

Mentorship, Well-being, and Professional Development in STEMM — Addressing the "Knowing-Doing Gap": A Workshop

Board on Higher Education and Workforce

WEDNESDAY, NOVEMBER 1, 2023

12:00 – 12:05 PM ET Welcome from the Fall Workshop Co-Chairs

- Wesley D. Marner II, PhD
Director, Engagement, Education, and Equity
Morgridge Institute for Research
- Audrey J. Murrell, PhD
Professor of Business Administration, Psychology, Public and International Affairs
University of Pittsburgh

12:05 – 12:30 PM ET About the Roundtable on Mentorship, Well-being, and Professional Development

- Sherilynn Black, PhD
Associate Vice Provost for Faculty Advancement and Assistant Professor of the
Practice of Medical Education
Duke University
- Kimberly A. Griffin, PhD
Professor and Dean of the College of Education
University of Maryland

12:30 – 1:30 PM ET The Knowing-Doing Gap: A Fireside Chat

- Audrey J. Murrell, PhD
Professor of Business Administration, Psychology, Public and International Affairs
University of Pittsburgh
- Jeffrey Pfeffer, PhD
Thomas D. Dee II Professor of Organizational Behavior
Graduate School of Business
Stanford University

1:30 – 2:00 PM ET BREAK

2:00–2:25 PM ET

Applying the Knowing-Doing Gap Framework

Building on the information shared during the fireside chat, this session will provide workshop participants with a real-world example to illustrate the critical thinking involved in understanding how to apply the knowing-doing gap.

- Mr. Andres F. Diaz
MD/PhD Candidate
University of Arizona College of Medicine - Tucson

2:25–3:35 PM ET

Systems and Structures to Support and Incentivize Effective Mentorship, Well-being, and Professional Development Practices: Facilitated Group Discussion

Many mentors have knowledge about the importance of effective mentorship, supportive professional development, and the impact of these practices on student well-being. While they likely have the DESIRE to do it well, the existing STEMM research systems are not structured to incentivize prioritization of these efforts. This large group facilitated discussion will illuminate how the Knowing-Doing Gap framework can help individuals, institutions, and systems address these challenges.

- Emily R. Miller, PhD
Deputy Vice President for Institutional Policy
Association of American Universities

3:35–4:00 PM ET

Synthesis, Reflection, and Assignment

- Audrey J. Murrell, PhD
Professor of Business Administration, Psychology, Public and International Affairs
University of Pittsburgh

4:00 PM ET

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THURSDAY, NOVEMBER 2, 2023

1:00 – 1:10 PM ET Welcome from the Fall Workshop Co-Chairs

- Wesley D Marner II, PhD
Director, Engagement, Education, and Equity
Morgridge Institute for Research
- Audrey J. Murrell, PhD
Professor of Business Administration, Psychology, Public and International Affairs
University of Pittsburgh

1:10 – 3:25 PM ET Interactive Breakout Group Discussions

1:10 – 2:15 PM ET Interactive Breakout Discussion #1

2:15 – 2:20 PM ET Transition

2:20 – 3:25 PM ET Interactive Breakout Discussion #2

Smaller facilitated group discussions will help attendees explore and apply the Knowing-Doing Gap framework to two critical areas within Mentorship, Well-being, and Professional Development. Discussions will include:

1. How can the framework of the Knowing-Doing Gap help in the understanding and promotion of system level changes?
2. Who are the actors in the space and what are their respective bounds and responsibilities in bridging the gaps?
3. What are the intersections and domains of action and change from the concept perspective of the Knowing-Doing Gap?

Attendees will have the option to self-select from the following topics. The topics will be offered during both sessions:

Topic 1: Culturally Responsive Practices in Mentorship, Well-being, and Professional Development

There is a persistent gap between what we “know” regarding the positive impact that mentoring has in the area of diversity and inclusion and what we “do” to level its impact across diverse mentoring relationships, especially for well-being and professional development.

Topic 2: Defining and Assessing Mentorship, Well-being, and Professional Development at the Institutional Level

Higher education has not reached a consensus on the definition of mentoring or distinguishing between a mentor and an advisor. In addition, we do not currently have models of assessment that are free of biases and accurately reflect the true nature of the mentorship relationship (incorporating aspects of well-being and professional development) because they are often reflective of perceptual outcomes instead of behavioral outcomes.

3:25 – 3:45 PM ET BREAK

3:45 – 4:40 PM ET Addressing the Gap: Breakout Discussion Recap and Reflection

After summary presentations from the Interactive Breakout Group Discussions, attendees will reflect on shared meeting materials, comment on the discussions presented, and lay out potential next steps for individuals, institutions, and systems leaders as well as for the Roundtable.

- Brian A. Burt, PhD
Associate Professor, Educational Leadership and Policy Analysis and
Director & Chief Research Scientist, Wei LAB Director
University of Wisconsin - Madison

4:40 – 5:00 PM ET Workshop Synthesis and Reflection

- Wesley D. Marner II, PhD
Director, Engagement, Education, and Equity
Morgridge Institute for Research

5:00 PM ET ADJOURN