Faculty Workshop in Mentoring Biomedical PhD Students at Rutgers

Jim Millonig, PhD - Senior Associate Dean

Janet Alder, PhD - Assistant Dean

School of Graduate Studies – New Brunswick/Piscataway

NJACTS

Biotech Training Program

September 2021

Agenda for today

- New website
- Principles of mentoring
- Academic resources at Rutgers
- Managing student projects
- Funding for students
- Professional development
- Handling student issues

New Website for Biomedical Sciences

https://grad.rutgers.edu/biomedical/nbpisc

News and Events

https://calendar.google.com/calendar/u/0?cid=Z3Nic3Bpc2NAZ21haWwuY29t

- Seminars
- Career development events
- Thesis defenses
- Workshops
- Can link to your calendar

https://www.linkedin.com/groups/3679494/

Principles of Mentoring

Breakout Room Discussion (5 min)

1. What is the hardest thing about mentoring PhD students?

2. What is the most important aspect of being a mentor for PhD students?

7 Principles of Effective Mentoring Relationships

1. Cultivating ethical behavior

2. Effective communication

3. Aligning expectations

4. Fostering independence

5. Assessing understanding

6. Promoting professional development

7. Addressing equity and inclusion

From Xenia Morin
Handelsman, Pfund, Branchaw et al
Entering Mentoring and Entering Research

Academic Resources at Rutgers

Competencies learned in graduate school

- **Broad conceptual knowledge** - core courses
- **Deep knowledge of a specific field -** upper level courses, thesis work, and journal clubs
- **Critical thinking -** reading papers, planning experiments, reviewing grants and manuscripts
- **Experimental skills -** rotations and thesis lab, collaborations
- **Responsible conduct of research** – Ethical Scientific Conduct initial and refresher
- **Rigor and reproducibility -** biostatistics classes
- **Computational skills** – computer programming classes in R and Python
- **Collaboration/Teamwork** – working with other labs and within lab, student organizations
- **Management and emotional intelligence skills -** manage your own project, supervise undergraduates, interact with faculty and peers
- **Leadership and professionalism** – join student organizations, volunteer for events, iJOBS
- **Communication skills -** presentations in lab, university, and national meetings, writing manuscripts and fellowships, Comm Sci class

Mentoring Principle #1- Cultivating Ethical Behavior

- Course in Responsible Conduct of Research
- Rigor and Reproducibility
- Create a safe space for making mistakes
- Don't put undue pressure to get positive results
- Resources for reporting unethical behavior

<u>Ethical Scientific Conduct</u>
Course No. 16:115:556

https://grad.rutgers.edu/academics/academic-enrichment-programs/responsible-conduct-research-training

- This course is required for Biomedical PhD students and Masters of Science Biomedical students.

- The course complies with NIH guidelines for RCR training.

- Students will receive 1 credit for successfully completing the course. Pass/Fail

- Postdoctoral fellows as well as F33 and K award recipients are invited to participate in the course and will receive a certificate of completion after attendance at a minimum of eleven one-hour weekly meetings.

- Format is lecture by content expert for 30 min followed by small group case discussions for 30 min led by faculty from all joint graduate programs
(ALL FACULTY SHOULD TEACH THIS ONE TIME FOR TRAINING GRANTS and RCR COMPLIANCE).

- Weekly written assignments.

- Students in their 5th year graduate school must take a refresher training course (16:115:558) that is four 2 hour sessions of case study discussion.

Ethical Scientific Conduct Syllabus

- Mentor-Mentee Responsibilities and Relationships
- Data Acquisition and Laboratory Tools: Management, Sharing and Ownership
- Research Misconduct and Policies for Handling Misconduct
- Plagiarism, Academic Rules, Copyright
- Responsible Authorship and Publication
- Peer Review
- Conflict of Interest – Personal, Professional, and Financial
- Scientist as Responsible Member of Society
- Intellectual Property and Technology Transfer
- Collaborative Research in Academia and Industry
- Policies for Animal Subjects in Research
- Policies for Human Subjects in Research
- Contemporary Ethical Issues in Biomedical Research and the Environmental and Society Impacts of Scientific Research

What to do if you suspect misconduct

- Rutgers Policy on Research Misconduct 90.2.2
  http://policies.rutgers.edu/view-policies/research-section-90#2

- Report to appropriate committee

https://research.rutgers.edu/researcher-support/research-compliance/research-integrity/report-research-misconduct

Biostatistics Classes

- As per NIH requirement to increase training for rigor and reproducibility of science
- New criteria for NIH grants: sample size power analysis, rigorous statistical analysis, blinding, randomization, inclusion and exclusion criteria, biological variables (sex), authenticate biological and chemical resources
- Require these sections on propositional qualifying exam
- Several classes to satisfy biostats requirement

  https://grad.rutgers.edu/academics/academic-enrichment-programs/rigor-reproducibility-training

Clinical and Translational Opportunities

NIH Clinical and Translational Award (CTSA)

NJ Alliance for Clinical and Translational Science (NJ ACTS) (PI: Rey Panettieri MD)

Goal: $25M award to improve clinical and translational research across NJ

Institutions: Rutgers, Princeton and NJIT

Training Grant support: Kathy Scotto PhD

Educational Goal: to provide the curriculum and the resources so teams of researchers (PhD students, post-docs), physician scientists (MD-PhD students) and clinicians (MD students and clinical fellows) can tackle large medical issues

New educational initiatives (Clinical and Translational Certificate):
Grant writing, Computational courses, Biostatistics, Communication, Team Science, Human Body 101, Clinical shadowing opportunities, Capstone Project

Computational Biology Classses

- Data Carpentry workshop through iJOBS every January (0 credit)
- Python course 16:137:552 (3 credits)
- Python mini-course (1 credit)
- Computational Genomics - learn R programming as relates to genomic data 16:761:505 (3 credits)
- Bioinformatics – Fall 16:765:585 (3 credits)
- Designing new computational track

https://grad.rutgers.edu/academics/graduate-programs/career-development-academic-services/biomedical-professional-development-and-workshops

Courses for writing

https://grad.rutgers.edu/professional-development/writing-and-communication-skills

16:355:506   Writing for Publication
Focuses on overall organization of published work as well as writing and editing at the level appropriate for a journal submission in the student's graduate field.

