EQUITY-MINDED MENTORING TOOLKIT

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TABLE OF CONTENTS

MODULE I

UNDERSTANDING EQUITY-MINDED MENTORING: SETTING THE STAGE AND INVITING YOU TO ENGAGE EQUITY-MINDED MENTORING

Summary **3**
Activity 1: The Role of Personal Context in Mentoring **6**
Activity 2: Reflecting on your Mentoring Network **8**

MODULE II

NAVIGATING EXPECTATIONS AND STRENGTHS AS MENTORS AND MENTEES

Summary **12**
Activity 3: Examining Your Knowledge and Worldview: Learning How Epistemology Informs Our Mentoring Expectations **15**
Activity 4: Expressing Expectations Via Aligned Scales or Mentoring Compacts/ Agreements **17**

MODULE III

MENTORING ROADMAPS: (RE)NEGOTIATING THE CHANGING SEASONS OF MENTORSHIP

Summary **21**
Activity 5: Creating a Mentoring Roadmap **24**
Activity 6: Consistently Conducting "Equity Checks" in Mentoring Relationships **26**

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MODULE I:

UNDERSTANDING EQUITY-MINDED MENTORING

Summary 3

Activity 1 6

Activity 2 8

Conclusion 10

MODULE I:

UNDERSTANDING EQUITY-MINDED MENTORING

The benefits of mentorship are also ***not realized equitably across groups of students****, with an increasing number of scholars illustrating how mentoring expectations and interactions* ***vary across social identities such as race and ethnicity, gender identity, and first-generation college student status.***

EQUITY IN GRADUATE EDUCATION RESOURCE CENTER

SUMMARY

This toolkit is an invitation for you to engage in deeper thinking about how mentoring relationships in graduate education can embody equity-mindedness. Whether you consider yourself a current mentor or a mentee, or whether this role is yet to come, mentoring is an essential part of the higher education landscape. Yet, to ensure that mentoring is a mechanism of advancing opportunity (rather than limiting opportunity to a select few), mentors and mentees must engage in active learning, constant reflection, and the adaptation of tailored practices (NASEM, 2019).

Decades of research have provided evidence that mentoring relationships are associated with vital and positive outcomes for graduate student development (as mentees). For example, positive mentoring interactions have consistently contributed to increases in graduate students' sense of belonging (O'Meara et al., 2017), academic and career efficacy (Ferrer de Valero, 2005; Johnson, 2016), and scholarly identity development (Colbeck, 2008; Hall & Burns, 2009), among other outcomes. However, the benefits of mentoring are not universal. Barriers in mentoring relationships, such as misalignment in expectations or communication styles, may be among the reasons graduate students become dissatisfied with or leave their programs or (Lovitts, 2001; Maher et al., 2020). The benefits of mentorship are also not realized equitably across groups of students, with an increasing number of scholars illustrating how mentoring expectations and interactions vary across social identities such as race and ethnicity, gender identity, and first-generation college student status (e.g., Davis et al., 2022; Griffin et al., 2020; Perez et al., 2020; Sallee, 2011; Wofford & Blaney, 2021; Wofford et al., 2021).

As your engagement with these resources begins, it is important to establish shared understandings of mentoring, equity, and equity-mindedness. On the next page, we offer brief definitions that we abide by in the following three modules.

MENTORING

"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" (NASEM, 2019)

EQUITY

The process of achieving parity in student educational outcomes, regardless of students' social identities (adapted from the Center for Urban Education)

EQUITY-MINDEDNESS

The perspective exhibited by faculty, practitioners, and leaders who take responsibility for inequities and take action to address them (adapted from the Center for Urban Education)

While this resource can be adapted for educators at all stages (e.g., faculty, staff, postdoctoral fellows, graduate students, undergraduates) and all academic disciplines, it is important to bear in mind that this toolkit was initially developed to be attuned to the development of graduate students in science, technology, engineering, mathematics, and medicine (STEMM) disciplines. Graduate students often occupy unique spaces as both mentees and mentors—each of which require unique navigation of resources, relationships, and power dynamics of both individual connections and institutional structures. As such, graduate students may take on crucial roles in becoming mentors to undergraduates (sometimes referred to as "stage-ahead mentors;" Wofford, 2022) while remaining in the role of mentee with varying faculty members, postdocs, or other salient members of the disciplinary community (e.g., Austin, 2002; Lechuga, 2011).

The first module includes two activities that ask for your reflective engagement with your roles and responsibilities as a mentor or mentee, as well as your engagement with determining how your current mentoring relationships may be understood through the lens of the EM^3. You should plan for each activity to take about 15 minutes; however, you are encouraged to take the amount of time you find most helpful. Self-reflection is a key element of mentorship (Montgomery, 2017), and creating time and space to learn about your own strengths and needs in mentorship, as well as those of your mentor or mentee, will advance your ability to contribute meaningfully to this developmental relationship.

*Graduate students often occupy **unique spaces as both mentees and mentors** —each of which require **unique navigation of resources, relationships, and power dynamics** of both individual connections and institutional structures.*

MODULE I

RECOMMENDED READINGS FOR FURTHER LEARNING

Griffin, K.A. (2020). Rethinking mentoring: Integrating equity-minded practice in promoting access to and outcomes of developmental relationships." In A. Kezar & J. Posselt (Eds.), *Higher education administration for social justice and equity: Critical perspectives for leadership* (pp. 93-110). Routledge.

