Graduate student mentoring training

Fall 2018
This afternoon’s mentoring menu

• Why are you here?

• Setting **Expectations**
  - OSU’s policy and online mentoring training resource
  - Supporting student productivity and avoiding conflict
  - Available frameworks for planning and review of student goals and performance

• **Relationships with students**
  - Types of relationships you’re meant to manage
  - Supporting Diversity and Inclusion
  - Sexual harassment policy — OSU responsible employee

• Break

• Practice Scenarios
As new faculty, you lead complicated lives, balancing multiple roles and priorities, all while trying to make tenure.
General STEM education concerns

- PhD time to graduation too long, completion rate is low
- MS (MEng) degree is undervalued
- Too many PhDs for not enough jobs
- Diversity and inclusivity
- Graduate education not consistently aligned with workforce, and student needs
- Narrow training, few transferable skills
- Mentoring focused on academia
Beware The Profzi Scheme

Don't get scammed!

How Profzi Schemes work:

Faculty convinces young scholars to work in their field.

In order to survive, each scholar must recruit new scholars to follow in their footsteps.

When funding runs out, the scheme collapses.
Direct State and Federal Investments per Degree and Estimated Returns

- Doctoral degree: $588,939
  - Returns to Oregon: $196,438
- Professional degree: $620,332
  - Returns to Oregon: $187,113
- Master's degree: $284,183
  - Direct state and federal investment per degree: $150,615
- Bachelor's degree: $251,427
  - Direct state and federal investment per degree: $131,450
- Associate's degree: $147,323
  - Direct state and federal investment per degree: $128,261
- HS diploma: $78,105
  - Direct state and federal investment in education in Oregon: $108,726

Source: Oregon University System analysis of various data sources

- Returns to Oregon includes expected state, local and federal tax revenue, expected savings on social services, criminal justice and unemployment expenses to the state.
- Direct state and federal investment includes state and federal investment in education in Oregon.
Faculty Mentoring of Graduate Students

• Mentoring is the heart of graduate education. The mentor is responsible for ensuring that the student
  • becomes sophisticated in a discipline or field of study,
  • is challenged intellectually
  • learns how to think critically
  • develops interpersonal skills needed to succeed in the discipline
  • and aspires to create new knowledge

• Mentoring is distinct from advising because it involves a personal relationship...

It recognizes that graduate school includes socialization to the values, norms, practices, and attitudes of a discipline.

• Mentoring gradually transforms the student into a colleague.


Additional support for faculty: http://gradschool.oregonstate.edu/faculty
What kind of mentor are you?

Advisors play a significant role in providing personal support and resources, but leaving the doctoral student to manage and organize the research project.

Advisors believing they have negotiated roles to play, both in organizing and managing the research project and in providing support to the student.

Assumes that the student is capable of managing the project, but may need support in other ways.

Assumes that advisor and student need to negotiate support for both the project and themselves.

Advisors play a reduced or minimal role in the organization and management of doctoral studies, and also in relation to provision of support.

Advisors have a controlling role in organizing and managing the research project, but leaving it to the student to arrange personal support and resources where appropriate.

Assumes that students are capable of managing both the research project and themselves.

Assumes that students need support in managing the project, but not managing themselves.
Think of how you are working with one of your students (or how you worked with your PhD advisor). X marks the spot
Tips to help you identify your students' needs

Raise the issue of **current needs** regularly at meetings: this will encourage open dialogue about issues that may be buried otherwise.

**Try to align your advising style with your students’ varied and/or situation-specific needs.**

**Gurr’s Alignment Tool (2001):**
- each can independently plot, **at any point in time**, where on the scale their current working relationship sits.
- Engaging in this process, which is not time-consuming, also **sends an important message that discussion around styles and approaches is welcome.**
- (Note that some students may not be comfortable with this technique.)

Source: Gurr (2002) 'Negotiating the "Rackety Bridge" — a Dynamic Model for Aligning Supervisory Style with Research Student Development' in Higher Education Research and Development. Copyright © HERDSA, reprinted by permission of Taylor & Francis Ltd., www.tandfonline.com on behalf of HERDSA.
WHY BE A GOOD MENTOR?

