Supplemental Material

CBE—Life Sciences Education

Spencer *et al.*

Section 1 of 4

After section 1   Continue to next section   ▼

Section 2 of 4

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

○

○

....

....

○

○

....

After section 2   Continue to next section   ▼

Section 3 of 4

○

○

○

○

○

- -

○

○

Long answer text

○

○

○

After section 3   Continue to next section ▼

Section 4 of 4

Long answer text

NRMN Master Facilitator Application

Completion of the application will include sharing information about your experience and evidence of your effectiveness. Please note that you cannot save your application and return later to complete it. You should therefore have the following information at hand:

- The spreadsheet with the information about your experience with mentor and mentee training.
- Evidence of effectiveness in facilitating NRMN mentor and/or mentee training as reported by training participants (mentors or mentees); applicants may include other sources of evidence of their facilitation skills (eg. teaching awards or evaluations from other trainings). Note: you will need to merge all supporting materials into one PDF before upload.
- Your bio

Applicants must also commit to the Master Facilitator principle and values, which are noted below.

Please contact Stephanie House (house2@wisc.edu) if you have questions or difficulties.

Thank you!

SECTION 1

1. Name:

2. What is the best way for us to contact you? [choose all that apply]

Email

Phone

Other

SECTION 2: Facilitation

3. What is your current experience <u>facilitating</u> each of the following curricula/trainings:

	Have never facilitated	Facilitated parts (e,g, shorter training, workshops)	Facilitated shorter workshops more than once	Facilitated full curriculum	Facilitated full curriculum more than once
Entering Mentoring (for mentors of undergrads, any version)					
Entering Research (mentee training for undergrads)					
Mentor Training for Clinical and Translational Researchers (for mentors of junior faculty, & postdocs)					
Mentor Training for Biomedical Researchers (for mentors of post docs & grad students)					
Mentor Training for Clinical and Behavioral Researchers (for mentors of junior faculty, & postdocs)					
Mentor Training for Community Engaged Researchers (for mentors of junior faculty & postdocs)					
Mentor Training for Social Science Researchers (for mentors of junior faculty, postdocs, and grad students)					
Facilitator Training/Train the Trainers for mentor and/or mentee training					
On-line synchronous mentor training					

4. Please upload the spreadsheet with more details about the particulars of your experience facilitating mentor, mentee, and/or facilitator training.

5. What evidence do you have about the effectiveness of your facilitation skills?

Evaluation data from facilitating training from Entering Research or the Entering Mentoring series

Evaluation data from leading Facilitator Training or Train-the-Trainers events for these curricula

Evaluation data from facilitating other training

Awards

Letters of support

Other (please specify)

6. Please merge all evidence/supporting documents into one PDF and upload here.

7. Have you created any new materials or modules? If so, please describe.

8. Which curricula/trainings are you most interested in facilitating (even if you aren't ready to do so)? Please rank the options below by clicking and dragging.

Entering Mentoring (for mentors of undergrads, any version)

Entering Research (mentee training for undergrads)

Mentor Training for Clinical and Translational Researchers (for mentors of junior faculty & post docs)

Mentor Training for Biomedical Researchers (for mentors of postdocs & grad students)

Mentor Training for Clinical and Behavioral Researchers (for mentors of junior faculty & postdocs)

Mentor Training for Community Engaged Researchers (for mentors of junior faculty & postdocs)

Mentor Training for Social Science Researchers (for mentors of junior faculty, postdocs, and grad students)

Facilitator Training/Train the Trainers for mentor training

Facilitator Training/Train the Trainers for mentee training

On-line synchronous mentor training

SECTION 3: Master Facilitator Principles, Values, and Expectations

Please review the principles and values outlined below and click in the space provided if you are in agreement.

