

BIOL 5130/CHEM 5195/BIOL 4195: Post-Secondary STEM Mentoring

Spring 2022

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COURSE DESCRIPTION

This is a one-credit seminar where we will meet to discuss current topics in the literature regarding mentoring in post-secondary (collegiate) Science, Technology, Engineering, and Mathematics (STEM) contexts. We know that students in STEM disciplines are greatly impacted by the many relationships that they develop with people who provide advice, guidance, and support as they grow as STEM professionals. Our particular understanding of how these relationships function and how to improve these relationships is ongoing, and we aim to explore and discuss historical to contemporary findings in this topic area. Participants in the seminar will help to guide the course of this discussion through assisting in searching for relevant literature pieces, helping to present findings and lead discussions, and to personally reflect on their understanding and stance on mentoring in post-secondary STEM.

COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES

At the end of this course, students will be able to:

- define and discuss various models and definitions of mentorship in post-secondary STEM
- articulate their personal philosophy towards mentoring in post-secondary STEM
- evaluate and make recommendations of mentoring relationships using documented best practices and understandings from the research literature on mentorship

REQUIRED MATERIALS

There are no required texts or materials to be purchased for the course. Resources for discussion will be available through open access databases or else through University subscriptions to research databases.

COURSE ASSIGNMENTS AND GRADING

Grade Distribution:

The College of Science uses a whole letter grading system, and we will assess grades on a standard A-F scale. No extra credit will be provided and no makeup work will be allowed, unless you provide evidence of an approved absence.

Attendance and Participation: 60%

Project Tasks: 15%

Mentoring Philosophy Draft: 10%

Mentoring Philosophy Final Version: 15%

Attendance and Participation: For this course, students will be required to participate in weekly discussions about research paper(s) and other writings. Participation is defined as arriving to the seminar session on time, having read the materials and prepare questions or comments ahead of the seminar time, actively contributing to the conversation, and respectfully engaging with the thoughts and contributions of others in the discussion.

Mentoring Philosophy: While we will be discussing theories and research surrounding mentoring writ large, it behooves us to consider our own attitudes and practices when it comes to mentoring. Throughout the semester you will develop a first version of a mentoring philosophy. Much like a teaching or research philosophy, this document will outline your personal definitions, attitudes about, experiences, and practices in mentoring. We will ask for a preliminary and final version of this document to provide constructive feedback. Philosophy documents have become important fixtures in applications for academic programs and hiring process and this will hopefully add to your professional dossier and aid you towards your professional goals.

Project Tasks: During the first weeks, as a group, we will discuss and decide on some major goals for the seminar. These points will capture whatever types of writing pieces we will decide to draft for the seminar. This could be an opportunity for each person to develop professional materials like a research team code of conduct, or else we might consider collectively writing a review article on the seminar topic. In any case, the assignments we decide on will allow participants to reflect and expand on information we are discussing in the discussion.

Week	Date	Topic
1	Jan 20	Course Introduction + Conceptions of Mentoring + Assessing Mentoring
2	Jan 27	Workshop: Course Project Brainstorm
3	Feb 3	<u>Mentoring Frameworks: Inclusive and Culturally-Relevant Mentoring</u>
4	Feb 10	Mentoring in Teaching Environments (I)
5	Feb 17	Mentoring in Teaching Environments (II)/ Research Environments (I)
6	Feb 24	<u>Mentoring in Research Environments (II)</u>
7	Mar 3	Case Study: Identifying Mentorship Practices in the Laboratory Classroom
8	Mar 10	Workshop: Preliminary Draft of Mentoring Philosophy
SB	Mar 17	Spring Break, no class!
9	Mar 24	Addressing Negative Mentoring Experiences
10	Mar 31	<u>Informal Mentoring: Is That a Thing?</u>
11	Apr 7	Promoting Mentee Self-Efficacy
12	Apr 14	Keeping Mentees' Well-Being in Mind
13	Apr 21	Open Session: topic TBA
14	Apr 28	Workshop: Final Draft of Mentoring Philosophy
15	May 5	Wrap-Up: Revisiting Conceptions of Mentoring

TECHNOLOGY REQUIREMENTS

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

NETIQUETTE

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

ATTENDANCE AND PARTICIPATION

Attendance in the course is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements
- Participating in engaging discussion with your peers
- Other activities as indicated on the course calendar

Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.

EXCUSED ABSENCES AND/OR COURSE DROP POLICY

According to UTEP Curriculum and Classroom Policies, "When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of "W" before the course drop deadline and with a grade of "F" after the course drop deadline." See academic regulations in the UTEP Undergraduate Catalog for a list of excuse

absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.

OR

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the [Registrar's Office](#) to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course.

MAKE-UP WORK

Make-up work will be given *only* in the case of a *documented* emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me—in advance if at all possible—and explain with proper documentation why you missed a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

ALTERNATIVE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your back-up document as a last resort.

INCOMPLETE GRADE POLICY

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

ACCOMMODATIONS POLICY

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008.

Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the [CASS portal](#).

COVID-19 Accommodations

Please stay home if you have a positive COVID-19 test, exposure or symptoms. Contact your instructors as soon as possible so we can arrange necessary and appropriate accommodations.

Students who are considered high risk according to CDC guidelines and/or those who live with individuals who are considered high risk may contact [Center for Accommodations and Support Services](#) (CASS) to discuss temporary accommodations for on-campus courses and activities.

SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

COPYRIGHT STATEMENT FOR COURSE MATERIALS

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

Course Resources: Where you can go for assistance

UTEP provides a variety of student services and support:

Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.