



HDRFS
NV EPSCoR
HARNESSING THE
DATA REVOLUTION
FOR FIRE SCIENCE



NEVADA SYSTEM OF
HIGHER EDUCATION



WELCOME!!

NSHE Mentoring Institute 2026 (MI2026): Creating Connected Mentoring Communities to Support Student Success & Research Excellence: Scaling Mentorship for Research Growth and Capacity Building

October 7-8, 2026

Hosted by NSHE's Sponsored Programs & EPSCoR Office
& NSF EPSCoR Harnessing the Data Revolution for Fire Science (HDRFS)

"This material is based upon work supported by the National Science Foundation under Grant No. OIA- 2148788."

Housekeeping

WiFi

NSHE Faculty/Students – Connect device to **UNLV-Setup** Wi-Fi network > go to wifi.unlv.edu > Eduroam > ACE account

Visitors/Guests -

1. Connect to the **UNLV-Setup** network.
2. Visit wifi.unlv.edu and select **Create an Account**.
3. Enter your name and email address to receive temporary login credentials.
4. Check email for login credentials for UNLV Sponsored

Silence cell phones

Restrooms

Evaluation – Sent electronically Day 2

About the Mentoring Institute



Strengthening Research, Mentorship, and Student Success Across Nevada

- Bringing together faculty mentors, research administrators, program leaders, students, and institutional partners
- Advancing research capacity through collaboration and shared learning
- Building on a tradition of mentorship and professional growth since 2021

Key Message:

MI2026 is about strengthening people, partnerships, and research across the NSHE community.

Mentorship as Research Capacity Building



Supported through **NSF EPSCoR's Harnessing the Data Revolution for Fire Science (HDRFS)** project, the Mentoring Institute advances the HDRFS vision of strengthening Nevada's research ecosystem through mentorship, collaboration, and broadening participation.

The Institute supports HDRFS goals by:

- Developing effective and inclusive research mentors
- Strengthening institutional research infrastructure
- Expanding opportunities for faculty and students
- Advancing the HDRFS Broadening Participation Plan through equitable access to research and mentoring opportunities
- Building statewide research partnerships and pathways for collaboration
- Creating long-term capacity for research excellence and workforce development

The CUR Partnership



Learning from a Strong Foundation

The roots of today's Institute trace back to a **2014 CUR-facilitated workshop at TMCC** that helped institutions across Nevada:

- Explore undergraduate research frameworks
- Build mentoring infrastructure
- Develop institution-specific strategies
- Strengthen research opportunities for students

Featured Facilitators

- Dr. Lance Barton, UNC Charlotte
- Dr. Joyce Fernandes, Miami University

We are grateful for CUR's continued partnership and expertise.

What to expect at MI2026

Learning • Collaboration • Action

Over the next day and a half, participants will engage in:

- Expert-led workshops
- Interactive discussions
- Case studies
- Peer learning
- Institutional planning exercises
- Action-focused strategies

Goal: Leave with practical approaches that fit your institution's mission, culture, strengths, and needs.





Building the Future Together

The greatest value of the Institute comes from:

- Sharing experiences
- Learning from colleagues
- Building new partnerships
- Exploring collaborative opportunities
- Turning ideas into action

Together, we can strengthen mentoring, expand research opportunities, and advance Nevada's research ecosystem.

Day 1 | Discover • Connect • Reimagine

- **Student Success & Mentorship:** Exploring the role of mentoring, inclusion, and impact
- **Panel Discussion:** Lessons learned and successes from MI2025 participants
- **Working Groups:** Identifying mentoring needs and opportunities by role
- **Institutional Frameworks:** Strengthening and elevating existing programs
- **Collaborative Connections:** Building capacity across the NSHE network
- **Networking & Sharing:** Exchanging ideas, challenges, and promising practices
- **Reimagining Mentorship:** Advancing student success through research excellence
- **Reflection & Looking Forward**

Day 2 | Plan • Partner • Act

- **CUR Perspectives:** Elevating research, community, excellence, and innovation
- **Guided Case Study:** Applying mentoring and student success strategies
- **Institutional Action Planning:** Setting goals and developing next steps
- **NSHE Network Building:** Strengthening partnerships across institutions
- **Reflections & Continued Dialogue**

Meet Our CUR Facilitators



Dr. Joyce Fernandes
Miami University
• Professor of Biology
• Director of
Undergraduate Research
Joyce.fernandes@miamioh.edu
U



Dr. Lance Barton
Austin College
• Chair, Director of UG Research
U of North Carolina, Charlotte
• Director of UG Research
lbarton9@charlotte.edu

Facilitator Introductions



St Xavier's (Community College)
Tata Institute for Fundamental Research
Yale University



Dickinson College
University of Cincinnati (Med)

Miami University

*Professor of Biology
Dir. of Undergraduate Research
PI: NSF-URM, NSF-MRI
NSF Program Officer*

Austin College

*Chair; Dir. of U.R.
PI: NSF-IUSE*

UNC Charlotte

Dir. of Undergraduate Research

The views and opinions expressed during this workshop are those of the author(s) and do not necessarily reflect the official policy or position of their affiliated academic institutions, employers, or any sponsoring organizations.

Disciplinary Professional Organizations

ASCB
GSA
SfN
AACU-PKAL
Sigma Xi
Academy of Science

Council on Undergraduate Research

Divisional Rep [LB, JF]
Biology Chair [LB]
Board of Directors [LB]
Councilor [JF]
Advocacy [JF]

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Overview MI 2026

Session

Student Success
*Mentorship,
Inclusion, Impact*

Panel

From participation to
implementation
Insights from MI 2025

Working Groups

Student, Faculty,
Staff perspectives
*Assess Needs
Identify Assets*

Working Groups

Structured networking
*How are existing
programs meeting
needs and leveraging
assets?*

Large Group Discussion

Insights from Day 1



**Student Success &
Research Excellence**

**Research Growth,
Institutional capacity building**

Scaling mentorship

**Creating Connected
Mentoring Communities**

What Does Student Success Look Like?

Mentorship, Inclusion, and Impact

Lance Barton, Ph.D.
Joyce Fernandes, Ph.D.



Council on
Undergraduate
Research

How would you (or your campus) define Student Success?