Principles of Practice for NRMN Master Facilitators

To help meet a growing national demand, NRMN Master Facilitators will have the necessary knowledge, skills, and confidence to provide mentor, mentee, and facilitator training for diverse populations across career stages. The desired characteristics for Master Facilitators include:

- Basic knowledge of:
    - various curricular options and modes of training and the nuances among them
    - curricular components and competencies
    - types of mentoring and our rationale for a focus on research mentoring relationships
    - evidence supporting our current curricula and approach
    - available resources to support both the training itself as well as mentors and mentees across career stages
- Expertise in at least one career stage and one mode of training
- Strong facilitation skills, including the ability to:
    - Be good active listeners and observers
    - Engender group participation that is equitable, responsive, accountable, self-efficacious, and respectful
    - Optimize a group's' collective knowledge by allowing the time and safe space necessary for participants to process questions and discuss them in community
    - Model the inclusive approaches we promote
    - Recognize different learning styles and use diverse modes of communication during trainings to engage all participants
    - Navigate uncomfortable conversations, including those around equity and inclusion
    - Be flexible enough to collaboratively adapt curriculum components to meet audience needs, both in advance and in real time, reacting to participant feedback as a workshop develops
    - Openness to trying/testing new approaches and modules
    - Be trustworthy and reliable
    - Be able to inspire and motivate participants
- Support for collaborative co-facilitation, partnering with diverse co-facilitators whenever possible to strengthen training and expand capacity
- Strong capacity-building skills which foster and leverage collaborative partnerships with institutional leadership and promote the participation of local facilitators whenever possible to expand capacity and build ownership
    - Acknowledge and respect participants' skills and experience and encourage their integration and application into their practice

- Be responsive to participant and institutional feedback
- Encourage and facilitate institutional commitments to mentoring when possible
- Commitment to evaluation and continuous improvement
  - Collect and review data on implementation for personal growth and to contribute to NRMN's centralized data collection
  - Dedicate time for self-reflection and self-monitor and incorporate lessons learned into practice
  - Promise to engage in honest, open , constructive communication with the leaders of NRMN if concerns arise regarding the functioning of the NRMN Master Facilitator learning community with the intention of improving the dynamics and functionality of the group

9. Please click below if you agree to commit to these principles of practice:

I agree

I do not agree

NRMN Master Facilitators Core Values

Master Facilitators will hold to the following core values and be committed to:

- A deep respect for diversity of opinions and worldviews
- A collaborative, process-based approach to teaching and learning
- Self-reflection and a personal commitment to becoming conscious of and minimizing the impact of one's own biases, be they based on class, culture, disability, ethnicity, gender, race, religion, sexual orientation or other aspects of human variation
- Recognizing the importance of equity and diversity dynamics in human relationships and addressing equity and inclusion in all components of mentor training; accepting that this may require uncomfortable conversations and yet still committing to improving one's ability to navigate those moments
- Humility and openness to continuous improvement
- Commitment to the NRMN Master Trainer learning community in terms of time, contributing resources, sharing experiences and materials, supporting the collective learning of the group, and contributing to the broad mission of NRMN

10. Please click below if you agree to commit to these principles of practice:

I agree

I do not agree

11. I am able to facilitate at least TWO training events in the next year. This will include at least one Mentor Training Core (MTC) initiated event (events that we recruit MFs to run for NRMN) or another national-level event.

Yes

No

12. I will lead at least ONE brown bag/presentation about NRMN to a new audience. (This could be held at your own institution, disciplinary conference or other venue.)

Yes

No

13. In your own words, please describe your expectations for what it means to be an NRMN Master Facilitator and how you would leverage this certification.

14. Is there anything else you'd like to share with us about your hopes and/or reservations about being an NRMN Master Facilitator?

SECTION 4: Biography

Please include a brief updated bio in paragraph format describing your title, research focus, mentoring experience and interest in facilitating mentor or mentee training.

Thank you!

Research Mentor Training Workshop Evaluation

NRMN Informed Consent

Thank you for choosing to participate in this survey. Your responses will help us to determine which aspects of mentor training are working well or could be improved.

