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# Effective Mentoring Practices

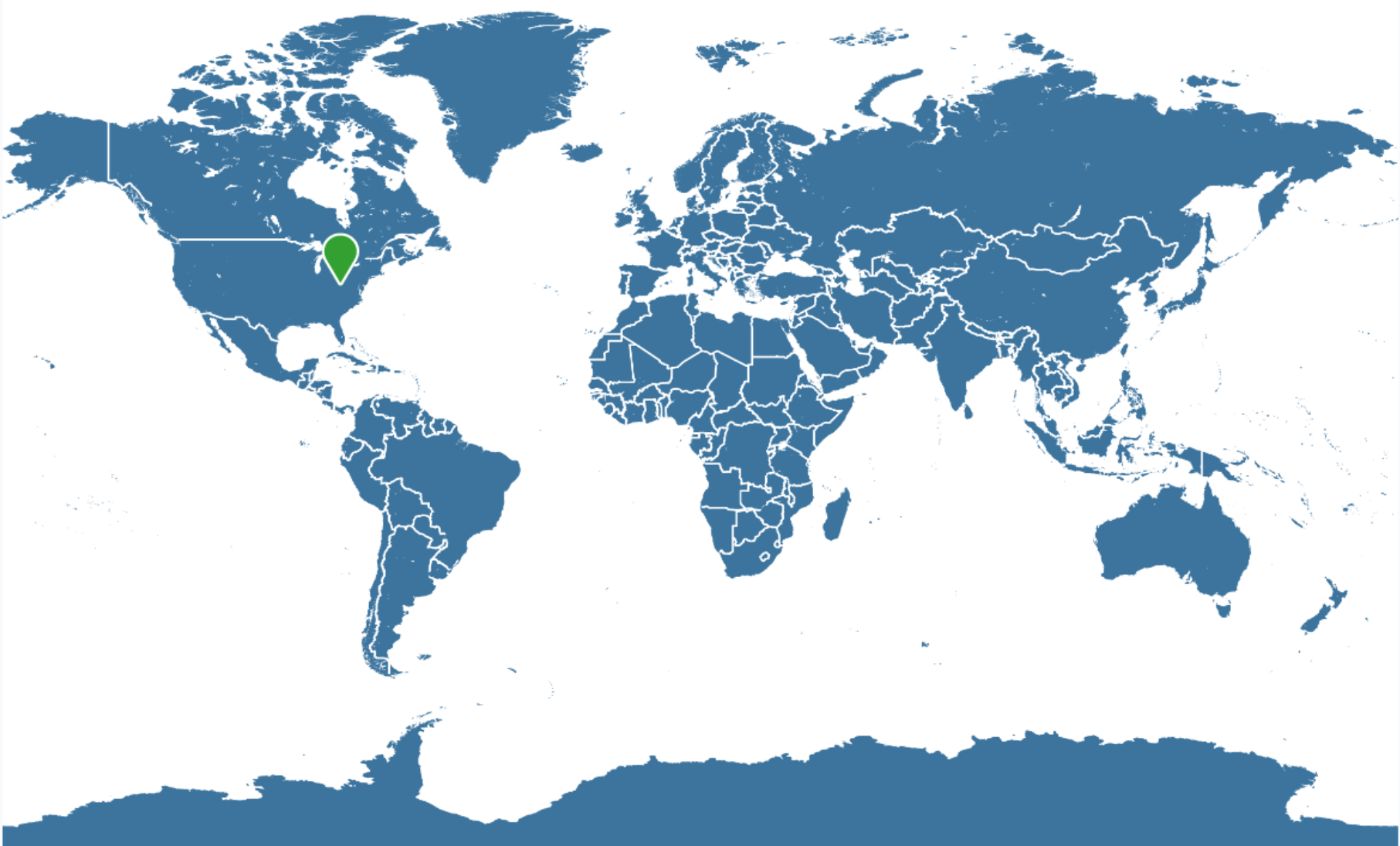




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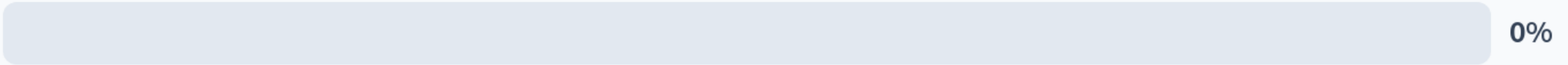


Where are you traveling from?