16:355:508   Writing the Dissertation
Focuses on writing at the level appropriate for a dissertation in the student's respective field.

16:355:502   Graduate Writing
Focuses on writing for abstracts, reviews, conferences

Annual Workshop in "How to Design Experiments and Write a Manuscript that Peer Reviewers Will Love"

Join us as Nidhi Bansal, PhD an Editor at Wiley Publishing, will guide graduate students and postdocs through best practices for preparing manuscripts and grants applications including designing experiments with strong rigor and reproducibility.

March 23, 2021 from 3:30-5:00 PM
Spring 2022 date TBD

Graduate School Factlets

- General orientation for all graduate students <u>plus</u> biomedical orientation <u>plus</u> program specific orientation.

- Forms for each milestone including Annual Committee meetings – make sure they are the current forms and use DocuSign

- Electronic Thesis/Dissertation (ETD) can be embargoed for up to 2 years. Responsibility lies with student. Can use lay abstract before manuscripts are published.

- ORCIDs (unique identifier for researchers) are required of grad students and for NIH training grants https://www.libraries.rutgers.edu/research-tools-and-services/research-impact/orcid

- SOAR (open access) for manuscripts. https://soar.libraries.rutgers.edu/

- Plagiarism is an issue –Create a Sandbox course in Canvas, then create assignment with TurnItIn check and submit paper. Be alert!

International Students

Rutgers Global–International Student and Scholar Services provides immigration services and advising to help international students maintain legal status throughout their time at Rutgers, and offers programs with an international focus for all members of the university community.

The center provides:

- Personal advising sessions on immigration, cross-cultural, and other personal matters
- Workshops on F-1 and J-1 immigration-related matters for international students, and university partners
- An enjoyable, informative orientation program for incoming international students
- A regular series of cross-cultural social programs to help you acclimate to U.S. and Rutgers culture, called the International Friendship Program (IFP)
- Academic support specific to international student

Services at 30 College Avenue, New Brunswick are available 8:30am-5:00pm, five days a week, except on Wednesdays, when the office is not open to student walk-in visits.
https://global.rutgers.edu

Database for Tracking Graduate Students to Ensure
Timely Progress and Measure Outcomes for Training Grants

- GPA
- Ethical Scientific Conduct Initial and Refresher
- Biostatistics course
- Qualifying Exam A
- Qualifying Exam B
- IDPs
- Annual thesis committee meetings
- Funding sources
- Fellowships
- Publications
- Time to defense
- Placement information
- Months of research before entering grad school

Managing Student Projects

Mentoring Principle #2 - Effective Communication

- How often will you meet together?

- Is there a preferred means of communication?

- Are there times when you will not be available?

- When do we need to keep conversations confidential?

- Will an agenda be developed before each meeting and will action items be developed after each meeting?

- How will these communications be recorded?

- How often will the thesis committee meet - the more frequent the better!

From Xenia Morin
Handelsman, Pfund, Branchaw et al
Entering Mentoring and Entering Research

Mentoring Principle #3 - Aligning Expectations

- What would success in this research experience look like?

- What are the student's short and long-term goals? How can you help them reach those?

- Does the mentor have other responsibilities that might impact the relationship?

- Does the mentee have other responsibilities that might impact the relationship?

- Do you want to share calendars?

- How will research topics be developed? How much should mentee contribute vs mentor?

- Who will be responsible for writing manuscripts? What is the preferred mechanism for getting edits?

- How will the research be funded? What does the mentor expect of the mentee regarding funding?

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Mentoring Principle #4 - Fostering Independence

- How will the mentoring relationship evolve or progress?
- Create a relationship of mutual respect.
- Encourage curiousity and some risk taking.
- Are there upcoming milestones or transitions for the mentee?
- Will other people be involved in the mentoring relationship?

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Compact Between Biomedical Graduate Students and Their Research Advisors by The Association of American Medical Colleges (AAMC)

https://grad.rutgers.edu/academics/graduate-programs/biomedical-health-sciences-masters-programs/academic-forms

Ph.D. Forms

• Instructions and Process for completing forms for Ph.D. students
• Thesis Advisor Selection
• AAMC Compact Between Biomedical Graduate Students and Their Research Advisors
• Qualifying Exam A (Written)
• Annual Research Advisory Committee Meeting form– please note that this must also be completed at the time of Qualifying Exam B (Proposition).
• Qualifying Exam B (Proposition)
• Guidelines for including Rigor and Reproducibility in Propositional Qualifying Exam
• Internship syllabus and course application form. Internships are arranged by the student directly with the employer. Please note that students must obtain permission from their PI before applying to internships and must have completed the propositional qualifying exam before the internship starts.

• Final Ph.D. Defense Forms
• Graduation Information and Forms:
1. Style Guide For Dissertation Preparation online
2. Online diploma application.
3. Final Defense Forms
4. Survey of Earned Doctorate (SED) form
5. PhD Student Exit Survey
6. Degree Candidate Responsibility Statement.
7. Proquest Publishing Agreement form online and upload your dissertation.
8. Alumni Information form
9. Copy of your updated CV using the required format (click Sample CV)

Consider customizing your own contract

Commitments of Research Advisors (AAMC)

- Throughout the graduate student's time in my laboratory, I will be supportive, equitable, accessible, encouraging, and respectful.
- I will be committed to meeting one-on-one with the student on a regular basis. I will regularly review the student's progress and provide timely feedback and goal-setting advice.
- I will be committed to the graduate student's research project.
- I will help the graduate student select a thesis/dissertation committee.
- I will provide an environment that is intellectually stimulating, emotionally supportive, safe, equitable and free of harassment.
- I will demonstrate respect for all graduate students as individuals without regard to gender, race, national origin, religion, disability or sexual orientation, and ID will cultivate a culture of tolerance among the entire laboratory.
- I will be committed to providing financial resources, as appropriate and according to my institution's guidelines, for the graduate student to conduct thesis/dissertation research.
- I will expect the graduate student to share common laboratory responsibilities and use resources carefully and frugally.
- I will discuss with the graduate student authorship policies regarding papers.
- I will be knowledgeable of and guide the graduate student through the requirements and deadlines of the graduate program and the institution, as well as teaching requirements, if any, and human resources guidelines.
- I will encourage the graduate student to attend and present their research at scientific/professional meetings and make an effort to secure and facilitate funding for such activities. In addition, I will provide opportunities for the student to discuss science and their research findings with colleagues and fellow scientists within the institution and broader scientific community – for example, at lab meetings, research days, and seminars.
- I will promote the training of the graduate student in professional skills needed for a successful career. These skills include but are not limited to oral and written communication, grant writing, management and leadership, collaborative research, responsible conduct of research, teaching and mentoring.
- I will create an environment in which the student can discuss and explore career opportunities and paths that match their skills, values, and interests and be supportive of their career path choices.