In order to continue the improvement of and knowledge around mentor training, we would like your permission to use the information collected in this survey for ongoing and future research, including research with collaborators outside of UW-Madison. Your information will be kept confidential and will only be shared with collaborators once all identifying information has been removed.

We would also like your permission to share your name and email with our research collaborators so that they can follow-up with you in the future. This will allow for a longitudinal study which will increase our knowledge about the effectiveness of mentor training programs.

If you have any questions or concerns please contact the UW-Madison Mentoring Research Team at evaluation@med.wisc.edu.

Thank you!

Please check the box below indicating which you would like to give permission for:

_____ Yes, I agree to allow the information collected to be used for ongoing and future research on mentoring and I agree to allow for my name and email to be shared with collaborators for future longitudinal studies.

_____ Yes, I agree to allow the information collected to be used for ongoing and future research on mentoring but request that no identifying information be shared outside of the UW-Madison team.

_____ No, I do not give permission for the information collected to be used for ongoing and future research on mentoring.

SECTION 1: Professional Background

1. What is your title? (choose all that apply)

____ Assistant Professor

____ Associate Professor

____ Professor

____ Assistant Scientist or Researcher

____ Associate Scientist or Researcher

____ Scientist or Researcher

____ Clinical Instructor

____ Lecturer or Instructor

____ Dean

____ Associate Dean

____ Assistant Dean

____ Training Program Director

____ Post Doctoral Fellow

____ Clinical Fellow

____ Graduate Student

____ Other (please specify) _____

2. Which advanced degrees or programs have you completed? (choose all that apply)

____ Bachelor (BS, BA, BAS)

____ Masters

____ PhD

____ Post-doctoral training

____ MD

____ MD/PhD

____ DDS

____ DVM

____ Other (please specify) _____

3. Which category(s) best describes the focus of your research? (choose all that apply)

____ Behavioral research

____ Clinical research

____ Community engaged research

____ Educational research

____ Field/Applied research

____ Lab-based research (basic)

____ Theoretical research

____Translational research (specify type: T1, T2, etc.) _____

____ Other _____

SECTION 2: Mentoring Experience and Training

4. **What kinds of trainees are you currently mentoring in a research context?** (choose all that apply)

_____ Senior faculty

_____ Junior faculty

_____ Post-doctoral fellows

_____ Clinical fellows

_____ PhD students or master's students

_____ Medical or health care professional students

_____ Undergraduates

_____ High school students

_____ K awardees

_____ T awardees

_____ I am not currently mentoring any trainees

5. How many years of experience do you have as a formal research mentor?

_____

6a. Prior to the training you just completed, had you ever participated in, or facilitated any formal research mentor training before? [This only includes training that directly addresses the topic of mentoring, not workshops on related themes like communication, career development, etc.]

○ Yes (please describe) _____

○ No

6b. If yes, how many hours had you previously participated in or facilitated formal mentor training (prior to the training you just completed)?

_____

SECTION 3: Mentoring Skills

7a. Please rate how skilled you feel you were BEFORE attending the research mentor training, and how skilled you feel you are NOW in each of the following areas: [Think about your skills generally, with all your mentees. Please only choose 'not applicable' (NA) if a skill cannot be applied to any of your mentees.]