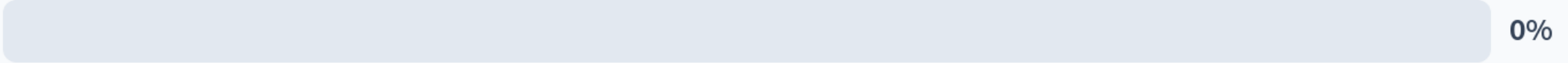


## What type of institution do you work for?

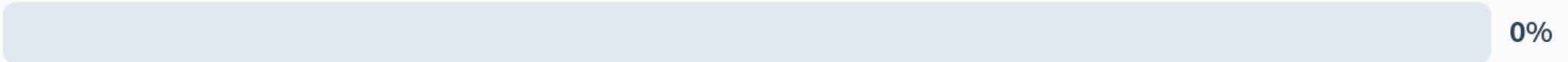
R1/R2 University



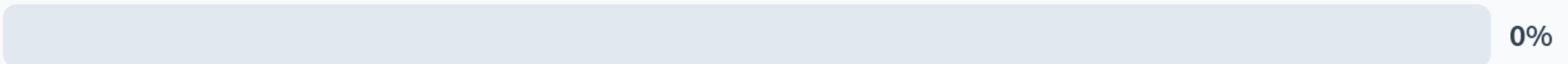
Primarily Undergraduate Institution



Community College

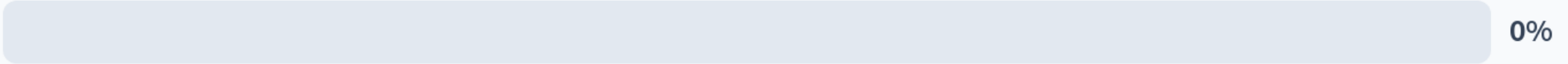


Other

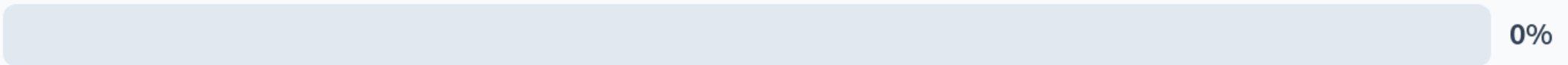


## When did (or will) your S-STEM welcome its first scholar cohort?

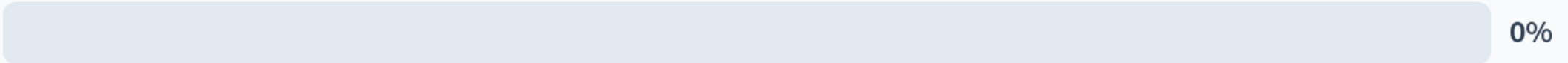
Spring 2025 or before



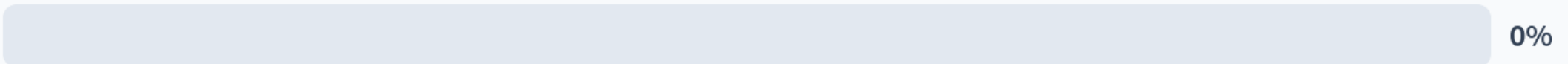
Fall 2025



Spring 2026 (right now!)



