**MENTOR TRAINING**

*Curriculum from*: Mentor Training for Biomedical Researchers developed by University of Wisconsin

In 2015, the Office of Graduate Education (OGE) created a Faculty Mentoring Workshop for Biomedical Researchers. This workshop is aimed at faculty in the biomedical sciences who primarily do lab-based research and is based on a curriculum developed by National Research Mentoring Network (NRMN) group at UW Madison. In this 8-hour workshop, a small group of faculty engage in active exercises and discussion centered around eight key topics central to mentor-mentee relationships: 1) Effective Communication, 2) Aligning Expectations, 3) Assessing Understanding, 4) Fostering Independence, 5) Self-Efficacy, 6) Professional Development, and 7) Addressing Equity and Inclusion. Each cohort includes a mix of faculty from stages that vary from very junior, brand-new faculty to senior faculty who have a myriad of experiences to share during the discussions.

The series consistently gets positive feedback, and attendees report they have actively implemented new mentoring strategies in their labs. As of April 2023, 265 UNC faculty members have completed this training. We offer our Faculty Mentoring workshop series twice a year. In addition to these open offerings, our office has provided custom trainings for other units including the School of Pharmacy and the Department of Chemistry.

*Modules and Learning Objectives*

1. **Maintaining Effective Communication**: Provide constructive feedback, identify/respect different communication styles, active listening
2. **Aligning Expectations**: Establish mutual/realistic expectations for the mentoring relationship, communicate expectations clearly, align mentor and mentee expectations. Introduces concept of Mentoring Compacts and strategies for using them with mentees.
3. **Assessing Understanding:** assess mentee understanding of core concepts and processes, identify reasons for lack of understanding, develop strategies to increase understanding
4. **Fostering Independence:** define independence (at each stage from undergrad to post-doc), employ strategies to increase mentee confidence and foster independence, identify benefits and challenges of fostering independence
5. **Self-Efficacy**: definition and sources of research self-efficacy; strategies for strengthening and sustaining mentee self-efficacy
6. **Promoting Professional Development:** identify role mentors play in promoting professional development of mentees, develop a strategy for guiding mentee professional development, initiate and sustain periodic conversations with mentees about professional development goals, engage in open dialogue about the competing demands/interests of mentors and mentees around needs of the research program and need for career development. Includes a discussion of IDPs and strategies for using them with mentees.
7. **Addressing Equity and Inclusion:** improve and expand understanding of diversity and how it impacts mentor- mentee relationships, recognize unconscious bias and how that impacts relationships, identify strategies to engage in conversations about diversity with mentees to foster a sense of belonging

*Other offerings of Faculty Mentor training on campus*: The Center for Faculty Excellence (CFE) [Sohini Sengupta/Susan Pusek] collaborated with us on the initial pilot offering in Fall of 2015. The CFE continues to offer this workshop using the same source material as the OGE version. One key difference in their offering is that the CFE recruited across the whole campus, not just within BBSP, and therefore included a more diverse set of mentors. Additionally, the content and case studies varied slightly. We modified our case studies based on participant feedback and added a module (Self-Efficacy) since we began the independent offerings.

*Brown Bag Mentor Lunches*: The OGE hosts a series of informal discussions for mentors who have completed the full Mentor Training program described above. The sessions bring mentors together to continue discussions about best practices and challenges. Issues discussed before include: fostering independence while also being available to mentees, managing different personalities in the research group, mentoring students with issues that lead to chronic absences from lab. These sessions are currently offered 1-2 times per year and will rotate through a variety of mentoring related topics.

**BENCH MENTOR WORKSHOPS**  
Inspired by the success of the mentor workshops, the OGE now offers workshops to graduate students, postdoctoral associates, and research staff who mentor trainees on a daily basis. As these individuals supplement mentorship from the lab’s faculty member, we refer to them as “bench mentors.” We cover similar topics as the Faculty Mentor Training program, tailoring the examples to situations that bench mentors may encounter when working with early-career graduate students, undergraduates, summer research students, or high school students. These workshops also consistently receive positive feedback from participants.