Graduate student mentoring training

Fall 2017
This afternoon’s mentoring menu

• Why are you here?
• Input from a few returning participants?
• 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
• Narrow training, few transferable skills
• Mentoring focused on academia
• Diversity and inclusivity
• Graduate education not consistently aligned with disciplinary, societal, workforce, and student needs
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.
RETURNS TO OREGON

Direct State and Federal Investments per Degree and Estimated Returns

- Doctoral degree: $588,939
  - Returns to Oregon: $196,438
  - Direct state and federal investment per degree: $392,501

- Professional degree: $620,332
  - Returns to Oregon: $187,113
  - Direct state and federal investment per degree: $433,219

- Master's degree: $284,183
  - Returns to Oregon: $150,615
  - Direct state and federal investment per degree: $133,568

- Bachelor's degree: $251,427
  - Returns to Oregon: $131,450
  - Direct state and federal investment per degree: $119,977

- Associate's degree: $147,323
  - Returns to Oregon: $128,261
  - Direct state and federal investment per degree: $19,062

- HS diploma: $78,105
  - Returns to Oregon: $108,726
  - Direct state and federal investment per degree: $30,621

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](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.

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

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

Frequently reported between advisors and international students as this relationship can require high levels of negotiation and clarification – it is almost parental in nature.

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

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

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 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.

A useful model to work with here could be Gurr's Alignment Tool (2001).

Gurr proposed a model that is useful from both the advisor’s and student's perspective as 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 from the advisor to the student 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 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.
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
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)

• 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

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

• Article 15 - Evaluation, Section 1:
  Each unit employing Graduate Assistants has the right to conduct periodic evaluations of the employee’s job performance. The unit may establish job performance criteria and the frequency and format of evaluation appropriate for the employee’s work assignment. **Evaluations will be performed no less than once each academic year.** Employees shall have access to all evaluative material unless otherwise restricted by this Article. Upon appointment, Graduate Assistants shall be notified in writing of the evaluation process and criteria.

• 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**, taking into account the employee’s academic program and the University’s business needs. **A request for leave shall be made in writing** and sufficiently in advance of the schedule change to allow for planning for the absence. **The decision on the request shall be made in writing and within a reasonable timeframe.** Such request shall not be unreasonably denied. The contract language does not limit a supervisor’s ability to permit additional schedule adjustments.

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

• It is very important that supervisors establish a manner in which GAs request time off, and for approval / denial of the request.
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)
Setting Expectations

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
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

College of Engineering Graduate Degree Programs
Graduate Student Academic Progress

Planning Ahead

Student Name: ____________________________ Date of Assessment: ____________

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 and then the assessment is used to take stock and see how things went.

This completed form must be attached to the self-assessment narrative and submitted to the program specific Graduate Coordinator before the end of your first term in year 1. In subsequent years, submit with the other documents June 30th each year.

1. Planned Completion of Milestones:
Student: Please enter the term of completion (e.g. Winter, 2018) next to milestones achieved for your current degree.

<table>
<thead>
<tr>
<th>Committee formed (Enter names at right):</th>
<th>Major Professor Name(s):</th>
<th>Dept:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conducted program of study meeting:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submitted program of study:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submitted competencies plan:</td>
<td>Committee Member Names:</td>
<td></td>
</tr>
<tr>
<td>Submitted research proposal:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submitted program of study to Grad School:</td>
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<tr>
<td>Prelims scheduled for (PhD):</td>
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<tr>
<td>Prelims passed on (PhD):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final exam scheduled for:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please elaborate here on coursework, competencies (see page 7, field work, data collection and analysis, conference attendance, publications, thesis chapters, workshop attendance, lab health and safety training, professional and career development events you would like to attend, etc. Anything you and your major professor and/or committee discuss as taking place in the next academic year.

[...]
Please carefully review the COE Plan for Assessment of Satisfactory Academic Progress (Pages 1 & 2 of this document) and complete in accordance with COE guidelines. Incomplete assessments cannot be accepted.

