

Dept Chair Leadership Meeting

October 11, 2024

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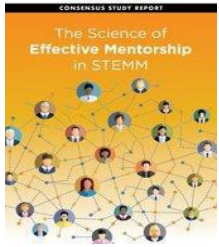
APPOINTMENT AND PROMOTION

Review and Appraisal Committees APM - 210

Mentoring Effectiveness In judging the effectiveness of a candidate's mentoring, the committee should consider such points as the following: extent and skill of the candidate's participation in the general guidance, mentoring, and advising of undergraduate students, graduate/professional students, postdoctoral

APPOINTMENT AND PROMOTION

Review and Appraisal Committees APM - 210 researchers, and other academic researchers and research staff; ability to awaken curiosity, encourage high standards, and inspire advanced mentees to creative work and research; achievements in creating an academic environment that is open and encouraging to all mentees, including development of effective strategies for the educational advancement of mentees in various underrepresented groups. Campuses are responsible for developing local guidelines for evaluating mentoring. The committee should also note that mentoring should be evaluated based on the standards of the discipline. Mentoring can include activities that promote student growth in the mentor's selected area of scholarly interest (e.g., supervising theses, capstones, and other projects). The committee should pay due attention to the variety of demands placed on instructors by the types of teaching and mentoring called for in various disciplines and at various levels and should judge the total performance of the candidate with proper reference to assigned teaching and mentoring responsibilities. The committee should clearly indicate the sources of evidence on which its appraisal of teaching and mentoring competence has been based. In those exceptional cases when no such evidence is available, the candidate's potentialities as a teacher or mentor may be indicated in closely analogous activities. In preparing its recommendation, the review committee should keep in mind that, per APM - 160, a copy of its report may be an important means of informing the candidate of the evaluation of the candidate's teaching and mentoring and of the basis for that evaluation.



Strong Mentorship is Linked to Important Outcomes

Enhanced science identity, sense of belonging and self-efficacy

(Palepu et al, 1998; Garman et al, 2001; Paglis et al, 2006; Lopatto, 2007; Bland et al, 2009; Feldman et al, 2010; Cho et al, 2011; Chemers et al, 2011; Thiry and Laursen, 2011; Byars-Winston et al, 2015; O'Meara et al, 2017)

Persistence

(Gloria et al, 2001; Solorzano 1993; McGee and Keller, 2007; Sambunjak et al, 2010; Bordes-Edgar et al, 2011; Williams et al, 2016; Estrada et al, 2016; Campbell and Campbell, 1997; Jelks et al, 2020)

Research productivity

(Steiner and Lanphear, 2002; 2007; Wingard et al, 2004, Prendergast et al, 2019; Gutierrez et al, 2021)

Higher career satisfaction

(Schapira et al, 1992; Beech et al, 2013; Shen et al, 2022)

National Academies of Sciences, Engineering, and Medicine. 2019.

The Science of Effective Mentorship in STEMM. Washington, DC: The National Academies Press. <https://doi.org/10.17226/25568>