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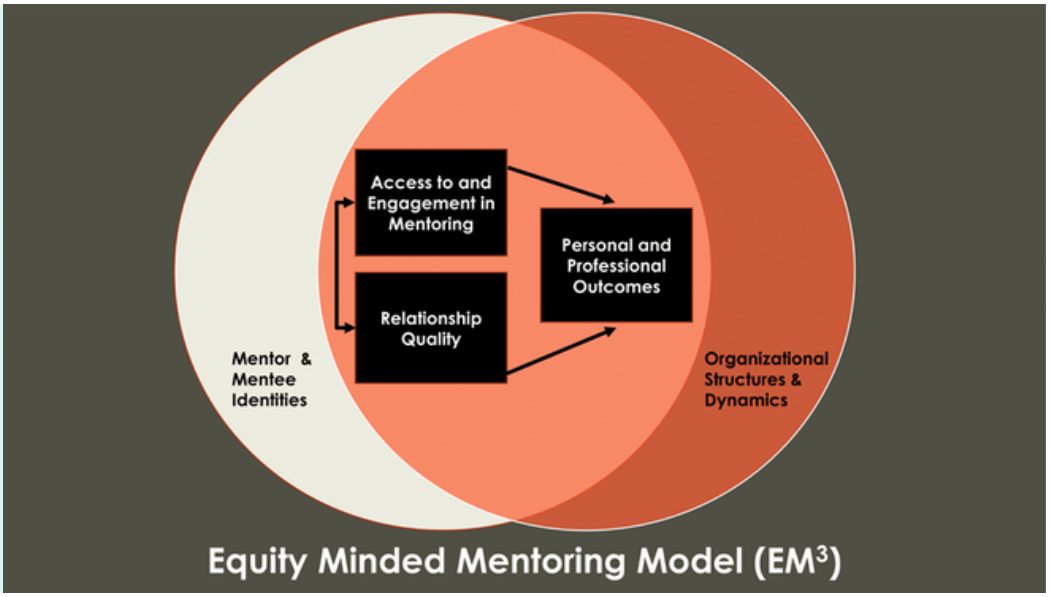
ACTIVITY 1

THE ROLE OF PERSONAL CONTEXT IN MENTORING

Given the rich empirical evidence supporting the benefits of mentoring, it is essential that future mentoring research and practice ensure that these benefits are equitably accessible and structurally supported. To move toward accomplishing this goal, many of the understandings and interactive resources in this toolkit rely on Griffin's (2020) conceptualization of the Equity-Minded Mentoring Model (EM^3; Figure 1) and empirical applications of this framework with graduate student mentors (Wofford, 2022).

Figure 1. *Equity-minded Mentoring Model*



In this model, Griffin notes how mentors' and mentees' social identities, as well as the organizational structure and dynamics of where mentoring occurs, influence every part of the mentoring relationship—from access, to quality of interactions, through personal and professional outcomes. In prior research applying this framework, Wofford (2022) explored how the mentoring approaches that informatics doctoral students used with undergraduate mentees were reflective of and shaped by their own social identities and position in the academic department as well as the identities/positions of their mentees.

ACTIVITY 1 DIRECTIONS

In this activity, we encourage you to think critically about the overlap between social identities and organizational structures. First, consider what you know of your own and your mentor or mentee's personal context, motivation and engagement, social and emotional skills, and executive functioning skills using the categories listed on the following page.

(continued from previous page) For each of the categories below, ask yourself:

1. **What do you know about these areas when it comes to your mentor or mentee?**
2. **How do you know this information?**
3. **Is there information that you don't currently know but would like to know?**

PERSONAL CONTEXT

- Cultural background and self-identification
- Primary language and any other languages spoken
- Interests/strengths/extracurricular activities
- Homelife factors

ORGANIZATIONAL CONTEXT

- Institutional policies shaping one's role
- Perception of organizational structure (e.g., institutional hierarchy)
- Organizational expectations that define "success"
- Access to beneficial resources or networks in one's field

SOCIAL AND EMOTIONAL SKILLS

- Peer status and relationships
- Self-awareness
- Ability to communicate thoughts and feelings effectively
- Ability to work effectively in group settings
- Resilience and perseverance

MOTIVATION AND ENGAGEMENT

- Primary methods for:
  - Acquiring, engaging, and expressing information
  - Seeking and offering help
  - Giving and receiving feedback
- Motivations
- Ideal learning conditions

EXECUTIVE FUNCTIONING SKILLS

- Planning, organization, and goal-setting
- Reflection and self-monitoring
- Short-term memory
- Flexible thinking
- Ability to focus and remain on task
- Perspective-taking

After considering each of these categories, draw on this information to answer the following questions:

- What are some of your personal interests and hobbies? Do you share any of these with your mentor/mentee?
- How do your racial, cultural, and/or community background(s) influence your educational vision and practice?
- How does your background align with your department or school's demographics? With other members of your academic network (e.g., mentors at prior institutions, supportive peer communities)?
- What is your role in the department or program? What is that of your mentor/mentee? Identify access to resources that are particular to each of your positions.

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ACTIVITY 2

REFLECTING ON YOUR MENTORING NETWORK

The questions in the previous activity are designed to facilitate critical thinking about your own and your mentor/mentee's unique positionalities. Conversations between mentors and mentees that explicitly address tensions between institutional norms and personal values build foundational support and understanding for the relationship (Inman, 2020). This foundation allows mentors and mentees to challenge a traditional hierarchy in mentoring relationships and instead value sharing power and creating equitable allyship (Kim et al., 2021). To facilitate this eventual conversation with your mentor/mentee, you also need to be aware of who else/what other support comprises your own and your mentor/mentee's mentoring relationships. Prior scholarship has shown that, in a workplace setting, individuals with multiple mentors experienced enhanced commitment to their organization, job satisfaction, and clarity of career expectations (Baugh & Scandura, 2000). In sports-related coaching programs, researchers have similarly documented the utility of multiple mentors, as a mentoring network may help mentees "overcome some of the inherent micro-political problems" and offer "bespoke and emotional support" (Sawiuk et al., 2016, p. 411). Over the last few decades, the multiple mentor model has made its way into the public interest (Fawal, 2018; Westring, 2021), and some universities have developed and shared best practices (Wake Forest University Mentoring Resource Center, 2023).