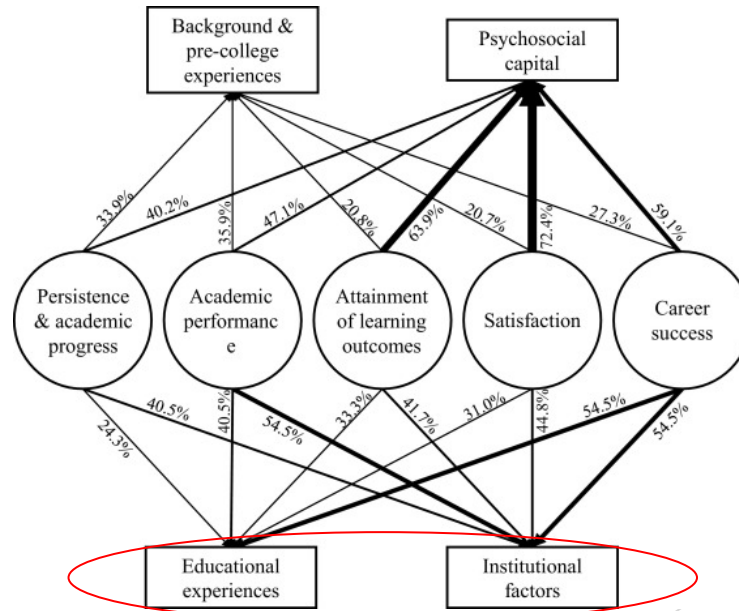
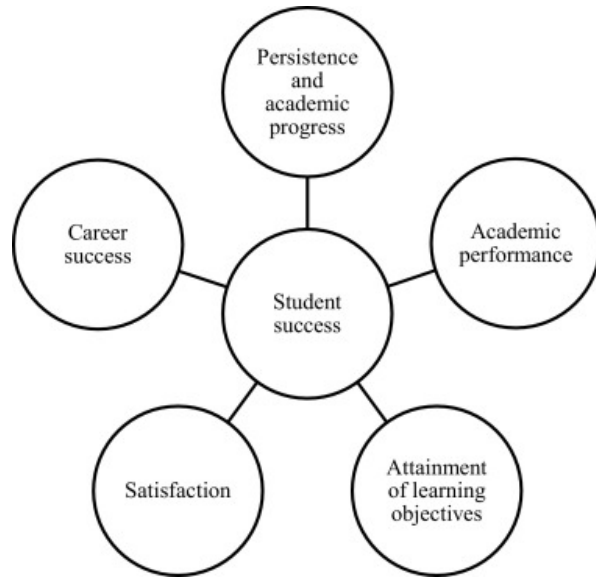
- ▶ 2 minutes write on your own
- ▶ 3 minutes share with a partner
- ▶ 3 minutes compare at your table
- ▶ Report out table theme

What Does Student Success Look Like?

Mentorship, Inclusion, and Impact

What does Google say?

Student success is a multi-dimensional measure of a student's academic achievement, personal growth, and career preparation throughout their educational journey



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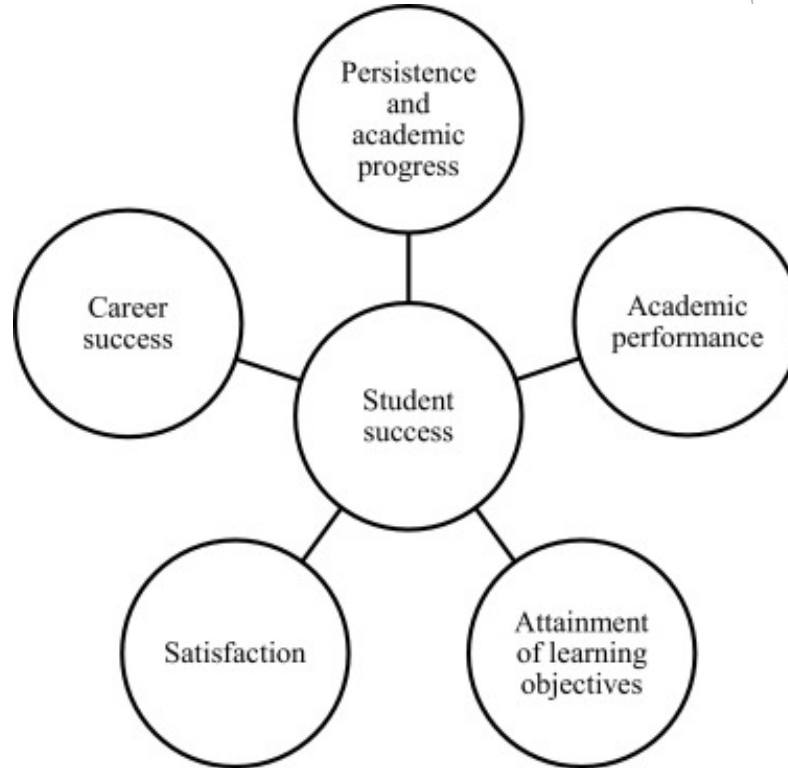
Jorien Vugteveen, Fabiola Figueroa Esquivel, Claudia Luijter, Defining student success as a multidimensional concept: A scoping review, *International Journal of Educational Research Open*, Volume 9, 2025, 100518, ISSN 2666-3740, <https://doi.org/10.1016/j.ijedro.2025.100518>.



Mentoring practices discussion

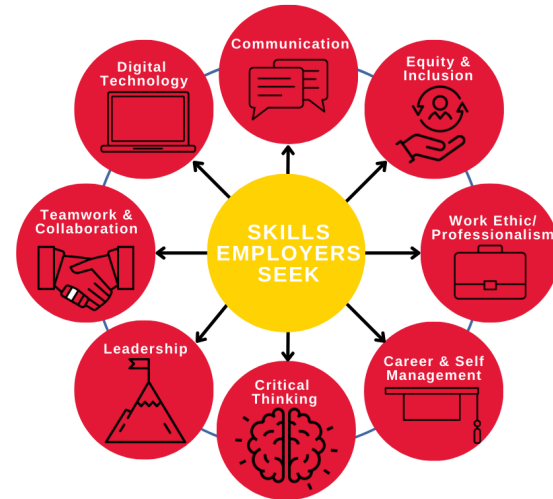
How does mentoring support student success?

Who and What?