The primary motivation to be a mentor was well understood by Homer: the natural human desire to share knowledge and experience. Some other reasons for being a good mentor:

**Achieve satisfaction.** For some mentors, having a student succeed and eventually become a friend and colleague is their greatest joy.

**Attract good students.** The best mentors are most likely to be able to recruit—and keep—students of high caliber who can help produce better research, papers, and grant proposals.

**Stay on top of your field.** There is no better way to keep sharp professionally than to coach junior colleagues.

**Develop your professional network.** In making contacts for students, you strengthen your own contacts and make new ones.

**Extend your contribution.** The results of good mentoring live after you, as former students continue to contribute even after you have retired.

One of the strongest indicators of success in graduate school is a student’s relationship with their mentor/advisor.

1. Save time and resources by keeping projects on track
2. Avoiding conflict

Setting Expectations

OSU’s online mentoring resource
Mentor training — new requirement starting Fall 2016

• **Policy approved by OSU’s Graduate Council, June 2016**

• All faculty that are being **nominated for the first time** to graduate faculty approval level 4 (direct master’s theses) and/or level 5 (direct doctoral theses) as of Fall term 2016 will be required to complete the so-called Epigeum online training prior to obtaining graduate faculty status.

• A new graduate faculty nominee will receive approval (for level 4/5) for 3 terms, by which time the training modules will need to be completed, or the conditional approval will be revoked.

• Participation in a group mentoring “Learning Community” facilitated by the Graduate School will be voluntary, but strongly encouraged for new faculty.

• Experienced faculty already approved at level 4/5 for one or more programs, but being nominated to serve at level 4 and/or 5 in additional programs, are strongly encouraged to complete 2 modules of their own choosing within 2 terms.

• The Graduate School will create and assess outcomes related to the Epigeum mentoring modules, and collect information on faculty satisfaction and suggestions for improvement. Assessment and satisfaction data will be provided to the Graduate Council after 3 years, at which time the Council may renew this requirement or discontinue the program.
Epigeum Mentoring Modules

Request access: http://gradschool.oregonstate.edu/canvas-register
Setting Expectations

Supporting student productivity and avoiding conflict
Setting expectations

• What else might you want to add? What other types of expectations might students have?
  • can you meet them?
  • are they reasonable?

• What was your own experience as a graduate student?

Advisors and newly-enrolled students can have very different ideas about what each can expect of the other, and it is a good idea to clarify these as early as possible in the advising process.

| Students expect help with planning their doctoral program | ✓ | ✗ |
| Students expect advice on how best to prepare for qualifying exams | ✓ | ✗ |
| Students expect advice and guidance when selecting a dissertation topic | ✓ | ✗ |
| Students expect constructive and timely feedback on writing and progress, including praise when due | ✓ | ✗ |
| Students expect help with developing writing and other professional skills | ✓ | ✗ |
| Students expect help with making professional contacts and getting a job | ✓ | ✗ |
| Students expect to meet regularly with their advisor and for their advisor to be available when needed | ✓ | ✗ |
| Students expect to work with an advisor who is knowledgeable about their field of study | ✓ | ✗ |
| Students expect advisors to be friendly, open and supportive | ✓ | ✗ |
Expectations — How-to?

• Implicit Expectations?
  • Not stated, and rarely understood
  • What didn’t you understand about what I didn’t tell you?
  • What part of my silence didn’t you understand?

• Explicit Expectations?:
  • clearly stated (verbally - or even better - in written form)
  • Checked for understanding
  • Unilaterally or jointly set
  • Revisited regularly (use a progress tracking process)
Reach mutually agreed upon expectations

• Discuss progress regularly

• Discuss and create a program of study early - enables the student to master relevant subject matter

• Instill and model ethical conduct of research

• Work with student early to create realistic timeline for completion of their degree

  • (include major milestones e.g. program of study, project proposal, IRB approval, oral preliminary/qualifying exam, first drafts of thesis sections, final draft of thesis/dissertation, and final oral exam)

• Consider using an Individual Development Plan (IDP) (or similar framework) with your graduate students - more later.
Reach mutually agreed upon expectations

