



Mentoring

Measuring what we value: Evaluation
and assessment of academic careers

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To evaluate mentoring, we must:

1. define mentoring.
2. consider the context of the mentoring relationship.
3. identify the roles that mentors are playing.
4. describe successful mentoring.

Gershenfeld, S. (2014)

1. Define Mentoring

“Mentoring is a collaborative learning relationship that proceeds through purposeful stages over time and has the primary goal of helping mentees acquire the essential competencies needed for success in their chosen career.”

Pfund (2017)

“Student mentorship by faculty is the commitment to actively and responsively engage with students and post-doctoral researchers using proven or emerging practices that enhance the success of students and post-doctoral researchers while at the university and to prepare them for subsequent career success. This process can occur as part of the development of a professional relationship between individuals or groups in various settings.”

Purdue College of Engineering (2016)

2. Mentoring Relationship Context

- Who is being mentored?
 - undergraduate, graduate, post-doc, colleague
- In what structure does the mentoring relationship exist?
 - research training program
 - layered mentoring within a research group
 - faculty mentoring committee
- Are the mentoring expectations or roles transparent?

3. Mentor Roles

- role modeling
- communication / relationship management
- psychosocial support
- career and professional development
- professional enculturation / science integrity
- research development

Abedin et. al. (2012); Ragins and Kram (2007a)

4. Successful Mentoring

“Mentoring success is defined as having the skills and knowledge to effectively support mentee development and facilitate the attainment of the transferrable “competencies” necessary to meet individual mentees’ goals. This requires the ability to come to a clear understanding of each mentee’s unique needs and desires and the flexibility and humility to adjust one’s approach to support a mentee’s success.”

Pfund, 2017

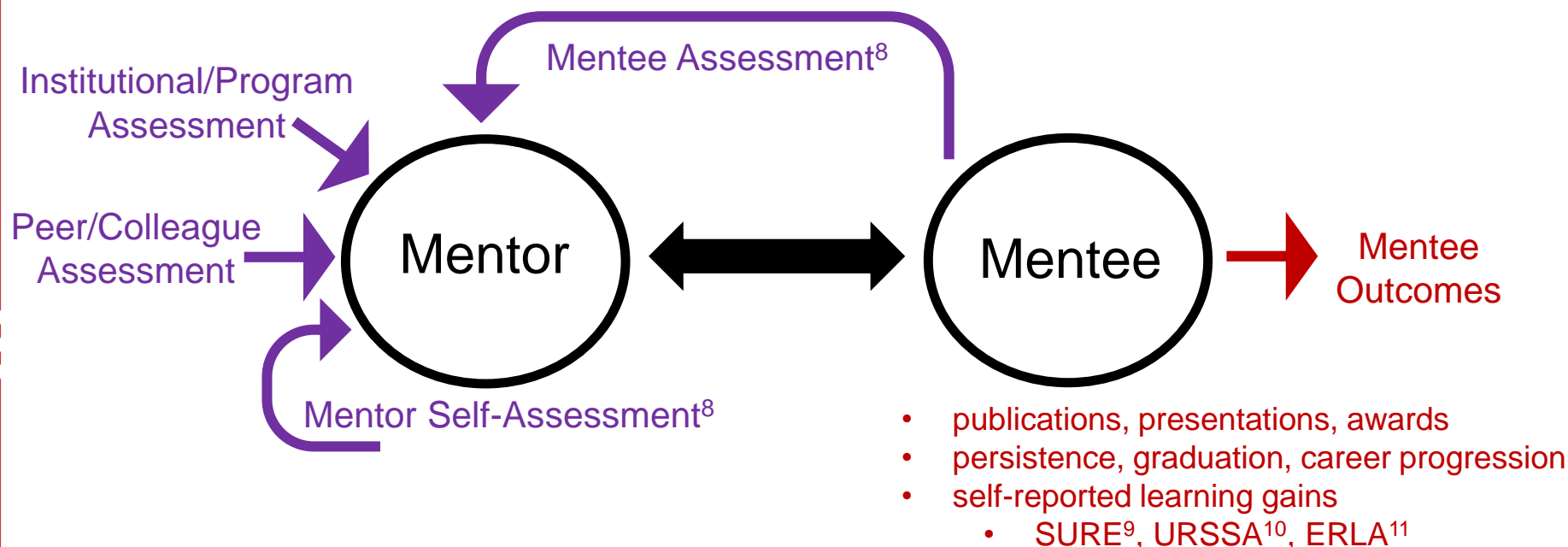
- Attributes of Effective Mentoring Relationships
 - research, interpersonal, psychosocial & career, culturally responsive/diversity, sponsorship

Pfund, Byars-Winston, Branchaw, Eagan & Hurtado (2016)

- Mentoring Competency Assessment
 - maintaining effective communication, aligning expectations, assessing understanding, addressing diversity, fostering independence, promoting professional development

Flemming, House, Shewakramani Hanson, Yu, Garbutt, McGee, Kroenke, Abedin & Rubio (2013)

Evaluation/Assessment of Mentoring



Mentoring Portfolio

- assessments
- reflections
- artifacts

⁷ Hernandez identified 34 assessments of mentoring relationships used in post-secondary educational STEMM contexts: 22 (65%) from mentee's perspective, 3 (9%) mentor's perspective, 9 (26%) institutional/program evaluation perspective.

Integrating Mentoring into STEMM Faculty Promotion & Advancement

Research or Teaching or Service??

YES!!

Developing Mentoring Skills & Competencies

- Professional development programs to build mentoring skills
 - *Entering Mentoring*¹²
- Faculty learning communities
- Junior faculty mentoring committees

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