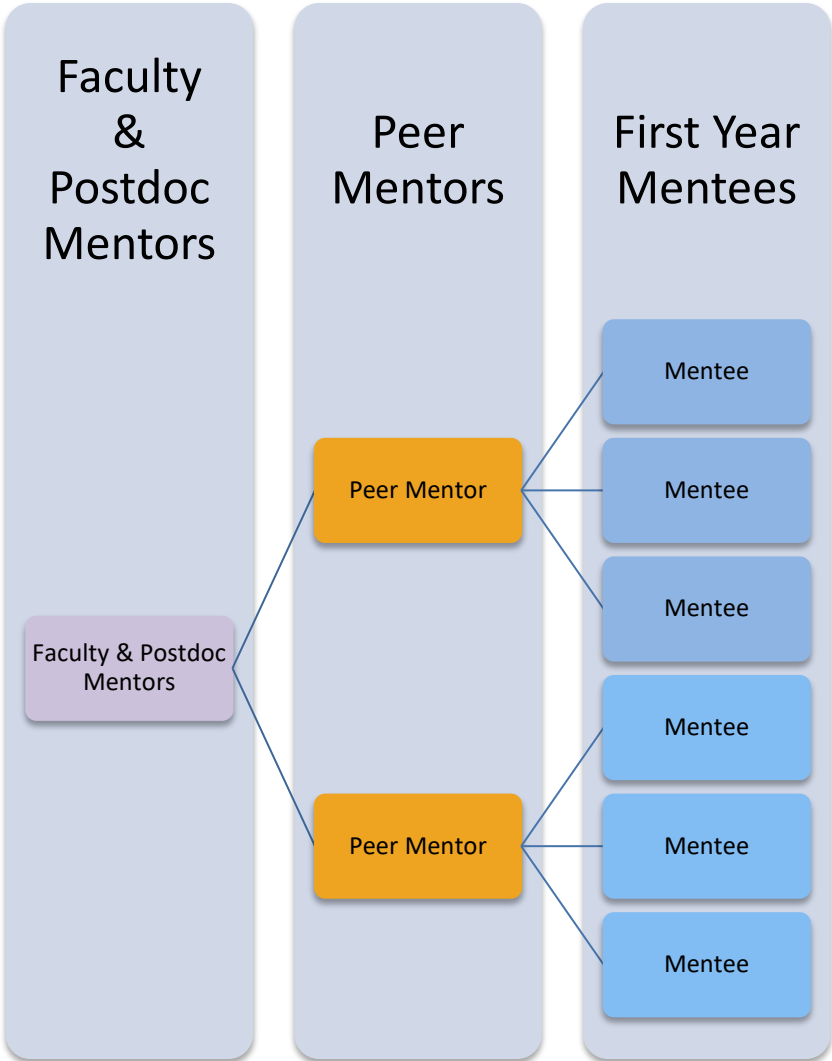
Graduate Student Mentoring Program (GSMP)



(Photo of the GSMP Community on a hike. Location: Mt. Rubidoux, Riverside, CA)

GSMP Program Structure

Clusters:



Center for the Improvement of Mentored Experiences in Research (CIMER) Entering Mentoring Workshops Series



Mission

Improve the research mentoring relationships for mentees and mentors at all career stages and disciplines through the development, implementation, and study of evidence-based and culturally-responsive interventions.

Themes and Concepts:

- Aligning Expectations
- Articulating Your Mentoring Philosophy and Plan
- Assessing Understanding
- Cultivating Ethical Behavior
- Enhancing Work-Life Integration
- Fostering Independence
- Fostering Wellbeing
- Maintaining Effective Communication
- Promoting Mentee Research Self-Efficacy
- Promoting Professional Development
- Reflecting on Diversity & Establishing a Practice of Inclusion

Tool for Aligning Expectations and documenting mentoring

Section 2 - Goals and Accomplishments

List your major accomplishments for the evaluation period of 2022-2023 **REQUIRED**

In my previous annual evaluation, I mentioned my intention to define my research topic and submit the committee form. However, due to my major advisor being preoccupied with administrative tasks, I was unable to proceed as planned. Despite my attempts to reach out via email and ask for guidance, I did not receive a response.

Describe any research integrity training (including seminars, workshops, certificates, discussions with major professor and committee members) you received over the past year **REQUIRED**

I received an email regarding the research integrity week organized by the UGS, and I am grateful for their effort in arranging this event. Unfortunately, I was unable to attend due to a scheduling conflict. Despite my inability to attend, I was able to watch a few YouTube videos about the research integrity.

Identify at least three performance goals you would like to achieve prior to your next evaluation.

Goals should be SMART (Specific, Measurable, Agreed-upon, Results-focused and Timed) **REQUIRED**

There is still hope that the two computers will be recovered, which would enable me to continue working on my extended paper and potentially submit three journal papers before the deadline of July 1st, 2023.

My plan is to submit the committee form and finalize my proposal topic before my next evaluation.

Identify specific goals/topics you would like to discuss during your evaluation **REQUIRED**

I have submitted the grievance form and it is currently under review. I would like to discuss the potential impact of this process and whether it will require me to find a new major advisor. Additionally, I am eager to plan ahead to ensure that my graduation is not delayed in any way. I am willing to work tirelessly day and night to get things done.

Section 3 - Performance Summary and Future Goals

Student's Performance Summary and Recommendations.
Section to be completed by Major Professor*

The student needs to find a major advisor. I am unable to comment as GPD.

Identify at least three performance goals for student to achieve during the next evaluation period.
(Goals should be SMART (Specific, Measurable, Agreed-upon, Results-focused and Timed))

The student needs to find a major advisor. I am unable to comment as GPD.

* Note: For students who do not have an approved Appointment for Dissertation Committee on file with UGS, only the graduate program director's or designated advisor's evaluation and signature are required.