• Explain and be clear on expectations for student’s **scholarly outputs** (publications, books, widgets, podcasts, etc.) from your research or project

• Be clear on **authorship** of scholarly outputs

• Know **who owns the data** and your **intellectual property rights**
Reach mutually agreed upon expectations

- Agree upon academic work and vacation schedules

- Know important aspects of the CGE contract (GRAs/GTAs) — now GAs

- Provide appropriate training
  - e.g. travel to foreign countries and remote locations
  - environmental, health and safety
  - make sure students are OK with the living/sleeping arrangement when away from OSU (on ships, at conferences, field work, etc.)
CGE (union)-mandated expectations (for GAs)

• From the Collective Bargaining Agreement between the Coalition of Graduate Employees and Oregon State University:

  • Article 15 - Evaluation, Section 1: ……Evaluations will be performed no less than once each academic year...

  • Article 10, Section 7, Paid Leave: Supervisors shall make reasonable efforts to allow Graduate Employees to arrange their work schedule allowing for fifteen (15) days leave over the academic year…. a request for leave shall be made in writing and sufficiently in advance

    • The appointment period includes breaks, as it is part of the time that GAs are expected to be producing work.
Employee evaluation (HR)

- Form here:
- [http://hr.oregonstate.edu/sites/hr.oregonstate.edu/files/documents/gradstud/grad-evaluation.pdf](http://hr.oregonstate.edu/sites/hr.oregonstate.edu/files/documents/gradstud/grad-evaluation.pdf)
Tracking Progress

Available frameworks for planning and review of student academic performance
Consider this

• About 65% of US PhD-holders continue into a postdoc but only 15–20% of those move into tenure-track academic positions
  (https://www.nature.com/news/the-future-of-the-postdoc-1.17253)

• Yet, we continue to train students to do what we do (what we know best...), - to be professors

• Graduate students also need other skills — broader training, professional development, 21st century skills, whatever you prefer to call it
  • We need to help students succeed regardless of their desired career path

http://archive2.cra.org/resources/crn-archive-view-detail/expanding_the_pipeline_diversity_drives_innovation/
Making use of Individual Development Plans (IDPs)

• In 2009 NSF began to require a description of mentoring and professional development plans for postdocs from all principal investigators with proposals that requested funding for postdoctoral scholars.

• In 2012: all NIH grants that support trainees at the pre- and post-doctoral levels are encouraged to have an individual mentoring plan or individual development plan (IDP).

• At first glance this may appear to be another bureaucratic mandate that adds to the burden of faculty competing for grant funding.

• However a review of the literature on goal setting supports the view that the IDP is likely to serve as an effective mentoring tool.

• Preparing IDPs collaboratively between faculty and students serves to set explicit expectations and prevent conflict1.

• Further, there is ample evidence for the professional benefits of setting goals and identifying career plans, particularly when individuals take substantial responsibility for setting those goals and generating those career plans2,3.

So what is an IDP?

An Individual Development Plan (IDP) is a tool designed to help graduate students (individuals) to

(1) identify professional goals and objectives;
(2) assess an individual’s skill set relative to their career goals; and
(3) develop a plan to acquire the skills and competencies needed to achieve short- and long-term career objectives.

A well-crafted IDP can serve as both a planning and a communications tool, allowing graduate students to identify their research and career goals and to communicate these goals to mentors and advisors.

In COE, we have developed a framework (template) that also specifically addresses the issue of “conflict avoidance” — i.e., the expectations/planning piece.
COE framework for evaluation of academic progress

1. Planning Ahead for the First Year

Please plan ahead for the coming year in terms of academic milestones, competencies, professional and career development, etc. Use the table for formal academic milestones and the space below for other goals. The idea is that you use this opportunity to plan ahead for the year with your major professor and committee, and the assessment is then used to take stock and see how things have progressed.