How skilled were/are you in…

	Not at all skilled 1	2	3	Moderately skilled 4	5	6	Extremely skilled 7	N/A
1a. Active listening BEFORE	❍	❍	❍	❍	❍	❍	❍	❍
1b. Active listening NOW	❍	❍	❍	❍	❍	❍	❍	❍
2a. Providing constructive feedback BEFORE	❍	❍	❍	❍	❍	❍	❍	❍
2b. Providing constructive feedback NOW	❍	❍	❍	❍	❍	❍	❍	❍
3a. Establishing a relationship based on trust BEFORE	❍	❍	❍	❍	❍	❍	❍	❍
3b. Establishing a relationship based on trust NOW	❍	❍	❍	❍	❍	❍	❍	❍
4a. Identifying and accommodating different communication styles BEFORE	❍	❍	❍	❍	❍	❍	❍	❍
4b.Identifying and accommodating different communication styles NOW	❍	❍	❍	❍	❍	❍	❍	❍
5a.Employing strategies to improve communication with mentees BEFORE	❍	❍	❍	❍	❍	❍	❍	❍
5b. Employing strategies to improve communication with mentees NOW	❍	❍	❍	❍	❍	❍	❍	❍
6a. Coordinating effectively with your mentees' other mentors BEFORE	❍	❍	❍	❍	❍	❍	❍	❍
6b.Coordinating effectively with your mentees' other mentors NOW	❍	❍	❍	❍	❍	❍	❍	❍
7a.Working with mentees to set clear expectations of the mentoring relationship BEFORE	❍	❍	❍	❍	❍	❍	❍	❍
7b.Working with mentees to set clear expectations of the mentoring relationship NOW	❍	❍	❍	❍	❍	❍	❍	❍

	Not at all skilled 1	2	3	Moderately skilled 4	5	6	Extremely skilled 7	N/A
8a. Aligning your expectations with your mentees' BEFORE	○	○	○	○	○	○	○	○
8b. Aligning your expectations with your mentees' NOW	○	○	○	○	○	○	○	○
9a. Considering how personal and professional differences may impact expectations BEFORE	○	○	○	○	○	○	○	○
9b. Considering how personal and professional differences may impact expectations NOW	○	○	○	○	○	○	○	○
10a.Working with mentees to set research goals BEFORE	○	○	○	○	○	○	○	○
10b. Working with mentees to set research goals NOW	○	○	○	○	○	○	○	○
11a. Helping mentees develop strategies to meet goals BEFORE	○	○	○	○	○	○	○	○
11b. Helping mentees develop strategies to meet goals NOW	○	○	○	○	○	○	○	○
12a.Accurately estimating your mentees' level of scientific knowledge BEFORE	○	○	○	○	○	○	○	○
12b. Accurately estimating your mentees' level of scientific knowledge NOW	○	○	○	○	○	○	○	○
13a. Accurately estimating your mentees' ability to conduct research BEFORE	○	○	○	○	○	○	○	○
13b. Accurately estimating your mentees' ability to conduct research NOW	○	○	○	○	○	○	○	○
14a. Employing strategies to enhance your mentees' knowledge and abilities BEFORE	○	○	○	○	○	○	○	○
14b. Employing strategies to enhance your mentees' knowledge and abilities NOW	○	○	○	○	○	○	○	○
15a. Motivating your mentees BEFORE	○	○	○	○	○	○	○	○
15b. Motivating your mentees NOW	○	○	○	○	○	○	○	○
16a. Building mentees' confidence BEFORE	○	○	○	○	○	○	○	○
16b. Building mentees' confidence NOW	○	○	○	○	○	○	○	○

	Not at all skilled 1	2	3	Moderately skilled 4	5	6	Extremely skilled 7	N/A
17a. Stimulating your mentees' creativity BEFORE	○	○	○	○	○	○	○	○
17b. Stimulating your mentees' creativity NOW	○	○	○	○	○	○	○	○
18a. Acknowledging your mentees' professional contributions BEFORE	○	○	○	○	○	○	○	○
18b. Acknowledging your mentees' professional contributions NOW	○	○	○	○	○	○	○	○
19a. Negotiating a path to professional independence with your mentees BEFORE	○	○	○	○	○	○	○	○
19b. Negotiating a path to professional independence with your mentees NOW	○	○	○	○	○	○	○	○
20a. Taking into account the biases and prejudices you bring to the mentor/mentee relationship BEFORE	○	○	○	○	○	○	○	○
20b. Taking into account the biases and prejudices you bring to the mentor/mentee relationship NOW	○	○	○	○	○	○	○	○
21a. Working effectively with mentees whose personal background is different from your own (age, race, gender, class, region, culture, religion, family composition etc.) BEFORE	○	○	○	○	○	○	○	○
21b. Working effectively with mentees whose personal background is different from your own (age, race, gender, class, region, culture, religion, family composition etc.) NOW	○	○	○	○	○	○	○	○