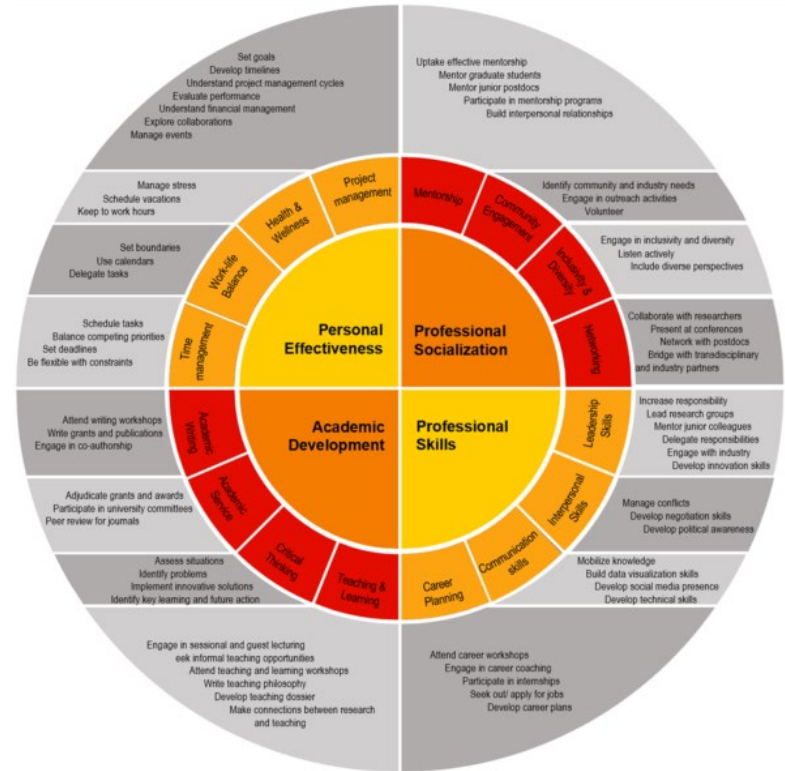


How do research experiences position a student for success?

Discussion/Examples



What does that look like in Research?



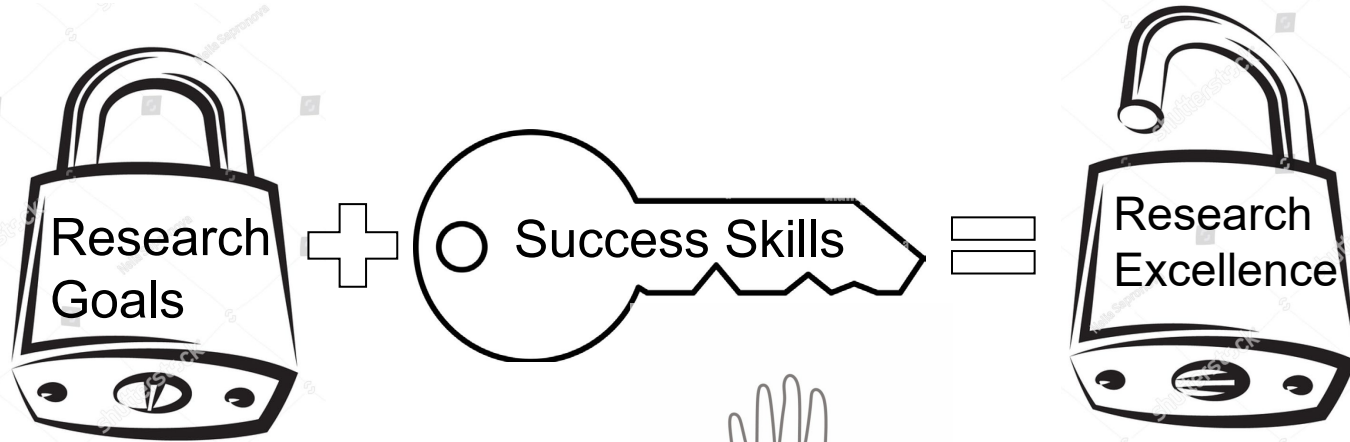
Nowell, 2021 <https://doi.org/10.1108/SGPE-10-2020-0067>

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The science of mentorship in STEMM (2019) National Academies



Mentoring for student success accomplishes research goals



Mentoring

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Building programs for student success

Our panelists will share some of their experiences and how they have used their past MI experiences to inform current practices

PANEL

Achieving Student Success: From Participation to Implementation

Program, Institution, challenge/goal	Action	Impact on student success

PANEL

Achieving Student Success: From Participation to Implementation

Panelists:

Holly Martin

Pamela Zeiser

Joanna Jezierska UNLV

Michele Casella NSHE

Nevada State University
University of Nevada, Reno

Break

11:00 - 11:10



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Achieving Success Working Groups- *faculty/staff/student perspectives*

Worksheet: For each group/role:

1. What are the greatest needs at your institution from your perspective?
2. What are the assets that you bring to a mentorship relationship?



Achieving Success Working Groups- faculty/staff/students

Outcomes Discussion



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Understanding Institutional Frameworks: Elevating existing programs and practices

How are student success and research excellence interconnected?

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Connecting Student Success, Mentoring, and Research Excellence

(Joyce Example)

*Graduate Student Professional Development
Series*

How does an undergraduate define success for
themselves?

How does a graduate mentor define project success?

Can these be aligned?

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Connecting Student Success, Mentoring, and Research Excellence

(Lance example)

Career Readiness through UR

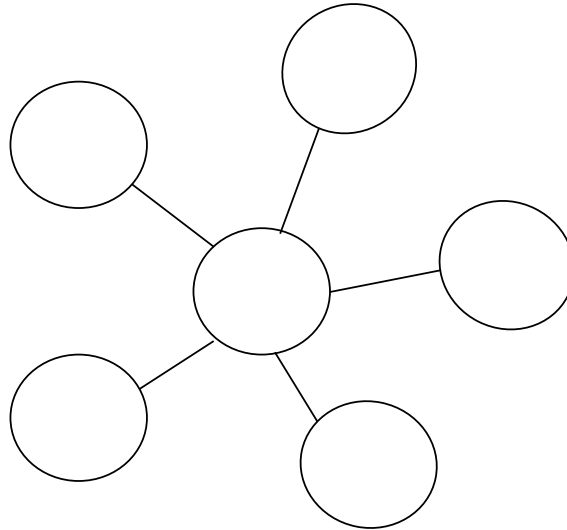
How do students and mentors understand and describe student learning from experiential learning?

All workshops, activities, and assessment framed around Career Readiness and Core competencies.



Connecting the needs to existing services

What does the visual diagram look like for Research excellence informed by Students Success and effective mentoring at your institution?



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With research excellence as the goal, how do you create the conditions/approaches to address identified needs and meet that goal?

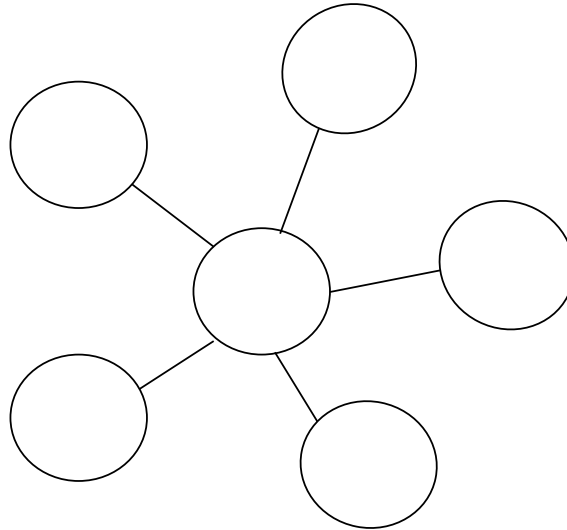
In what areas or through what programs is your institution effectively mentoring students and faculty for success?

