BLaST Mentoring Handbook

2018 - 2019

A National Institutes of Health funded BUILD program

The Office of Scientific Workforce Diversity

Thank you to our Partners!

Indigenous Peoples and Languages of Alaska

Hare

Tsimshian

Tahltan

Kaska

Haida

Tlingit

Northern Tutchone

Southern Tutchone

Tagish

Gwich'in

Han

Upper Tanana

Tanacross

Eyak

Tanana

Ahtna

Gulf of Alaska

Koyukon

Upper Kuskokwim

Dena'ina

Alutiiq / Sugpiaq

Arctic Ocean

Inupiaq

Holikachuk

Deg Xinag

Central Yup'ik

Bristol Bay

Naukan Yupik

Siberian Yupik

Sirenik

Unangax̂

Chukotka

Chukchi Sea

Aleutian Islands

Table of Language Groups

Alaska Native Language Resources (ANLC-UAF)

Website: http://www.uaf.edu/anlc/resources/

[Common Expressions in Alaska Native Languages](#)

Unangam Tunuu (Aleut)

hello	aang
good-bye	ukudigada
thank you	qaĝaasakung
Happy Holiday	Kamgan Ukudigaa

Central Yup'ik

hello (good to see you)	cama-i
Hi! What's up?	waqaa
good-bye	piura
thank you	quyana
welcome	quyana tailuci
Merry Christmas	Alussistuaqegcikici
How are you?	cangacit?

Siberian Yupik

How are you?	natesiin?
good-bye (I'll see you)	esghaghlleqamken
thank you	igamsiqanaghhalek
welcome	quyanaghhalek tagilusi
(thank you all for coming)	
Merry Christmas	Quyanaghhalek Kuusmemi

Inupiaq

good-bye	tautugniaqmiġikpiñ
thank you	*quyanaq*
welcome	*qaimarutin*
Merry Christmas	Nayaaŋmik Piqagiñ
Hello, how are you?	*qanuq itpich?*

(In Inupiaq, the vowels [a, i, u] are pronounced in the same way as the same vowels in Spanish or Italian; r is similar to English r; ġ is similar to French or German r; ŋ is the ng sound; ñ is pronounced ny as in Spanish, ļ is an ly sound and ł is a voiceless l. Double letters are pronounced long [held longer] and single letters are short.)

Alutiiq

hello	cama'i
thank you	quyanaa
Happy Holidays	Spraasnikam

Haida

hello (how are you?)	sán uu dáng giidang?
thank you	háw'aa

Tsimshian

thank you	way dankoo

Tlingit

how are you?	wáa sá iyatee?
good to see you	yak'éi ixwsateení
see you later	tsu yéi ikkwasateen
thank you	gunalchéesh

Eyak

thank you	'awa'ahdah

Ahtna Athabascan

thank you	tsin'aen
Merry Christmas	C'ehwggelnen Dzaen
my friend	slatsiin

Deg Hit'an Athabascan

thank you	dogedinh
my friend	sits'ida'on

Gwich'in Athabascan

hello (how are you?)	neenjit dôonch'yàa?
thank you	mahsi'
welcome	nakhwal'in shoo ihłii
my friend	shijyaa

Hän Athabascan

thank you	mahsi'
our friends	nijaa

Koyukon Athabascan

hello	dzaanh nezoonh
thank you	baasee'
welcome	enaa neenyo
good luck, friend	gganaa'

Tanana Athabascan

hello (how are you?)	do'eent'aa?
thank you	maasee'
his friend	betlanh

Dena'ina Athabascan

thank you	chin'an
my friend	shida

Tanacross Athabascan

thank you	tsin'ęę

(see also the [Tanacross Page](#))

Table of Contents

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 personal and professional career goals.

In today's complex and highly competitive world, having a mentor can mean the difference between success and failure. Whether seeking advice on developing a research question, how to best design an experiment, or finding resources, mentoring can help ensure success. Formal mentoring may seem scary or intimidating, but in reality, mentoring is mutually beneficial for both the mentor and mentee and often results in a life-long collegial friendship and an overwhelmingly positive experience.

"Research shows that mentees generally perform better in their programs and after they get out of school…students tend to get tied into the mentor's network of colleagues, and that creates more open doors."
- W. Brad Johnson, Ph.D., psychology professor, U.S. Naval Academy and author of several mentoring books.

The concept of mentoring has become a "cure-all" for whatever ails professional relationships or careers. How many people truly understand how to get the most out of being mentored? Merely being matched with a mentor is not enough. This handbook will guide you through the steps for initiating and maintaining a successful mentoring relationship by breaking down the typical progression into four phases - Selection, Alignment, Cultivation, and Closure.

Develop IDP → Selection → Alignment → Cultivation → Closure

Within each phase, this guide will outline expectations of both the mentor and mentee, offer advice and pose thought-provoking questions to help foster a healthy relationship.

The final two sections of the handbook include an appendix of mentoring templates and program reference materials you may use to assist in establishing a solid foundation for your mentoring experience.

There is no "typical" mentoring relationship; each will be as unique as the individuals within it - this handbook is not intended to be a one size fits all approach. If you utilize the structure and advice presented here, you will have an awesome experience!

We wish you all the best in your research and all of your endeavors!

- BLaST Mentoring

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.

> **A successful mentoring relationship is non-threatening and non-judgmental to both parties.**

Fostering a Culture of Respect

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 levels. BLaST seeks to make a difference by adopting the concept "each one influence one" and by taking responsibility for acting in a manner that demonstrates self-respect and respect for others.

The following are tips to assist each BLaST participant and staff member to be proactive in promoting respect, inclusion, and compassion:

1. *Focus on others' needs and consider how your words and actions will impact others before you speak or act.*
   - ✓ Approach each interaction with respect, regardless of whether you believe that the other person's behaviors earn or even elicit that respect.

2. *Be intentional in your communications.*
   - ✓ Plan to listen to the other person without interruption and practice active listening skills.
   - ✓ Develop an awareness of the respect that you display in all areas of your communications, including what you say, how you say it, your voice tone, and the body language that you demonstrate.

3. *Become a bridge builder and act in a manner that creates an inclusive environment.*
   - ✓ Look for various ways to have diversity in work teams and committees as well as in individual associations. Be aware of the downsides caused by labeling and stereotyping others.
   - ✓ Consider other perspectives and input from others - be open to the possibility that you may be in the wrong.

4. *Appreciate the value of diverse opinions in developing approaches to varying situations.*
   - ✓ Recognize that it does not equate to an agreement if you listen, clarify what was said, and ask questions to gain an understanding of others' opinions. In situations where disagreement results, learn to "agree to disagree" respectfully.

5. *Understand that conflicts will occur and take responsibility for your actions, regardless of the situation.*
   - ✓ Take time to understand your triggers or "hot buttons." Knowing what makes you angry and frustrated will enable you to manage your reactions and respond more appropriately.
   - ✓ Practice self-restraint and focus on your overall objectives in responding to potential conflicts. A positive and solution-driven approach will facilitate your ability to reach

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-of-respect-civility-in-your-workplace/

Ethical Considerations

Ethics involve the use of reasoned moral judgments to examine one's responsibility in any given situation. Both mentors and mentees have the responsibility of behaving within the ethical norms while in their relationship and research. The BLaST program is committed to promoting high ethical standards and expects all participants to adhere to norms that are congruent with this mission.

There are several reasons why it is essential to adhere to ethical norms in research. First, healthy ethical norms **promote** the aims of research, such as knowledge, truth, and avoidance of error. For example, prohibitions against fabricating, falsifying, or misrepresenting research data promote the truth and minimize error.

Second, since research often involves a great deal of cooperation and coordination among many different people in different disciplines and institutions, ethical standards promote the **values that are essential to collaborative work**, such as trust, accountability, mutual respect, and fairness. For example, many ethical norms in research, such as guidelines for authorship, copyright and patenting policies, data sharing policies, and confidentiality rules in peer review, are designed to protect intellectual property interests while encouraging collaboration. Most researchers want to receive credit for their contributions and do not want to have their ideas stolen or disclosed prematurely.

Third, many of the ethical norms help to ensure that researchers can be held **accountable to the public**. For instance, federal policies on research misconduct, conflicts of interest, human subjects, and animal care and use are necessary to make sure that researchers who are funded by public money can be held accountable to the public.

Fourth, ethical norms in research help to build **public support** for research. People are more likely to fund a research project if they can trust the quality and integrity of research.

Finally, many of the norms of research promote a variety of other important **moral and social values**, such as social responsibility, human rights, animal welfare, compliance with the law, and public health and safety. Ethical lapses in research can significantly harm human and animal subjects, students, and the public. For example, a researcher who fabricates data in a clinical trial may harm or even kill patients, and a researcher who fails to abide by regulations and guidelines relating to radiation or biological safety may jeopardize his/her health and safety or the health and safety of staff and other students.

Ethical elements associated with appropriate ethical behavior in the mentee-mentor relationship

- Promoting mutual respect and trust
- Maintaining confidentiality
- Being diligent in providing knowledge, wisdom, and developmental support
- Maintaining vigilance with regard to the mentee-mentor relationship (the power differential increases the mentor's obligation to be cognizant of the mentee's feelings and rights)
- Acknowledging skills and experiences that each bring to the mentee-mentor relationship
- Carefully framing advice and feedback

- 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 careless 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 intervention strategies. Conflict itself is neutral. It is how conflict is managed that determines whether it will have negative or positive consequences on our relationships. A well-managed conflict can strengthen a relationship between the mentee and mentor, increase motivation and contribute to personal growth.

Conditions and personal dispositions that allow for useful discussions of difficult issues

1. Having a culture of mutual trust and respect.
2. Encouraging open and frequent communication between mentee and mentor.
3. Having an ability to see each other as individuals.
4. Being comfortable admitting that one doesn't know everything and that everyone makes mistakes.
5. Having the understanding that there may be a completely unrelated issue that is the underlying cause of the problem.
6. Be willing to entertain different ways of handling the issue.
7. Being sensitivity to cultural, gender, and personality differences that may influence perceptions.
8. The desire to grow and develop communication and problem-solving skills.