Section 4 - Evaluation of Core Competencies

	Consistently Exceeds Expectations	Occasionally Exceeds Expectations	Meets Expectations	**Occasionally Does Not Meet Expectations	**Consistently Does Not Meet Expectations	N/A
Please check one box per competency						
Knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accountability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Productivity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical Thinking	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing Ability	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Note: Student Performance Improvement Plan (If student falls into "Occasionally Does Not Meet Expectations", "Consistently Does Not Meet Expectations" or has an Unsatisfactory rating in the Overall Rating of Student's Evaluation for any of the core competencies, please complete Section 5)

Overall Rating of Student's Evaluation

Section 5 - Student Comments and Sign-off

Section to be completed by Student after evaluation has been completed by the Major Professor and the annual meeting was held with the dissertation committee.

Responsible Conduct of Research (RCR) Training

Beginning with the 2024-2025 academic year, the UCR Graduate Division will require RCR training for faculty, post-doctoral scholars and students.

This training is crucial to developing an understanding of the issues concerning the conduct of scientific and scholarly research in an increasingly complex world and critical to successfully navigating the research landscape. Intentional education in how to conduct research responsibly and with integrity is essential to the preparation of future and current researchers, scholars and professionals.

To help prepare University of California, Riverside graduate students and post-doctoral scholars for their future research and scholarly work, a plan for providing the foundation of responsible and ethical conduct has been developed in coordination between the Graduate Division and the Vice Chancellor for Research and Economic Development.

RCR Overview - Students, Postdocs, and Faculty

To satisfy the RCR requirements, log onto CITI at <https://about.citiprogram.org/>

You must use the **Single Sign On** (SSO) option to log in. Step-by-Step instructions can be [found here](#).

+ Student Requirements
+ Post-Doctoral Scholar Requirements
+ Faculty Requirements

Face-to-Face Discussion Based Training

Online training is important, but learning does not end there. Starting in year two, master's and doctoral graduate students completing a thesis or dissertation, and post-doctoral scholars, must complete at least 10 hours of face-to-face discussion-based training before receiving their degrees. These hours can be completed at any point during the first 2 years.

Supplemental/Refresher Training

In addition to all the above, beginning in year 4 when relevant graduate students [and, if relevant, post-doctoral scholars] will complete an additional 2 hours of face-to-face discussion-based training prior to receiving their degrees.

At least 8 of the 10 total face-to-face discussion-based hours required must be provided by faculty within the student's department/program. These hours can be provided as discussions in journal clubs, brown bag lunches, seminar series in the department or elsewhere on campus. They can also be conversations integrated into professional development courses in ways that make sense to the content of the course.

Specifics about the content, the delivery mechanisms, the timing of, and the tracking mechanism for, the basic and refresher training will necessarily be defined in the individual department/program or college plan. Monitoring of face-to-face requirements will be done at the department/program or college level and communicated to the Graduate Division as the time of student annual evaluation submission.

Department/program or college plans must be submitted to a committee, chaired by the Director of the Research Ethics Education Program, and including the AVC in the Office of Research Integrity, the Vice Provost and Dean of Graduate Studies, along with the Advisory Board of REEP. Once reviewed and assessed as meeting the campus wide requirement, plans will be forwarded to the Graduate Council for review and final approval.

2024-2025 Seminar Series



CHARTING THE LANDSCAPE OF ETHICAL AI

Opportunities, Challenges,
and Responsibility



**MOHAMMAD
HOSSEINI**

Northwestern
University
October 18th
12-1 pm



**BERND CARSTEN
STAHL**

University of
Nottingham
February 21
9-10:30 am



**EMMA RUTKAMP-
BLOEM**

University of Pretoria
May 16th
9-10:30 am



A joint presentation of the Research
Ethics Education Program/Graduate
Division, the RAISE Institute, and
the Office of Research and
Economic Development

*Registration information coming
soon!*

2024-2025 Seminar Series
CHARTING THE LANDSCAPE OF
ETHICAL AI



Ethics of Using AI in Research: Current Challenges and the Road Ahead



MOHAMMAD HOSSEINI
Northwestern University

October 18th, 12-1 pm

Scientists and engineers are increasingly using AI in research. Some use cases have merely yielded efficiency gains while others have enabled new types of and directions in research that would be impossible without AI. In this interactive session, the impacts of AI on the overall integrity of research, and ethical ambiguities resulting from further integration of AI in research, will be discussed.

[Click here to register](#)