What gaps or challenges remain to achieving student success and research excellence on your campus?

What threats exist to sustaining successful programs and services on your campus?

Connecting the needs to existing services

What does the visual diagram look like for Research excellence informed by Students Success and effective mentoring at your institution?



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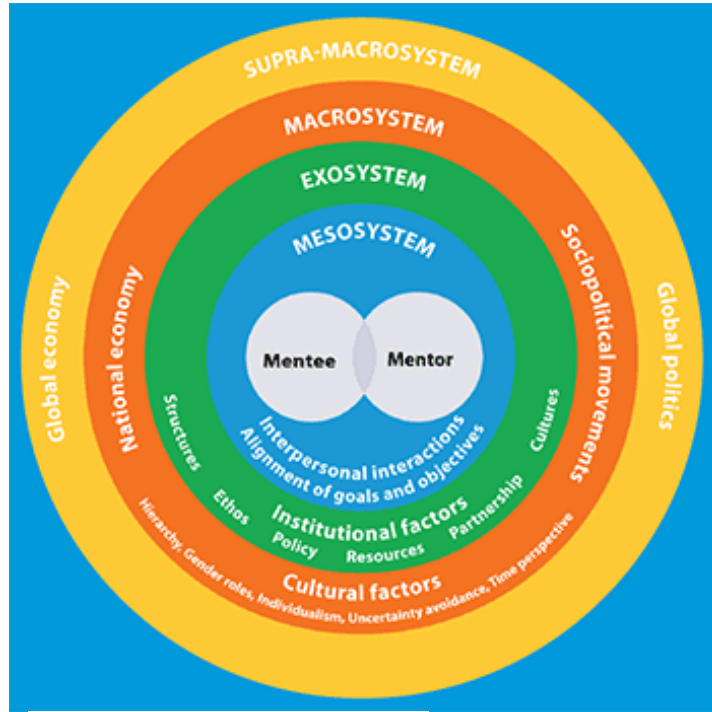
Collaborative Connections: Building capacity within the NSHE network

How do we sustain practices by moving beyond the walls of an institution?

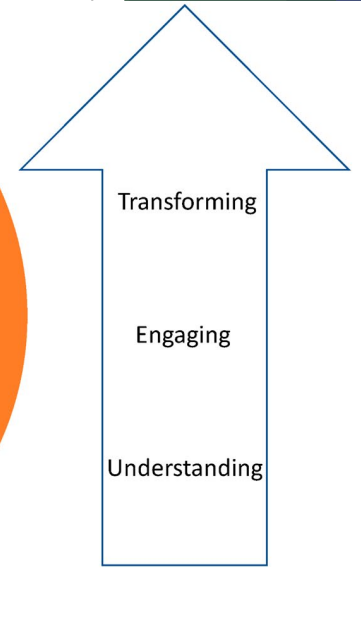
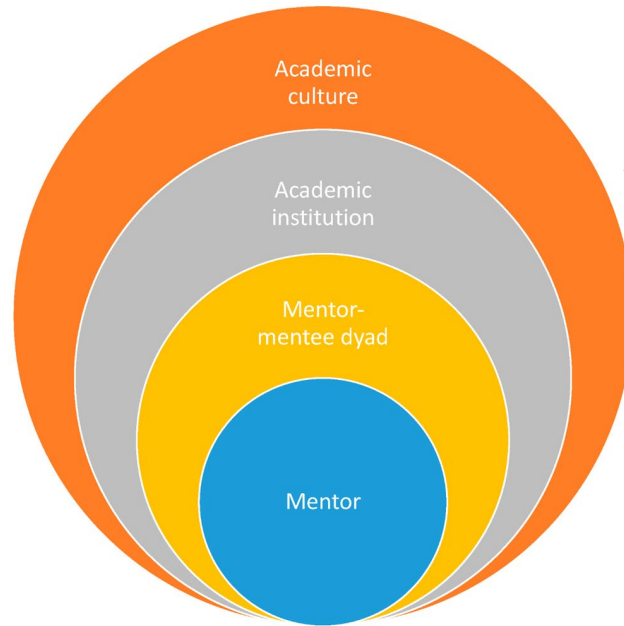
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Contextual Framework for Discussion



<https://doi.org/10.4269/ajtmh.18-0557>



<https://doi.org/10.3390/ijerph21040503>

How to leverage a network example

UNC System “Councils”

- ▶ Sharing best practices
- ▶ Professional Development
- ▶ Funding opportunities
- ▶ Shared resources

Other examples: BTAA

Undergraduate Research Council

Established in 2015, the Undergraduate Research Council (URC) supports undergraduate student success through mentored undergraduate research, disciplinary scholarship, creative works, and related activities as a means of promoting student learning across the System.

The California network

STEM Success through System-Wide Coordination

— Susan Baxter, executive director, Program for Education and Research in Biotechnology, California State University
Judy Gotsch, director, Center for Community Engagement, California State University
Ken O'Donnell, senior director, Student Engagement and Academic Initiatives and Partnerships, California State University

The California State University (CSU), with twenty-three campuses, 1,070,000 students, and 45,000 faculty and staff, is the largest, the most diverse, and one of the most affordable university systems in the country. CSU's mission is to provide affordable, high-quality education to the top third of the state's high school graduates, offering degrees of the master's and bachelor's level, with some professional disciplines added in the last few years. Campuses small and large serve diverse regional communities—rural and urban—from Arcata in the north to San Diego in the south. CSU is the engine of economic prosperity, civic health, and upward mobility in the state. In the 2011–2012 academic year, all of the CSU campuses graduated 76,427 baccalaureates; 30,611 of them were science, technology, engineering and math (STEM)

education and learning, was assembled. We believed the Keck/PCAL project might help us identify strategies to improve STEM learning and scale evidence-based practices system-wide, as we recognized that there was a large organizational change component embedded in the work. What follows is our discovery narrative presented as an illustrated case study.

Relying on the "birds of a feather" effect, faculty said they greatly valued system office-hosted discussions, deliberations, and learning and sharing with others facing similar challenges and issues.

