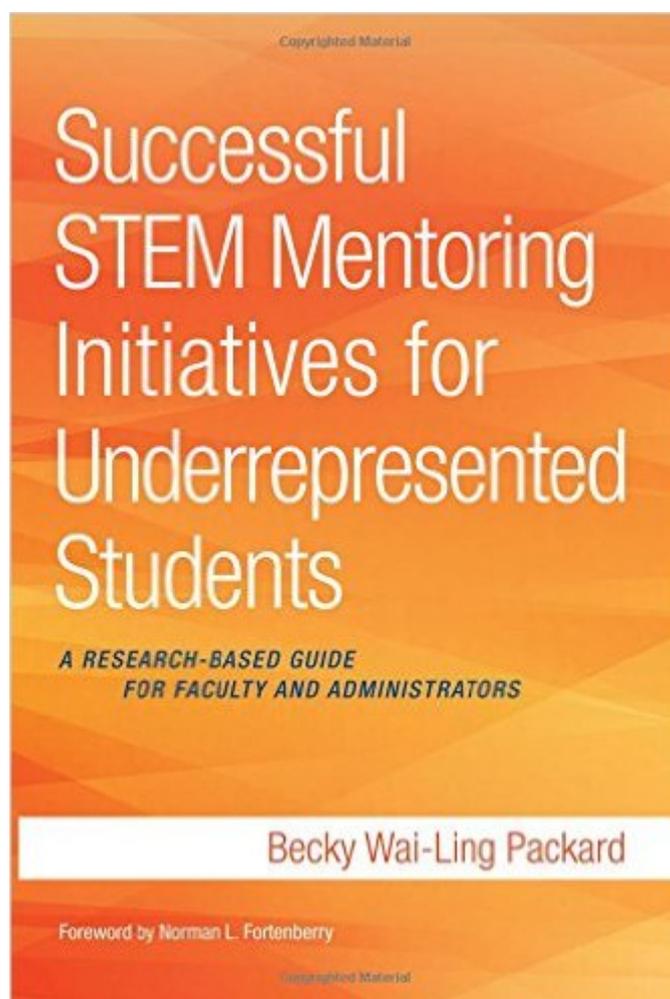


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Successful STEM Mentoring Initiatives For Underrepresented Students: A Research-Based Guide For Faculty And Administrators



Synopsis

Successful STEM Mentoring Initiatives for Underrepresented College Students is a step-by-step, research-based guide for higher education faculty and administrators who are charged with designing mentoring programs to recruit and retain students from underrepresented groups. Written by an acknowledged expert in the field of STEM mentoring, the book constitutes a virtual consultant that enables readers to diagnose the issues they face, identify priorities, and implement appropriate practices to achieve their goals. The book describes the real and perceived barriers that underrepresented students—•to include women, students of color, transfer students, and first-generation college students—•encounter when considering enrollment, or participating, in science courses; considers the issues they face at the various transitions in their education, from entering college to declaring a major and moving on to a profession; and sets out the range of mentoring options available to program designers. By posing key questions and using three running case illustrations of common dilemmas, the book walks readers through the process of matching the best design options with the particular needs and resources of their own department or campus. Intentionally brief and to the point, the book is nonetheless a comprehensive guide to the full range mentoring models and best practices, that also covers issues of institutional and departmental climate and teaching methods, and offers insider insights to help designers avoid pitfalls as they create effective, sustainable mentoring initiatives. This guide will assist administrators working on new initiatives to broaden access and improve persistence and graduation in their programs, as well as apply for research grants, by clarifying objectives and identifying the effective evidence-based practices to achieve them. It also provides common conversation-starters for departments to identify obstacles to enrollment and broaden participation.

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Every STEM professor will benefit from reading this book- whether you simply hope to better understand the landscape of issues facing URM students in our classrooms, labs and majors, or have been tasked with designing a program to better support students at the college-entry, major-entry, or post-college transition. My students and I read this book in our class exploring topics of diversity in STEM (Being Human in STEM) in the spring of 2016. We were impressed with Packard's ability to provide such an accessible, balanced and action-oriented guide to these complex issues. She has provided an outstanding blueprint to institutions, departments, and faculty members who want to move from good intentions to action, but lack expertise and training in these issues. Packard lucidly distills the primary research documenting both the barriers faced by underrepresented students in STEM, and the effectiveness of a range of existing practices across institutions that have experimented with different programs. In addition she provides workbook style chapters that walk step-by-step through the important decisions necessary for designers to consider as they develop a program best suited to their studentsâ™ needs and existing STEM culture.

Great overview of what works. It provides, essentially, a road map for building effective mentoring programs.

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