Productive methods of addressing conflicts and concerns

1. Developing research and/or mentoring agreements that outline the expectations and specifically discuss conflict resolution strategies prior to beginning the mentoring relationship can be a preventative measure.
2. Avoid letting the situation drag on: mentors and mentees should meet as soon as possible when problems arise. Resentment can build if issues are left unaddressed.
3. Remain calm, open and flexible.
4. Take the time needed: set aside a longer period of time for the discussion when problems have come up during the day.
5. For mentors, encourage dialogue and provide a non-threatening environment for mentees to share comments, make it a two-way discussion. Each person describes his perception of the situation by using "I" statements. Do not interrupt. Paraphrase what was said.
6. Treat the other person with respect: avoid the word "always" (e.g.: "You always do that!"). That leads to unfounded generalities and can provoke defensive or argumentative responses.
7. Focus on the conflict: do not judge the other person or personalize the conflict. Separate facts from opinions. Remain in the present.
8. Be as objective as possible: do not let feelings or emotions cloud your judgment. If needed, take time to "cool down" and rationalize the situation

Unproductive methods of addressing conflicts and concerns

Written communication through e-mail, instant messaging, and other electronic means are strongly discouraged when mentees and mentors are trying to resolve a problem. Written communication can easily be misunderstood and lead to an escalation of the issue. Moreover, dashing off an e-mail in anger or frustration does not allow individuals the time they need to cool down and think through the situation.

Dealing with issues that cannot be resolved between the mentor and mentee

One way to proceed is through mediation, which involves bringing the issue to another party to help resolve the dispute. Mediation is a well-accepted method for resolving problems, and should not be viewed as a weakness on anyone's part. Sometimes, another set of eyes and ears is needed to make headway. This tends to be a more formal process.

The mediator should be an objective and neutral third party whose judgment both the mentor and the mentee respect and trust. Although the third party may be a colleague, advisor, or peer, it is recommended that the selected mediator be senior to both the mentee and the mentor and have administrative or supervisory oversight of both of them, as is usually the case with a department chair or division chief. The BLaST administration is here to help and can act in this capacity to help bring closure to issues that may arise in the mentoring relationship.

Learning from the process

A useful tool for taking something positive from a difficult experience is reflection. Reflection is the act of thinking carefully and intently about what happened, how it made the participants feel, if there was a way to avoid the situation altogether, and if there is a better way to have handled it.

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

Participants of the Biomedical Exploration Experience (BEE)
boot camp held at UAF learning lab techniques. May 2017

Creating an Individual Development Plan (IDP)

A Structured Approach to Mentee Training and Development

What is an Individual Development Plan (IDP)?

- A formal document that specifies an individual's development goals and how they are to be accomplished (including resources, time, importance).
- A negotiated plan designed to meet the goals and objectives and close competency gaps in a structured way.
- A "living document" subject to change as work schedules, goals, and even budgets shift.
- A "non-binding" agreement between advisor or mentor and mentee, used solely to help them agree on training plans over a specific period (normally one year).
- An opportunity to assess one's strengths and identify areas that need improvement.

When do we use IDPs?

- To identify and assess future developmental needs or competency areas.
- To provide structured learning experiences linked to an organization's goals and objectives.
- To establish agreed-upon developmental activities for the mentees career development.
- To promote formal career development.

How do we use IDPs?

- First, mentees assess their current skills and strengths. Have them ask themselves the following:
    - *What do I hope to accomplish in three months? Six months? A year?*
    - *What do I hope to achieve in four or five years?*
    - *What are my greatest strengths and how can I build on them more effectively?*
    - *Where can I improve and how will I do that?*
    - *What resources are available to help me succeed?*
- A method to compare and assess an individual's abilities to the current competencies required for the project or research.
- Identify developmental opportunities.
- Draft a proposed plan.
- Mentee and mentor meet informally to discuss modifications.
- Mentee and mentor finalize the document.
- Both mentee and advisor rely on the IDP as a roadmap to success.
- At the end of the performance year, or at another agreed-upon time, both the mentee and advisor meet to review the IDP to determine successes and areas for improvement. These adjustments are then incorporated into the next (new) IDP for the coming year.

How to use an IDP to achieve success!

- Mentors meet with mentees to discuss their planned training—missed training is a significant reason for the failure of an IDP.
- Mentors can use IDPs as motivators, to focus the approach to training and development rather than a random, *ad-hoc* approach.
- An IDP can serve as a retention tool for the BLaST program as well as the university.

Use the "BLaST IDP Template" on pages 47-51 to develop your IDP

Section II: Becoming a Mentee

Iḷisaġvik College faculty mentor Linda Nicholas-Figueroa (l), undergraduate researcher Olive Kanayurak (m) and BLaST RAMP Joanna Green (r) share their project poster.

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 can be a powerful growth experience and provide you with new insights about yourself.
2. **Making more of your strengths and exploiting your hidden talents:** A good mentor will push you to do more with your strengths, and help you discover and utilize hidden talents.
3. **Contributing to the success of your community, company, and institution:** A mentee who builds a strong position in his or her community contributes to the success of the project.
4. **Expanding your network:** Entering into a mentoring relationship adds your mentor to your network and may lead to an introduction to individuals in the mentor's network.
5. **A source of referrals:** Your mentor may refer you to other mentors once s/he has a better understanding of your needs, abilities, and goals.
6. **Gain a confidant:** Receive wisdom, advice, friendship, and support from someone who has been there before.
7. **Professional Growth:** Have someone to help you with long-term planning and direction as well as help clarify career goals and advice.
8. **Receive research training:** Master new skills, learn how to apply for grants, gain help with scientific writing and communication, gain essential experience and work ethics.
9. **Personal Growth**: Learn negotiation skills, develop new interests and appreciate the importance of collegiality and a sense of community.

Adapted and used by permission from:
Positive Benefits of Being a Mentee. (n.d.). Retrieved June 10, 2017, from
http://www.wakehealth.edu/School/OWIMS/Benefits-for-Mentees.htm

BLaST Scholar Ana Fiorella Carrasco prepares samples for her mentored research project.

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.

11. Take responsibility for your career. Your mentor can only point the way. You will need to make the final decisions, and the final actions are your responsibility. Although a mentor can help you to define your goals, ultimately only you can determine your success.

12. Resolve differences. Use "soft" responses, such as, "That is a good suggestion, but it doesn't fit me." Use "I" versus "You" messages, such as "I understood that we were meeting today" rather than "You missed our meeting."

13. Capture the essence of your mentor's help. After each meeting, ask yourself, "What did I learn today?" and "How can I apply what I learned?" Summarize for your mentor what you learned, listen carefully to feedback, and ask questions to clarify.

14. Internalize your mentor's input. Sort out the learning and find where patterns appear. Review these in your mind shortly after they occur—-substantial loss occurs in a few hours. Record the outcome of each mentoring session to reinforce your learning. Discuss the learning with others.

Adapted and used with permission from: Shea, Gordon. (1999). *Making the Most of Being Mentored*. Axzo Press. pp. 42-61.

Methods in Molecular Biology (MIMB) workshop student holding tundra drill samples.

Mentees: Selecting a Mentor

Assessing the Fit

Selecting a mentor is about finding the right fit for you and them. Be sure to address multiple aspects of fit, including:

Career Development

Depending on your career stage, you will need a mentor to help with different areas of professional development.

1. *Can this person help you navigate your advancement process in your field?*
2. *Can this mentor help you identify other potential members of a mentor team and help model effective methods of sharing knowledge and decisions across multidisciplinary teams?*
3. *Can this mentor help translate institutional/professional cultures and norms in a way that fosters your sense of inclusion and belonging?*

Personality and Fit

It is essential to consider how your personality will fit with your mentor's, as well as how her/his mentoring style and priorities will match with your needs. A mismatch of these styles could lead to miscommunications and unsatisfactory mentoring experience. Here are some questions to consider:

1. *How knowledgeable are you about your personality and communication style and the type of leadership and management with which you work best?*
2. *What are previous and current mentees saying about this mentor's work and mentoring style?*
3. *Do you feel confident the mentor can meet you where you are and reflect on how her/his mentoring styles can best support you?*
4. *Is this mentor's primary focus on fostering your independent career or in you lending expertise to his/her project?*
5. *Does this mentor have the time and motivation to provide you the guidance you need?*
6. *How do you feel before meeting with this person? Excitement? Motivation? Dread? Anxiety?*
7. *Does this person serve as a role model or model behaviors you want to develop in yourself?*

Availability

Consider how often you want to meet and communicate with your mentor and whether they will be able to accommodate those needs. Consider these questions:

- *Does this person respond to your emails or phone calls in what you consider a timely fashion?*
- *When you meet, how balanced is the conversation? Who does most of the talking?*
- *Does this person demonstrate active listening skills? Does the mentor check if her/his perception of what you said matches what you intended to say? How do they confirm they have heard and understood you?*

Use the "Mentee Expectations Worksheet" on pages 52-53 to clarify your own expectations of a potential mentor.

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 be revisited every six months with revisions made to capture current realities and future directions. Templates for prompting and capturing key elements of these discussions are provided within the BLaST Mentoring Agreement.

Mentee's Responsibilities in the Alignment phase:

1. Have a clear understanding of your goals and the role/resources you want your mentor to play/provide.
2. Be prepared to communicate your expectations and listen to the expectations of your mentor(s).
3. Be flexible and willing to alter your expectations and change your plans.
4. Inform your mentor about your preferred learning style.

Mentees: Setting and Defining Expectations

Fundamental to successful mentoring is a shared understanding of the expectation you and your mentor have for the relationship. Potential conflicts are often prevented if you set ground rules for the relationship together at the beginning. After determining your expectations of the mentoring relationship, meet with your mentor to go through a mentoring agreement.