Implementing a summer Bridge program-
Undergraduate colleges

FY STEM Retention- led by a team of Biology professors, *Private HSI*

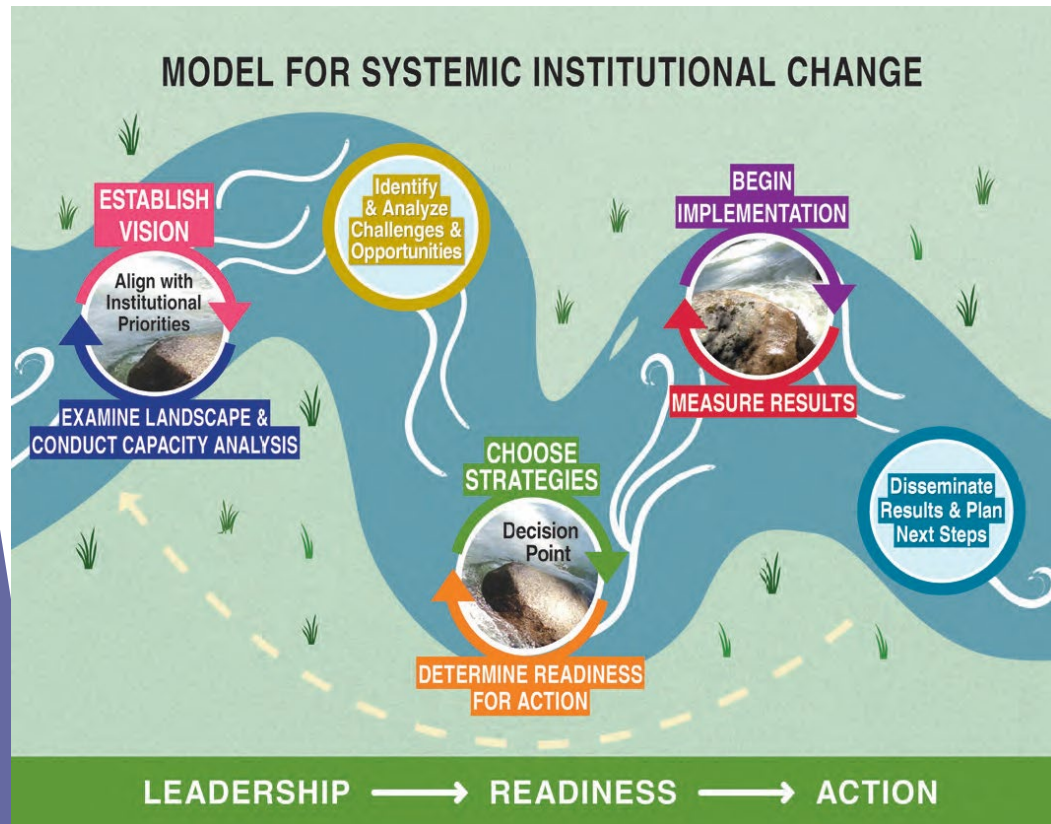
Student success through a Catalyst center-
Administrator Plus Physics Prof

STEM Retention- *Administrators, Faculty and Education Researcher*

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The Keck/PKAL Model for Systemic Institutional Change in STEM Education



Program level/Department Level
College/Division/University Level

Vision

Landscape and capacity analysis

Challenges and Opps

Choose strategies

Readiness for action

Implement

Measure results

Collaborative Connections

With research excellence as the goal, how do you create the conditions/approaches to address identified needs and meet that goal ***across the system?***

How opportunities exist for leveraging collective resources and assets across the system to “lift all ships” by addressing the needs and gaps identified today?

Break

3:00 - 3:15



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Sharing insights

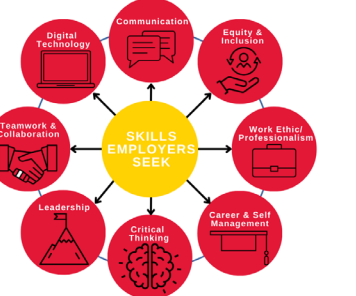
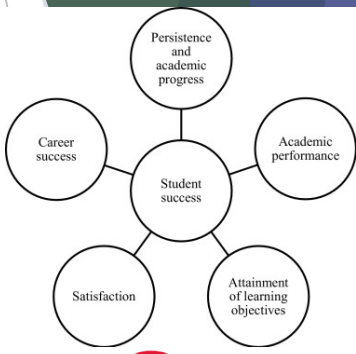
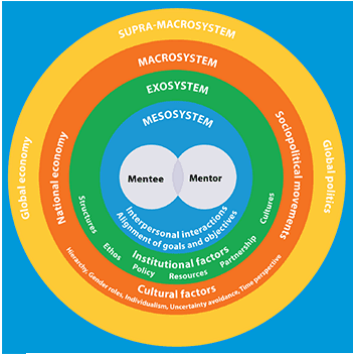
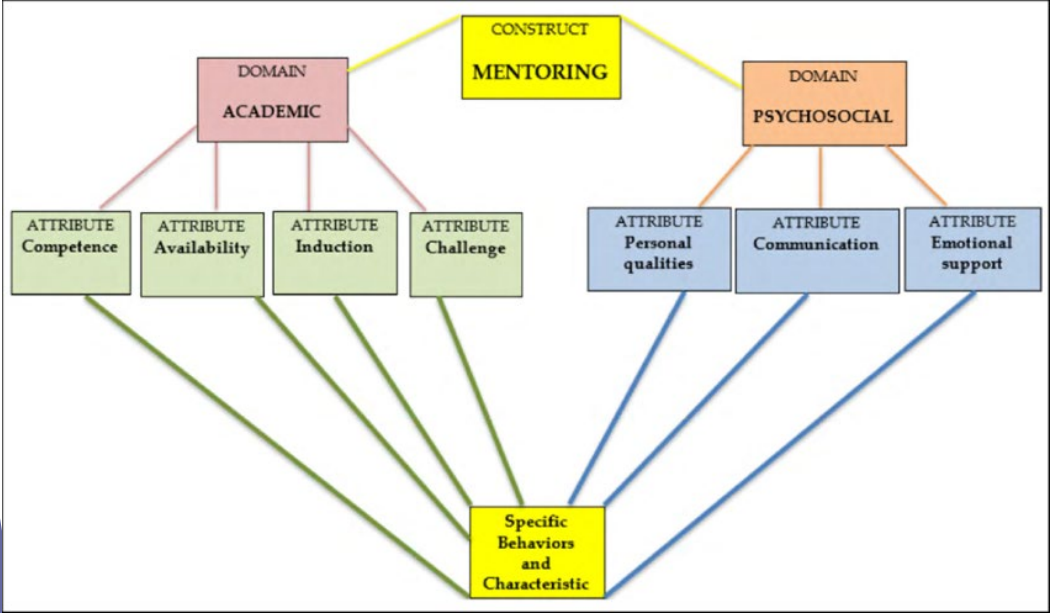
What is one thing that you learned from another campus that you would replicate or adapt for your campus?

