



Improving Culture and Inclusion in Berkeley CBE Through Mindful Redesign and Expansion of New Student Orientation

College of Chemistry Graduate Diversity Program

Francis Cunningham, David Brown, Lorena Grundy

Journal Club

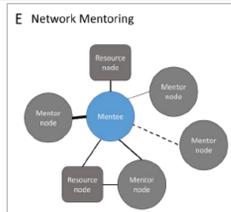
Mentoring Beyond Hierarchies: Multi-Mentor Systems and Models (PNAS 2021)

Beronda L. Montgomery, Stephanie C. Page

"Classical forms of mentoring are often about conveying information from a top-down mode, which are generally closely linked to advancing individuals along institutionally-defined paths of success."

"...such hierarchical relationships are associated with power differentials that can serve to maintain 'business as usual' or status quo."

- **Culturally-relevant mentoring**
 - "better understand that problems facing marginalized and minoritized [mentees] are rooted in pervasive, systemic, and institutional inequity" and offers these mentors opportunities to "align those understandings with key components of mentoring processes"
- **Context-based mentoring**
 - "When one focuses on the environment and individuals' access, or lack thereof, to needed support and resources, as described by Torie Weiston-Serdan (2017), "mentoring becomes much more about interrogating context and acting based on a critical analysis of that context, rather than an immobile relationship reinforced by hierarchy and saviorism"



Mentorship Behaviors and Mentorship Quality Associated With Formal Mentoring Programs: Closing the Gap Between Research and Practice (Journal of Applied Psychology 2006)

Tammy D. Allen, Lillian T. Eby, Elizabeth Lentz

Surveys of ~200 mentees and mentors in organized professional mentorship programs

"Given our pattern of findings, we tentatively suggest that formal mentoring theory focus more on the role of creating voice and high-quality role preparatory activities and de-emphasize perceived choice and geographic proximity factors."

- **Mentorship Program Process**
 - Mentees/ mentors do not care if the program is compulsory
 - Both mentor and mentees DO want a say in who they are assigned
- **Differences Among Mentors/ Mentees**
 - Mentees report modeling behavior after mentors close in rank (e.g., graduate student – postdoc relationship)
 - Mentors, however, tend to believe they have more to offer with further organizational rank separation (e.g., graduate student – professor relationship)

Transforming Mentorship in STEM by Training Scientists to be Better Leaders (Academic Practice in Ecology and Evolution 2018)

Amanda K. Hund et al.

Mentees "frequently" experience poor mentorship, but mentors "rarely" mentor poorly

Mentorship is a key factor determining educational experiences effects are amplified for mentees from underrepresented groups mentorship is not recognized as an important factor in faculty hiring

Mentorship skills can be learned and taught if prioritized

Grad Student and Postdoc Affinity Groups

<https://sites.google.com/berkeley.edu/imcb-affinity-groups/>

Goals:

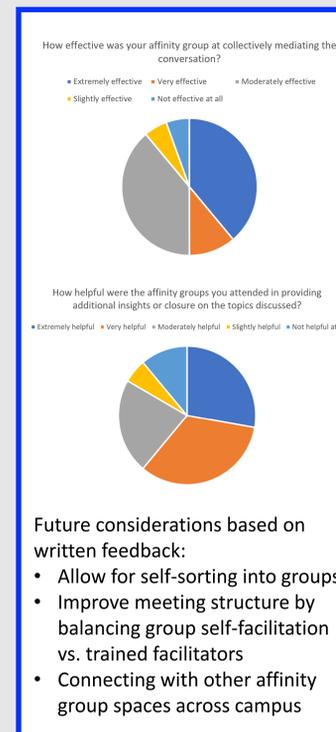
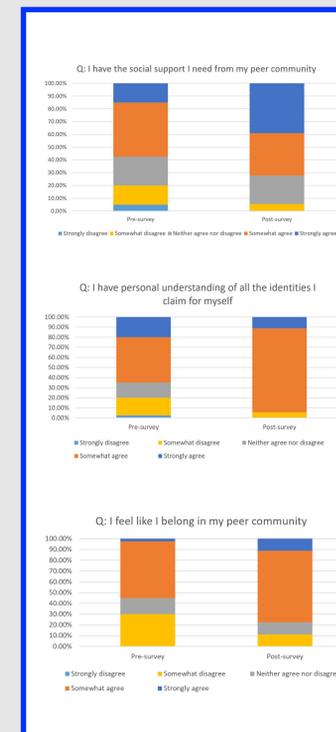
- Build sense of belonging across labs/disciplines/career levels
- Provide space for discussion and sharing of resources/mutual experiences

Program Overview:

- Weekly meetings with small groups of 3-10 members (5-8x)
- Group facilitated, with provided guidelines/resources
- Large group meetings (2x) to explore intersectional identities
- Assessment surveys administered pre- and post-program ($n_{pre}=40$, $n_{post} = 18$)

Example groups:

- African, African-American, and/or Black
- AAPI
- First generation Immigrant experience
- Latinx
- Mixed race and multiracial
- Parent and/or caregiver
- Queer & LGBT
- Woman



- Future considerations based on written feedback:
- Allow for self-sorting into groups
 - Improve meeting structure by balancing group self-facilitation vs. trained facilitators
 - Connecting with other affinity group spaces across campus

iMCB Conference

Background/Goals

- CBE climate survey reports indicate that students want:
 - Increased departmental action towards inclusivity
 - More interdepartmental engagement, especially with non-STEM fields
- Inclusive Molecular and Cell Biology (iMCB)
 - Graduate student initiative
 - Organizes an annual conference with keynote speakers and community discussion groups
 - Focused on improving DE&I/sense of belonging and mentorship

iMCB Conference 2021: Strengthening your Roots and Growing Together

Day 1:

- Keynote #1: Prof. Beronda Montgomery, Michigan State University "Lessons from Plants"
- Pod meetings
- Keynote #2: Prof. Karletta Chief, University of Arizona
- Pod meetings

Day 2:

- Panel: Leaders in the Community
 - Dr. Aron Kamajaya, Pierce College
 - Maria Chavez & Max Ferrin, Open Insulin Project
 - Dr. Lisa Eshun-Wilson
- Affinity Group meetings

Future Work: Mentorship Program

CBE climate survey reports indicate:

- Students, particularly women, feel uncomfortable disclosing mental or physical health issues to advisors
- Gender and Sexual Minority students are less likely to have mentors other than their research advisors
- Black, Latinx, and multiracial students are less likely to feel valued and included in the department

Takeaways from Journal Club, Affinity Groups, and the iMCB Conference:

- Connecting students to peers with shared identities improves sense of belonging and helps develop personal insights
- Expanding academic mentorship outside of traditional hierarchies provides better support for students from marginalized groups

- We want to match graduate students with mentors separate from their primary advisors
- Program structure and faculty buy-in is essential
- Ensure long-term adoption and sustainability

- It will be important to effectively train mentors and set up shared expectations
- Formal structures for inter-cohort mentorship, not just faculty
- Focus on building structures to support students from underrepresented groups