Please complete the template of a mentoring map on the following page to identify the people/places/communities you consider to be influential in the listed areas. This map is designed for you to fill out and identify the areas in which you have support and the areas in which you would like more support, and to concretely gather these resources. Multiple individuals and avenues can support your development as a mentor or mentee. While some areas of support may be more readily relevant to mentee development, we also encourage you to engage this activity if you are a mentor, as you can also benefit from support for your individual growth and development in mentoring skills. In developing an honest and communicative relationship, mentors and mentees can share power and privilege in the service of the relational development (Inman, 2020). One person can't and shouldn't provide every form of mentoring support, and it's important to recognize individuals' strengths in their mentoring capacities.

SAFE SPACE

1. _____
2. _____
3. _____

EMOTIONAL SUPPORT

1. _____
2. _____
3. _____

ACCOUNTABILITY

1. _____
2. _____
3. _____

INTELLECTUAL COMMUNITY

1. _____
2. _____
3. _____

PROFESSIONAL DEVELOPMENT

1. _____
2. _____
3. _____

ACCESS TO OPPORTUNITIES

1. _____
2. _____
3. _____

SUBSTANTIVE FEEDBACK

1. _____
2. _____
3. _____

ACADEMIC MILESTONES

1. _____
2. _____
3. _____

IDENTITY-RELEVANT ADVICE OR RESOURCES

1. _____
2. _____
3. _____

(A digital version of this map is available online here. This map has been developed and adapted from the National Center for Faculty Diversity and Development (NCFDD)'s mentoring map.

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CONCLUSION FOR MODULE I

Overall, Module 1 has discussed the key role that positionalities and personal context play in mentoring relationships. While many of the examples have focused on graduate education as the central organizational structure, this conversation can be extended to many academic and workplace contexts. To facilitate mentoring relationships that are more holistic, authentic, and developmental for both the mentor and mentee, each person involved must consider the ways that their social identities, backgrounds, and affordances or constraints shape the interactions they have. By engaging in two activities about personal context and mentoring networks, we have shown how one's positionalities matter greatly in mentorship and also how one mentor or one mentee cannot and should not do it all.

MODULE II:

Navigating Expectations and Strengths as Mentors and Mentees

Summary 12

Activity 3 15

Activity 4 17

Conclusion 20

MODULE II:

NAVIGATING EXPECTATIONS AND STRENGTHS AS MENTORS AND MENTEES

SUMMARY

Good quality mentorship relies on an implicit or explicit agreement between partners about each person's expectations. For example, a faculty mentor might be expected to model behavior and skill or to make direct connections between work (e.g., research) and praxis/implementation. On the other hand, graduate student mentees might be expected to show up regularly with an open mind, be critical of information or best practices, or follow through with requests from their mentor. Every mentoring partnership is different, but in all of them, expectations will shape how partners interact. Research in this area of mentorship indicates a few characteristics that may inform expectations, including prior experience and beliefs (Aderibigbe et al., 2016), one's motivation, socialization, and opportunity (Noonan et al., 2007), or disparate institutional expectations of who provides mentorship (Griffin & Reddick, 2011).

In line with Griffin's (2020) suggestions for equity-minded mentoring, formalizing expectations can provide new avenues for accountability, recognition of mentoring success, and the promotion of mentoring networks when some expectations cannot be filled. Scholars have found that mentors and mentees alike view expectation identification and alignment positively (Huskins et al., 2011). Similarly, expectation formation has a significant and positive impact on both mentorship partners' perceptions of support (Young & Perrewé, 2004). The effects of shared expectations span beyond the academy as, even in young mentees, expectations like the continuation of a mentoring partnership was positively associated with mentees' social adjustment and perceived competence (Goldner & Mayseless, 2009).

Expectation formation has a ***significant and positive impact*** *on both mentorship partners' perceptions of support.*

This information is framed by the current reality of mentorship experiences in graduate, professional, and doctoral education. Results from Nature's 2019 graduate survey show that "roughly one-fifth of respondents said that they were dissatisfied with their supervisor relationship, a disconnect that threatens their future as well as their present" (Woolston, 2019, p. 551) and that effectively mentored students were both more likely to publish and complete their respective program.

Expectation setting allows both mentors and mentees to develop more robust, beneficial relationships (Huskins et al., 2011; Noonan et al., 2007). While the onus of facilitating expectations should not solely lie with the mentor, mentors would do well to begin a conversation explicitly or via modeling expectations (refer to Wofford, 2022). As mentioned in Module 1, mentees should not expect one mentor to meet all of their needs (thus prompting the benefit of having multiple mentors). In a similar fashion, a mentor should proactively bear in mind that they will not be able to meet all needs of a mentee and help them find other mentors and/or resources to fill knowledge gap(s) (de Janasz & Sullivan, 2004).

Context may also play a significant role in aligning expectations within mentoring relationships. In the case of graduate and professional education, mentees often hold many roles at the institution (e.g., graduate research assistant, teaching assistant, part- or full-time employee). Some faculty run labs with graduate students and postdocs, all of whom likely seek different things in their relationship with that faculty member, especially if these graduate students and/or postdocs hold social identities that have historically been minoritized in their field (e.g., refer to Wofford & Blaney, 2021 for a discussion about women in biology labs). Each relationship elicits different interactions between mentors/mentees, and expectation setting allows all individuals involved to be explicit about their boundaries and needs.

*Roughly **one-fifth** of respondents said that they were **dissatisfied** with their supervisor relationship.*

What will follow is a short activity that might help mentors and mentees address expectations that are aligned or misaligned by starting with an epistemological journey. By starting with epistemology, which is broadly a philosophical theory concerning knowledge production and how we know what we know, the goal is for you to investigate from where and how you know what you do. In doing so, we hope you openly examine what you bring to the “mentoring table,” so to speak, and uncover aspects that may inform your holistic presence as a mentor or mentee. We expect that this tool can be one of many used to find and align expectations across mentoring relationships.

MODULE II

RECOMMENDED READINGS FOR FURTHER LEARNING

Griffin, K. A., & Reddick, R. J. (2011). Surveillance and sacrifice: Gender differences in the mentoring patterns of Black professors at predominantly White research universities. *American Educational Research Journal*, *48*(5), 1032-1057.