Before your first meeting, or very early in the relationship, reflect on your expectations for the mentorship. By doing this in private, you can think freely about your own needs without being influenced by your mentor. Here are some examples of what mentors and mentees often expect.

Mentors expect mentees to be:	Mentees often expect mentors to:
• Aware of their expectations • Committed to the relationship • Reliable • Responsible • Teachable • Able to communicate their needs and ambitions • Independent • Able to utilize good judgment • Able to work collaboratively with others	• Guide and direct • Recommend resources • Invite mentees to tour their workplace • Offer "hands-on" involvement • Advise on the workplace climate • Be problem solvers • Help them network with other professionals or colleagues • Have real experience in their field of work • Teach practical skills relative to their field • Be good listeners, give feedback and be enthusiastic

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 relationship. The success of the mentoring relationship will be determined to a great extent by the clarity and reasonableness of this agreement. The key components of an agreement include:

- **The specific role of the mentor** - Establish the role of the mentor first to focus the agreement.
- **The objectives of the mentee -** Tie the expectations and goals to skills and specific activities. Outline concrete skills you hope to learn.
- **Sharing what you have to offer -** What knowledge, skills, and resources do you have?
- **Clarifying limits of the relationship -** What are you willing or not willing to do?
- **Discuss preferred ways of interacting -** Agree on a procedure for notifying each other if you are late or absent and general methods of communication.
- **Confidentiality parameters** - Discuss how sensitive issues are to be handled.
- **The duration of the relationship -** Set a realistic and flexible ending date. Note that although some mentees and mentors choose to end their relationship after a year, many others remain indefinitely.
- **Determining time constraints -** Be clear on your availability.
- **The frequency and type of meetings** - Consider the specific activities to be accomplished and ease of contact when establishing meeting times.
- **No-fault termination -**Discuss a no-fault conclusion wherein either the mentor or mentee may end the relationship.

Use the "First Meeting: Mentoring Match Checklist" on page 54 as a preliminary check to gauge whether you and your mentor may be compatible. A sample agreement template is included on pages 55-57 or you may use a letter of mutual agreement.

> **Drafting an agreement with your mentor is a great experience for your first meeting.**

Mentees: Cultivating the Relationship

In this 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 the mentee, this means cultivating your areas for growth and communicating your needs as they change; it means seizing opportunities as they arise and following through with intentional action.

Mentee Responsibilities in the Cultivation phase:

- Actively listen and contribute to conversations.
- Acknowledge your weaknesses and build from your strengths.
- Accept and reflect on constructive criticism.
- Don't shy away from difficult conversations.
- Follow through on tasks and meet deadlines.
- Communicate your changing needs.
- Celebrate successes.
- Periodically evaluate progress and assess the relationship.

Virtually every aspect of successful mentoring boils down to effective communication. Four key skills for effective communication in mentoring relationships are:

1. **Increase your awareness of yourself and others.**
   You are the instrument through which mentoring happens, both as mentor and mentee. The more you are clear about your agenda and able to separate out your thoughts, feelings, and wants from those of your mentor/mentee, the greater the potential for intentional partnership and mutual benefit. "In each moment you spend in another person's presence, you are communicating that person's importance to you. Are you doing this consciously or unconsciously?"- *Denise Holmes*

2. **Get curious about the other person's story.**
   Listening to learn something new (rather than to confirm what you already know) is essential to good mentoring. When you get curious about the other person's story, you open up the possibility of greater connection and value for both parties. *"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.**
   Great mentoring means 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.

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 allow the relationship to dissolve because of a lack of contact.

As your mentoring relationship develops, review your expectations, goals, and objectives. Make it a habit to check-in with one another regularly.

Conversation Topics

Your mentor will be interested in learning about you so that she or he can mentor in the best way possible. You may feel uncomfortable talking about yourself at first, but remember that mentoring is all about helping you develop career potential. Here are some discussion topics that will help your mentor learn about you:

- **Academic.** Which classes have you liked best or least and for what reasons? What progress have you made toward your degree? What sort of research are you involved with?
- **Activities.** What activities are you involved in, including recreation, community service, clubs, societies, and jobs?
- **Background.** What does your home life look like? Do you have children? How has your family life affected your school career?
- **Career ambitions.** Have you thought about life after college? Do you want to work for a big company, a small company, a consulting firm, a research lab, government, or academia?

Learning about your mentor

Because your mentor has many life and career experiences to share, here are a few questions to start a conversation to learn more about your mentor:

- What do they do at work?
- What is their workplace and work climate?
- What do they perceive as their future?
- Their perspective on job entry and preparation.
- Their feelings about their career.

Climate topics

In addition to discussions about your future career and your mentor's job, you may want to discuss workplace climate issues. Some suggestions for this topic include:

- What positive and negative experiences have you faced in the work or academic environment?
- If you faced discrimination, how did you overcome it?
- Do you have any insights into the basic political realities and interpersonal conflicts common in the professional or academic setting?
- Did you ever feel like quitting school and what changed your mind?
- How have you balanced personal relationships, family, and a career/education?

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

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 enrich your mentoring experience.

- **Unrealistic expectations for mentors or mentees.** Both you and your mentor will feel frustrated if one or the other's expectations for the mentoring relationship are not met. Clearly discussing the expectations and goals of the relationship, the amount of time and activities will alleviate these problems.

- **Expectations of mentee failure.** If you feel that your mentor does not have faith in your abilities, you should ask your mentor to reassess her or his perception of you. Is the concern 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 failure to communicate, miscommunication, or the need to communicate more clearly and more often. Refer again to the list of

communication ethics and practical communication tips for resolving conflicts on pages 10-12 of the handbook. Any healthy relationship will involve the continual exercise of open and honest communication.

Keep in mind, also, that you and your mentor are developing a relationship that must remain within professional guidelines. Under no circumstances should you develop a romantic or sexual relationship with your mentor, nor should you experience any verbal or physical harassment in the relationship.

> "The University of Alaska is an affirmative action/equal opportunity employer and educational institution. The University of Alaska does not discriminate on the basis of race, religion, color, national origin, citizenship, age, sex, physical or mental disability, status as a protected veteran, marital status, changes in marital status, pregnancy, childbirth or related medical conditions, parenthood, sexual orientation, gender identity, political affiliation or belief, genetic information, or other legally protected status. The University's commitment to nondiscrimination, including against sex discrimination, applies to students, employees, and applicants for admission and employment. Contact information, applicable laws, and complaint procedures are included on UA's statement of nondiscrimination available at www.alaska.edu/titleIXcompliance/nondiscrimination"

If you feel that you are experiencing any of these behaviors from your mentor, please contact the BLaST Administration and terminate the mentoring relationship. Even if the relationship seems valuable in other respects, the harassment will do you harm. BLaST staff are required to report any inappropriate behaviors to the Title IX office and can help you contact the appropriate people whom you may report confidentially.

BLaST Scholars Tandi Marth and Brianna Lu working in the Neuroscience Lab

Revised 7/2018

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.
If he or she wants to end the relationship and you don't, you must honor those wishes.

Evaluate the relationship.
Periodically, check out the health of the relationship. Make sure your needs and those of your mentor are both being met. Make ongoing evaluation a commitment.

Review your goals.
Regularly review your goals and objectives with your mentoring partner. Gauge where you and your partner are in the accomplishment of goals and objectives.

Integrate.
When it is time to come to closure, ask how you can use what you've learned. Without closure, you lose the value-added dimension of integration. Reflective closure involves taking what you've learned from the mentoring relationship and applying it. Focus on both the process and the content of the learning in your discussion.

Celebrate.
Find meaningful ways to celebrate your accomplishments and be vocal in your appreciation of each other.

Move on.
Once you have redefined your relationship, "let go" of the relationship as it was and embrace it as it will be going forward.

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. **You'll learn.** Mentees have some knowledge and perspectives you don't, and maybe they will teach you a new job-specific skill, and help you enhance your people-development skills, which you can use with your own employees and even your family and friends. In the process, you'll also learn more about yourself.

2. **This is a chance to pay it back.** You may have received good mentoring from someone and never had a chance to show your gratitude to him or her directly. You now have an opportunity to reciprocate and "put something back into the pot."

3. **You may receive recognition from peers and superiors.** Being an effective people developer won't go unrecognized. In fact, if you're in management, you'll be officially or unofficially rated on your ability to recognize and groom talent.

4. **You may get some extra work done!** Remember how you paid your dues by doing routine tasks for a mentor? Within ethical limits, your mentees can work on your research, help with a project, or finish other work that remains undone.

5. **You'll review and validate what you know and what you've accomplished.** Teaching another helps you review and reframe all you've learned about that subject. You'll realize that you've accomplished much more than you thought.

6. **You'll feel satisfied, proud, and other energizing emotions.** When you have a positive effect on your mentees, expect positive feelings of pride, satisfaction, happiness, contentment, and excitement along with the enjoyable physiological reactions that go with them.

7. **Mentoring could have future personal payoffs.** When mentees are successful, they often reward their mentors. Even if this isn't your reason for helping, you could receive thanks, notoriety, jobs, invitations, and other future opportunities to contribute and celebrate.

8. **You'll help your organization.** Mentoring employees can give your organization a recruitment edge, shorten learning curves, increase your mentees' job satisfaction and loyalty, and improve productivity and quality.

9. **You'll leave the world better than you found it.** Taking the time to reach out to others, share your life's wisdom, and convey your respect for them is probably the least expensive and most powerful way to change the world, one life at a time.