What is one topic that remains a shared concern or opportunity for improvement?

What is one way you can leverage the NSHE network to improve mentoring structures for student success and research excellence?

(Re)imagining mentoring for student success

Reconsider the frameworks



After everything discussed today, How would you (re)imagine *Mentoring for Student Success in Research Excellence*?

- ▶ 3 minutes write on your own
- ▶ 4 minutes share with a partner
- ▶ 5 minutes compare at your table
- ▶ Report out table theme(s)

A framework for research excellence through mentoring for student success

“Ask not what NSHE can do for you—ask what you can do for NSHE”

-Michele Casella

Mentoring
Student Success
Research Excellence
Faculty
Students
Administration
Institutions
System (NSHE)

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Summary of Day 1

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DAY 1: MI 2026

Session

Student Success
*Mentorship,
Inclusion, Impact*

Panel

From participation to
implementation
Insights from MI 2025

Working Groups

Student, Faculty,
Staff perspectives
*Assess Needs
Identify Assets*

Working Groups

Structured networking
*How are existing
programs meeting
needs and leveraging
assets?*

Large Group Discussion

Insights from Day 1



**Student Success &
Research Excellence**

**Research Growth,
Institutional capacity building**

Scaling mentorship

**Creating Connected
Mentoring Communities**

Day 2: MI 2026

Session

CUR Strategic Vision &
Characteristics of
Excellence

Case Study:

Achieving Excellence

Working Groups:

Goal Setting for
Institution teams

Working Groups:

Building networks within
NSHE

The logo for 'MISSION IMPOSSIBLE MENTORSHIP' features the words 'MISSION IMPOSSIBLE' in a bold, yellow, sans-serif font, with 'MENTORSHIP' in a white, sans-serif font below it. The background is dark with some orange and yellow light effects.

**Student Success &
Research Excellence**

**Research Growth,
Institutional capacity building**

Scaling mentorship

**Creating Connected
Mentoring Communities**

The Council on Undergraduate Research: *Strategic Vision*

Through the transformative power of research, all undergraduates will be empowered to tackle complex challenges for better lives and a better future.



**Empowering the UR
Community**
Creating Community in CUR



**Driving Excellence +
Innovation in UR**
Defining + Celebrating
Excellence Across Higher
Education



Elevating UR
Representing + Advocating for
UR in Society

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Mission of CUR

CUR is the premier community of higher education professionals advancing excellence in undergraduate research.

Values of CUR

Excellence: The CUR strives for excellence in all of its work.

Respect and integrity: The CUR values respect and integrity in all interactions.

Flexibility, responsiveness, and innovation: The CUR values flexibility, responsiveness, and innovation in its implementation.

Recognizing and valuing differences: The CUR recognizes and values differences in its community.

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Mission of CUR

advancing excellence in undergraduate research

the creation of new knowledge and/or the use existing knowledge in a new and creative way so as to generate new concepts, methodologies and understandings.



<https://www.pinterest.com/pin/466192998914199562/>

Australian Research Council, 2018

Undergraduate research, scholarship, and creative inquiry is fundamentally a ***pedagogical approach*** to teaching and learning.

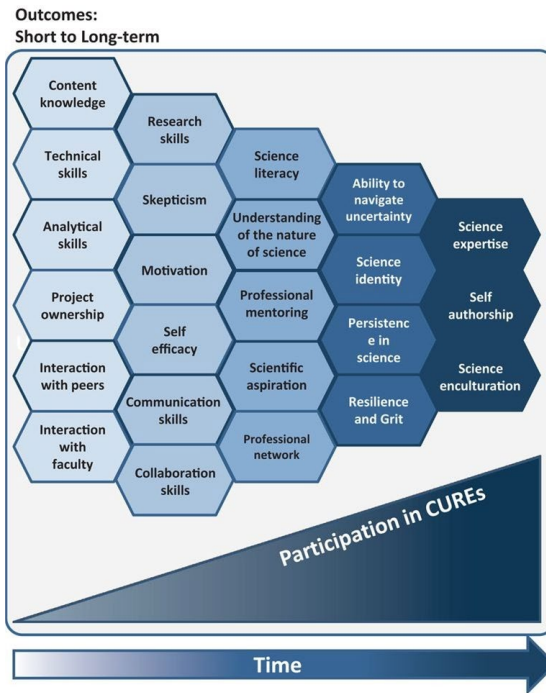
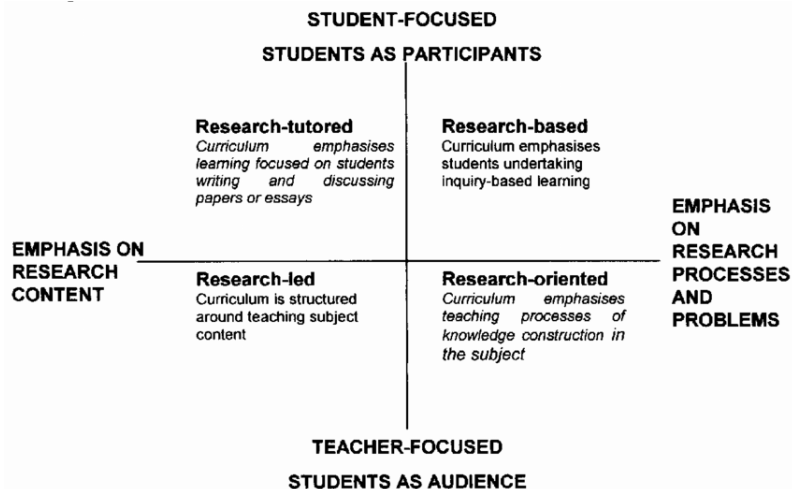
With an ***emphasis on process***, CUR defines undergraduate research as: A ***mentored investigation*** or creative inquiry conducted by undergraduates that seeks to make a scholarly or artistic ***contribution to knowledge***.

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Undergraduate Research as Pedagogy

Undergraduate research, scholarship, and creative inquiry is fundamentally a *pedagogical approach* to teaching and learning with an *emphasis on process*





Supports Mentoring

Resources + Publications ▾

Advocacy

SPUR Journal

Position Statements

Publications 

Career Readiness in UR

Undergraduate Research Stories

Characteristics of Excellence in Undergraduate Research 2.0

Integrating and Scaffolding Research into Undergraduate Curricula

Job Board 

Student Resources

Mentor Resources



Excellence in Mentoring Undergraduate Research



Excellence in Mentoring Undergraduate Research

Excellence in Mentoring Undergraduate Research - Electronic

Free with membership; \$50.00 for Nonmembers

This cross-disciplinary volume incorporates diverse perspectives on mentoring undergraduate research, including work from scholars at many different types of

academic institutions in Australia, Canada, the United Kingdom, and the United States. It strives to extend the conversation on mentoring undergraduate research to enable scholars in all disciplines and a variety of institutional contexts to critically examine mentoring practices and the role of mentored undergraduate research in higher education.

