TIERED MENTORING: REINFORCING THE SUMMER RESEARCH EXPERIENCE

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Mentoring Context

- Address retention rates, graduate employment rates, skill development, academic success
- Positive impact on peer and faculty interactions, stress levels, self-esteem, career readiness, institutional commitment, academic performance

Especially critical for URM students in STEM

- Identify mentoring as largest contributor to academic success
- More academically successful when placed in supportive environments
  - Allows for sharing academic, social and cultural experiences
Structure and Program Components

- Mentor training
- Mentor reflection and feedback session
- Research skills seminar for instructors
- Curriculum development support
- Reflection and feedback session
- College talks
- MRSEC Symposium
- Summer Research Symposium
- Dyad model - paired with another student from different local school
- Cohort daily meetings every morning
- Research skills seminar for instructors
- Curriculum development support
- Reflection and feedback session
- Mentor training
- Mentor reflection and feedback session
- High School (ENG)
- Undergrads (REU)
- Post-doc
- Graduate Students
Summer 2016
Why use this model?

Research demonstrates it
- Opens doors and retains students in STEM fields
- Positive impact all around for those involved
- Impact correlates with duration

CU MRSEC Program
- Especially positive research seminars
- Want more time, training, and social interaction
- Want matches with more common interests
  - Mentors evaluated on content knowledge, approachability, helpfulness, sociability, preparation for future and mentoring ability
Questions

- How do you work with high schools?
- Do you use tiered mentoring at all?
- How do you approach mentoring?
- How do you connect with K12 schools?
Citations