To Be Filled Out by Student

Student’s name: __________________________ Date: __________________________

Date entered COE graduate program: ______ Degree program (check one): M.S. ___ Ph.D. ___

Area of Concentration: __________________________ Date of expected completion: ______

Major Professor Name(s):

__________________________________________

committee Member Names:

__________________________________________

__________________________________________

__________________________________________

Checklist: (Complete those that apply to you; please fill in all dates that are applicable even if it’s your best guess)

<table>
<thead>
<tr>
<th>COMPLETION OF MILESTONES</th>
<th>TIME LINE</th>
<th>DATE COMPLETED OR EXPECTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master’s Degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establish Graduate Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Program of Study Meeting)</td>
<td>Second quarter</td>
<td></td>
</tr>
<tr>
<td>Program of Study submitted to the Grad School</td>
<td>By 10 credits</td>
<td></td>
</tr>
<tr>
<td>Schedule final defense</td>
<td>One quarter before event</td>
<td></td>
</tr>
<tr>
<td>Ph.D. Degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establish Graduate Committee</td>
<td>End of first year</td>
<td></td>
</tr>
<tr>
<td>Qualifying Exam</td>
<td>End of first year</td>
<td></td>
</tr>
<tr>
<td>Program of Study Meeting / Submit POS</td>
<td>After passing Qualifying Exam/ by 5th term</td>
<td></td>
</tr>
<tr>
<td>Preliminary Exam</td>
<td>End of 2nd year or after approval of Program of Study and completion of most of course work</td>
<td></td>
</tr>
<tr>
<td>Passed the Preliminary Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schedule final defense</td>
<td>One quarter before event</td>
<td></td>
</tr>
</tbody>
</table>
# COE framework

## Progress form

2. **Major Professor Assessment of Progress:**

   Major professor(s): Please discuss your responses with your student.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>QUESTION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Student is making satisfactory progress in completing his/her course work.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student is making satisfactory progress in research.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student is making satisfactory progress in writing of his/her thesis.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student has participated in professional and/or career development opportunities.</td>
</tr>
</tbody>
</table>

3. **Signatures:**

   I have reviewed the student’s milestones (above) and self-assessment narrative, have completed the ‘Major Professor Assessment of Progress’ (left), and confirmed that the student understands my responses.

   - Major Professor Signature(s) __________________________ Date _____________

   - Committee Member Signature(s) (optional) ____________ Date _____________

   I understand my major professor(s)’ assessment of my progress (left), and am now submitting this fully completed form to the Graduate Coordinator with my self-assessment narrative attached.

   - Student Signature __________________________ Date _____________

This completed form must be attached to the self-assessment narrative and submitted to the program specific Graduate Coordinator before June 30th each year.

## Graduate Student Self-Assessment Narrative

The self-assessment conveys progress since the last assessment cycle and should include the following:

1. Progress on course work and timeline for courses remaining to be completed,
2. Brief description of research topic and progress made,
3. Progress on writing thesis,
4. Reflection on goals from previous year (if any)
5. Participation in career and professional development opportunities
6. Goals for the coming year
7. Any other relevant information, including any impediments to progress.
OSU College of Engineering Graduate Degree Programs
Graduate Education Performance Plan

This form is intended to monitor a student's performance towards degree completion resulting from an unsatisfactory review at an annual assessment. This form should outline mutually agreed-upon (between student and major professor) benchmarks of performance.

Student ____________________________

Major Professor _______________________

Plan (identify deficiencies and outline plan to remedy them):

Benchmarks (Criteria used to evaluate progress):

Signatures
Student ____________________________ Date ________________

Major Professor ______________________ Date ________________

Department Head/Program Director ______________________ Date ________________
Other resources

Advising “contracts”:
https://engr.ku.edu/sites/engr.drupal.ku.edu/files/docs/Student-Advisor%20Expectations%20(2).pdf

Resolving conflicts between graduate students and faculty

• **Presenter:** Karen Klomparens, dean of graduate studies, and John Beck, associate professor and director of the Labor Education Program at Michigan State University

• [http://www.universityaffairs.ca/career-advice/career-advice-article/resolving-conflict-between-grad-students-faculty/](http://www.universityaffairs.ca/career-advice/career-advice-article/resolving-conflict-between-grad-students-faculty/)
Milestones
http://gradschool.oregonstate.edu/progress

Flow Chart for Master’s Degree Completion

Registration
- Discuss your goals and expectations with your department’s graduate student adviser.
- Take courses. Determine eligibility of transfer credits, if any. **Continuous enrollment required**

Before completing 10 credits of coursework:
- Develop a Program of Study* with your program.
  *This is your plan for completing your degree. Your adviser, department chair or departmental graduate coordinator will help you.