Mentor Resources

[Advocacy Tools](#)

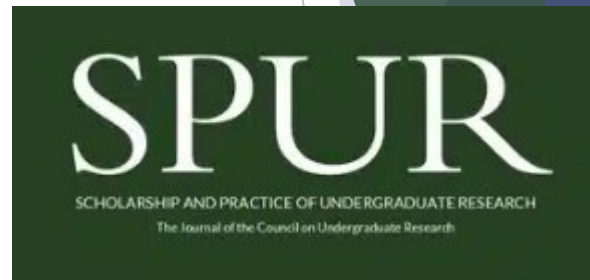
[Assessment Tools](#)

[Code of Ethics](#)

[Community Colleges](#)

[International Collaborations](#)

[Shared Resources](#)



Open Invitation: Member Mentoring Working Group

Divisions – Biology Mentoring the Integration of Research Into the Classroom (MIRIC)



Characteristics of Excellence in Undergraduate Research (COEUR) - A Roadmap: Building Excellence in Undergraduate Research



You can download the full *Characteristics of Excellence in Undergraduate Research 2.0* including the characteristics and supporting chapters as a PDF for free. [Visit the CUR store](#) to access it. You do not need to be a CUR member, but you will need to create an account to download it.

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Characteristics of Excellence: a roadmap

Campus mission and culture

Institutional commitment, Scholarly faculty, Faculty commitment, Broad disciplinary participation, Accessible opportunities for undergraduates, Integration with other engaging and high-impact opportunities, Strategic planning

Administrative support

Internal budgetary support, Startup funding, Faculty load credit for supervising undergraduate research, Reassigned time for research-related tasks, Undergraduate research administrative support, Travel and other student funding, Research grants office

Research Infrastructure

Physical and virtual research space, Instrumentation and equipment, Library resources, Computational resources, Other research resources, Research oversight structures, Support, administrative, and technical staff

Professional development opportunities

Research leaves, Research training opportunities, Non-research-related professional development, Mentorship training

Recognition

Promotion and tenure guidelines, Salary review, Campus awards, Prominent publicity for research accomplishments

External funding

Faculty Research Funding, Institutional funding for research

Dissemination

Peer-reviewed publication, exhibition, and performance; Presentation at professional meetings, Student research conferences, On-campus symposia

Student centered issues

Opportunities for early and sustained involvement, Establishing and communicating expectations, Developmentally appropriate expectations and intellectual ownership, Community of student scholars, Peer mentoring and teamwork, Expansion and integration of student research opportunities

Integration into the curriculum

Research-supportive curricula, Additional training opportunities and workshops, Student course credit for research and other compensation, Requiring undergraduate research

Summer research programs

Research-supportive teaching calendar, Faculty compensation, Student compensation, Student housing and access to facilities and student services, Student programming, Summer research symposia, Coordination among multiple programs, Hosting visiting students

Assessment

Assessment of student learning, Program assessment and evaluation

How are your ideas for Mentoring for Student Success in Research Excellence reflected in the COEUR?

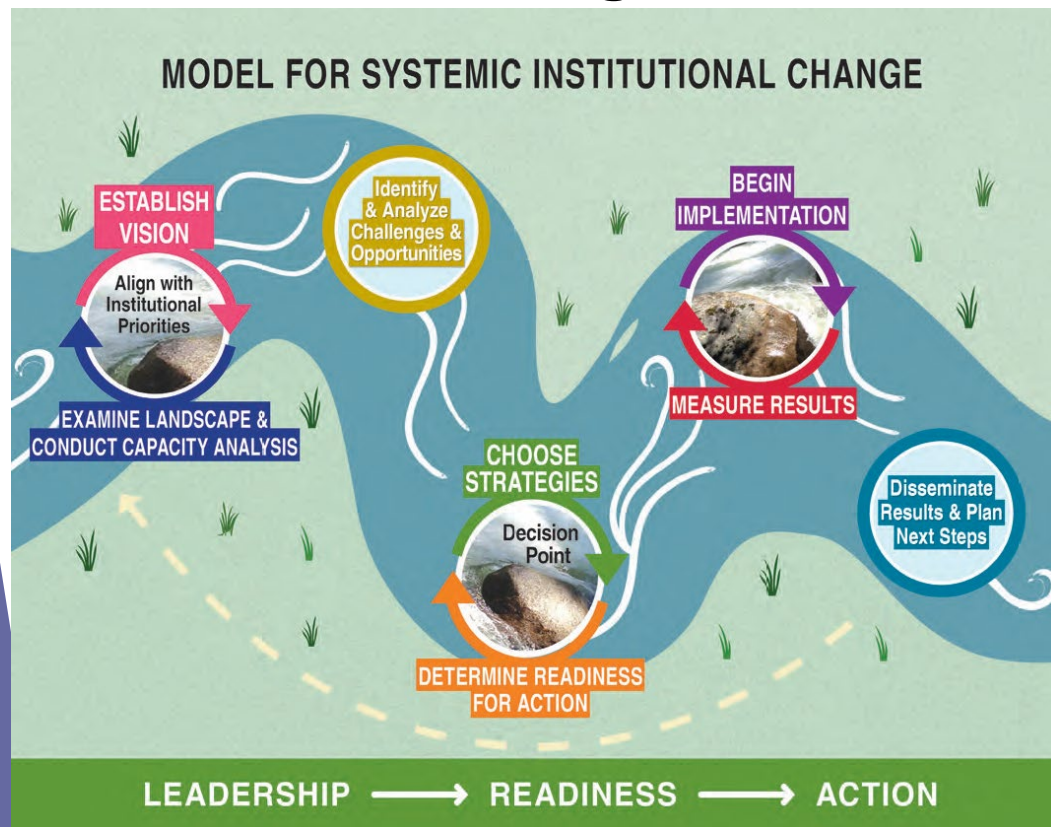
- ▶ 2 minutes write on your own
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The Keck/PKAL Model for Systemic Institutional Change in STEM Education



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Landscape and capacity analysis

Challenges and Opps

Choose strategies

Readiness for action

Implement

Measure results

Guided Case Study

PRACTICE



First-Year STEM Retention Strategies at the University of La Verne

• Kathleen F. Weaver, associate professor of biology, University of La Verne
Jerome V. Garcia, professor of biology, University of La Verne
Christine Broussard, professor of biology, University of La Verne