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/accomplishments
   - Recognizing talents
   - Providing opportunities for participation in professional activities

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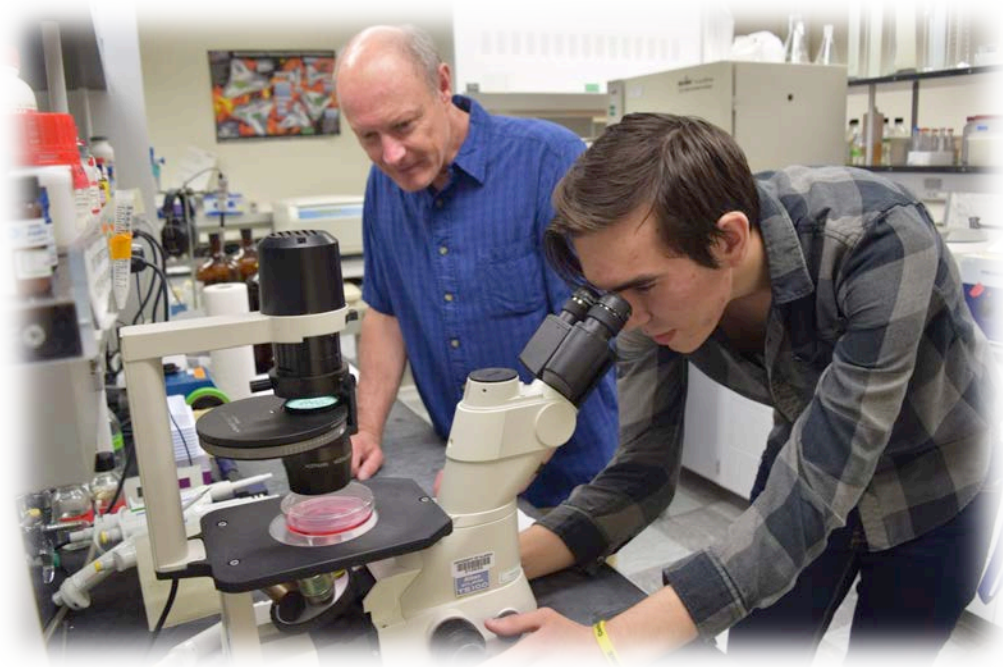
Faculty mentor Thomas Kuhn with BLaST
Scholar Josh Hartman in the lab at UAF

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 looking for?

Though mentors can provide a spectrum of support to the mentee, and you should not feel as if you need to meet each of the needs of every mentee. Instead, help potential mentees understand what it is you can provide and determine what unmet needs other mentors might offer as part of a mentor team. To help you identify the mentee's needs and your resources, consider common roles and expectations of mentors and mentees as a starting point.

How can you get started?

The initial conversations between you and your mentee set the tone for the relationship. The focus should be on who you are as individuals and what you each bring to the relationship (your background, context, culture, strengths, etc.). To help ensure your conversation is comprehensive, consider the questions below and strategies for your initial mentoring conversations.

Remember that development of the mentee is the key focus of the mentoring relationship; having the mentee complete a mentoring agreement will help the mentee articulate his or her desires and needs and will give you both a clear place from which to begin your conversations.

33

How can you become a more effective mentor?

Strong mentorship has been linked to enhanced mentee productivity, self-efficacy, career satisfaction, and is a predictor of the academic success of scientists in training. Despite this, mentoring is typically learned by example, training, trial and error, and peer observation.

Assessing the Fit

While each mentoring relationship is unique, there are qualities successful research mentees generally share. You may wish to assess some of the qualities as you decide whether to take on a new mentee:

Mentee qualities:

- Are passionate
- Have self-insight
- Are self-driven
- Works well independently and as part of a team
- Takes the initiative and follow through on projects
- Stimulates your thinking
- Has a sense of curiosity and creativity
- Is comfortable with more than one outcome
- Can give an honest assessment of his or her strengths and areas for growth

Interview questions and strategies:

Frequent conversations, especially early in the relationship building process, will provide the best opportunity for you to discover what it would be like to work with the potential mentee. Some questions/strategies to consider include:

- If this mentee would be joining your lab or research group, provide an opportunity for them to sit in on a lab/group meeting and get a feel for the members of your team and your leadership style.

- *Do they communicate well with those whom they work with?*

- *Why are they interested in working with you (beyond shared research interests)?*

- *Can you agree on a discrete chunk of research that the mentee can take ownership of?*

- If the potential mentee has not already done so, have him/her complete a Mentoring Expectations Worksheet to stimulate the mentee's thinking about his or her strengths, goals and expectations of the mentoring relationship. *How do their strengths align with your needs? How do your strengths align with their needs?*

- Mentors and mentees alike should take the time to assess whether a particular mentoring arrangement is right. The key question to ask is whether or not this mentor is the most appropriate advisor for this mentee at this time considering the mentee's current development needs and long-term professional aspiration.

- Frequent conversations, especially early in the relationship, will help to assess fit and begin to develop the necessary trust for a successful relationship. To assist in this process, use the

34

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.
3. Identifying potential physical, financial, and personal resources of relevance.
4. Understanding programmatic/departmental career development expectations.
5. Communicating your expectations verbally and in writing.
6. Being flexible and willing to alter your expectations and change your plans.
7. Identifying the time in your schedule to dedicate to your mentee.

While it is especially critical to begin the alignment process early in the relationship, expectations must be revised as work progresses and independence grows. Also alignment should be seen as providing structured guideposts and milestones, which should not be rendered as inflexible or used in a punitive manner. Rather, the articulated and documented expectations should instigate iterative conversations that capture current realities and future directions. Use these common expectations to articulate the roles you will each play and to determine who else might be brought in to complement the mentoring team.

Types of Expectations:

Role/Functional: These expectations tend to apply to each mentor/mentor team and stand true over time.
Relational: These expectations are unique to each relationship and serve to establish ground rules for how the mentor and mentee can bring their best and whole selves forward. These expectations change over time as the mentee gains maturity and experience.
Project: These expectations make explicit what specific work will be done, when, and by whom.

Mentors expect mentees to be:	Mentees often expect mentors to:
• Aware of their expectations. • Committed to the relationship. • Reliable. • Responsible. • Teachable. • Able to communicate their needs and ambitions. • Independent. • Able to utilize sound judgment. • Able to work collaboratively with others.	• Guide and direct. • Recommend resources. • Invite mentees to tour their workplace. • Offer "hands-on" involvement. • Advise on the workplace climate. • Be problem solvers. • Help them network with other professionals or colleagues. • Have real experience in their field. • Teach practical skills relative to their field. • Be good listeners, give feedback and be enthusiastic.

Building the Relationship

Each person comes into the mentoring relationship with unique needs.

Before you align:

- Take advantage of mentoring workshops and learn what being a good mentor means beyond your own first-hand experience.
- Clarify the goals and expectations of your career and be honest about your ability and desire to reserve time in your schedule dedicated to your mentee's best interest. Be honest with yourself about how you work best and how a mentee can best work with you.

Alignment:

- Use the mentor and mentee expectation documents from the selection phase to prompt strategic conversations and, when an agreement to work together is reached, collaboratively write a mentoring agreement.
- Tailor the expectations checklist, and mentoring agreements to meet both your and the mentee's particular personalities and needs across all areas of investigation/development.
- Include both the big-picture and achievable steps for making the shared vision a reality.
- Use the *Checklist for Alignment* to crosscheck the alignment phase.

Revisiting alignment:

- Regularly discuss if you and your mentee are still in alignment.
- Edit/revise expectations documents and mentoring agreements as expectations shift.

Use the "First Meeting: Mentoring Match Checklist" on page 54 and "Checklist for Alignment" on Page 58 as a preliminary check to gauge whether you and your mentee may be compatible and understand the expectations of the mentoring relationship. A sample agreement template is also included on pages 55-57 or you may use a letter of mutual agreement.

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 your mentee to succeed and become more independent.

Mentee Responsibilities in the cultivation phase:

1. Advise on what you know; admit what you don't and refer to others.
2. Provide relevant examples and resources.
3. Recognize your mentee's strengths and areas of growth.
4. Give constructive feedback.
5. Foster your mentee's independence.
6. Respond to the changing needs of your mentee.
7. Don't shy away from difficult conversations.
8. Celebrate successes.
9. Revisit mentoring plans and expectations.
10. Periodically evaluate progress and assess relationship.

Supporting Learning and Assessing Understanding

Scaffolding learning

The term "scaffolding" was developed as a metaphor to describe the type of assistance offered by a teacher or peer to support learning. In the process of scaffolding, the teacher or mentor helps the mentee master a task or concept that they are initially unable to grasp independently. The mentor offers assistance with only those skills that are beyond the mentee's capability. Of great importance is allowing the mentee to complete as much of the task as possible, unassisted. The mentor only attempts to help the mentee with tasks that are just beyond her/his current capability. Errors are expected, but with mentor feedback and prompting, the mentee can achieve the task or goal.

When the mentee takes responsibility for or masters the task, the mentor then begins the process of fading, or the gradual removal of the scaffolding, which allows the mentee to work independently.

Strategies for scaffolding learning

Many different facilitative tools can be utilized in scaffolding mentee learning. Among them are:

1. Breaking the task into smaller more, manageable parts.
2. Using "think aloud", or verbalizing thinking processes when completing work.
3. Employing cooperative learning, which promotes teamwork and dialogue among peers.
4. Giving concrete prompts, questioning, coaching.
5. Modeling.
6. Activating background knowledge, providing tips, strategies, cues, and procedures.

Important: Mentors have to be mindful to keep your mentee in pursuit of the task while minimizing his/her stress level. Skills or tasks too far out of reach can lead your mentee to feel frustrated and overwhelmed. Similarly, tasks that are too simple can cause the same effect.

38

Assessing the mentees thinking processes

Assessing understanding during the learning process is called formative assessment, and serves two primary functions:

- It exposes misconceptions or misapplications at an early stage, while knowledge, skills, and attitudes are still forming, and allows for re-instruction or direction change.
- It requires mentees to think about what they are doing. Doing so helps your mentees "keep their eyes on the prize," engages them in critical thinking, and helps shift information from short-term memory to long-term memory, thus advancing the learning process.

As your mentees advance, so should their ability to think about their learning, to self-monitor and self-regulate. Your mentoring should scaffold this process, providing more structure and modeling at the beginning of the relationship or project and increasingly less as the mentee grows in autonomy. Many times we assume our mentees understood our meaning, but how can we be sure?