Fall 2026 or after






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# Purpose of the Workshop

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At the end of this workshop, you will be able to:

1. Identify different definitions/aspects of mentoring especially as related to the college setting.
  2. Describe why mentoring is vital to S-STEM scholars.
  3. Discuss the different mentoring needs that scholars may need and the practical ways to deliver those needs.
  4. Discuss potential roadblocks to effective mentoring and potential solutions to these roadblocks.
  5. Create a mentor map for your scholars (or at least start one!)
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# Very Generic Mentoring Definition

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A “relationship between a younger adult and an older, more experienced adult [who] helps the younger individual learn to navigate the adult world and the world of work”

# National Academies Effective Mentorship in STEMM Definition

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“Mentorship is a professional, working alliance in which individuals work together over time to support the personal and professional growth, development, and success of the relational partners through the provision of career and psychosocial support.”

**National Academies of Sciences, Engineering, and Medicine. (2019).** *Mentorship defined.* In *The science of effective mentorship in STEMM (Online Guide v1.0)*. National Academies Press.

<https://nap.nationalacademies.org/resource/25568/interactive/mentorship-defined.html>

# College Student Mentor Definition

“Despite the absence of a comprehensive theory, four major domains or latent variables comprising the mentoring concept were identified by Nora and Crisp....(1) psychological and emotional support, (2) support for setting goals and choosing a career path, (3) academic subject knowledge support aimed at advancing a student’s knowledge relevant to their chosen field, and (4) specification of a role model.”

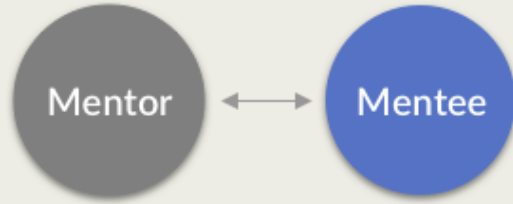
**Driving question: How can we mentor scholars in all four of these areas effectively?**

# S-STEM Specific Requirements – From Solicitation

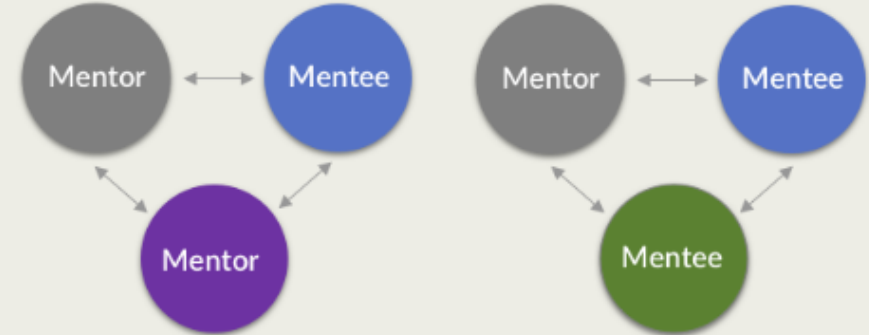
Scholar Cohorts and [Faculty Mentoring](#): Educational research has established the importance of mentoring and cohort formation for low-income students. These efforts provide important touchpoints for scholars that can foster a sense of belonging and provide academic support. To this end, IHEs are expected to develop, support, and maintain S-STEM scholar cohorts and provide each scholar with at least one faculty mentor. Cohorts should be formed in a way to enable scholars to support each other academically and socially and should reflect each institution's local context. Proposals that plan to support a diverse collection of disciplines should explicitly demonstrate how cohorts will be maintained. Proposals should also ensure that there are enough faculty mentors with sufficient expertise to provide support to scholars within any proposed discipline or major. Plans for faculty mentoring of graduate student scholars should be described in the Project Description and can be referenced in the proposal Mentoring Plan.