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ACTIVITY 3

EXAMINING YOUR KNOWLEDGE AND WORLDVIEW:

LEARNING HOW EPISTEMOLOGY INFORMS OUR MENTORING EXPECTATIONS

Begin with a FREE WRITE ASSIGNMENT: Free write for about 10(±5) minutes to answer the question, *"Where do you know from*?" You can use any of the questions on the prompt to guide your reflection, or you can choose to tell your story how you wish. Just remember to keep writing for the full time! This is stream of consciousness. Do not feel the need to self-edit.

Questions to Guide your Free Write: This document offers some guiding questions for considering how your knowledge is situated, and for helping us come to recognize each other as members of an intellectual community. As one recommendation, you may consider drafting initial thoughts in response to these questions independently and then bring your responses to one of the initial meetings you have with your mentor or mentee. Please note that these questions are meant only as prompts; we ask only that you consider what you want to tell each other, and not prioritize what you think others want or expect from you. We recognize the many ways that thinking is inspired and sustained as 'intellectual' in status.

1. **What are your intellectual interests?**
   a. What do you think about a lot?
   b. What have you learned about, and what would you like to learn more about?
   c. Are you involved in personal, family, or community work that has immersed you in certain ideas and questions?
   d. Have you read or watched or heard something lately that has lodged itself in your thoughts?

(Questions to Guide your Free Write, cont.)

2. **How did your interests come to you?**
   a. Intellectual interests come from a variety of paths. Given only a few minutes, how would you narrate what brought you to your ideas, or your ideas to you?
   b. Was it something you read, witnessed, confronted?
   c. Was it something someone taught you, in a class or not in a class?
   d. Was it somewhere you lived or went, someone you met or knew, something you work hard at, something you enjoyed?
   e. To whom, or what, are your ideas indebted?
   f. Write about one of the many potential stories of where your knowledge and interests come from.

3. **What is your intellectual work for?**
   a. What are you hoping to advance in the course of your intellectual work, both in the short- and long-term?
   b. What are you hoping to learn and practice in your particular institutional setting or role?
   c. What do you want to do with the knowledge you cultivate over the next five years?

4. **What else would you like us to remember and recognize about you when we engage in conversation with you?**
   a. Is there anything you would like people to recognize in or about you when they engage you and your ideas in conversation?

Especially because we'd like this activity to apply to mentors and mentees across disciplines and programs, it is important that we recognize the different experiences and sets of learning we bring to our relationships. Coming to know each other will be an ongoing process, of course, but we should take the time to listen to the various kinds of knowledge, curiosity, and objectives that each person has brought to the table. This diversity will give shape to the intellectual work we pursue collectively over the course of our academic journeys.

(Note: This exercise is a modification by Reginald T. Gardner & Annie M. Wofford, inspired by S. Nisa Asgarali-Hoffman's implementation at the iSchool Inclusion Institute in 2022. It was originally an epistemology assignment developed by Eugenia Zuroski, Associate Professor of English and Cultural Studies at McMaster University. Her development of this exercise was inspired by her participation in the OISE Summit for Mentoring Indigenous Graduate Students (Toronto, 2018), especially her interactions with Eve Tuck, Katherine McKittrick, Minelle Mahtani, Sadie Graham, and Grace Lavery.)

ACTIVITY 4

EXPRESSING EXPECTATIONS VIA ALIGNED SCALES OR MENTORING COMPACTS/AGREEMENTS

*Each document is a **living document** that can (and should) be **adapted to account for organizational context** (e.g., discipline of mentoring) and **the identities of mentors and mentees** (both professional and personal).*

Given the importance of aligned expectations in mentoring relationships, especially those relationships in which we seek to prioritize equity-mindedness, Activity 4 includes two forms of engagement that build upon each other to help you navigate the articulation of expectations you have as a mentor or mentee. It is important to acknowledge that there is further nuance to expectations than is outlined in each of these approaches, as well. While the examples provided here can provide a launching point for the ways you set and align expectations, each document is a living document that can (and should) be adapted to account for organizational context (e.g., discipline of mentoring) and the identities of mentors and mentees (both professional and personal). As Griffin (2020) outlined, organizational structures and mentor/mentee identities—and the power dynamics that correspond with these areas—shape access to, quality within, and outcomes of mentoring relationships. There is a significant need to align expectations and transparently discuss the role that context and identity play from the beginning of mentoring relationships, and these documents are intended to help you brainstorm two ways that these discussions may be able to come to fruition.

PART A: STUDENT-ADVISOR EXPECTATION SCALES

While the practices of *advising and mentoring are different*, advisors can often become more holistic mentors. Developing aligned expectations before and during your engagement as an advisee or advisor may be a crucial step in helping this relationship flourish into a mentoring alliance that supports the professional and personal growth of all people involved in the relationship.

The document provided here was adapted by Dr. Chris M. Golde (2010) for faculty advisor and graduate student relationships—relationships where there are multiple important milestones for advising. The scales, for both advisees and advisors to complete, are on the first page. Then, the second page includes further detail about how these scales can be used as a foundation for transparent conversations between students and advisors, offering implications for students, faculty, and directors of graduate studies. If your mentoring relationship includes components that draw from advising practices, please complete these scales from where you sit in your role, as a mentor or mentee. Then, share a blank copy of this document with the other individual(s) in your mentoring relationship so that each of you can come to an upcoming meeting prepared to discuss your responses to these scales. If your mentoring relationship does not include the formal advising components listed here, you may still find these scales useful to review in terms of formalizing expectations for different components of your mentoring engagement.

STUDENT-ADVISOR EXPECTATION SCALES

Read each of pair of statements describing end points on a continuum. Estimate your position and mark it on the scale. For example, if you believe very strongly that it is the advisor's responsibility to select a research topic for the student, on scale #1 you should circle '1'. If you think that both the advisor and student should be equally involved, circle '3'.

The other side of this document describes ways to use this worksheet.

