**Mentor and Mentee Evaluation Form.**

Rate yourself and your Mentor or Mentee ‘1’ for having not shown these attributes or ‘5’ for having shown these attributes at the highest level in the past rating period.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| General | Mentor | 1 | 2 | 3 | 4 | 5 | Mentee | 1 | 2 | 3 | 4 | 5 |
| RESEARCH | |  |  |  |  |  |  |  |  |  |  |  |
| Developing disciplinary  research skills | Teaches mentees to design and carry out a research project; Provides opportunities to observe techniques |  |  |  |  |  | Develop the skills to design and carry out a research project |  |  |  |  |  |
| Teaching and helping to learn disciplinary  knowledge | Identify the knowledge mentees need to be successful in the discipline and guide them in  learning that knowledge |  |  |  |  |  | Seek guidance from their mentors to identify the  disciplinary knowledge they need and be receptive to mentor feedback that guides their learning |  |  |  |  |  |
| Developing technical skills | Provide instruction in core disciplinary research techniques |  |  |  |  |  | Commit to learning and gaining proficiency in  disciplinary research techniques |  |  |  |  |  |
| Accurately assessing  understanding of  disciplinary knowledge  and skills | Assess mentee learning of disciplinary knowledge and skills and provide feedback and guidance to address gaps |  |  |  |  |  | Self-assess learning of disciplinary knowledge and  skills and respond to mentor feedback |  |  |  |  |  |
| Valuing the practice of ethical behavior and responsible conduct of research | Model the ethical conduct of research and actively engage in conversations with their  mentees |  |  |  |  |  | Actively familiarize themselves with and follow  ethical practices in their research |  |  |  |  |  |
| Developing mentee  research self-efficacy | Foster mentees’ internalization of their own  research success |  |  |  |  |  | Effectively manage anxiety associated with independently conducting research |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| INTERPERSONAL |  |  |  |  |  |  |  |  |  |  |  |  |
| Listening actively | Give their undivided attention and listen to both  their mentees’ words and the emotion behind the words |  |  |  |  |  | Give their undivided attention and listen to their mentors |  |  |  |  |  |
| Aligning mentor and  mentee expectations | Establish and communicate mutual expectations for the mentoring Relationship |  |  |  |  |  | Establish and communicate mutual expectations for the mentoring relationship |  |  |  |  |  |
| Building trusting and  honest relationships | Offer honest and open feedback on how the  relationship is progressing |  |  |  |  |  | Offer honest and open feedback on how the  relationship is progressing |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| PSYCHOSOCIAL AND CAREER |  |  |  |  |  |  |  |  |  |  |  |  |
| Providing motivation and facilitating coping efficacy | Scaffold research work in ways that yield periodic success; celebrate the successes and offer support after failures |  |  |  |  |  | Acknowledge that research frequently involves  setbacks and develop strategies to deal with them |  |  |  |  |  |
| Developing mentee career self-efficacy | Foster and affirm mentees’ career aspirations |  |  |  |  |  | Seek opportunities to explore and prepare for a career |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| **General** | **Mentor** | **1** | **2** | **3** | **4** | **5** | **Mentee** | **1** | **2** | **3** | **4** | **5** |
| Developing science  identity | Recognize mentees as scientists |  |  |  |  |  | Affirm themselves as scientists |  |  |  |  |  |
| Developing a sense of belonging | Create a welcoming and inclusive research  environment, especially at transition points |  |  |  |  |  | Actively engage and establish relationships with  research team members |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| CULTURALLY RESPONSIVE/  DIVERSITY |  |  |  |  |  |  |  |  |  |  |  |  |
| Advancing equity and inclusion | Employ strategies for recognizing and addressing  issues of equity and inclusion |  |  |  |  |  | Identify strategies for recognizing and addressing  issues of equity and inclusion |  |  |  |  |  |
| Being culturally  responsive | Effectively negotiate dialogue across diverse  dimensions |  |  |  |  |  | Effectively negotiate dialogue across diverse dimensions |  |  |  |  |  |
| Reducing the impact of bias | Consider their unconscious biases and regularly check that they are not negatively impacting their own or their research team’s behavior |  |  |  |  |  | Recognize unconscious bias, regularly check that it is not negatively impacting their behavior, and address it when they observe it |  |  |  |  |  |
| Reducing the impact of stereotype threat | Recognize, acknowledge, and work to reduce stereotypes that may negatively impact their mentees |  |  |  |  |  | Recognize stereotypes associated with their group  identity and address them to reduce potentially negative impacts |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| SPONSORSHIP |  |  |  |  |  |  |  |  |  |  |  |  |
| Fostering independence | Continuously assess mentees’ development and design increasingly challenging tasks and projects to advance mentees’ independence |  |  |  |  |  | Push themselves to increase responsibility for and  ownership of their research, while asking for support and guidance as needed |  |  |  |  |  |
| Promoting Professional  development | Identify opportunities for mentee professional  development and support their engagement in them |  |  |  |  |  | Identify and engage in opportunities to develop the  professional skills needed to become a successful  scientist |  |  |  |  |  |
| Establishing and fostering  mentee professional  networks | Introduce and facilitate relationship building  between their network of colleagues and their mentees |  |  |  |  |  | Actively identify and seek ways to meet and establish relationships with potential future colleagues in the discipline |  |  |  |  |  |
| Actively advocating | Promote mentees’ work; provide professional support |  |  |  |  |  | Report successful outcomes to mentor; Seek out and r accept advocacy |  |  |  |  |  |

This evaluation and the attributes listed are from Pfund et al., 2016