The Women in STEM Mentorship Program aims to foster the retention and success of female-identifying students in the sciences and engineering as they move through their academic journeys at the University of Arizona and into the workforce. Research shows that women are less likely to indicate that they have sufficient opportunities for support groups and/or support organizations on campus and reported having fewer mentors that advise them on career advancement. The Women in STEM Mentorship Program provides University of Arizona graduate and undergraduate STEM students an opportunity to learn from the valuable experiences and wisdom of STEM professionals within and outside academia. The program takes a holistic approach to the mentorship process valuing not only a student’s STEM experiences, but also their entire background and identity as a whole. This program aims to create diverse, inclusive, and supportive mentoring relationships that foster the retention and success of women in STEM by:

**Connecting** UA women STEM students with faculty, staff and industry professionals to create diverse, inclusive, and supportive mentoring relationships.

**Empowering** women in STEM at the University of Arizona by giving them the tools and guidance needed for success

**Creating** a community of women in STEM and allies that spans the undergraduate and graduate level, and across the University of Arizona and the greater Arizona community.
PROGRAM STRUCTURE

University of Arizona students are matched with faculty, staff, and industry associates based on their goals, career interests, and background. The mentor/mentee pairs meet once a month at their convenience to have conversations regarding their STEM trajectory and common challenges women in STEM face. Pairs are provided with discussion guides and short activities in order to facilitate conversation and help mentor/mentee pairs build a positive and productive relationship. Discussion guides cover a wide range of topics including research, coursework, life post-graduation, how to navigate their respective fields, as well as identifying and pursuing opportunities for career development. Mentorship Program staff conduct periodic check-ins with program participants (both mentors and mentees) throughout the academic year and provide support as needed to help mentor/mentee relationships thrive.

SUPPORT

WISE staff are here to answer questions and help you navigate any challenges that arise. Please feel free to contact us at any point with questions, concerns, or comments. We will also ask you to complete monthly check-in surveys to share information on your experience and help us identify and address challenges as they arise.

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SESSION 1: EXPECTATIONS & GOALS

SESSION OVERVIEW

There are many different ways to go about goal setting, and you and your mentee(s) should pick which ever way is best for every one. However, if you need some guidance on goal setting we recommend the SMART goals model.

In this session you will:
- Work with your mentee to identify goals you want to achieve over the course of the academic year.
- Record these goals: Have your mentee document progress on goals can then be discussed at subsequent mentor/mentee meetings.

BEFORE THE SESSION

Think about the following questions:
- What do you want to know about your mentee?
- What was your trajectory through your STEM field?
- How did you choose your field of work?
- What factors (experiences, mentors, etc.) helped you in getting to your position?
- Once you knew what career path you wanted to take, what active steps did you take to get there?
- What do you hope to learn from your mentee?
**DURING THE SESSION**

Introductions

1. Get to know one another: discuss interests, backgrounds, hobbies (both in and out of school), etc.
2. Discuss each other’s passion for the area of study/why the field was chosen/why you chose the work that you do
3. If mentee doesn’t have a chosen field/major: What types of fields/careers do they think they’re attracted to and why?
4. Think of your past mentorship experiences, share any significant moments.

Possible questions:

1. What are your interests, both related and unrelated to school?
2. What factors (family, school, etc.) do you think influenced you to get you where you are today?
SESSION RESOURCES

Review of SMART goals from Mentorship Event

<table>
<thead>
<tr>
<th>Aspect of SMART Goal</th>
<th>Description</th>
<th>Possible questions to ask</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific</td>
<td>The goal is clearly identified.</td>
<td>What specifically do you want to accomplish?</td>
</tr>
<tr>
<td>Measurable</td>
<td>The goal is quantifiable by a task or performance.</td>
<td>How will you know when you’ve reached your goal?</td>
</tr>
<tr>
<td>Achievable</td>
<td>The goal is challenging, but there are adequate resources* to achieve it.</td>
<td>Is the goal high enough? Do you have what you need to achieve this goal? How can I help you achieve this goal?</td>
</tr>
<tr>
<td></td>
<td>*What do I need to achieve this goal”?</td>
<td></td>
</tr>
<tr>
<td>Relevant</td>
<td>The goal is worthwhile.</td>
<td>Why does this goal mean a lot to you to accomplish?</td>
</tr>
<tr>
<td>Time-bound</td>
<td>The goal has an end date.</td>
<td>When will your goal be accomplished?</td>
</tr>
</tbody>
</table>