Take courses and work on research, thesis, project or portfolio.
- At least 15 weeks before your final oral examination:
  1. Submit your approved Program of Study to the Graduate School.
  2. Select a Graduate Council Representative (if required) for the final exam.

At least 2 weeks before your final oral examination:
- Use online form to schedule your final oral examination.
- Submit a diploma application (EXCEPT for SPRING Term completion, where you must submit by FIRST week of Spring Term).
- If your master’s degree requires a thesis:
  1. Distribute a defendable copy of your thesis to your committee, and
  2. Bring in or email pre-text pages of your thesis to the Graduate School.

Final Examination
- Pass Final Examination
  - No
  - Yes

If your master’s degree requires a thesis, upload final thesis to ScholarsArchive and relevant paperwork to the Graduate School within 6 weeks of your defense date. You must be registered for 3 graduate credits when you submit your thesis to the Graduate School.

Graduation

Flow Chart for Ph.D. Completion

Registration
- Discuss your goals and expectations with your department’s graduate student adviser. Draft a schedule of coursework for your degree.
- Determine eligibility of transfer credits, if any.
- Take courses. Start research. **Continuous enrollment required**

Before completing 2 terms (if you already have a master’s) or 5 terms (if you do not have a master’s):
- Select program committee members, which must include a Graduate Council Representative.
- Meet with your program committee to create a Program of Study.
- Take to the meeting, your Doctoral Program Checklist, all transcripts, list of eligible transfer credits, your program curriculum and initial draft of Program of Study.

At least 6 weeks before your preliminary oral exam and most coursework has been completed, submit your signed Program of Study to the Graduate School. When it has been approved by the Graduate School, you may schedule your preliminary oral exam. At least 2 weeks before the exam, submit the online Prior to Scheduling form.

Preliminary Oral Examination
- Pass Preliminary Oral Examination
  - No
  - Yes

At least 2 weeks before your final oral examination:
- Use online form to schedule your final oral examination.
- Submit a diploma application (EXCEPT FOR SPRING Term completion, when you must submit by FIRST week of Spring Term).

Final Examination
- Pass Final Examination
  - No
  - Yes

NOTE: At least ONE term must elapse, but no more than 5, between Preliminary Oral Exam and Final Examination.

NOTE: A dashed line connected to a university requirement indicates your department or program may have additional requirements.

At least 6 weeks before your defense date, upload final dissertation to ScholarsArchive and relevant paperwork to the Graduate School. You must be registered for 3 graduate credits when you submit your dissertation to the Graduate School.

Graduation
When things go badly

- Keep written evidence of progressive discipline
When things go badly

- **Dismissal from Graduate School**
- Advanced-degree students are expected to make satisfactory progress toward a specific academic degree. This includes:
  - maintaining a GPA of 3.00 or better for all courses taken as a graduate student and for courses included in the graduate program
  - meeting departmental or program requirements
  - and participating in a creative activity such as a thesis.
- If a student is **failing to make satisfactory progress toward an academic degree**, as determined by the major department/program or the Graduate School, the student may be dismissed from the Graduate School.
- Any doctoral student who **fails the preliminary oral examination** with a committee recommendation that the student’s work toward this degree be terminated may be dismissed from the Graduate School.
- Any student who **fails a final oral examination** may be dismissed from the Graduate School.
- **Academic dishonesty and other violations of the Student Conduct Code** may serve as grounds for dismissal from the Graduate School.

- **Grievance Procedures for Graduate Students**
- [http://gradschool.oregonstate.edu/progress/grievance-procedures](http://gradschool.oregonstate.edu/progress/grievance-procedures)
Managing Relationships
with students and colleagues
Managing relationships with students and colleagues

• As the authority figure in the student-advisor relationship (at least at the beginning of a student's graduate program), you have a responsibility to make sure that all the relationships around your student's graduate program are well managed.