COURSE OF STUDY & DISSERTATION PLANNING			
1	The advisor should suggest and approve which courses the student takes.	1 2 3 4 5	Student should solely determine which courses they take.
2	It is the advisor's responsibility to select a promising dissertation research topic.	1 2 3 4 5	The student is solely responsible for selecting the dissertation topic.
3	The advisor should select the other members of the dissertation reading committee.	1 2 3 4 5	The student should select the members of the dissertation reading committee.
CONTACT & INVOLVEMENT			
4	The advisor should determine when to meet with the student.	1 2 3 4 5	The student should decide when to meet with the advisor.
5	Faculty-student relationships are purely professional and personal matters are not appropriate.	1 2 3 4 5	Close personal relationships are essential for successful advising.
6	The advisor should check regularly that the student is working consistently and on task.	1 2 3 4 5	Students should work independently without having to account for how they spend their time.
7	The advisor should be the first place to turn when the student has a problem with the research project.	1 2 3 4 5	Student should try to resolve problems on their own, including seeking input from others, before bringing a research problem to their advisor.
8	The advisor is responsible for providing emotional support and encouragement to the student.	1 2 3 4 5	Emotional support and encouragement are not the responsibility of the advisor – student should look elsewhere.
THE DISSERTATION			
9	The advisor should insist on seeing all drafts of work to ensure that the student is on the right track.	1 2 3 4 5	Students should submit drafts of work only when they want input and feedback from the advisor.
10	The advisor should assist in the writing of the dissertation if necessary.	1 2 3 4 5	The writing of the dissertation should only ever be the student's work.
11	The advisor should determine when and where to present or publish the research.	1 2 3 4 5	The student should decide when and where to present or publish the research.
12	The advisor should decide when the dissertation is ready to be defended and submitted.	1 2 3 4 5	The student should decide when the dissertation is ready to be defended and submitted.
13	The advisor has direct responsibility for the quality of the dissertation.	1 2 3 4 5	The student bears sole responibility for the quality of the dissertation.
SUPPORT			
14	The advisor is responsible for finding funding for the student until the student graduates.	1 2 3 4 5	Students are responsible for finding their own sources of funding.
15	The advisor is responsible for introducing the student to others in the field, especially at conferences.	1 2 3 4 5	Students are responsible for building their networks in the field.
16	The advisor is responsible for providing career advice and preparation to the student.	1 2 3 4 5	Career advice and preparation are not the responsibility of the advisor – students should look elsewhere.

Original from Ingrid Moses, 1985, Higher Education Research and Development Society of Australia. Adapted by Margaret Kiley and Kate Cadman, 1997, Centre for Learning & Teaching, Univ. of Technology, Sydney. Further adapted by Chris M. Golde, 2010, Stanford University.

STUDENT-ADVISOR EXPECTATION SCALES

The Student-Advisor Expectation Scales worksheet lists 16 pairs of statements describing end points on a continuum. Individuals differ as to the position they take on each scale. These differences reflect variation in educational philosophy, personality, and the norms of the home discipline. Each item is an issue about which most students and advisors need to reach agreement. Often, however, students and faculty members do not directly discuss their perspectives about how this matter should be resolved and why. In fact, in many cases, the situation may change over the student's time in doctoral studies.

Making expectations explicit, and having regular conversations about expectations, helps to minimize misunderstandings. It is important to recognize that most students do not feel comfortable asking their advisor to complete the worksheet. Faculty members may need to be the ones to initiate conversations about expectations.

This document can provide a basis for conversations between students and advisors to align their expectations. The Expectation Scales worksheet can be used in several ways.

FACULTY ADVISORS

Faculty advisors can complete the worksheet and use it as the basis for a discussion with individual students, among a group of advisees, or with a team in the lab. Students prefer faculty members to initiate discussions.

- For each item, why does the advisor think that this is the best way to proceed?
- Which items are non-negotiable? Which can be discussed and determined together?
- In which ways does the advisor tailor her/his modus operandi to the individual student? Why does the faculty member change his/her MO? Does the advisor take into account the student's personality, background experiences, stage in graduate studies, or other factors?
- What other expectations does the advisor have of students? When and how should students ask for clarification of expectations?

STUDENTS

Students can complete the worksheet to explore:

- The student's own needs and desires. What does the student think is the best way to proceed for the student's own development?
- What does the student believe and understand to be the advisor's preferences and modus operandi?
- Complete the worksheet identifying both what the student desires and the perception of the faculty advisor's position. If the difference is more than 2 points, this is an item that should probably be discussed directly.
- Do all of the faculty member's advisees share similar understandings of the advisor's preferences and modus operandi?
- Develop a personal advising philosophy. How would the student plan to advise graduate students in the future? How does the student mentor and advise undergraduates or newer graduate students?

SUPPORT

The worksheet can be used with a group of faculty members to initiate discussion about:

- What positions do individual faculty members hold? Why do they think that this is the best way to proceed?
- Does the department have some expectations that are shared?
- Do faculty members share the same reasons or rationale for shared positions on scales?
- When and how do faculty members discuss expectations with student advisees?

Original from Ingrid Moses, 1985, Higher Education Research and Development Society of Australia. Adapted by Margaret Kiley and Kate Cadman, 1997, Centre for Learning & Teaching, Univ. of Technology, Sydney. Further adapted by Chris M. Golde, 2010, Stanford University.

PART B: MENTORING COMPACTS OR AGREEMENTS

Mentoring compacts, which are sometimes also referred to as mentoring agreements, are collaboratively written documents that outline agreements between mentors and mentees. They can be a useful tool for improving individual mentoring practices, if they are intentionally developed and revisited with frequency. Good compacts outline expectations, share pertinent information, clarify goals or objectives, and provide opportunities for mentors and mentees to discuss equity issues (e.g., values, social identities).

Compacts/agreements can be another way—in addition to the student-advisor expectation scales—to align expectations and facilitate dialogue about commonly taken-for-granted aspects of mentoring relationships (e.g., wellbeing, social identities, problem solving, professional development). These documents may also provide information and resources about navigating the department, campus, or other organizational context, as information and resources like this is often not disseminated equitably. Finally, compacts/agreements may be a useful place for mentors to articulate their philosophy or approach to working with mentees, which can result in more mindful practice.

