Fermi Mentoring Program (MP)

Milena Crnogorčević, <u>Corinne Fletcher</u>, Deirdre Horan, <u>Michela</u> Negro, Melissa Pesce-Rollins, Giovanna Senatore & Janeth Valverde, within the *Fermi*-LAT/GBM Collaborations.

MP Organizing Committee*

*mporglist@glast4.stanford.edu

Abstract

The Fermi-LAT/GBM Mentoring Program (MP) was formed in 2020. The primary goal of the MP is to establish an effective mentoring structure, which provides a resource for graduate students to form strong and lasting relationships with their mentors, communicate any questions they have, discuss any issues that arise, help the student feel well-integrated within the Fermi-LAT/GBM Collaborations, and, ultimately, help identify and remove barriers to success. To this end, the program identifies suitable mentors for each interested student and the provision of resources, including training, to both mentors and mentees to facilitate the establishment of a productive relationship. After three cycles of the MP, we here present the structure of the program and lessons learned. By sharing our experience, we hope to inspire other Collaborations to form their own mentoring programs.

Fermi MP components

Mentee

Graduate students within the LAT/GBM Collaborations (e.g. MSc., PhD students, etc.)

Mentor

LAT/GBM PhD-holders. They do not supersede or interfere with the role of the research advisor, but rather serve as an additional resource.

MP Committee

Volunteer-based group responsible for overseeing the MP. In charge of mentor-mentee matching and training. Mediates in case of misunderstandings.

Goals

Creating an effective mentoring structure

Fostering strong and lasting relationships between mentors & mentees

Sharing resources and communicating advice in order to remove barriers to success, both personal and professional

Providing guidance & support in planning for next steps of

mentee's career

Exploring work methods & learning new tools by sharing experiences & advice

Overcoming hurdles providing a support system to graduate students to help them navigate challenges in our field

What does a full cycle look like?

Fill out mentor/mentee sign-up forms ~March/September. Sign-up

will be informed about their matching arrangements ~two weeks after. Matching

Mentors and mentees

02

07

Facilitate mentor networking via Slack. Networking

mentor-mentee meeting. ~1 hour with Dr. Rania Sanford.

Training

Before first

03

80

end of the mentoring

cycle.

01

Feedback Feedback survey at the

Meeting form Submit a quick form at the end of each

mentoring session.

Meetings

06

Facilitate mentee

networking via Slack.

Mentors & mentees meet at least monthly, for at least an hour. Zoom rooms provided if requested.

Planning

Mentors reach out to mentees to set up meetings & fill out the 1-page "Mentoring contracts".

Mentor/Mentee Recruitment & Matching

Mentee/Mentor Recruitment

- Bi-annually, around March & September.
- When a new student joins the LAT/GBM.
- Matching based on mentee/mentor preference indicated in questionnaire.

Matching Criteria

- Identities.
- Preferred language.
- Time zones.
- Career, outreach & research advice.
- Desired frequency of meetings.

Re-matching

 Re-matching encouraged every new cycle. Also possible mid-cycle if needed.

Expectations

Training

Time Commitment

Required for participants on an annual basis, unless special circumstances are communicated to the MP Committee. Live and recorded options.

Cycle lasts six months. Meet at least monthly, for at least an hour.

Setting expectations

During the first meeting, set mentoring goals. Guidance questions provided.

Feedback

Feedback survey at the end of the mentoring cycle.

Confidentiality

Quick form at the end of each mentoring session.

Mentee-mentor conversations must be kept confidential, unless specified otherwise, notwithstanding disclosures required by superseding policies or laws.

Director of Faculty Professional

Medicine - Stanford University

or counseling).

Development, School of

Rania Sanford

Training

Kickoff Workshop (~1h separate sessions for mentors & mentees)

Mentoring myths and facts

Getting started

Learn about recent studies on how mentoring is defined, it functions and its impac (compared to other forms of guidance suc as advising, coaching

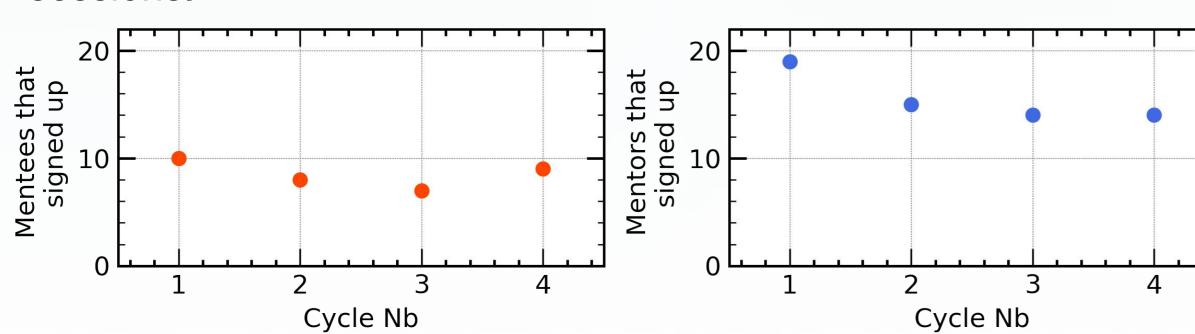
Develop self-awareness of strengths and weaknesses the mentor brings to the relationship (including elements related to

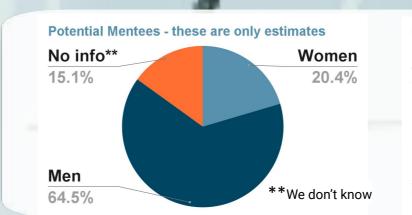
dentify specific behaviors related to starting, sustaining and ending strong mentoring relationships (covering both tactical tips and conceptual frames suc as trust).

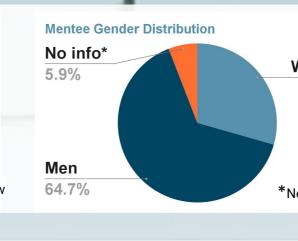
Jnderstand role of emotions in shaping the quality of mentoring and its outcomes.

Statistics

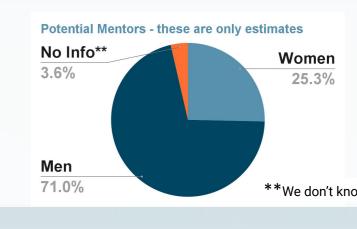
In the first 3 cycles of the *Fermi* MP, 56 people, between mentors and mentees, have met for a total of 89 hours of mentoring sessions.

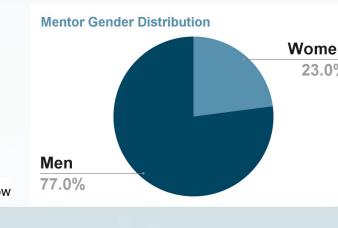












Fermi MP Committee Members (at the Symposium)

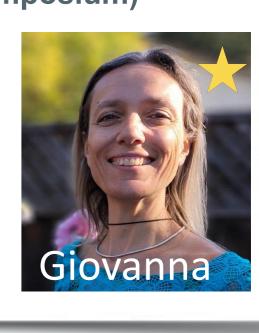














Tenth International Fermi Symposium, Johannesburg 9th-15th October 2022