Commitments of Graduate Students (AAMC)

- I acknowledge that I have the primary responsibility for the successful completion of my degree.
- I will meet regularly with my research advisor and provide him/her with updates on the progress and results of my activities and experiments.
- I will work with my research advisor to provide updates on the progress and results of my course work, research, and professional and career development activities.
- I will work with my research advisor to develop a thesis/dissertation project.
- I will work with my research advisor to select a thesis/dissertation committee.
- I will be a good lab citizen.
- I will maintain detailed, organized, and accurate research records. With respect to data ownership, I acknowledge that original notebooks, digital files and tangible research materials belong to the institution and will remain in the lab when I finish my thesis/dissertation so that other individuals can reproduce and carry on related research, in accordance with institutional policy.
- I will discuss policies on work hours, medical leave, and vacation with my graduate program and research advisor.
- I will discuss policies on authorship and attendance at professional meetings with my research advisor.
- I will be knowledgeable of the policies and requirements of my graduate program, graduate school, and institution.
- I will attend actively participate in laboratory meetings, seminars, and journal clubs that are part of my educational program.
- I will be knowledgeable of all institutional research policies.
- I acknowledge that I have the primary responsibility for the development of my own career.

Funding for Students

GradFund

http://gradfund.rutgers.edu/

- $100 million in external fellowships and awards since founding 2000

- Help identifying funding sources

- Virtual Office hours

- Help with application logistics

- Feedback, editing, and revising

- ~17% of current students have external fellowships

- Meeting every September with students and mentors who have been successful obtaining funding and faculty from study section

RUTGERS
School of Graduate Studies

GradFund

Fellowship Application Workshop
for Biomedical PhD Students

Friday September 17, 2021
2:00 – 4:00pm

Register via EventBrite
https://fellowshipapplicationworkshop.eventbrite.com

Join Via Zoom
https://rutgers.zoom.us/my/alderja Passcode: Janet

This workshop will include presentations by:
1) GradFund on how to use their resources at Rutgers for identifying fellowship opportunities and applying for them.
2) A faculty member who serves on NIH study section and reviews fellowship applications with pointers on what reviewers are looking for.
3) A panel of graduate students and their mentors who have successfully obtained funding in the past few years from various organizations.

For more information contact Dr. Janet Alder   janet.alder@rutgers.edu

Courses for fellowship writing

https://grad.rutgers.edu/academics/graduate-programs/biomedical-and-health-sciences-all-degree-programs/predoctoral-fellowships-training-grant-resources

Fellowship Writing Group – Organized by Lauren Aleksunes every fall

Grant Writing Basics spring course
Guidance and practice in writing a biological research grant proposal focusing on Specific Aims. 16:681:601

Advanced Studies in Neuroscience or Psychology to write an NRSA F31 Grant Proposal
The purpose of the course is to facilitate each student's submission of an F31 application for the December deadline. 16:830:504

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Grantwriting Fundamentals for Biomedical PhD Students

This workshop covers the basics of converting your highly complex project ideas into a compelling story. The focus is on the creation of a flawless "Specific Aims" page as the foundation of any well-engineered grant. This workshop will be useful for those writing **Pre-doctoral fellowships** as well as their **Propositional Qualifying Exams**

Wednesday April 16, 2021
10:30-12pm

Join Zoom Meeting
https://rutgers.zoom.us/my/alderja Passcode: Janet
Phone only dial +1 646 558 8656 Meeting ID: 419 868 7830
RSVP to Tina Marottoli: tina.marottoli@rutgers.edu

The workshop will be run by Paul Copeland, PhD who Faculty Director of University Core Research Facilities and a Professor in the Department of Biochemistry and Molecular Biology. Dr. Copeland teaches a course every spring on grant writing and is offering this workshop based on the techniques used in his course.

Boiler plate paragraphs for fellowship writing

https://grad.rutgers.edu/academics/graduate-programs/biomedical-and-health-sciences-all-degree-programs/predoctoral-fellowships-training-grant-resources

See below for some materials and please contact Janet Alder (janet.alder@rutgers.edu) for additional help if needed.

- RCR training
- Rigor and Reproducibility training
- iJOBS career development program
- Individual Development Plans
- Description of Institutional Environment and Commitment to Training and Additional Educational Information
- Sample successful NIH F applications, NSF, EPA, AHA, NJ state fellowships as well as diversity supplements upon request.

Professional Development for Students

Mentoring Principle #5 - Assessing Understanding

- Ensure that they are grasping the project by having them explain it back to you and mentor/teach others
- How will the trainee receive feedback on their performance?
- Annual Committee Meeting
- Individual Development Plan

Individual Development Plans (IDP)

- Educational research has shown that IDPs increase productivity (e.g. http://postdoc.sigmaxi.org/results/)

- NIH is now requiring IDPs for all training grants and NIH Office of Management and Budget sent notice that grad students have dual roles and must engage in both training and career development.

- First and third year graduate students will do the AAAS online IDP (http://myidp.sciencecareers.org/) and upload to Canvas by May 31.

- Second and fourth year graduate students will complete Rutgers IDP modeled from the ones at Scripps and UCSF. Faculty complete a section and review IDP with student by May 31. Student then meets with Graduate Program Director (2nd and 4th years) and with someone in their potential career area (4th years) by August 31.