We encourage you and your mentor/mentee to formalize your expectations in **this written template.** Please note that you are welcome to expand your mentoring compact/agreement beyond the areas outlined on this template as you and your mentor/mentee wish.

Good compacts ***outline expectations, share pertinent information, clarify goals or objectives****, and provide opportunities for mentors and mentees to discuss* ***equity issues*** *(e.g., values, social identities)*

(QR code to mentoring compact)

CONCLUSION FOR MODULE II

In summary, Module 2 has focused on the importance of unveiling one's own expectations, where they come from, and how they can be communicated. Through two activities, this module has encouraged your exploration about how epistemology and mentoring knowledge are connected as well as how mentoring expectations can be aligned by all individuals involved. Importantly, these and other tools should be used in conjunction with other resources and should be discussed openly. The tools we use are only as good as our facilitation of them. Finally, tools such as these in Module 2 would be useful to revisit and revise regularly; for example, mentors could encourage the new or revised completion of these activities at each milestone of a mentee's academic program (e.g., after the completion of doctoral coursework, after the completion of the doctoral dissertation proposal/prospectus). The living nature of these documents, and the ever-changing nature and salience of our experiences, identities, and organizational positions, necessitates that (re)aligning mentoring expectations occur early and often.

MODULE III:

Mentoring Roadmaps: (Re)Negotiating the Changing Seasons of Mentorship

Summary 22

Activity 5 24

Activity 6 26

MODULE III:

MENTORING ROADMAPS: (RE)NEGOTIATING THE CHANGING SEASONS OF MENTORSHIP

SUMMARY

Thus far, the content and activities of this toolkit have explored elements of the equity-minded mentoring model (EM^3; Griffin, 2020), alongside how one's own positionalities affect being a mentor or mentee. We then emphasized the importance of shared expectations in mentoring and considered how mentoring compacts/agreements can be a beneficial way to establish and align expectations. The final module of this toolkit extends this content by acknowledging the changing seasons of mentorship.

Importantly, a crucial part of anticipating changes in the seasons of mentoring relationships is to actively revisit and realign one's perceptions about different positionalities and expectations that play into the quality of mentoring relationships (Activity 4). This reflexive engagement is especially vital within academic contexts that frequently shift. For example, Wofford (2022) documented the ways that mentoring relationships varied depending on the stage that doctoral student mentors occupied in their own trajectories through graduate education.

Research studies about mentorship have long emphasized the fluctuation that occurs within mentoring relationships, with these temporal shifts often discussed as "stages" or "phases" of mentoring (Abbott-Anderson et al., 2016; Kram, 1983, 1985; Montgomery, 2017). In Kram's (1983) foundational work, she introduced four phases of mentorship: Initiation, cultivation, separation, and redefinition. We present Kram's brief definitions of each phase on the following page.

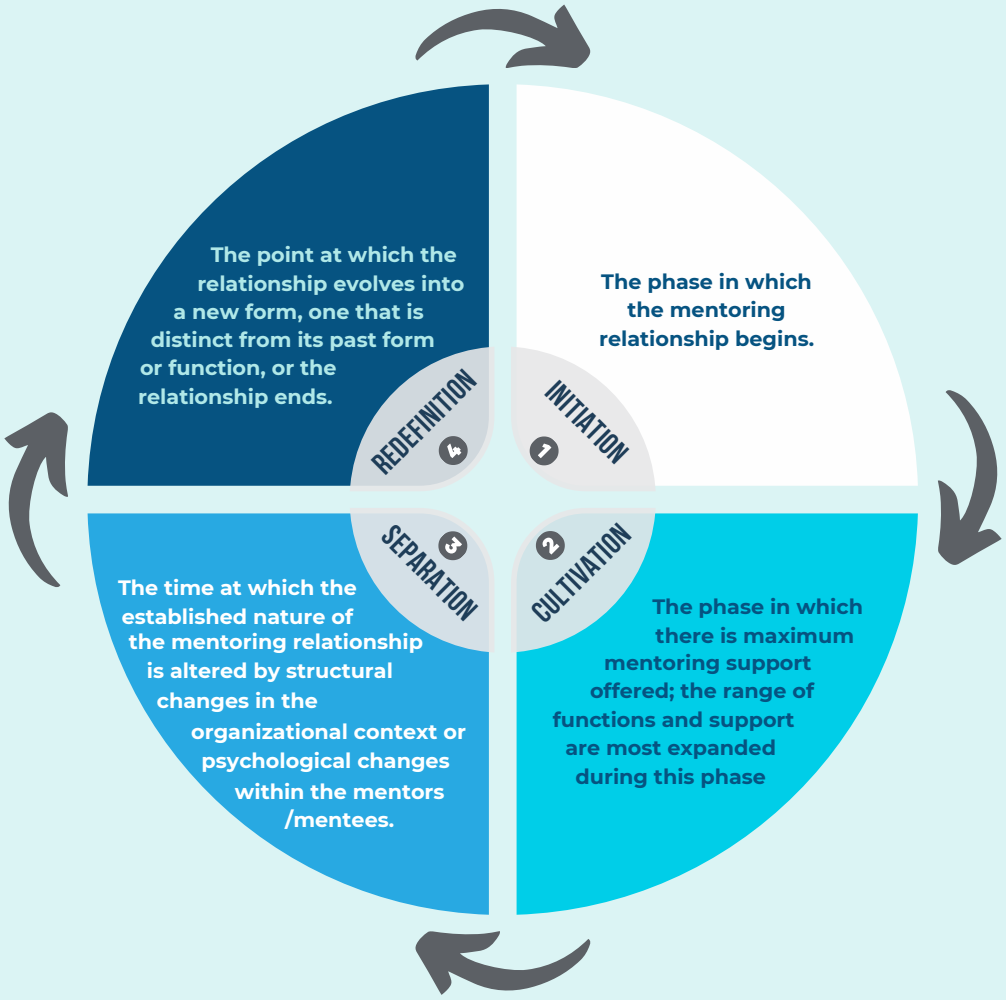

Figure 3. *Phases of mentoring*

Although these ebbs and flows to the phases of mentoring have been long established, much less remains known about how such phases are reflective of and/or shaped by the social identities of mentors/mentees as well as the organizational context, structures, and dynamics that are most salient to each phase (Activity 1). For example, Wofford (2022) discusses how informatics graduate students' initiation and cultivation of mentoring relationships may be shaped by meeting undergraduates who share similar identities or life courses and wanting to develop a mentoring relationship with them. At the same time, given that graduate students may serve as mentors while being mentored, graduate students may either pick up on or reject different mentoring approaches that they see their faculty mentor practice. As mentoring relationships in graduate education progress, mentoring approaches will be inherently shaped by the formalized academic stages that shape our structures of education, with graduation often symbolizing the point of separation.