Strategies for assessing understanding

- Take a minute to consider any assumptions you have made about what your mentee knows or does not know.
- At key moments in the research process, ask your mentee to explain in their own words what the results are and how they got there.
- Ask your mentee to explain something to another person in your lab group.
- Ask your mentee to organize information with a flowchart, diagram, or concept map.
- Ask questions that foster meta-cognition, such as:
  - *How did you come to that conclusion? What evidence supports it?*
  - *What experience or literature made you choose that course of action?*
- Can you illustrate your thinking process on this project?

Maintaining Effective Communication

Virtually every aspect of successful mentoring relies on effective communication. Four key skills for effective communication in mentoring relationships are:

1. **Increase your awareness of yourself and others.**

You are the instrument through which mentoring happens. The more you are clear about your own agenda and can separate out your thoughts, feelings, and wants from those of your mentee, the greater the potential for intentional partnership and mutual benefit

"In each moment you spend in another person's presence, you are communicating that person's importance to you. Are you doing this consciously or unconsciously?" – Denise Holmes

2. **Get curious about the other person's story.**

Listening to learn something new (rather than to confirm what you already know) is essential to good mentoring. When you get curious about the other person's story, you open up the possibility of greater connection and value for both parties.

39

"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

Individuals bring a wide range of different life experiences to their mentoring relationships. Three key 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 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.

Address differences openly

Relationships in which it becomes comfortable to talk about and acknowledge differences have much greater 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.

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

Managing Mentoring Challenges

Whenever people work together, there are bound to be times when the relationships are challenged. Disagreements occur in even the best working relationships.

In healthy situations, the issues are discussed objectively. Each is empowered to state his or her position and feel confident that the other is genuinely listening and wanting to understand. Possible solutions are explored with open minds, and the potential effects of the solutions are considered and weighed. It's an easy process to understand, but more often than not it's incredibly difficult to do. People want what they want, believe what they believe, and value what they value. In this section, our goal is to identify some problems that mentors and mentees have encountered and to suggest potential strategies for resolving each issue.

Strategies to Address Common Mentoring Challenges

1. Providing inadequate direction

Problem*:* There are two errors a mentor can make concerning providing direction. Providing too much help can stall a mentee's movement toward independence and encourage dependence. Providing too little help could leave a mentee to flounder and, again, inhibit progress toward independence.

Strategy: While it is important for the mentor to stay vigilant about his or her actions, this is probably a time when the mentee has to step up and take action. It may be useful for you to have periodic conversations about the extent of the direction you are giving. Encourage the mentee to discuss their needs and discuss ways that you can support their growth without being too overbearing or provide too little support.

2. Dealing with conflicting demands

Problem*:* Individuals may have a great deal of difficulty saying "no". Mentors and mentees may become inundated with demands for work. Often mentees do not have the experience to know how to prioritize these demands, their workloads can become burdensome and a threat to their career development.

Strategy*:* One way to resolve this dilemma is to take the list of assignments and ask them to prioritize tasks with your assistance. Better yet, call a team meeting so your team can negotiate with one another about the priority of tasks.

3. Dealing with conflicting advice

Problem*:* Mentees can experience conflicting advice concerning research plans, writing manuscripts, and other aspects of their career and academic development. Conflicting advice inevitably leads to confusion, fear, and other negative emotions and reactions.

Strategy*:* Mentors are wise and knowledgeable, but they are not infallible. When mentees get conflicting advice, think about what they want to do. Encourage them to ask friends for their opinions. Speak to other colleagues and other members of your team. Everyone has been in this situation, so people need to be supportive as they work out how to handle the conflicting advice.

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.

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 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 of handling this is to be honest about the situation. It is unprofessional to miss scheduled appointments with your mentor and it is important to the relationship to be able to find time to meet or talk with her/him.

- **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 mentoring 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 enrich your mentoring experience.

- **Unrealistic expectations for mentors or mentees.** Both you and your mentor will feel frustrated if one or the other's expectations for the mentoring relationship are not met. Clearly discussing the expectations and goals of the relationship, the amount of time, and activities will alleviate these problems.

- **Expectations of mentee failure.** If you feel that your mentor does not have faith in your abilities, you should ask your mentor to reassess her or his perception of you. Is the concern

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 communicate, a miscommunication, or the need to communicate more clearly and more often. Refer again to the list of communication ethics and practical communication tips for resolving conflicts on pages 13-14 of this handbook. Any healthy relationship will involve the continual exercise of good communication.

Keep in mind that you and your mentee are developing a relationship that must remain within professional guidelines. Under no circumstances should you develop a romantic or sexual relationship with your mentee, nor should you experience any verbal or physical harassment in the relationship.

"The University of Alaska is an affirmative action/equal opportunity employer and educational institution. The University of Alaska does not discriminate on the basis of race, religion, color, national origin, citizenship, age, sex, physical or mental disability, status as a protected veteran, marital status, changes in marital status, pregnancy, childbirth or related medical conditions, parenthood, sexual orientation, gender identity, political affiliation or belief, genetic information, or other legally protected status. The University's commitment to nondiscrimination, including against sex discrimination, applies to students, employees, and applicants for admission and employment. Contact information, applicable laws, and complaint procedures are included on UA's statement of nondiscrimination available at www.alaska.edu/titleIXcompliance/nondiscrimination"

If you feel that you are experiencing any of these behaviors from your mentee, please contact the BLaST Administration and terminate the mentoring relationship. Even if the relationship seems valuable in other respects, the harassment will do you harm. BLaST staff are required to report any inappropriate behaviors to the Title IX office and can help you contact the appropriate people whom you may report confidentially.

Mentors: 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 these questions, successful closure should catapult both parties 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 mentee leaves the institution.
4. A shift in the mentee's research focus and development.

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 mentee.
If he or she wants to end the relationship and you don't, you must honor his or her wishes.

Evaluate the relationship.
Periodically, check out the health of the relationship. Make sure your needs and those of your mentee are both being met. Make ongoing evaluation a commitment.

Review your goals.
Regularly review your goals and objectives with your mentee. Gauge where you and your mentee are in the accomplishment of goals and objectives.

Integrate.
When it is time to come to closure, ask how you can use what you've learned. Without closure, you lose the value-added dimension of integration. Good closure involves taking what you've learned from the mentoring relationship and applying it. Focus on both the process and the content of the learning in your discussion.

Celebrate.
Find meaningful ways to celebrate your mentee's accomplishments and be vocal in your appreciation of him or her.

Move on.
Once you have redefined your relationship, "let go" of the relationship as it was and embrace it as it will be going forward.

Adapted and used by permission from: Zachary L. and Fischler L., (2009). *The Mentee's Guide: Making Mentoring Work for You.* Hoboken, New Jersey: John Wiley & Sons. pp. 99-103.

Section IV: Mentoring Templates

Artwork by Raven Shaw,
2017-18 BLaST Scholar

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)

1ˢᵗ Choice	
2ⁿᵈ 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 the goals are specific, realistic, and are met in a timely manner. Goals will also need to be reassessed to address the particular needs of the individual and to reflect the changing nature of research and/or the mentees career goals.

Training Skills Assessment (to be completed initially by the mentee)
Please list your skill strengths and areas for improvement. After completion, please share with your mentor(s) for feedback.

Revised 7/2018

Skills Self-Assessment

Area of Training	Current Strengths	Areas for Improvement	Mentor Comments
Coursework (e.g., working with others; learning content independently; time management; writing; reading; math; multitasking; seeking help when needed)			
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)			
Professional Development (e.g., networking; involvement in professional societies; workshops; conferences)			
Other:			

Goals (to be completed initially by the mentee)

As an IDP is an overall plan for training, setting goals for each year is crucial in order to progress and build upon goals in successive years. Keep in mind that certain goals for a career may need to be met on a timely basis.

1st Year Goals *(Short Term)*

2nd Year Goals *(Long Term)*

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.)*	Action Step	Frequency (i.e., weekly)	Target Completion Date

Progress Check
Date: ___ Met Goal ___ In Progress ___ Needs Revision

Other:	Action Step	Frequency (i.e., weekly)	Target Completion Date

Progress Check
Date: ___ Met Goal   ___ In Progress   ___ Needs Revision

Other:	Action Step	Frequency (i.e., weekly)	Target Completion Date

Progress Check
Date: ___ Met Goal   ___ In Progress   ___ Needs Revision

Other:	Action Step	Frequency (i.e., weekly)	Target Completion Date

Midterm Check
Date: ___ Met Goal   ___ In Progress   ___ Needs Revision

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

_____Gain a realistic perspective of the workplace

_____Get advice on how to balance work and other responsibilities, and set priorities

_____Gain knowledge of "dos and don'ts"

_____Learn how to operate in a network of talented peers

_____Other _____

I hope that my mentor and I will:

_____Tour my mentor's workplace/explore various teaching or work sites

_____Go to formal mentoring events together

_____Meet roughly _____, and that s/he will feel comfortable having me drop by his/her office

_____Go to educational events such as lectures or other university events together

_____Other _____

I hope that my mentor and I will discuss:

_____Academic subjects that will benefit my future career

_____Career options and job preparation

_____The realities of the workplace

_____My mentor's work

_____Technical and related field issues

_____How to network

_____How to manage work and family life

_____Personal dreams and life circumstances

_____Other _____

The things I feel are off limits in my mentoring relationship include:

_____Disclosing our conversations to others

_____Using non-public places for meetings

_____Sharing intimate aspects of our lives

_____Meeting behind closed doors

_____Other _____

I hope that my mentor will help me with job opportunities by:

_____Opening doors for me to job possibilities

_____Introducing me to people who might be interested in hiring me

_____Helping me practice for job interviews

_____Suggesting potential work contacts for me to pursue on my own

_____Teaching me about networking

_____Critiquing my resume or curriculum vitae

_____Writing me letters of recommendation

_____Other _____

The amount of time I can spend with my mentor is likely to be, on average:

Adapted and used by permission from: Brainard, S.G., Harkus, D.A. and George, M.R. (1998), A curriculum for training mentors and mentees: Guide for administrators. Seattle, WA: Women in Engineering Initiative, WEPAN Western Regional Center, University of Washington.