END OF MEETING
CHECK-LIST

- Organized list of goals that can be revisited
- Date of next meeting
- Progress report completion:
SESSION 2: PROFESSIONALISM

SESSION OVERVIEW

Standards of professionalism vary in different STEM fields and will change place to place. Regardless of the site, being able to communicate professionally, even during times of conflict can be strategic to future goals. For students, university time provides many more opportunities to develop their professionalism. This may happen in the classroom, lab and now in your mentor relationship. Take some time to discuss topics in professionalism such as communication norms, advocating for yourself, setting boundaries, and following up with team members.

BEFORE THE SESSION

Think about the following questions:

• What are your own best practices you keep in mind when it comes to professionalism? Where did you learn these skills?
• What has been helpful to you when navigating professional communication
• What are your workplace or personal standards for communication?
SESSION 2: PROFESSIONALISM

DURING THE SESSION

Goal Check!
- Do you have any new questions on your goals?
- Have your goals stayed the same?
- Do any of your goals involve networking as a step?

Possible questions to ask your mentee:
1. What are situations you see yourself needing professionalism skills?
2. Standards of professionalism vary from workspace to workplace. How have you navigated professionalism in the past? How do you know what is appropriate?
3. If you never have had to interact in professional setting what questions do you have?
4. Where did you learn these best practices?
5. What are you struggling to grasp within professionalism skills? What do you feel nervous about?
6. Discuss your own preferences for professional environments.
7. How do you navigate who to advocate to when you have a problem in a work or professional space.

END OF MEETING CHECK-LIST

- Date of next meeting
- Progress report completion:
SESSION 3: NETWORKING

SESSION OVERVIEW

Networking is a great way to learn of new opportunities and meet other professionals. This session prompts your mentee to assess their comfortability with networking and observe networks they already have. Consider topics in this session to support your mentee through our In person Mentorship Event.

BEFORE THE SESSION

Think about the following questions:
• What does networking mean to you?
• What types of networks have you established throughout your career?
  How have those assisted in your success?
• How has networking/your network changed throughout your career?
  From your undergraduate and beyond?
• Do you have any tips and advice for networking?
• Do you have any tips to share?
DURING THE SESSION

Goal Check!
- Revisit any assignments that you gave your mentee, offer any feedback and discussion.
- What has your mentee done to work towards the goals set?
- Do you have any assignments for your mentee before the next meeting to help them achieve their goals?

Networking
- Discuss what you think networking is and why it’s important.
- Discuss different networks you have and how each one benefits you.
- Mentors should share advice about tips for networking. These could include: How you learned to network, how you’ve maintained networking relationships, etc.
- How do you follow up professionally after a networking event or forum?

Possible questions to ask:
1. What does networking mean to you (the mentee)?
2. Do you feel like you’re strong in your skills to network? Why or why not?
3. Do you think forming connections in your field could benefit you? Why or why not? Where do you want to form more connections?
4. Which connections might benefit you the most and how do you think you can go about making them?
5. What area(s) or field of study do you wish to gain connections from that you don’t already have?
DURING THE SESSION

Goal Check!
At the end of this meeting you and your mentee(s) will officially be halfway done with your mentoring sessions! Your mentee should be well on their way to making progress on their goals. If goals have changed since the first meeting, this is a good time to re-evaluate and develop/change approaches. This halfway point is also a great time for you to check-in with your mentee about how things are going.