Mentoring Principle # 6- Promoting Professional Development

- Training in technical and discipline-specific skills
- Professional conferences and meetings
- Training in professional skills
- Exposure to career options
- Networking

Course in Communicating Science

https://grad.rutgers.edu/academics/academic-enrichment-programs/communicating-science-course

- Response to input from industry and academia
- Grant from Burroughs Wellcome Fund (Ponzio PI)
- Techniques from Alan Alda Center. Faculty from Mason Gross and Sciences
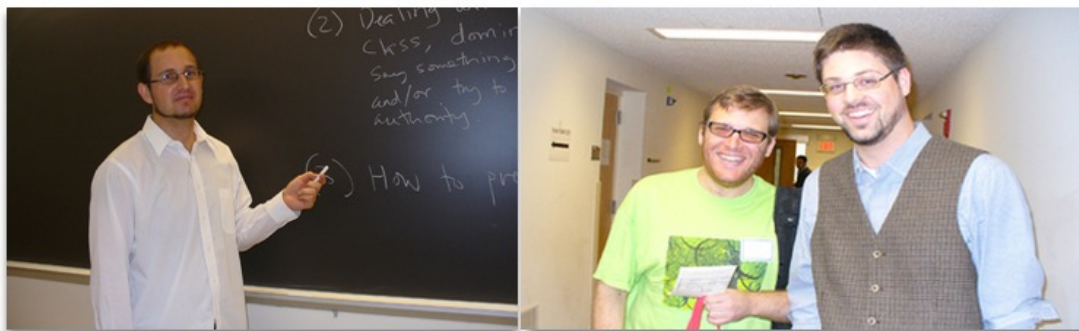- Capstone project with mentor in field of interest
- 3 Minute Thesis Competition

Teaching, Mentoring and Leadership Opportunities

TAProject

https://tap.rutgers.edu/

Rutgers Academy for the Scholarship of Teaching and Learning

https://grad.rutgers.edu/professional-development/rutgers-academy-scholarship-teaching-and-learning

PreDoctoral Leadership Development Academy

https://ol.rutgers.edu/programs/plda/

BIO Links
BIOsciences Links to Teaching Program

https://grad.rutgers.edu/diversity-and-outreach/community-outreach/biolinks

Mentoring Resources & Training

EXCELLENCE IN MENTORSHIP FELLOWS PROGRAM

https://grad.rutgers.edu/professional-development/leadership-and-mentoring-skills

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MENTORING RESEARCH UNDERGRADUATES

https://grad.rutgers.edu/professional-development/leadership-and-mentoring-skills

Rutgers - iJOBS

NIH Broadening Experiences in Scientific Training (**BEST**) Awards
$2 million for 5 years to create infrastructure (2014-2019)

Rutgers Univ
Boston U
UC Davis
UC Irvine
UC San Francisco
U Chicago
U Colorado Denver
Cornell
Emory/Georgia Tech

U Mass Worcester
Michigan State
New York U
U North Carolina
U Rochester
Vanderbilt
Virginia Polytech
Wayne State

iJOBS Participation

Rutgers Graduate Students
- SGS (New Brunswick/Piscataway/Newark)
- GSN (Newark)
- GSC (Camden)

Rutgers Postdocs
- RWJMS
- NJMS
- SAS New Brunswick
- SoE
- SoP
- SEBS
- SAS Newark
- SAS Camden

Newark

New Brunswick

Examples of Career Tracks

- **Principal investigator**
- **Bench Research in Government, Pharma or Biotech**
- **Teaching-intensive careers in academia**
- **Science and Health Policy**
- **Patent Law**
- **Tech Transfer and Business Development**
- **Clinical Research**
- **Regulatory Affairs**
- **Health and Science Data Analysis**
- **Business Consulting**
- **Scientific Writing and Medical Communications**
- **Medical Affairs**
- **Non-profit and Foundations**
- **Finance and Equity Research**
- **Publishing**
- **Food safety**
- **Journalism**
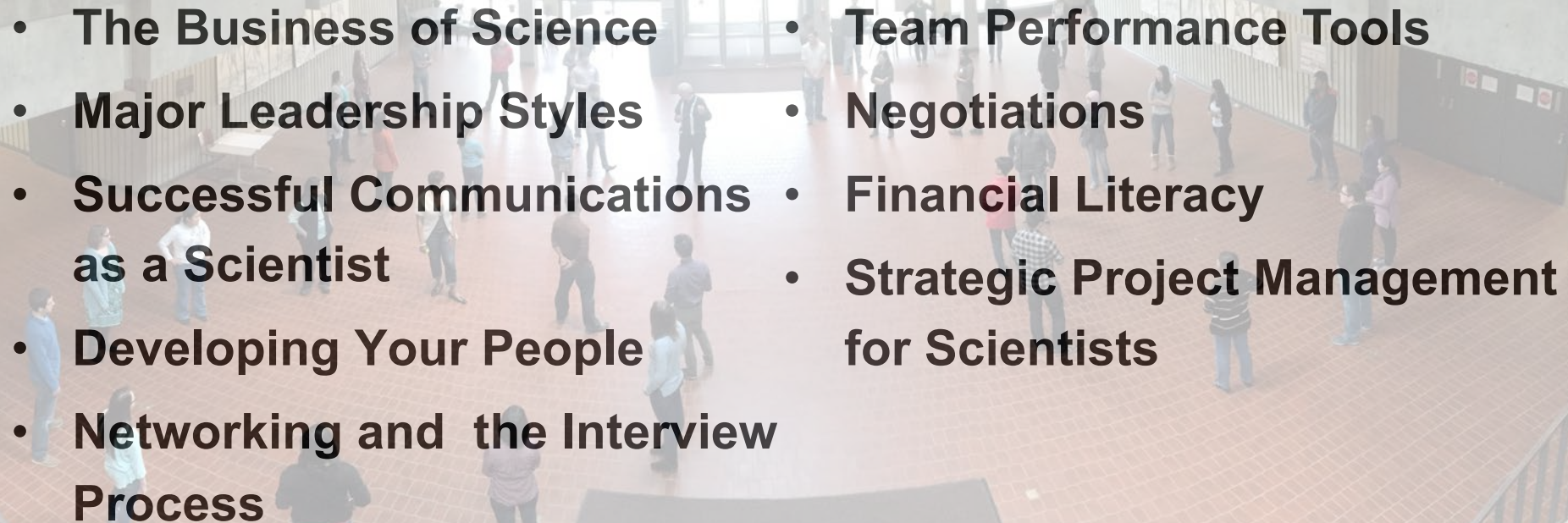- **Teaching Education Outreach**
- **Entrepreneur**

Career Tracks

iJOBS Phased Programming

Continued participation
Support and mentoring

Phase 4
iNSTRUCT

Resume development
LinkedIn profile review
Interview preparation
Job placement and tracking