First Meeting: Mentoring Match Checklist

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

	Mentor Items		Mentee Items
	I have a sincere interest in helping this person succeed.		**I have a sincere interest in having this person as my mentor.**
	There appears to be mutual interest and compatibility.		**There appears to be mutual interest and compatibility.**
	Our assumptions about the process are congruent.		**Our assumptions about the process are congruent.**
	I am the right person to help the mentee achieve his or her goals.		**This person is the right mentor to help me achieve my goals.**
	I can enthusiastically engage in helping this person.		**I can enthusiastically engage in being mentored by this person.**
	I am willing to use my network of contacts to help this individual.		**I am ready to accept help from this mentor's network of contacts.**
	I can commit adequate time to mentoring this person.		**I can commit adequate time to being mentored by this person.**
	I have access to the kind of opportunities that can support this person's learning.		**This person has access to the kind of opportunities that can support my learning.**
	I have the support that I need to be able to engage in this relationship in a meaningful way.		**I am ready and able to engage in this relationship in a meaningful way.**
	I am committed to developing my own mentoring skills.		**I am committed to using this relationship to help develop my skills and meet my goals.**

BLaST Mentor-Mentee Agreement Template

Once you have selected a mentor, set up a meeting to specifically discuss what each of you expects from this research experience and complete a mentor-mentee contract. In the contract you will define a set of *common goals and expectations.* To prepare for this meeting consider the topics below.

1. Why do you want to do research? Why does your mentor want to supervise an undergraduate researcher?

2. What are your, and your mentor's, academic, career and research goals? How can this research experience and the mentor-mentee relationship help each of you achieve them?

3. What would success in this research experience look like to you? *(What would be an outcome you both would like to see?)*

4. Assuming a good fit, how long do you expect to work with this research group? Ideally, how long would your mentor like you to remain with the group?

5. What will be the frequency of communication *(hours per week and at what times/days do you and your mentor expect you to work together)?*

6. What, if any, specific technical or communication skills do you expect to learn as part of the research experience? What specific skills would your mentor like you to learn?

7. Once you are trained in the basic techniques, would you prefer to continue to work closely with others (e.g. on a team project), or independently? What level of independence does your mentor expect you to achieve, once basic techniques are learned? How will s/he know when you have reached this level?

8. How will you document your research results? Is there a specific protocol for keeping a laboratory/research notebook in your group?

9. To whom do you expect to go if you have questions about your research project? Does your mentor expect you to come solely (or first) to him/her, or should you feel free to ask others in the research group? If others, can your mentor identify those in the group who would be good resource people for your project?

10. If you have previous research experience, what skills do you expect to bring to your new research group? If a mentee has a previous research experience, is there anything the mentor should share about this research group that is unique and the mentee should be aware of?

Mentee (print) _____ Mentor (print) _____

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. On a daily Basis, our primary means of communication will be through *(circle)*

   Face-to-face   phone   email   instant messaging.

6. We will meet one-on-one to discuss our progress on the project and to reaffirm or revise our goals for at least _____ minutes _____ time(s) per month.

   It will be the (***mentee's/mentor's***) responsibility to schedule these meetings. *(circle)*

   In preparation for these meetings, the mentee will –

   In preparation for these meetings, the mentor will –

   At these meetings, the mentor will provide feedback on the mentee's performance and specific suggestions for how to improve or progress to the next level of responsibility through:

   a. A written evaluation (preferred)

56

     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 you use the last of something, etc.):

11. Other issues not addressed above that are important to our work together:

By Signing below, we agree to these goals, expectations, and working parameters for this research project. *(signatures that apply)*

Mentee's signature _____Date _____

Research Mentor's signature _____Date _____

Checklist for the Alignment

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

_____ 1. We have put accountabilities 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-articulated.

_____ 12. Our defined roles, responsibilities and ways of working together leave enough

   room for flexibility.

_____ 13. We have discussed how and when the relationship will be brought to closure.

_____ 14. We have developed a plan for assessing the effectiveness of the relationship.

_____ 15. We have discussed what to do when things fall out of alignment.

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.

This program is a national collaborative through which the Diversity Program Consortium, in partnership with the NIH, will develop, implement, and evaluate innovative approaches to research training and mentoring, with the goal of engaging individuals from diverse backgrounds and helping them prepare for and succeed in biomedical research careers. It provides the opportunity for transformation of the biomedical research workforce through institution-wide and eventually nationwide implementation of successful training and mentoring strategies. The long-term goal is to enhance the NIH mission through a more diverse and robust workforce, attracting talented individuals from all population sectors.

BUilding Infrastructure Leading to Diversity

The National Institutes of Health plans to invest approximately $240 million over five years, pending availability of funds, to develop new approaches that engage researchers, including those from backgrounds underrepresented in biomedical sciences, and prepare them to thrive in the NIH-funded workforce. Supported by the NIH Common Fund and all NIH institutes and centers, 12 awards will be issued as part of three initiatives of the Enhancing the Diversity of the NIH-Funded Workforce program.

The three initiatives, which together form the Diversity Program Consortium, are:

- *Building Infrastructure Leading to Diversity (BUILD): a set of experimental training awards designed to learn how to attract students from diverse backgrounds into the biomedical research workforce*

- *The National Research Mentoring Network (NRMN): a nationwide network of mentors and mentees spanning all disciplines relevant to the NIH mission*

- *The Coordination and Evaluation Center (CEC): which will coordinate consortium-wide activities and assess efficacy of the training and mentoring approaches developed by the BUILD and NRMN awardees.*

BUILD is a set of experimental training awards designed to learn how to attract students from

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.

BIOMEDICAL LEARNING AND STUDENT TRAINING
University of Alaska Fairbanks

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 will enhance capacity for undergraduate biomedical research training and efficacy for engaging students from diverse, especially rural Alaska, backgrounds and preparing them for biomedical research careers.

BLaST will engage students in active learning, early research experiences, and learning communities that engender confidence in knowledge and status as a researcher, and motivate persistence to postgraduate training. UAF has a deep commitment to undergraduate research training, and multiple infrastructure building grants from NIH have dramatically increased our biomedical research capacity.

Through distinct and innovative approaches we seek transformative change in higher education, the complete integration of research and teaching. We will expand undergraduate roles in the research mission and research roles in the educational process. We will establish undergraduate mentorship as a contribution valued in faculty advancement. We will focus biomedical program improvement on undergraduate research training. Transformation to a culture of integrated research and teaching will occur through student, faculty, and institutional development that address institutional, social, and individual factors influencing engagement and persistence of emerging scientists.

We focus on students from rural Alaska, the most dispersed and isolated US rural population and one for whom the subsistence lifestyle is important for survival. Alaska is the most rural state in the nation and has extreme educational and economic disparities, which make it the ideal test case for developing transformative approaches to engage and support rural students. To insure we will serve rural Alaskans, BLaST is a partnership between UAF (including its rural campuses in Kotzebue, Nome, Bethel, Dillingham and Fairbanks), UAS (its campuses in Juneau, Ketchikan and Sitka) and Iḷisaġvik Tribal College in Utqiaġvik.
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Pursuit of three specific aims will enable achievement of our goals.

Specific Aim 1: Emphasize active and experiential learning throughout undergraduate curricula, thereby building capacity to engage students, rather than simply capacity to serve students.

Specific Aim 2: Fully integrate teaching and research in the higher education enterprise, thereby immersing students in biomedical research throughout their undergraduate study.

Specific Aim 3: Embed students in a biomedical learning community that takes a holistic approach to student development by emphasizing cultural inclusiveness and comprehensive advising as well as training in critical-thinking and problem-solving skills, which are hallmarks of scientific training.

BLaST Support Hierarchy and Stock Holder Benefits

CEC

NRMN

BLaST (BUILD)

URE/Scholars

GMRA

Faculty
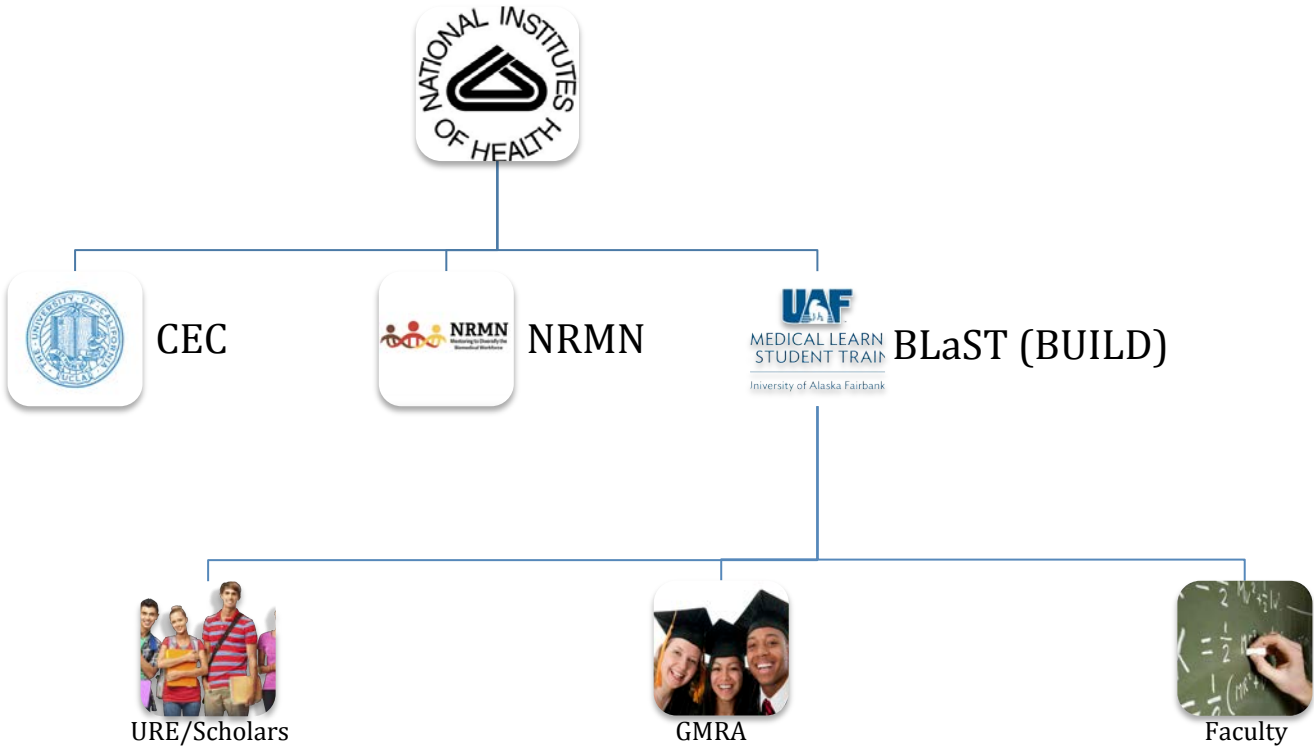
For Undergraduate Students
- Scholarships
- Supported Research Opportunities
- Project Support Courses
- Skill Development
- Mentored Training
- Research Grants
- College and Career Guidance
- Comprehensive Advising