- Revisit any assignments that you gave your mentee, offer any feedback and discussion
- What has your mentee done to work towards the goals set?
- Is your mentee on track to achieve her goals?
- Do you have any assignments for your mentee before the next meeting to help them achieve their goals?
- Are there any longer-term assignment/work that can be done towards goals over the winter break?

END OF MEETING
CHECK-LIST

- Date of next meeting
- Progress report completion:

END OF MEETING
CHECK-LIST

- Date of next meeting
- Progress report completion:
Possible questions to ask:
1. How do you feel about navigating conflict thus far in your career?
2. What are skills that would make navigating conflict easier for you?

SESSION RESOURCES

- Conflict Styles Assessment: https://www.usip.org/public-education/students/conflict-styles-assessment
- Conflict Styles Assessment Guide:
  https://www.usip.org/sites/default/files/2017-02/Conflict%20Styles%20Assessment_0_0.pdf
- Picture a Scientist, 2020, Documentary available via Netflix
  https://www.pictureascientist.com/

END OF MEETING
CHECK-LIST

- Date of next meeting
- Progress report completion:
SESSION 4: WORK LIFE BALANCE

SESSION OVERVIEW

Balancing responsibilities from different areas of life can be difficult, especially within the STEM field. This session challenges you and your mentee to observe your ability to take a break while also managing multiple commitments.

BEFORE THE SESSION

Think about the following questions:
• How do you view your own work/life balance?
• What types of activities do you do to relax/unwind outside of work?
• What are some major challenges/obstacles you encounter when trying to maintain a work/life balance?
• What are some strategies you feel are helpful for managing your time to maintain work/life balance?
• What tensions are present when you think about work/life balance in the STEM field.
**DURING THE SESSION**

Welcome back
- Spend time discussing the winter break and catching up

Goal Check!
- How is your mentee's goal(s)? If not, what needs to be done in order to be on track or rerouted?

Work/life Balance
- Discuss what work/life balance means to each of you
- Activities that each of you like to do to relax, unwind, and take your mind off of work/school
- Discuss strategies for maintaining a work/life balance
- Discuss challenges of maintaining work/life balance that may be specific to women/minorities in STEM.
- What are some examples of successful and unsuccessful work life balance that you have witnessed?

Possible questions to ask:
- Do you feel like you have a good work/life balance?
- Do you think work/life balance is important? Why or why not?
- What types of activities do you like to do relax?
- What current strategies do you have to maintain a work/life balance?
- What are barriers that come up?

**END OF MEETING**

**CHECK-LIST**
- Date of next meeting
- Progress report completion:
SESSION 5: FINAL GOAL EVALUATION AND TOOLS TO GO FORWARD

SESSION OVERVIEW

This is the last meet up with your mentee! We hope it has been a beneficial year for both of you. Now that the program has ended be sure to ask your mentee how they would like to communicate in the future!

BEFORE THE SESSION

Think about the following questions:

- Do you have any final advice/tools for your mentee(s) going forward?
- How would you like to maintain contact with your mentee?
**DURING THE SESSION**

**Goal Check!**

Congratulations! You and your mentee have made it to your last meeting!
Now it is time to reflect on and celebrate the progress you have made towards achieving your goals!

Tools to go forward
- Mentor should acknowledge and congratulate the success and progress of their mentee(s)
- Reflect on the year’s meetings and determine what was valuable to both the mentor and mentee
- Discuss what each other learned through out the year
- Mentors should discuss with their mentees what lines of communication they want to keep open as their “formal” mentoring relationship is ending.

Possible questions to ask:
1. What lessons did you learn this year?
2. What do you think you’ve improved on?
3. What is one thing you liked and one thing you wish you could have changed about our time together?

**END OF MEETING CHECK-LIST**

- Progress report completion:
- Make sure to attend the Closing event on April 25th!
This program is made possible by the generous support of Raytheon Technologies.