• We will look at managing three types of relationships:
  • 1. Professional relationships with students
  • 2. Personal relationships with students
  • 3. Relationships with colleagues.
1. Professional relationships with students

• Your effectiveness as an advisor depends on a **good working relationship with your student**. When things go wrong, it is often not obvious to either students or advisors that their relationship has broken down and why.

• The **next activity** presents a case study in which two protagonists, a frustrated advisor and an unhappy doctoral student, present their version of what has gone wrong in their relationship.
Scenario 1 and 2

1. What do you think might be the causes behind the difficulties experienced by the advisor and student in the previous case study?

- **Contact** — the advisor and student did not keep in regular contact
- **Meetings** — there was no agreed plan for arranging meetings
- **Preparation for meetings** — there was no agreement on what was needed to prepare for meetings
- **Feedback** — the feedback provided by the student and the advisor did not meet each other’s expectations
- **Deadlines** — there were no clear deadlines
- **Dependence/independence** — the delegation of authority and responsibility was unclear
- **Personalities/styles** — the student and the advisor have different work-related styles. This can result from differences in personality or perhaps cultural differences.
Scenario 1 and 2

2. What strategies could you as an advisor use, to try to avoid the situation in the case study happening with one of your own students?

- Establish mutually agreed-upon procedures for setting up meetings and generally keeping in touch with one another
- Start meetings with an opportunity to share concerns that may have arisen since the last time you met
- Allow time to raise and discuss problems and concerns
- End meetings with a summary of future expectations and an opportunity to assess whether these expectations are reasonable.

- Take the time to develop a good professional working relationship with your students
2. Personal relationship with students

- Most universities have a policy that defines improper relations with students, based in part on provisions set out in Title IX of the Education Amendments of 1972.

- Most universities specifically forbid some kinds of personal relationships between students and faculty/advisors.

- Policies tend to be focused on defining improper sexual relationships.
  - advisors are in a position of trust.
  - responsible for objectively evaluating the quality and progress of students' work.

- With these cautions in mind, there are, of course, reasons why good personal working relationships with students are important to graduate advising.

- The key to success in developing productive social relationships with your students is recognizing when that relationship is becoming too personal.
Which of the following personal contacts with your graduate student would you avoid?

A: Meeting over coffee after a seminar to discuss the student's presentation that day
B: Inviting the student to your home for dinner at the end of the semester to discuss progress and plan out the coming year
C: Meeting your student at a bar to get to know each other better
D: Inviting your student to drive with you to attend a meeting
E: Offering to share a hotel room with your student while attending a meeting to lower expenses
F: Sending your student a request to connect with them via a social media site like Facebook.

Be aware of and avoid social relationships that could lead to trouble
3. Relationships with colleagues

- In the US, graduate students often work with a single advisor.
- Bringing in others to provide advice can be highly advantageous for students, but it can also raise complications that should not be overlooked.
  
  - Intellectual conflict
  - Conflicts of interest
  - Conflicts of styles

- The student can end up being pulled in different directions by their advisors, and/or trying to manage the very people who are supposed to be supporting and guiding them in their studies.

- If you are the lead advisor, you have a responsibility to recognize these conflicts and to take steps to resolve them.

- It is also your responsibility to manage research/lab groups in a way that allows each individual to thrive and not be bothered or harassed by other group members.
Climate and Inclusion
Supporting a diverse and inclusive student body

What are some circumstances in a student’s life that might affect how you work together? Discuss at your table.

- Age
- Ethnicity, nationality, culture
- Social and/or economic background/status
- Introverts/extroverts
- Religion or beliefs
- Sex, gender, sexual orientation
- Disability or health issues
- Family status
- Mode of study — full time, part time, at a distance
- Research methods
47 percent of Ph.D. students reported being depressed. 37 percent of master's students likewise.

- Adviser relationship
- Academic engagement
- Academic progress and preparation
- Feeling valued and included
- Financial confidence

- Career prospects
- Social support
- Overall health
- Living conditions
- Sleep

http://ga.berkeley.edu/wellbeingreport/
Mental health issues

• What should you do if you suspect a student may be experiencing mental health issues, but are not sure?

• There is often no ideal solution. Whatever course of action you take, there are risks, to you and to your student. The best advice is to proceed cautiously, respecting the rights and privacy of your student but also understanding that you have a professional responsibility to do something.