Phase 3
iMPLEMENT

Individual development planning & mentorship
Career-specific courses
Professional shadowing

Phase 2
iNITIATE

SciPhD Leadership and Business Training
Site visits
Networking sessions
Career panels
Job Simulations
Primers
Workshops
Career fair
Web portal access

Phase 1
iNQUIRE

**Phase 1
iNQUIRE**

SciPhD: Leadership and Business Skills for Scientists

Provided by Human Workflows, LLC
Every Jan/Feb since 2015 - 35 hours

- **The Business of Science**
- **Major Leadership Styles**
- **Successful Communications as a Scientist**
- **Developing Your People**
- **Networking and the Interview Process**
- **Team Performance Tools**
- **Negotiations**
- **Financial Literacy**
- **Strategic Project Management for Scientists**

Representative Job Simulations
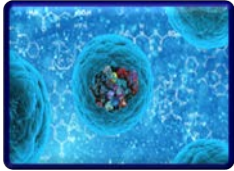
- Entrepreneur – what is involved in starting a biotech
- Science Policy – write a policy memo
- Business Development – decide whether to acquire a new company
- Pharma R&D - design preclinical trial to optimize clinical success
- Publishing – decide whether to accept a manuscript
- Pharma Market Research Analysis – report on whether drug is worth pursuing
- Medical Affairs –Medical Informaticist vs MSL role play
- Consulting – recommend approach to launch new clinical trial
- Regulatory Writing – prepare an Investigative Brochure
- Medical Communications – create slide deck for physician
- Patent Law – rewrite patent to demonstrate originality
- Mergers and Acquisitions – decide how much to bid on a new company

**Phase 2
iNITIATE**

Professional Shadowing and Mentoring
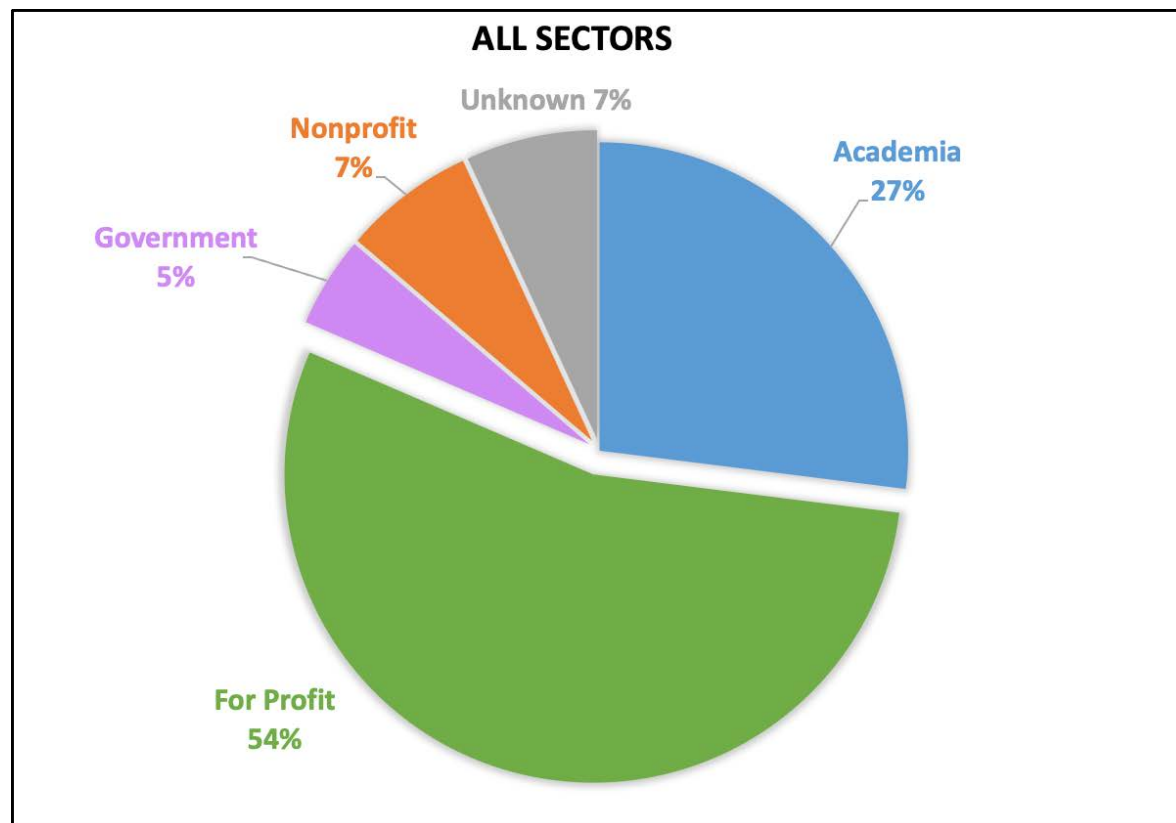

- Each trainee is matched to a shadowing opportunity relevant to their chosen track with industrial, institutional or governmental partners. 72 hours over a whole semester.