For Graduate Students
- Scholarships
- Project Support
- Teaching and Mentoring Assistantships (GMRA)
- Improved research skills
- Research Grants
- Networking Opportunities

For Faculty
- Curriculum Development
- Pilot Project Awards
- Improved Teaching
- Access to mentees
- Increased research productivity
- Exposure to new research
- Satisfaction of training new colleagues

For Community and Alaska
- Focus on Alaska "One Health" Issues
- Discoveries in Disease Prevention and Treatment
- Support for Rural and Disadvantaged Students
- Our Best and Brightest Remain in Alaska
- A More Effective and Efficient Research Community
- Creation of More Health Professionals

BLaST Organizational Chart

Updated July 2018
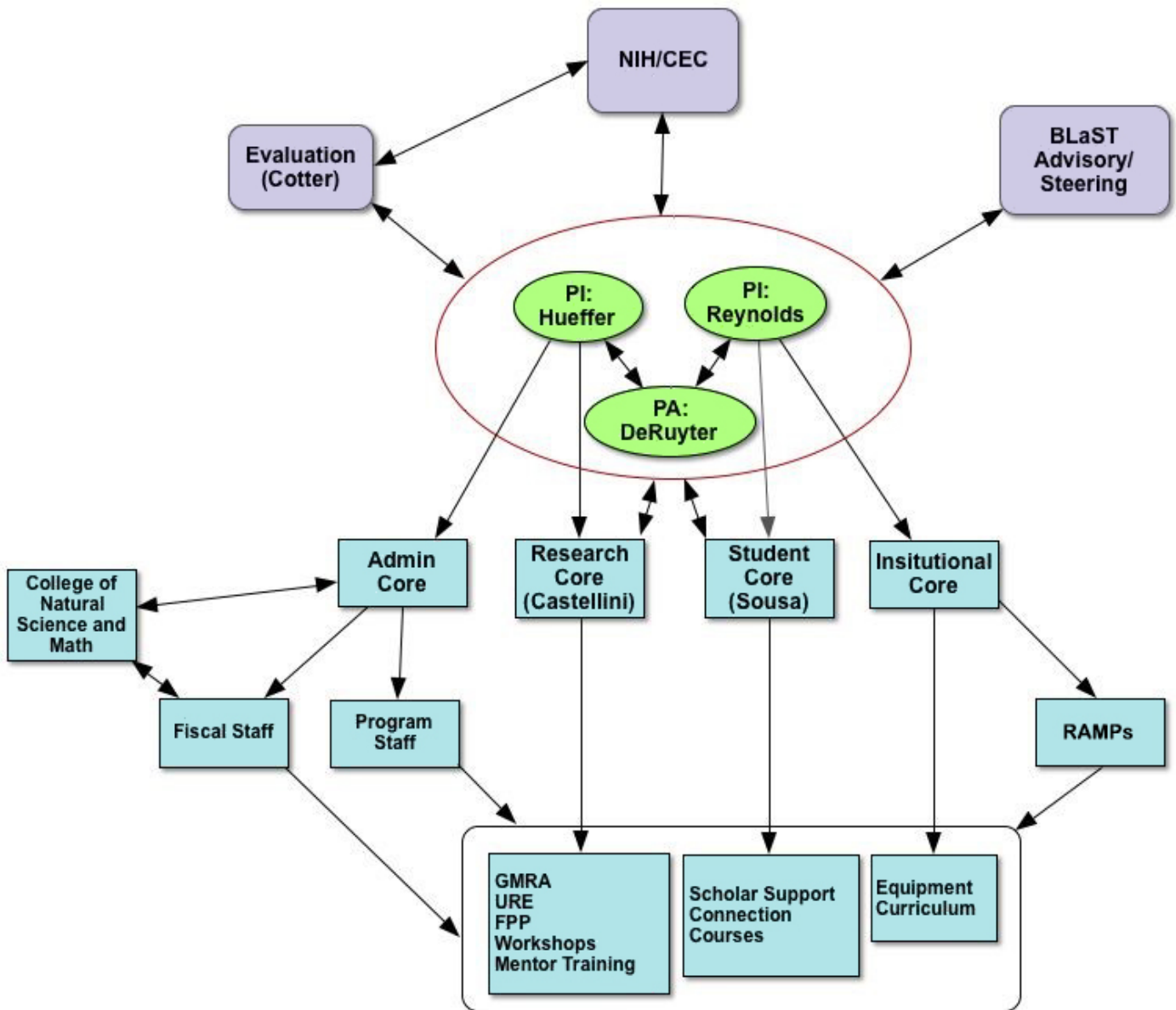
The One Health Paradigm

        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** (spread between humans and animals) or **vector-borne** (carried from infected animals to others through insects).

- Vigilant protection of our food and feed supplies from food-borne diseases, contamination, and acts of terrorism is critical for human and animal health.

- Contamination by personal care products and pharmaceuticals has been detected in our waters.

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.

BLaST Scholar Pathways to Research

Late Summer/Early Fall Semester

Scholar Awards and Initial Interview
*Incoming Scholars Paired with LRTT
*Expectations of Program Involvement

Primary LRTT/-Scholar Meeting
*Goal/Needs Assessment
*Create IDP

Fall Semester

SECONDARY TRACK

BMSC F314 BLaST Skills Seminar I

Seminars Target Skills and Topics to Support Mentored Research Projects

Mentored Independent Research During Academic Year

PRIMARY TRACK

BMSC F214 Introduction to Research
*Face to Face
*Research Methods
*Develop a Project
Proposal/Concept
*RCR

Introductory Courses Establish Foundational Research and Proposal Development Skills

Scholars participate in regular meetings with assigned LRTT and log research contact hours

Spring Semester

BMSC F324 BLaST Skills Seminar II

Graduation, Post-Bac Opportunities

BMSC F224 Beginning Research
*BlackBoard supported with weekly meetings
*Facilitated Research Experience

Reapplication to BLaST Scholarship
* Evaluation of Expectations

Late Spring/Summer Semester

Scholars Awards, LRTT Evaluations
*Progress and Goal Evaluation
*Goal/Needs Reassessment

Advanced Track Placement Year II or Ind. Research

OPTIONAL

Summer Boot Camps and/or Research

UAF
BIOMEDICAL LEARNING AND STUDENT TRAINING
University of Alaska Fairbanks

66

BMSC F214: Introduction to Biomedical Research – 2 Credits
Offered Fall

Course Description: This course provides students who are new to research and research methods with opportunities to learn about, discuss, and conduct ethical research activities. Organized in a small group, seminar format, the ultimate objective of the course is for participants to develop self-efficacy and interest in pursuing research methods courses and research opportunities early on, and throughout their undergraduate studies.

Course Objectives:

1. Recognize themselves as researchers
2. Understand why research is conducted
3. Define, understand, and demystify terminology used when discussing research and research methods
4. Identify research issues of interest to themselves
5. Recognize how culture, world views, and prior experiences with research can impact topics and methods used in research
6. Appreciate important ethical considerations involved in conducting research
7. Identify, describe, and perform diverse research methods that can be used in to explore, explain, and address important issues
8. Conduct small-scale qualitative and quantitative research activities
9. Present research experiences to others
10. Identify undergraduate research funding and experiential opportunities
11. Feel confident in their ability to pursue further research training and experiences

BMSC F224: Entering Research – 2 Credits
Offered Spring (Fall and Summer as needed)

Course Description: This course facilitates mentored research experiences for undergraduate students engaged in advanced research topics from outside the usual undergraduate laboratory offerings. Students will be required to actively participate in research activities and report on progress and growth throughout the course through weekly meetings and online through blackboard. Course will conclude with a semester report and a poster presentation based on research activities.

Course Objectives:

1. Link general curriculum in the sciences through independent research and project-based activities.
2. Provide students with opportunities to engage in research in the laboratories of UAF
3. Foster healthy mentoring connections between student and UAF researchers
4. Develop and apply scientific methodology to experimental design
5. Further develop laboratory research skills and techniques
6. Learn to work cooperatively within a research group
7. Learn to think critically and make scientifically based conclusions or inferences
8. Gain experience communicating results and defending arguments

Revised 7/2018

BMSC F314: Project Foundations – 1 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 Objectives:

1. Foster personal well-being and healthy mentoring relationships.
2. Connect academic topics to applications in research.
3. Emphasize strategies for project management and communication.
4. Highlight academic, college and career planning strategies and pathways.
5. Support project proposal creation and submission.
6. Provide an open forum for sharing of ideas.