• Stepping back and doing nothing is not an option.

• You may not have anticipated that responding to mental health issues might be part of your role as a doctoral advisor, but it is a very real problem for many doctoral students. You do need to be able to help your student find support and accommodate their needs.

• Talking to students at an early stage about the pressures of graduate studies, and encouraging them to explore campus resources to help them gain knowledge about coping with stress, may help to act as a preventative measure for some instances of anxiety and depression.
Dirty Old Men on the Faculty

By Sheila McMillen | DECEMBER 06, 2017
Research Lab and Classroom climate

• OSU College of Engineering **Strategic Goal 1?:**
  
  • Become a recognized model as an inclusive and collaborative community
  
  • [http://engineering.oregonstate.edu/coe-strategic-plan](http://engineering.oregonstate.edu/coe-strategic-plan)
  
  • We want our faculty, staff and students to be part of this journey

• We do not tolerate harassment, micro-aggressions, etc.:
  
  • the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership
Indicate whether or not you have personally been the target of each of the following specific forms of prejudice at OSU:

- Gender
- Sexual Orientation
- Race
- Disability
- Religion
- Age
- Political

[Bar chart showing the distribution of responses for each category]
"Responsible Employee" concept

• All Oregon State University employees are considered "Responsible Employees" — do you know what that means?
• We must consult with the Office of Equal Opportunity and Access when we are made aware or have reason to believe that a violation of the Sexual Misconduct and Discrimination policy has occurred.
• Several confidential offices available to those who have been affected by sexual misconduct or discrimination.
• The following offices do not report claims to other university offices, but can refer students and employees to resources and services both on campus and within the community: Survivor Advocacy and Resource Center (SARC), Counseling and Psychological Services (CAPS), Student Health Services (SHS), and the University Ombuds.
• Policy:
• I expect each and every member of the OSU community to become informed about harassment and to take responsibility for preventing harassment in all its forms.”

--Oregon State University President Ed Ray
Sexual Harassment =

Unwelcome **verbal** or **physical** conduct of a **sexual** nature that is **severe**, pervasive, or persistent and **impacts** programs or activities

- Sexual Assault
- Domestic/Dating/Intimate Partner Violence
- Stalking
What are we talking about?

- Sexual violence, sexual assault, dating violence
- Stalking or pressure to engage in an unwanted relationship
- Sexual or gendered comments, jokes, gestures, or looks
- Sexual pictures, photographs, cartoons, or webpages
- Sexual texts and picture messages
- Sexual rumors
- Unwanted physical touch, including pats, hugs, brushing against
- Improper Suggestion/Coercion (to do something sexual in exchange for something else)
- Differential treatment based on sex orientation or gender identity
- Insinuations or comments about private life or lifestyle
- Unwelcome gifts
Where do I report and refer?

REPORT

REQUIRED:
Office of Equal Opportunity and Access (EOA) 541.737.3556 equal.opportunity@oregonstate.edu

SAFETY CONCERNS:
Oregon State Police (OSP) 541.737.3010
Corvallis Police Department (CPD) 541.766.6924
Emergency 911

REFER

FOR Confidential ADVOCACY:
Survivor Advocacy & Resource Center (SARC) 541.737.2030

Center Against Rape and Domestic Violence (CARDV) 541.754.0110

Employee Assistance Program (EMPLOYEES) 800.433.2320

Counseling & Psychological Services (STUDENTS) 541.737.2131

2016 Office of Equal Opportunity and Access
Other Resources

• OSU Ombuds Office:

  • [http://oregonstate.edu/ombuds/](http://oregonstate.edu/ombuds/)

• Title IX:


• OSU consensual relationship policy:

  • [http://eoa.oregonstate.edu/consensual-relationships-policy](http://eoa.oregonstate.edu/consensual-relationships-policy)
Use the Graduate School!

Graduate School
Make discoveries, solve problems, and get advanced training. Join us for a graduate degree at Oregon State.

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OSU International Programs

All are welcome at Oregon State University.