ACTIVITY 5

CREATING A MENTORING ROADMAP

In a mentoring relationship, it is important to acknowledge how each person is situated within structures of power. Acknowledging power, and how power shapes the progression of mentoring relationships, can be one mechanism in equity-minded mentoring relationships and allow people to better leverage their power to foster the mentoring relationships in which they take part.

Using an adapted model from Montgomery's (2017) elements of a mentoring roadmap, we encourage you to create a roadmap that addresses questions about identity, organizational power, and mentoring relationship actions within each of the following categories: self-reflection, establishment, maintenance, and moving ahead.

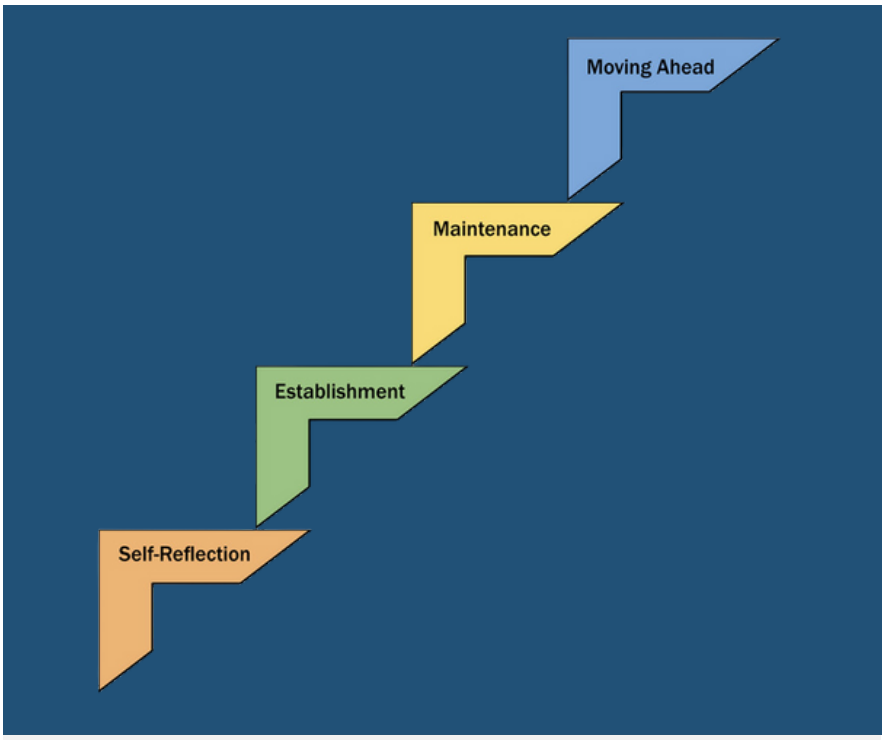

Figure 2. *Elements of a mentoring roadmap*

Self-Reflection - Guiding Questions:

- What do I need and why do I need it? Do my social identities affect what I need and why? If so, how?
- When do I need a resource? Where or in what areas must the resource be located?
- What is the framework of the mentoring relationship (e.g. formal or informal mentor/mentee) and what is the role that you hold (e.g. mentor/mentee, tenured faculty, graduate student)?
- Where do you hold power in the structures of the university/department? Where is your power limited?

(Questions to Guide your Roadmap, cont.)

Self Reflection - Guiding Questions, cont.

- How are you able to use your power in your mentoring relationship to address the needs and advance the goals that have been established? How do the limitations placed on you by the structures of the university/department affect what you are able to do in your role? How can the power granted to you address any limitations that are placed on the other person(s) in your mentoring relationship?

Establishment - Guiding Questions:

- What is the framework for establishing the mentoring relationship? Specifically, how often do you want to communicate with a mentor/mentee? Through what means will you communicate? How will you decide on shared goals for your meetings?
- What are the expectations you have for your mentor/mentee and what are their expectations of you? Do you feel these expectations are reasonable? Do they need to be adjusted to address uneven power dynamics/abuse of power?

Maintenance - Guiding Questions:

- How will you structure check-ins with your mentor/mentee as your position in your program and your needs change over time?
- How will you address changing power dynamics within your mentoring relationship?
- What resources can you utilize to address any problems that arise in your mentoring relationship? What structures are in place to help you navigate any problems?

Moving Ahead - Guiding Questions:

- At the conclusion of a formal mentoring relationship...
- How will I reaffirm or renegotiate my role as a mentor/mentee?
- How will I facilitate reflection and feedback about my mentoring relationship and role? Would it be helpful to revisit previously established expectations/goals?
- Are there opportunities to connect my mentor/mentee with new individuals who may engage them in mentoring relationships that suit their next phase of development as a mentor/mentee?
- Is there a desire to continue the relationship beyond that of a mentoring relationship? What will this new relationship look like and what are your roles in it?

