's papers arising from your NIH awards in Other Citations

Find help with!	Here!
<ul style="list-style-type: none"> ¥! General NIH Public Access Policy questions ¥! Public Access Compliance Monitor (PACM) questions 	Public Access Policy Page, including training & FAQs: http://publicaccess.nih.gov/ Email: PublicAccess@nih.gov
<ul style="list-style-type: none"> ¥! NIH Manuscript Submission System (NIHMS) questions ¥! NIHMSIDs questions, PMCID timing 	Help & FAQs: http://nihms.nih.gov/help/
<ul style="list-style-type: none"> ¥! Questions about My NCBI or My Bibliography, including: <ul style="list-style-type: none"> o! Designating papers as not applicable (N/A) o! Entering papers onto an RPPR o! Generating a My NCBI PDF report o! Duplicate citations on RPPRs or in My Bibliography 	FAQs: https://publicaccess.nih.gov/my-bibliography-faq.htm Training: https://publicaccess.nih.gov/communications.htm#My NCBI Training NCBI Help Desk Email: info@ncbi.nlm.nih.gov
<ul style="list-style-type: none"> ¥! Publisher questions about sending final published articles to Pub Med Central (PMC) 	PubMed Help Desk Email: pubmedcentral@ncbi.nlm.nih.gov

Program Branding and Communication

BLaST Logo for BLaST Funded research for ALL POSTERS & FLYERS

NIH Diversity Logo (also required)

NIH AND UAF EEO & NON-DISCRIMINATION STATEMENT
COMBINED (NEED BOTH) (updated 8/9/2017)

Resea