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

1. Planned Completion of Milestones:
   Student: Please enter the term of completion (e.g. Winter, 2018) next to milestones achieved for your current degree.
   
   Committee formed (Enter names at right): ___________________________  Major Professor Name(s): ___________________________  Dept: ___________________________
   
   Conducted program of study meeting: ___________________________  Committee Member Names: ___________________________  Dept: ___________________________
   
   Submitted program of study: ___________________________  Committee Member Names: ___________________________  Dept: ___________________________
   
   Submitted research proposal: ___________________________  Committee Member Names: ___________________________  Dept: ___________________________
   
   Submitted program of study to Grad School: ___________________________  Committee Member Names: ___________________________  Dept: ___________________________
   
   Prelims scheduled for (PhD): ___________________________  Committee Member Names: ___________________________  Dept: ___________________________
   
   Prelims passed on (PhD): ___________________________  Committee Member Names: ___________________________  Dept: ___________________________
   
   Final exam scheduled for: ___________________________  Committee Member Names: ___________________________  Dept: ___________________________

2. Major Professor Assessment of Progress:
   Major professor(s): Please discuss your responses with your student.
   YES NO QUESTION
   □ □ Student is making satisfactory progress in completing her/his coursework.
   □ □ Student is making satisfactory progress in fieldwork, data collection analysis.
   □ □ Student is making satisfactory progress in completing her/his thesis.
   □ □ Student has participated in professional and career development opportunities.
   □ □ Student has provided service to the department or college. Service is not required, but may contribute to professional development.

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

   ___________________________  ___________________________  Date
   Major Professor Signature(s)
   ___________________________  ___________________________  Date
   ___________________________  ___________________________  Date
   ___________________________  ___________________________  Date
   ___________________________  ___________________________  Date
   ___________________________  ___________________________  Date
   ___________________________  ___________________________  Date
   ___________________________  ___________________________  Date
   ___________________________  ___________________________  Date
   Committee Member Signature(s) (optional)
   ___________________________  ___________________________  Date
   ___________________________  ___________________________  Date
   ___________________________  ___________________________  Date
   ___________________________  ___________________________  Date
   ___________________________  ___________________________  Date
   ___________________________  ___________________________  Date
   ___________________________  ___________________________  Date
   ___________________________  ___________________________  Date
   Student Signature
   Date

COE framework

Assess plan in Spring
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/
Milestones
http://gradschool.oregonstate.edu/progress
When things go badly

• Document what is happening. Be specific. Use dates. Write everything down.
• 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 doctoral program), you have a responsibility to make sure that all the relationships involved in your student's doctoral degree 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 doctoral 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, doctoral 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
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.

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

by Susan S. Silbey  
August 30, 2016

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

**AY17 Graduate Exit Survey Results**
**College of Engineering**

Graph showing the percentage of responses for each category.
Supporting a diverse and inclusive student body

What are some circumstances in a student's life that might affect how you work together?

- 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
Overcoming barriers to inclusion

• Take a few moments to develop some practical strategies for pre-empting/helping your own graduate students to overcome some common barriers to inclusion and progression, including:

  • Different expectations of academic roles/responsibilities
  • Different learning styles
  • Communication difficulties
  • Lack of role models
  • Discrimination
  • Lack of access to resources
  • Social isolation
  • Competing demands on time

Pick one topic at each table and spend 5 mins on it.
Graduate Student Happiness & Well-Being Report
- Graduate Assembly, UC Berkeley

- 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 doctoral 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

Katherine Streeter for The Chronicle
"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:

• http://eoa.oregonstate.edu/sites/eoa.oregonstate.edu/files/osu_employee_responsibilities_2.2017.pdf
• 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)
TOO MUCH INFORMATION!
Practice Scenarios

• Kyle, Kate, Larry – ANDREA/1+2
• Cory, Nordica, Matt – ANDREA/3 and BILL/1
• Tala, John, Tuba, – BILL/2-3
• Zhenxing, Maria, Rafaele – SUE/1+2
• Greg, Heather, Onan - SUE/2+3
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