PRACTICE



Improving STEM Retention at CSUEB

• Caron Inouye, associate professor, department of biological sciences, California State University-East Bay
Chung-Hsing Ouyang, associate professor, department of mathematics and computer science, California State University-East Bay
Stephanie Coudy, director of the Gateways East Bay STEM Network and director of CSU East Bay Institute for STEM Education, California State University-East Bay
Elizabeth Yeager, lead researcher, Institute for STEM Education, California State University-East Bay

Implementing a Summer STEM Bridge Program

• Bidushi Bhattacharya, director of sponsored research and science liaison, W. M. Keck Science Department, Claremont McKenna, Pitzer, and Scripps Colleges
David E. Hansen, Weinberg Family Dean of Science and professor of chemistry, W. M. Keck Science Department, Claremont McKenna, Pitzer, and Scripps Colleges

The W. M. Keck Science Department is the interdisciplinary home to the biology, chemistry, environmental sciences, and physics faculty in Claremont McKenna, Pitzer, and Scripps Colleges (JC). The department, located at the intersection of the JC campuses, is administered cooperatively. Keck Science offers more than a dozen discrete majors and provides comprehensive, interdisciplinary instruction in small-class settings and numerous opportunities for students to conduct research. Because of increased interest in science as a major among JC

students, departmental enrollments have grown appreciably during the past ten years. Increased student engagement has led the JC presidents to examine the long-term needs of the department; in turn, the department has worked to develop numerous initiatives to promote student success.

ESTABLISH VISION

In 2011, the five undergraduate Claremont Colleges (JC), which include Pomona and Harvey Mudd in addition to Claremont

and San Diego, were united in their goal to be more fully underrepresented in science – through summer bridge programs.

EXAMINE LANDSCAPE AND CONDUCT CAPACITY ANALYSIS

When developing the Summer Science Immersion Program (SSiP), the Keck Science Department drew on its own experience with STEM recruitment and retention and also examined other campus models. A number of successful science immersion

This program, which focuses on the expectations of college-level biology courses and the skills required for academic success, has been thoroughly evaluated and found to be effective in increasing the success of students in LSU's biology curriculum and their retention in the major.

Contained in "[Peer review](#)" (2015)

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Case Study discussion

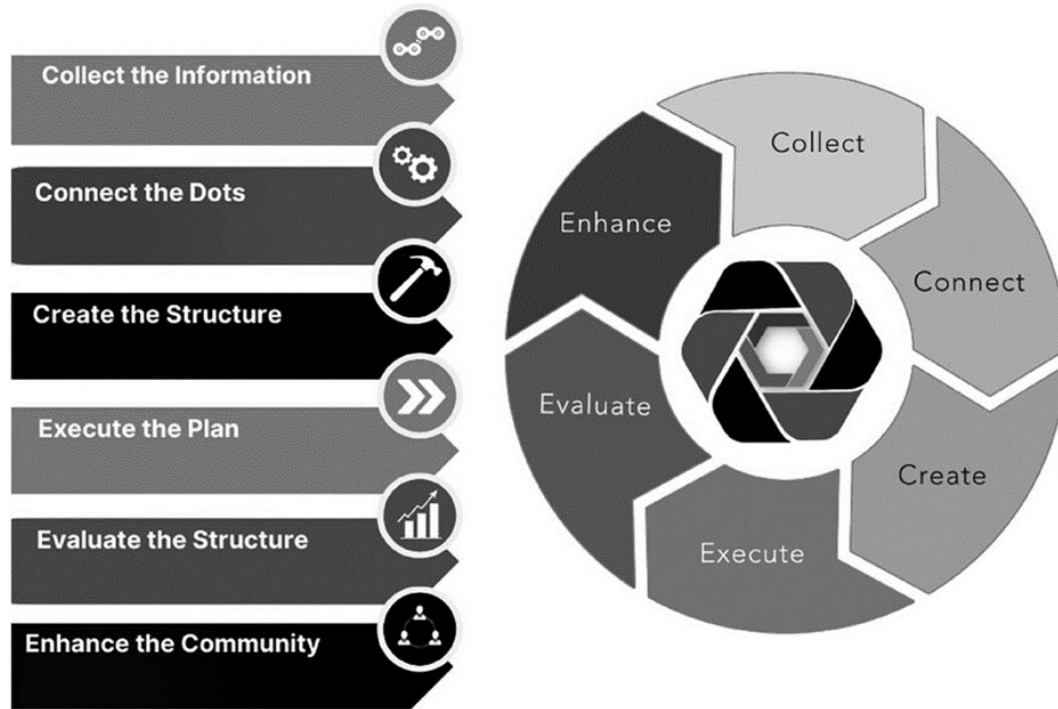
Prompts: Comment on Vision,
Capacity/Resources, Strategies, Results,

Reporting OUT; What is ONE idea that
comes out of your table discussions

Goal Setting and Planning: *Institutional Teams*

This session is time to work within institutional teams for establishing priorities based on everything learned and discussed so far.

Organizational Change Framework: Navigating Change for Individuals and Organizations



Goal Setting and Planning: *Institutional Teams*

How do we achieve excellence as we meet our needs for student success?

This session is time to work within institutional teams for establishing priorities based on everything learned and discussed so far.

Building networks within NSHE

STEM Success through System-Wide Coordination

— Susan Baxter, executive director, Program for Education and Research in Biotechnology, California State University
Judy Gotsella, director, Center for Community Engagement, California State University
Ken O'Donnell, senior director, Student Engagement and Academic Initiatives and Partnerships, California State University

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education and learning, was awarded. We believed the Key/PIKAL project might help us identify strategies to improve STEM learning and to develop evidence-based practices system-wide, as we recognized that there was a large organizational change component embedded in the work. What follows is our discovery narrative presented as an abbreviated case study.

Relying on the "birds of a feather" effect, faculty said they greatly valued system office-hosted discussions, deliberations, and learning and sharing with others facing similar challenges and issues.

"Ask not what NSHE can do for you- ask what you can do for NSHE"

Michele Casella

How do we think beyond the institution and leverage NSHE as a network for collaborative achievements?

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Building networks within NSHE

How can the institutions support NSHE to support the institutions?

What are your greatest needs where collaborative problem solving could benefit your work?

The Final Bite: Reflections, Evaluations, and Continued Dialogue

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Additional Readings and Resources

Interpersonal relationships drive successful team science: an exemplary case-based study <https://www.nature.com/articles/s41599-021-00789-8>

Change Leadership Theory [Resource and additional case studies](#)

[Elrod et al 2024- This is about using the Change tool kit](#)

Organizational Change Framework: Navigating Change for Individuals and Organizations.
[Juarez et al, 2025](#)

[Here is a link to a PDF of "Peer review" \(2015\)](#)