Oregon State University is fully committed to diversity of all kinds and we invite students from countries around the world to consider studying at our Top 50 international public research university. Our community, which we call Beaver Nation, is a warm, engaging, vibrant place for students from around the world to earn a university degree.
Cultural Resource Centers

Asian & Pacific Cultural Center
Monday- Thursday 10:00 a.m.-7:00 p.m.
Friday 10:00 a.m.-5 p.m.
541-737-6361
Send Email

Centro Cultural Cesar Chavez
691 SW 26th street
Monday- Thursday 10:00 a.m.-7:00 p.m.
Friday 10:00 a.m.-5:00 p.m.
541-737-3790
Send Email

Etthad Cultural Center
380 Student Experience Center
Monday- Thursday 10:00 a.m.-5:00 p.m.
Friday 10:00 a.m.-5 p.m.
541-737-1052
Send Email

Lonnie B.Harris Black Cultural Center
100 SW Memorial Place
Monday- Thursday 10:00 a.m.-7:00 p.m.
Friday 10:00 a.m.-5 p.m.
541-737-4372
Send Email

Native American Longhouse Eena Haws
311 SW 26th St.
Monday- Thursday 10:00 a.m.-7:00 p.m.
Friday 10:00 a.m.-5 p.m.
541-737-2738
Send Email

Pride Center
1553 SW Ave
Monday - Thursday 10:00 a.m.-7:00 p.m.
Friday 10:00 a.m. to 5:0 p.m.
541-737-9969
Send Email

Women’s Center
1700 SW Pioneer Place
Monday - Thursday 10 a.m.-7 p.m.
541-737-3186
Campus Resources

- Student Health Services (SHS)
  - Main Clinic 201 Plageman Building Monday to Friday 9 a.m.-5 p.m. Saturday 10 a.m.-3 p.m. (urgent care only) 541-737-9355
- Counseling and Psychological Services (CAPS)
  - 500 Snell Hall Monday to Friday 8:00 a.m.-5:00 p.m. 541-737-2131 caps@oregonstate.edu
- University Ombuds Office
  - 116 Waldo Hall Monday - Thursday 8:30 a.m.-5:30 p.m. Friday 9:00 a.m.-5:00 p.m. 541-737-4537 ombuds@oregonstate.edu
- Sexual Assault Support Services (SASS)
  - 500 Snell Hall Monday - Friday 8:00 a.m.-5:00 p.m. SASS helpline - 541-737-2131 survivoradvocacy@oregonstate.edu
- Survivor Advocacy and Resource Center
  - 311 Plageman Building 541-737-2030 survivoradvocacy@oregonstate.edu
- Human Services Resource Center (HSRC)
  - Avery Lodge 1030 SW Madison Ave Monday- Friday 9:00 a.m.-5 p.m. 541-737-3747 hsrc@oregonstate.edu
- Military and Veteran Resources
  - Willie Elfering Military and Veteran Resources Advisor 541-737-7662 william.elfering@oregonstate.edu
TOO MUCH INFORMATION!
Practice Scenarios

- Samuel, Kostas, Barb — ANDREA/1+2
- Tianyi, Calvin, Rebekah, Kelsey — ANDREA/3 and BILL/1
- Ean, Joe, Yue, — BILL/2-3
- Kyle, Morgan, Meagan, Ali — SUE/1+2
Dorthe Wildenschild

124 Covell Hall
Corvallis, OR, 97331
Dorthe.Wildenschild@oregonstate.edu
Office Phone: 541-737-8050
College of Engineering
Associate Dean for Graduate Programs

Janet Knudson

101 Covell Hall
Corvallis, OR, 97331
Janet.Knudson@oregonstate.edu
Office Phone: 541.737.4857
Fax: 541.737.1805
College of Engineering
Office Manager and Assistant to Associate Dean of Graduate Programs
I've faced sexual assault, harassment and discrimination as a female scientist. My complaints were dismissed.

I want better for the next generation of female oceanographers.

By Julia O'Hern  September 11, 2015
Julia O'Hern is an oceanographer and mariner.

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Why Do So Many Women Who Study Engineering Leave the Field?

by Susan S. Silbey
AUGUST 23, 2016

Engineering is the most male-dominated field in STEM. It may perhaps be the most male-dominated profession in the