	Not at all skilled 1	2	3	Moderately skilled 4	5	6	Extremely skilled 7	N/A
22a. Helping your mentees network effectively BEFORE	❍	❍	❍	❍	❍	❍	❍	❍
22b. Helping your mentees network effectively NOW	❍	❍	❍	❍	❍	❍	❍	❍
23a. Helping your mentees set career goals BEFORE	❍	❍	❍	❍	❍	❍	❍	❍
23b. Helping your mentees set career goals NOW	❍	❍	❍	❍	❍	❍	❍	❍
24a. Helping your mentees balance work with their personal life BEFORE	❍	❍	❍	❍	❍	❍	❍	❍
24b. Helping your mentees balance work with their personal life NOW	❍	❍	❍	❍	❍	❍	❍	❍
25a. Understanding your impact as a role model BEFORE	❍	❍	❍	❍	❍	❍	❍	❍
25b. Understanding your impact as a role model NOW	❍	❍	❍	❍	❍	❍	❍	❍
26a. Helping your mentees acquire resources (e.g. grants, etc.) BEFORE	❍	❍	❍	❍	❍	❍	❍	❍
26b. Helping your mentees acquire resources (e.g. grants, etc.) NOW	❍	❍	❍	❍	❍	❍	❍	❍

8. How would you rate the overall quality of your mentoring thinking back to before the training and now, after the training?

	Very Low 1	2	3	Average 4	5	6	Very high 7
Before the training	❍	❍	❍	❍	❍	❍	❍
After the training	❍	❍	❍	❍	❍	❍	❍

9. To what extent do you feel that you are able to meet your mentees' expectations thinking back to before the training and now, after the training?

	Not at all 1	2	3	Moderately 4	5	6	Completely 7
Before the training	❍	❍	❍	❍	❍	❍	❍
After the training	❍	❍	❍	❍	❍	❍	❍

SECTION 4: Research Mentor Training Satisfaction

10. Overall, how effective were the facilitators in guiding discussion during your research mentor training sessions?
_____ Very effective
_____ Effective
_____ Neither Effective nor Ineffective
_____ Ineffective
_____ Very Ineffective

11. Was attending this workshop a valuable use of your time?
_____ Yes
_____ No

12. How likely are you to recommend this training to a colleague?
_____ Very likely
_____ Likely
_____ Undecided
_____ Unlikely
_____ Very Unlikely

13. Do you plan to make any changes in your mentoring as a result of this training?
_____ Yes
_____ No

14. Please describe any changes you plan to make as a result of this training.

15. What are the strengths and weaknesses of this mentor training? Are there things you would like to see changed or added? If so, what?

16. Any additional comments about the training?

SECTION 5: Demographics

Home institution: _____

Name _____

(Your name and other identifying information will only be used for tracking purposes if you participate in other NRMN trainings. This information will not be shared beyond our collaborators.):

Age: _____

Are you Hispanic or Latino?
- ○ No I am not Hispanic or Latino
- ○ Yes I am Cuban
- ○ Yes I am Mexican or Chicano
- ○ Yes I am Puerto Rican
- ○ Yes I am Other Hispanic or Latino (please specify) _____
- ○ Prefer not to report

With which race(s) do you identify? (choose all that apply)
- ❑ American Indian or Alaskan Native
- ❑ Asian
- ❑ Black or African American
- ❑ Native Hawaiian or Pacific Islander
- ❑ White
- ❑ Other (please specify) _____
- ❑ Prefer not to report

Which of the following best describes your gender identity? (choose all that apply)
- ❑ Male
- ❑ Female
- ❑ Transgender
- ❑ Intersex
- ❑ Other (please specify) _____
- ❑ Prefer not to report

Thank you!