- Each trainee is also assigned a professional mentor and uses the Individual Development Plan (IDP) as a framework for growth.
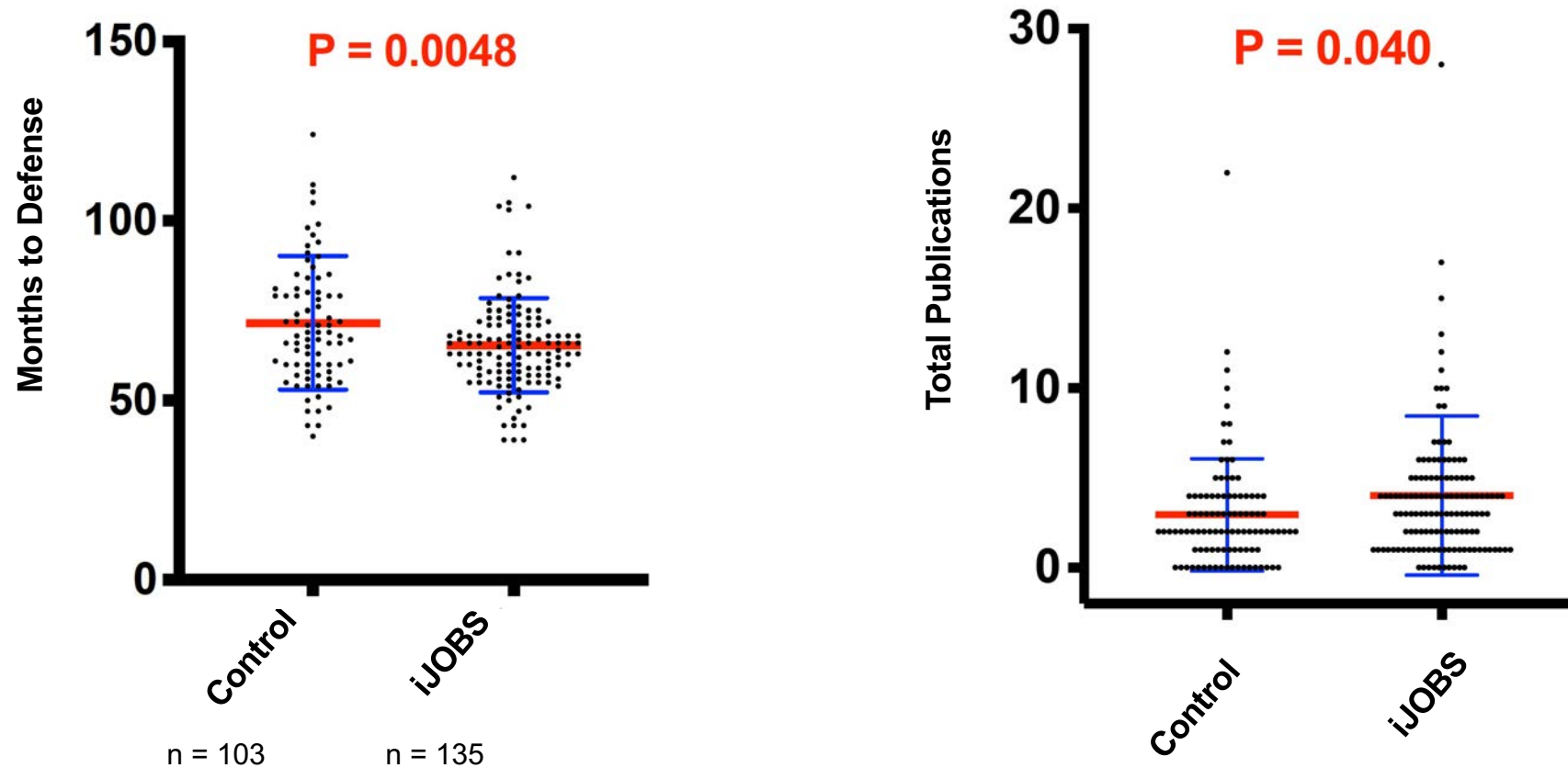
First Position of SciPhD Participants (n = 189)

First Position For-Profit Non-Research Positions (n – 189)
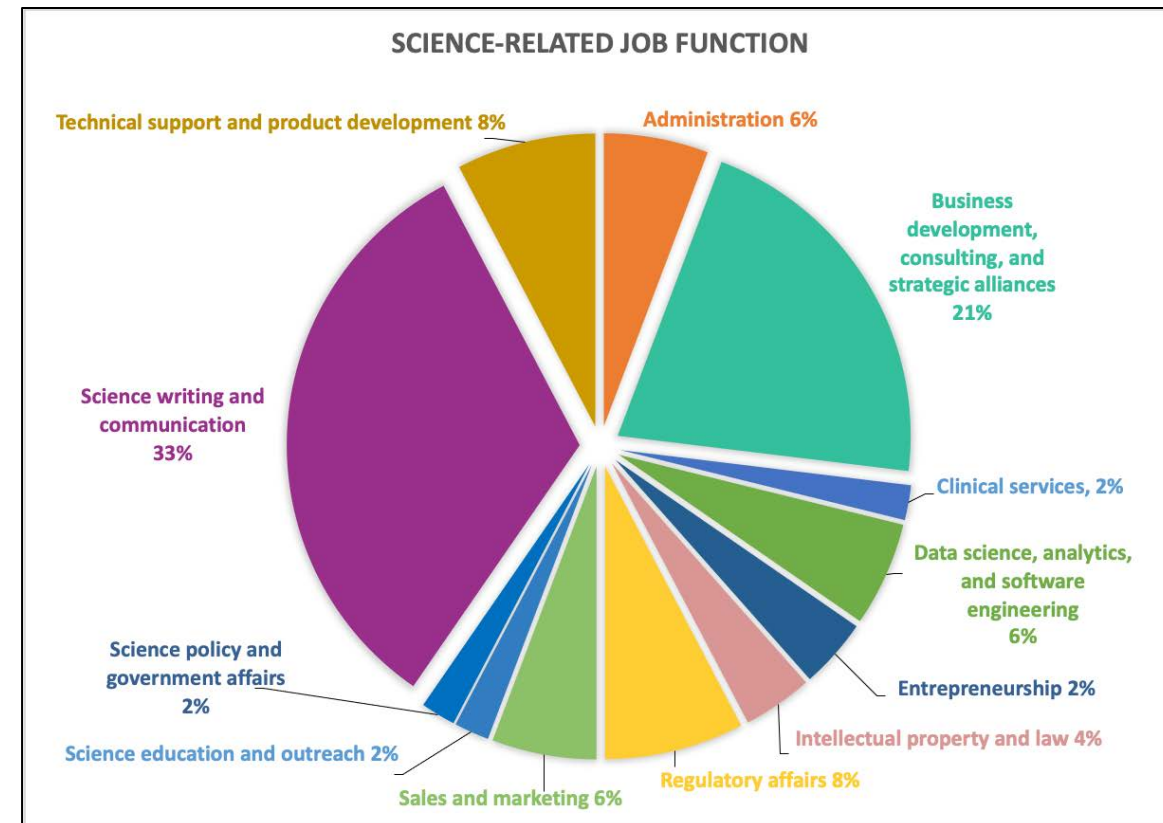
iJOBS Participants Have Decreased Time to Defense and Increased Total Publications

Measuring Effects of Trainee Professional Development on Research Productivity: A Cross-institutional Meta-analysis, Brandt et al., PLOS Biology, 2021

How iJOBS Benefits Rutgers

- Leadership, business, teamwork, and communications skills necessary for ALL careers
- NIH Training grants require career development component
- Recruiting of graduate students
- Takes burden off of faculty for advising towards careers they are not familiar with
- Student mental health, motivation, productivity
- Increased interaction between Rutgers and industry

The picture can't be displayed.