BMSC F324: Biomedical Research Skills – 1 Credit
Offered Spring

Course Description: Biomedical Research Skills supports individual student research projects by highlighting foundational skills and techniques commonly used in biomedical research. 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 visits to UAF laboratories. Activities and readings of primary research reinforce the application and best practices in research. Open to any UAF undergraduate student.

Course Objectives:

1. Connect academic topics to applications in research
2. Present skills, techniques and equipment used in biomedical research
3. Encourage peer mentoring and networking opportunities
4. Provide an open forum for sharing of ideas

Note: BLaST Scholars who are Social Science majors are encouraged to take Psych F275 in the spring instead of BMSC 324

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
	Bloodborne Pathogens		Confirmation Email
	IACUC, IRB		CITI Transcript

*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/*

Revised 7/2018

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.
    - 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 GMRAs in a variety of labs and learning about different research projects.
- Attend conferences to present their research projects (may be accompanied by a RAMP)
- Attend monthly meetings, led by the RAMPs, which are opportunities to learn about upcoming program events and socialize with other scholars.
- Complete reports for BLaST activities. This includes six-month reports and annual reports.
- Complete surveys as requested.
- Create an individualized development plan (IDP) with assigned RAMP.
- Enroll in BLaST courses.
- Complete required laboratory safety and Responsible Conduct of Research (RCR) training.

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 <u>at least one</u> 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 awareness trainings.
- Participate in BLaST events, including One Health seminars, orientation and other activities as requested.
- Attend professional development trainings (two or more) offered by BLaST.
- Be active in the BLaST community.
- Attend meetings (one or two per semester, lead by the RAMPs) to learn about upcoming program events and meet other GMRAs.
- Complete reports for ALL BLaST activities, including six-month reports, annual reports and workshop reports.
- Complete surveys as requested.
- Log/track hours spent with scholars and undergraduate students.
- GMRAs mentor undergraduate students (mentees) on:
  - Research projects.
  - Expanding their skill sets and fostering a comprehensive understanding of the scientific process.
  - Laboratory techniques, project development, and development of professional skills.
  - Goal setting, project design, timelines and accountability.
  - Development of their own projects, offering support and guidance during project development and execution.

Undergraduate Research Experience (URE)
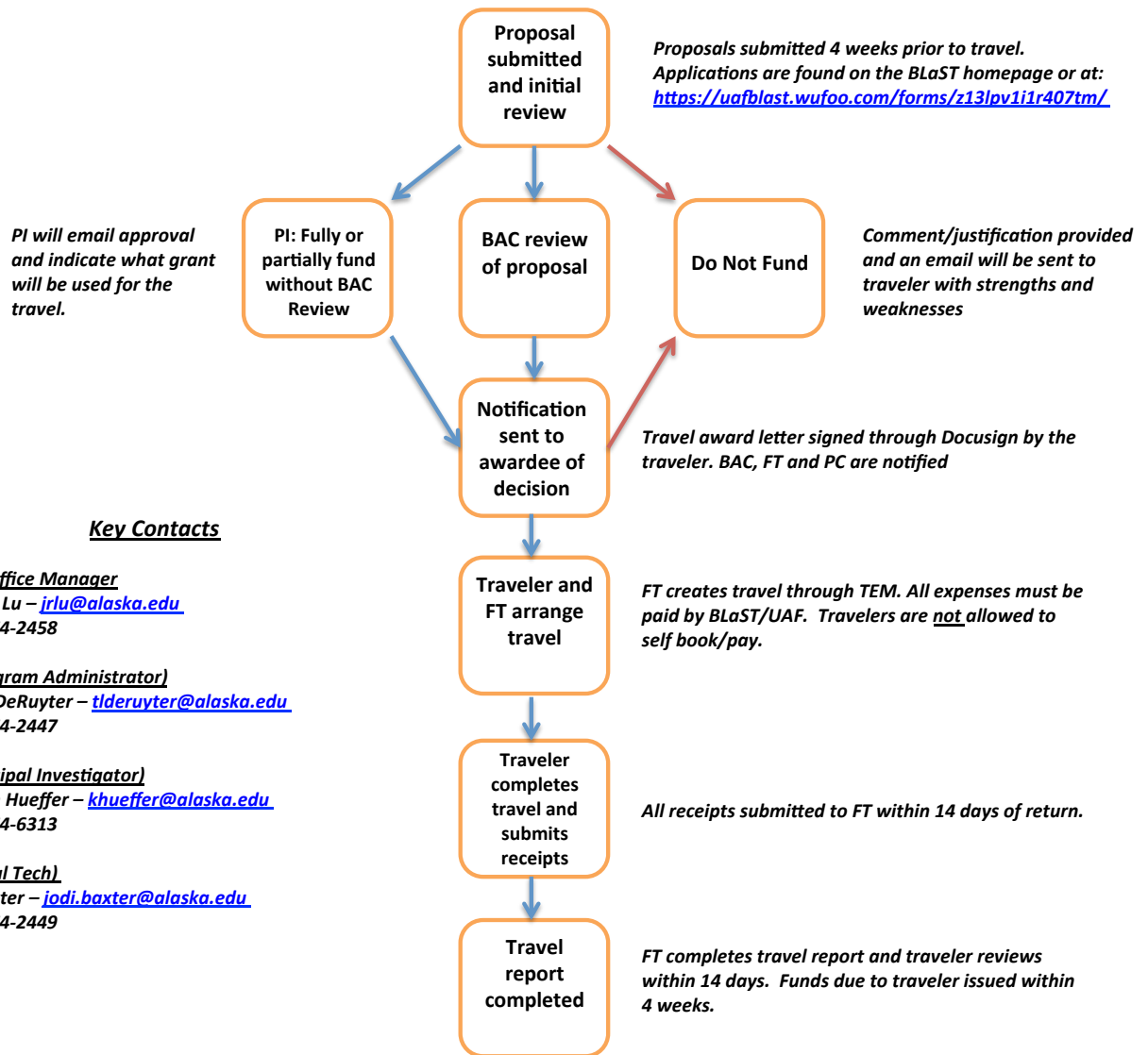# Expectations

The Biomedical Learning and Student Training (BLaST) program invites proposals for mentored undergraduate research projects. The overarching goal of BLaST is to enhance undergraduate training and mentoring in biomedical research through increased diversity of students, increased integration of research and teaching, and enhanced integration of rural campuses into a cohesive biomedical community in Alaska.

The BLaST URE award is available to any full-time student (enrolled for 12 credits), who is a US citizen or permanent resident, and enrolled in a degree-seeking program at UAF, UAS, or IḷisaġvikCollege. The award is up to $5000 and can be budgeted for research supplies and services, travel, and student salary (hourly compensation for a maximum of 20h/week).

Expectations of UREs are:

- Maintain good academic standing.
- Complete required laboratory safety and Responsible Conduct of Research (RCR) trainings.
- Participate in a research project.
- Complete all surveys requested by BLaST, Evalulogic and the Diversity Program Consortium (DPC).
- Assure that all publications are in compliance with NIH guidelines. BLaST is here to help you.
- Present your work at conferences, poster sessions or other opportunities.
- UREs are encouraged to:
  - Participate in BLaST events, including One Health seminars, orientation and other activities as requested.
  - Be active in the BLaST community.

BLaST Travel and Purchasing Process

Proposal submitted and initial review

Proposals submitted 4 weeks prior to travel. Applications are found on the BLaST homepage or at: *https://uafblast.wufoo.com/forms/z13lpv1i1r407tm/*

PI: Fully or partially fund without BAC Review

PI will email approval and indicate what grant will be used for the travel.

BAC review of proposal

Do Not Fund

Comment/justification provided and an email will be sent to traveler with strengths and weaknesses

Notification sent to awardee of decision

Travel award letter signed through Docusign by the traveler. BAC, FT and PC are notified

Key Contacts

BLaST Office Manager
Jennifer Lu – jrlu@alaska.edu
(907) 474-2458

PA (Program Administrator)
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(907) 474-2447

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Karston Hueffer – khueffer@alaska.edu
(907) 474-6313

FT (Fiscal Tech)
Jodi Baxter – jodi.baxter@alaska.edu
(907) 474-2449

Traveler and FT arrange travel

FT creates travel through TEM. All expenses must be paid by BLaST/UAF. Travelers are not allowed to self book/pay.

Traveler completes travel and submits receipts

All receipts submitted to FT within 14 days of return.

Travel report completed

FT completes travel report and traveler reviews within 14 days. Funds due to traveler issued within 4 weeks.

Buying supplies and/or services:

BLaST Fiscal Office uaf-blast-fiscal@alaska.edu 907-474-2449; Reichardt 354
- Check out a University Procurement credit card from a BLaST Fiscal Technician (Jodi Baxter or Julene Gavin)
- You or your mentor MUST fill out the BLaST ProCard log form immediately after purchase:
- (on BLaST webpage www.alaska.edu/blast, link at top: *Log a purchase with a BLaST ProCard)*

Activity Codes – The activity code is on Page 1 of your award letter (starts with "FBL"). This code is unique to you and should be used for all expenditures on your award.

73

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
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Research Enrichment Core Director	Michael	Castellini	907-474-6825	macastellini@alaska.edu	202A Eielson
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RAMP	Aaron	Kallas	907-474-5799	ajkallas@alaska.edu	185 AHRB UAF
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HR/Payroll/Fiscal Tech	Julene	Gavin	907-474-2441	jbgavin@alaska.edu	354 Reichardt

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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

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…
• 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
• NIH Manuscript Submission System (NIHMS) questions • NIHMSIDs questions, PMCID timing	Help & FAQs: http://nihms.nih.gov/help/

• Questions about My NCBI or My Bibliography, including:
  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

• 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)

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UAF EEO WEBSITE: http://www.uaf.edu/oeo/civil-rights/aa-eo/
MORE INFO ON UAF BRANDING: http://www.uaf.edu/universityrelations/downloads/

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