REFERENCES

Montgomery, B. L. (2017). Mapping a mentoring roadmap and developing a supportive network for strategic career advancement. *Sage Open*, *7*(2), 1-13. https://doi.org/10.1177/2158244017710288

ACTIVITY 6

CONSISTENTLY CONDUCTING "EQUITY CHECKS" IN MENTORING RELATIONSHIPS

As you progress through different phases of your mentoring relationship, this final activity may be useful to ensuring that equity and equity-mindedness are prioritized in the varying stages of your mentoring relationships. We encourage you to engage this reflective activity at least once a year, as mentoring relationships may vary quite significantly in short amounts of time. Below, we provide one outline for an "equity check" through a rubric that can be adapted for your needs. As one suggestion, you may consider completing this equity check as an individual activity while also asking your mentor/mentee to do the same. Then, we suggest scheduling a meeting where you discuss your assessment of evidence honestly, respectfully, and with consideration to the expectations you set and agreed upon as partners in mentorship.

In each phase of mentoring, there may be different ways that evidence of the indicators below arise. We encourage you to think of examples where you can, as such examples may help lead conversations and realignments of expectations about equity-focused environments that prioritize trust, care, and respect. Because of the institutional imbalance of power between faculty members, postdocs, graduate students, undergraduate students, etc., we know that some of these questions may invoke reflections on or the assessment of topics that may be less widely included in traditional purviews of mentoring. However, to begin the process of equalizing power and power dynamics in academia, we suggest approaching this activity with humility, openness, and respect for yourself and your mentor/mentee; the most high-quality partnerships also involve elements of constructive feedback (which may include criticism), and it is this feedback that helps mentoring relationships move into each phase successfully.

STRONG EVIDENCE	SOME EVIDENCE	NO EVIDENCE/ INCONCLUSIVE	EVIDENCE OF INEQUITY
My mentor or mentee consistently enacts the indicator and demonstrates a commitment to the indicator.	My mentor or mentee occasionally enacts the indicator and demonstrates that they agree with the indicator.	My mentor or mentee does not enact the indicator and demonstrates neutrality towards the indicator.	My mentor or mentee enacts the opposite of the indicator and demonstrates opposition towards it.

INDICATOR OF EQUITY	STRONG EVIDENCE	SOME EVIDENCE	NO EVIDENCE OR INCONCLUSIVE	EVIDENCE OF INEQUITY
My mentor or mentee understands how their own identities (e.g., race, ethnicity, class, gender, sexuality) shape their participation in our relationship.				
My mentor or mentee is aware of their implicit bias and how it influences our relationship.				
My mentor or mentee is aware of the privileges granted by their identities (e.g., race, ethnicity, religion, culture, gender, sexuality, class, language, physical, neurotypical abilities) and how these privileges influence our relationship.				
My mentor or mentee is aware of their experiences with internalized, institutional, or structural oppression and how these experiences influence our relationship.				
My mentor or mentee is aware of the unique strengths they can contribute to our mentoring relationship.				
My mentor or mentee communicates with care, warmth, and personal regard for my skills and assets.				
My mentor or mentee demonstrates investment in an ethic of care through their feedback processes and development of expectations or standards for work.				
My mentor or mentee contributes to the creation and maintenance of a space that is intellectually and socially safe for learning.				

(Note: This exercise is a modification by Kimberly Dennin & Annie M. Wofford, inspired by Elena Aguilar's work in the 2020 book, "Coaching for Equity: Conversations that Change Practice.")

Reference: Aguilar, E. (2020). Coaching for equity: Conversations that change practice. *Jossey-Bass.*

SUMMARY OF EQUITY-MINDED MENTORING TOOLKIT:

Through the context and content established in this toolkit and its associated activities, we hope that we have both encouraged and challenged you to think about your role as a mentor or mentee in new ways. The information and activities we offer are not exhaustive nor comprehensive of all approaches that could invoke greater equity-mindedness in your mentoring relationships; however, we position them as potentially useful ways to begin the process of prioritizing equity in each phase of your interactions. Without engaging in this work and investing necessary energy in equity-minded mentoring, our efforts to transform academic structures into more affirming, developmental spaces may fall short for decades to come.

AUTHOR BIOS

Annie M. Wofford (she/her) is an Assistant Professor of Higher Education in the Department of Educational Leadership & Policy Studies and Senior Research Associate in the Center for Postsecondary Success at Florida State University. Centrally, her research examines structural inequities that characterize students' trajectories to and through graduate education, with a particular focus on disparities in STEMM disciplines and within mentoring relationships. Dr. Wofford earned her Ph.D. in Higher Education and Organizational Change at the University of California, Los Angeles, has published widely in well-regarded journals such as *The Journal of Higher Education*, *The Review of Higher Education*, and *Research in Higher Education*, and leverages her years of scholar-practitioner knowledge to co-create research and praxis that advances equity in higher education.

Adrianna Burton (she/they) is a third-year doctoral student at the University of California, Irvine. Her research interests focus on the intersection of representation and identity-making in roleplaying games. Their work has been published across venues such as *Game Studies*, *Analog Game Studies*, and *Gamers with Glasses*. Adrianna is a founding member of the Tabletop Research in Practice Collective and a copyeditor at the *Journal of Games Criticism*.

Kimberly Dennin (they/he/she) is a Ph.D. student in the Informatics Department at the University of California, Irvine. Their research interests include the interactions between fans and media companies with a focus on how queer people interact with video games. They are also passionate about teaching and mentorship and are often involved with programs and fellowships run by the Division of Teaching and Learning at UCI.

Reginald T. Gardner (they/them) is a Eugene Cota Robles Fellow pursuing a Ph.D. in Informatics at the University of California, Irvine, where they study fighting games as artifacts, the Fighting Game Community (FGC), and esports in university settings. They received a B.A. in Political Science, M.S. in Student Affairs Administration, Master of Public Administration, and a Certification in Community College Teaching from Binghamton University. Reginald has served as President of Associated Graduate Students, chaired the UCI Esports Conference, was an International Game Developers Association (IGDA) Foundation Scholar, i3 Teaching Fellow, and Oxford Internet Institute Summer Doctoral Programme scholar, and served in several campus/systemwide mentorship and advocacy roles.

(Note: Adrianna, Kimberly, and Reginald are listed in alphabetical order; they contributed equally to this work with their valuable insights.)

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