Student Issues

Mentoring Principle #7- Assessing Equity and Inclusion

- Create positive motivation and foster a good working environment

- Be a good listener

- Be culturally sensitive

- Be sensitive to gender identity (pronouns) and sexual orientation

- Be aware of unconscious bias

- Be aware of imposter syndrome

- Will the mentor and mentee discuss their multiple aspects of their identity? This might include race, ethnicity, gender identity, socioeconomic status, age/generational, sexual orientation, class, religion etc…

- Are there aspects of identity that should remain private?

UC Berkeley Happiness and Well-Being Report

- 47% of Ph.D. students reached the 10 of 30 points on the scale to be considered depressed (n = 790).
- Only 37% of master's students did so.
- Highest rate of apparent depression was in arts and humanities (64%).
- Biological or physical sciences and engineering (43-46%), social sciences (34%) and business (28%).

Factors related to how the graduate students view their lives:
- Career prospects
- Overall health
- Living conditions
- Academic engagement
- Social support
- Financial confidence
- Academic progress and preparation
- Sleep
- Feeling valued and included
- Adviser relationship

Graduate Assembly UC Berkeley 2015

General Warning Signs for Depression (American Psychiatric Association)

- Depressed mood most of the day, nearly every day
- Loss of interest or pleasure in fun activities
- Weight loss or gain
- Decrease or increase in appetite
- Insomnia or hypersomnia
- Feeling fatigue or low energy
- Feelings of worthlessness
- Excessive guilt
- Difficulty with thinking, concentrating, indecisiveness
- Thoughts of death or suicidal ideation

General Warning Signs for Anxiety (American Psychiatric Association)

- Excessive worry with no specific source
- Exaggerated startle reflex
- Inability to sleep due to worry
- Difficulty concentrating
- Trouble controlling worry thoughts
- Fatigue
- Muscle tension
- Feeling that things will always end badly
- Avoiding social situations

What to Do If a Student Shows Signs of Depression or Anxiety

Be direct with your concerns. Tell them what you are seeing that has you worried

Helpful responses:

- Listening
- Conveying an understanding
- Expressing that you care
- Normalizing what they are feeling
- Validate the student's experiences and talk to them about helpful resources such as CAPS or the Student Wellness Program

  "Everyone needs help sometimes."

  "It sounds like you are dealing with a lot, it might be helpful to have someone to talk with."

Unhelpful responses:

- Judging
- Minimizing
- Implying what they are feeling is their fault

Let's Talk Drop in Counseling for the School of Graduate Studies

"Let's Talk" is a service that provides easy access to informal, confidential consultations with Rutgers Counseling and Psychiatric Services (CAPS).

Our own grad school community-based counselor will be around for 30 min drop in sessions. No appointment is necessary! There may be a wait if the counselor is currently meeting with another student but every effort will be made to meet with all students who wish to meet that day.

<u>School of Graduate Studies "Let's Talk"</u>
Thursdays 11am-1pm
CAPS Counselor: Dana Simons

If this date and time frame don't work for you, you may go to any of the other "Let's Talk" sessions which you can see here http://rhscaps.rutgers.edu/dropin/
848-932-7884
For an emergency, call 855-515-5700 or 911

For a complete list of Counseling and Psychological Services
http://health.rutgers.edu/medical-counseling-services/counseling/

LET'S TALK
Let's Talk Counseling
School of Graduate Studies

Every Thursdays 11am-1pm either in person or virtual.
Additional hours available on Thur and Fri.
Private, Confidential, & Free
call 848-932-7884 and press #2 to leave a message
with your name, RUID, and phone number to get an
appointment with Dana Simons.

I am not able to do my research and am stressed!!

Let's Talk is a FREE CAPS counseling service. Conversations with experienced CAPS counselors are private and confidential.

I am struggling with remote learning

I am alone and miss my family and friends

No problem or stress is too small to share at a Let's Talk Session

Example CAPS Workshops for Graduate Students

- Stress and Anxiety Reduction "Say Yes to No Stress" Workshop
- Time Management and Life Balance Workshop
- Healthy Communication and Assertiveness "Talking the Talk" Workshop
- Building Resilience, Failing Forward, and Learning to Manage Expectations
- Working through Anger, Resentment, and Conflict
- Self-Acceptance: Learning to Love Yourself

Annual Workshop for Faculty - Responding to Distressed Students
Spring 2022 Date TBD

Hosted by Dana Simons and Jessica Trusiani
Agenda: We will discuss and consider potential student needs when in distress,
learn how to respond to students in distress, and we will identify ways to refer a student
for services (campus resources, CAPS, etc.).
This will be an interactive and collaborative discussion, and there will be time for Q & A.

Policy Prohibiting Harassment

- Covers
  - ✳ Faculty
  - ✳ Staff
  - ✳ Student Employees
  - ✳ Vendors
  - ✳ Contractors
  - ✳ Subcontractors
  - ✳ Volunteers

- Basis
  - ✳ Sex/Gender
  - ✳ Religion
  - ✳ Color
  - ✳ National origin
  - ✳ Ancestry
  - ✳ Age
  - ✳ Race
  - ✳ Sexual orientation
  - ✳ Disability
  - ✳ Marital/veteran status
  - ✳ Domestic partnership/civil union status
  - ✳ Gender identity and expression
  - ✳ Atypical hereditary cellular or blood trait

Administrators, supervisors, and faculty members …

- have an affirmative obligation to report complaints of discrimination and harassment to the Office of Employment Equity

- should cooperate in any investigation

- should respect and protect the confidentiality of the parties and witnesses

- Avoid actions that may be interpreted as retaliation by complainants or witnesses

Resources for Discrimination and Harassment Issues

- Policy Prohibiting Discrimination and Harassment

- Title IX

- Sexual Misconduct Policy

- Policy Prohibiting Workplace Violence

- Conscientious Employee Protection Policy

- OEE Complaint Process – One Source   https://discover-uhr.rutgers.edu/onesource/home

- OEE Formal Complaint Form

- Resource Guide

Office of Employment Equity

57 Highway 1, Cook Campus (ASB II)

848-932-3973

https://uhr.rutgers.edu/oee/home

Employmentequity@hr.rutgers.edu

Carolyn Dellatore, Associate Director

cdellato@hr.rutgers.edu

Lisa Grosskreutz, Director

Lisa.grosskreutz@rutgers.edu

Diversity, Inclusion and Community Engagement (DICE)

Rutgers is currently engaged in university-wide strategic planning to promote and develop diversity and inclusion. The process is being led by the office of Diversity, Inclusion and Community Engagement (DICE) who note that: *"Diversity strategic planning is the process through which we will assess and align our efforts across the Chancellor-led units and the central administration recognizing that diversity, equity, and inclusion lead us to excellence."* (See: <u>DICE's website</u>). DICE has developed a format and set of priorities to be used by the units in producing their strategic plan.