# Different Forms of Mentorship

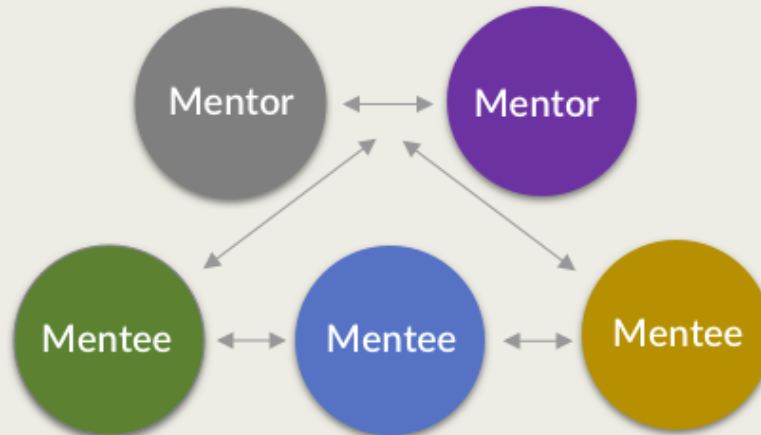
## Dyad



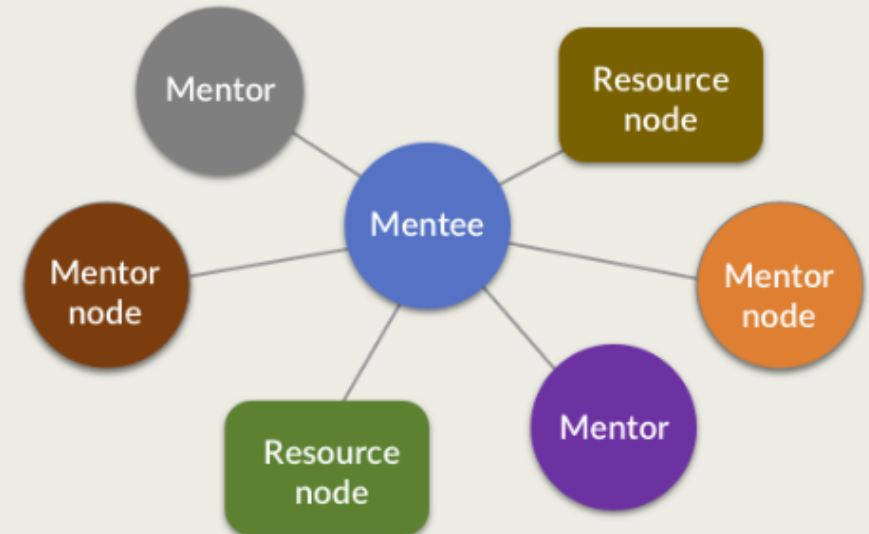
## Triads



## Collective or Group



## Network



# Different Mentor Possibilities on an S-STEM

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- Faculty Mentors (required)
- Peer Mentors
- Industry Mentors
- Tiered Mentors

What are potential roadblocks that might exist to delivering effective mentorship to your scholars? You can both answer and upvote other's ideas.

Nobody has responded yet.

Hang tight! Responses are coming in.

# Practical Advice

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1. If possible, combine cohort building and mentoring together – buy food for an hour and grab mentees for 1 on 1 (or small group meetings).
2. Finding the right faculty and managing their time commitment.
3. Use a tiered mentoring structure with lead peer mentors who interact more closely with faculty.

# ATTENDEE WORKSHEET — Mentoring Map

For each domain, put either a resource (place, staff, faculty) on campus or a mentor for your scholars that might fulfill that need.

**1) Psychological and emotional support**

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**2) Support for setting goals and choosing a career path**

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**3) Academic subject knowledge support aimed at advancing a student's knowledge relevant to their chosen field**

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**4) Specification of a role model**

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**How to deliver this mentorship (dyad, triad, collective, network) or how to connect scholars with resources.**

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**Practical aspects – how much mentor time/resources are needed? How often do mentors/mentees meet? What are potential roadblocks/solutions?**

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QR code**

**<https://bit.ly/3LTW4ly>**

