** DART Mentorship Program Guidelines: For Mentors**

**Overview**

Mentorship has been shown to impact the educational outcomes of students, particularly STEM students and underrepresented minority students. Formalizing a mentorship program helps align expectations of both the mentor and the mentee. This guide and assessment is designed to utilize best practices in mentorship and provide you the opportunity to reflect on and build your mentoring skills.

Completion of your assessments are considered mandatory as part of the DART Broadening Participation and Mentorship Plan, and progress related to this program will be included in each year’s annual report to NSF. If you have any questions about these materials or the program in general, please contact Brittany Hillyer at [Brittany.Hillyer@ArkansasEDC.com](mailto:Brittany.Hillyer@ArkansasEDC.com)

**Process & Timeline**

The first step is to complete the pre-survey form below to assess your skills. Next, you will review your mentee’s assessment pre-survey and help them make an action plan by setting specific goals and milestones. At the end of the designated time period, you will complete a post-survey to assess your progress as a mentor, and your mentee will complete a post-survey to assess their progress on stated goals. Together, you will review their action plan and make changes as needed for the future. The mentor pre-survey should be completed within one month of accepting a mentee and submitted to Brittany Hillyer at [Brittany.Hillyer@ArkansasEDC.com](mailto:Brittany.Hillyer@ArkansasEDC.com). The post-survey should be completed within one month of the completion of your mentee’s DART participation end date and submitted to [Brittany.Hillyer@ArkansasEDC.com](mailto:Brittany.Hillyer@ArkansasEDC.com).

**Tips & Best Practices**

After your mentee has completed each form, set up a meeting to review and discuss it. Provide positive and constructive feedback. This is a great chance to identify areas where they could use more training/practice, or boost their confidence if you feel they have underrated some of their skills. Be on the lookout for any gaps that need addressing for their long-term success. Familiarize yourself with available resources and opportunities so you can provide the best and most up-to-date advice and information. Refer your mentee to any resources you think might be useful. Make sure their action plan helps them with their research productivity AND adequately prepares them for their chosen career. Respect that your mentee’s career aspirations might be different than yours, and they may need different preparation. Many mentees may be unsure about their ultimate career goals, in which case, help them make a plan to explore options. For effective goals that are more likely to be achieved, **the best milestones are SMART**:

**S**pecific (Is the milestone focused and unambiguous?)

**M**easurable (Can you measure whether you have achieved the milestone?)

**A**ctionable (Is there an action required on your part?)

**R**ealistic (Considering difficulty and timeline, is the milestone achievable?)

**T**imely (By when will you complete the milestone?)

***This is the part mentees tend to struggle with most.*** Vague goals like “get better at programming” or “practice public speaking” are good intentions but hard to act on. Instead, we advise defining specific milestones that help them practice those skills (e.g., “develop Python code to <plot/analyze/etc>”, or “give a department seminar in the spring”). Review their updated plan as needed (recommend once per term; minimum of once per year). Encourage them to re-do the self-assessment once per year. This will help gauge progress and re-prioritize as needed.

**Step 1: Self-Assessment Pre-Survey**

**Mentorship** (use the following prompts to reflect, you don’t have to answer each question)

What does being a mentor mean to you? Did you have a mentor? Was the experience positive or negative? Do you consider how your personal and professional experiences may impact your expectations of your mentees? Will you employ specific strategies to communicate and coordinate effectively with your mentees?

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Please evaluate your skills and abilities in the area of mentorship.

Use a scale of 1 (not at all proficient) to 5 (highly proficient). If something is not applicable, type N/A

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| Providing constructive feedback |  |
| Establishing a relationship based on trust |  |
| Identifying and accommodating different communication styles |  |
| Setting clear expectations of the mentor/mentee relationship |  |
| Working with mentees to set research goals |  |
| Helping mentees develop strategies to meet goals |  |
| Motivating your mentees and building their confidence |  |
| Acknowledging your mentees’ professional contributions |  |
| Accurately estimating your mentees’ abilities and knowledge |  |
| Understanding your impact as a role model |  |

**Diversity, Equity, & Inclusion** (use the following prompts to reflect, you don’t have to answer each question)

What does diversity mean to you? When have you or someone you know been treated inequitably? How can you help others to feel included/valued? How has your background or identity influenced your research? What implicit biases have you identified in yourself? What viewpoints do you tend to be dismissive of, and what resources would help you better understand those viewpoints? What would you like to learn about other cultures/viewpoints in your community? What do you wish people outside your community knew about your culture?

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Please evaluate your skills and abilities in the area of DEI.

Use a scale of 1 (not at all proficient) to 5 (highly proficient). If something is not applicable, type N/A

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| Communicating respectfully with others |  |
| Awareness of one’s own worldview/identity |  |
| Knowledge of & respect toward other worldviews/identities |  |
| Cultivating awareness of one’s own implicit biases |  |
| Seeking out opposing viewpoints to improve understanding |  |
| Effectively contributing to an inclusive work climate |  |
| Incorporating cultural protocols and ethical standards into your research |  |
| Awareness of DEI concerns in your discipline/community |  |
| Familiarity with your organization’s diversity office and code of conduct/related policies |  |
| Seeking help/guidance on DEI issues when needed |  |