The School of Graduate Studies has established parallel committees of faculty and students who are working on the SGS plan, following the priorities and format established by DICE.

DICE's five strategic priorities:
1. Recruit, Retain, and Develop a Diverse Community
2. Promote Inclusive Scholarship and Teaching
3. Define Sustainable and Substantive Community Engagement
4. Build the Capacity of Leaders to Create Inclusive Climates
5. Develop an Institutional Infrastructure to Drive Change

Definition of a Learning Disability

- A permanent disorder which affects the manner in which an individual with average, or above average, intelligence takes in, retains and expresses information

- There are specific learning disabilities in reading, writing and math and sometimes may be comorbid with other conditions such as ADHD, depression, anxiety, etc.

Possible signs you might notice for a learning disability

- Slow, labored reading- automaticity is never achieved
- Reading comprehension difficulties- inability to grasp the meaning of words, phrases or paragraphs
- Grasps the main idea more than the details
- Very poor handwriting and/ or difficulty organizing thoughts on paper
- Student knows the material but performs poorly on tests
- Displays memory skill deficits and/or poor organizational skills
- Overlooks multiple steps in projects and papers

Resources to Assist a Student with a Learning Disability

If a student has disclosed they have, or think they might have a disability of any kind here are some resources:

- Office of Disability Services: https://ods.rutgers.edu
  - Focuses on providing academic accommodations- works with both graduate and undergraduate students

- Graduate School for Applied and Professional Psychology (GSAPP): https://ods.rutgers.edu/students/gsapp-screening-eval-main
  - Provides low cost (free with student health insurance) testing to those who may suspect they have a learning disability or ADHD or would like updated testing

# Suggestions for dealing with a student with learning disability

- STRUCTURE- Structure your meeting so that the student understands the purpose of your meeting, what will be discussed and what the expected outcome will be.
  - ✸ Be aware of the environment in which you are meeting, and try to reduce outside distractions

- Present information in as many modalities as possible- if you are having a verbal conversation, follow up with an email

- If you suspect a disability, but are unsure how to proceed, consider the "bundle" approach
  - ✸ Bundle the resources you are referring the student to (Learning Center, Office of Disability Services & Writing Support)

Unconscious Bias

- Refers to a bias that we are *unaware of*, and which happens outside of our control. It is a bias that happens automatically and is triggered by our brain making quick judgments and assessments of people and situations, influenced by our **background**, **cultural environment** and **personal experiences**

Impact Association Test

- https://implicit.harvard.edu/implicit/takeatest.html
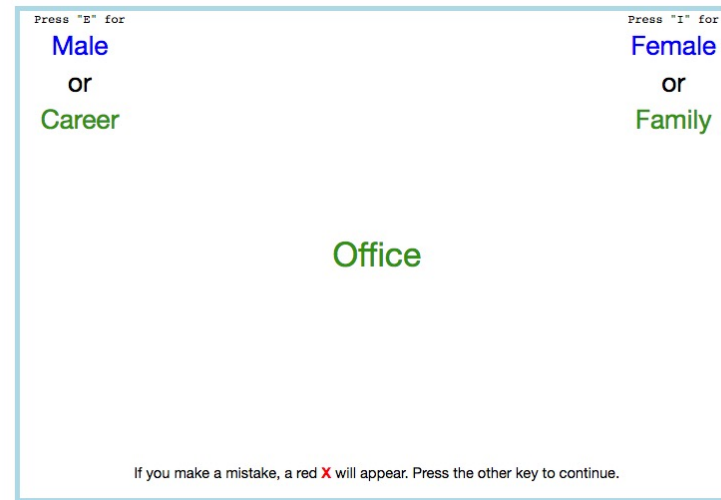
The sorting test you just took is called the Implicit Association Test (IAT). You categorized Male and Female words with Career and Family.

Here is your result:

Your data suggest a moderate automatic association for Male with Career and Female with Family.

Your result is described as an "Automatic association for Male with Career and Female with Family" if you were faster responding when *Career* and *Male* are assigned to the same response key than when *Career* and *Female* were classified with the same key. Your score is described as an "Automatic association for Female with Career and Male with Family if the opposite occurred.

Your automatic preference may be described as "slight", "moderate", "strong", or "no preference". This indicates the *strength* of your automatic preference.

The IAT requires a certain number of correct responses in order to get results. If you made too many errors while completing the test you will get the feedback that there were too many errors to determine a result.

Note that your IAT result is based only on the categorization task and not on the questions that you answered.

How to Avoid Unconscious Bias

- Be aware/conscious
- Challenge stereotypes and counter stereotypical information
- Use context to explain a situation
- Reduce levels of bias – males & females on panels, cultural diversity on interview/selection panels, have criteria & use them
- Diversity of guest speakers & lecturers
- Inclusion in meetings
- Training at Rutgers in how to avoid unconscious bias.

Case Discussions

- Spend 10 min per case in your breakout rooms 1:15-1:45pm

https://docs.google.com/document/d/1VK9kM40j4eiHS4tJlHEZPuvBXq6SuhuNpjphcl_gLsQ/edit

- Come back to main room for 15 min wrap up 1:45-2pm and be prepared to share your thoughts about the cases

- Case #1

- Case #2

- Case #3

What do you plan to do? Self reflection

- Write down a few approaches you will now use when mentoring graduate students that you have not used before.

THANK YOU!

Contact us with questions

janet.alder@rutgers.edu

millonig@cabm.rutgers.edu