ASA Statistical Education Section
ASA Section on Statistical Education Mentoring Program

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ASA Section on Statistical Education Mentoring Program
Outline

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ASA Section on Statistical Education Mentoring Program
Overview

History
- Began in 2016
- Founding committee members:

  Nicholas Horton(Chair, Amherst College)
  KB Boomer (Bucknell University)
  Beth Chance (California Polytechnic State University)
  Matt Hayat (Georgia State University)
  Nicola Justice (was at University of Minnesota, now at PLU)
  Tena Katsaounis (The Ohio State University at Mansfield)

- Current committee:

  Matt Hayat (Chair, Georgia State University)
  KB Boomer (Bucknell University)
  Beth Chance (California Polytechnic State University)
  Nicola Justice (was at University of Minnesota, now at PLU)
  April Kerby (Winona State University)
  Jennifer Green (Montana State University)

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ASA Section on Statistical Education Mentoring Program
Overview

- Program steadily grows:
  - Fall 2016:   12 mentees
  - Fall 2017:   17 mentees (mentors in reserve)
  - Fall 2018:   21 mentees (still enrolling; mentors in reserve)

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ASA Section on Statistical Education Mentoring Program
Overview

Participation Requirement: Membership in the ASA and Section on Statistical Education

Program Roles
Mentors: Senior statisticians with teaching experience and an interest in mentoring a new statistics educator

Mentees: New statistics educators at all levels (High School, AP, College, Graduate)
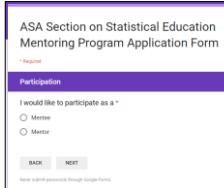
Matches: Several criteria are considered, including career interests, geographical location, and research area; we try to match in at least one of these areas

Liaisons: Check in quarterly with participants; provide help with questions and make themselves available for advice

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ASA Section on Statistical Education Mentoring Program
Overview

Application Process: An online google form is available for interested prospective mentors and mentees

ASA Section on Statistical Education
Mentoring Program Application Form

Participation

I would like to participate as a *
○ Mentee
○ Mentor

BACK   NEXT

Recruitment: Call for applications is announced on the Section on Statistical Education and the Isolated Statistician email list servs

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ASA Section on Statistical Education Mentoring Program
Mentor's Role

- The mentor listens to their mentee's professional priorities and goals, and offers suggestions and advice on how those goals may be achieved.

- The mentor's suggestions are not intended to be prescriptive, but rather to facilitate the development of an action plan by the mentee that best suits his/her needs.

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ASA Section on Statistical Education Mentoring Program
Mentor's Role

The mentor acts by:

- **Teaching**: sharing knowledge and experience on professional/career issues; may also give technical research advice, but not to act as a statistical consultant.

- **Problem solving**: identifying resources, suggesting alternative approaches/ actions; mentor acts as an advisor, rather than a direct mediator in work-related situations.

- **Motivating**: encouraging and supporting the mentee's professional development.

- **Guiding**: facilitating the mentee's goal-setting and action plan.

- **Coaching**: offering positive and constructive feedback.

[Credit to Tena Katsaounis for development/adaptation of this content]

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ASA Section on Statistical Education Mentoring Program
Mentee's Role

- The mentee communicates their professional interests, priorities, and goals to the mentor and listens to the mentor's suggestions and advice.

- The mentor can offer advice, and the final decision and responsibility for its implementation rests with the mentee.

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ASA Section on Statistical Education Mentoring Program
Mentee's Role

The mentee will be faced with:

- **Learning**: developing new skills and abilities.

- **Decision making**: taking charge of his/her professional development.

- **Initiating**: exploring new challenges.

- **Risk taking**: willing to possibly fail and then recover.

- **Goal setting**: setting challenging goals that further his/her professional development.

[Credit to Tena Katsaounis for development/adaptation of this content]

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ASA Section on Statistical Education Mentoring Program
Mentor & Mentee Interaction

- **Meet:** We encourage program participants to try to meet face-to-face at a national conference (e.g., USCOTS, JSM) when possible

- **Share CVs:** Once matched, both mentor and mentee are expected to become familiar with the other's professional trajectory and current status by sharing their CVs.

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ASA Section on Statistical Education Mentoring Program
Mentor & Mentee Interaction

Prior to any interaction, the mentee considers the following:

- **Skills and interests**: current strengths and skills to develop; may include methodological/technical, and general pedagogical and professional skills.

- **Work/professional goals**: strategic long-term goals and more immediate goals.

- **Overall hopes and expectations for the mentoring relationship**: topics of primary interest and areas to ask for specific support. Mentees should have realistic expectations given the time commitment expected of mentors (appx. one hour/month).

Mentee sends an introductory email with a brief summary of these to mentor within one week of the initial matching.

[Credit to Tena Katsaounis for development/adaptation of this content]

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ASA Section on Statistical Education Mentoring Program
Mentor & Mentee Interaction

- Mentors and Mentees can connect in a way that adapts to the needs and preferences of both individuals.

- This may include Skype, WebEx, Zoom, or another webcall system, or by phone.

- The most effective mentoring interaction is one that works well for both mentor and mentee.

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ASA Section on Statistical Education Mentoring Program
Mentor & Mentee Interaction

We encourage participants to try the following:

- **Establish rapport** (10-15 min):
  - Discuss professional and life trajectories and find common ground.
- **Discuss expectations** from the mentoring (10-15 min):
  - Is this focused on a very specific issue or potentially more long-term?
  - What is the goal of the mentoring relationship?
- **Discuss goals and develop action plan** (30 min):
  - Discuss mentee's strengths, weaknesses, and professional goals.
  - For each goal, consider and discuss possible actions and associated timelines.
  - Create a list of 3-5 actionable items.

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ASA Section on Statistical Education Mentoring Program
Mentor & Mentee Interaction

- Meet on a regular basis for the next 6-9 months (monthly half hour calls are recommended at a minimum, but this can be flexible upon agreement of both parties).

- Review mentee's action plan and assess progress towards stated goals.

- Discuss and adapt goals and action plan as necessary – be concrete and realistic.

- Mentor's time commitment is usually at most one hour/month.

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ASA Section on Statistical Education Mentoring Program
Mentor & Mentee Interaction

Concluding the Formal Mentoring Relationship

- When the mentee is satisfied that their needs have been met, they should communicate with the mentor to indicate that no further interaction is necessary and inform their liaison from the mentoring committee.

- If circumstances are such that either the mentor or the mentee feel that the interaction is no longer productive, this should be communicated to the other clearly and respectfully. The decision to end the mentoring should be communicated with the liaison with the mentoring committee.

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ASA Section on Statistical Education Mentoring Program
2017-2018 Feedback on the Program

Mentor Responses (n=9)

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ASA Section on Statistical Education Mentoring Program
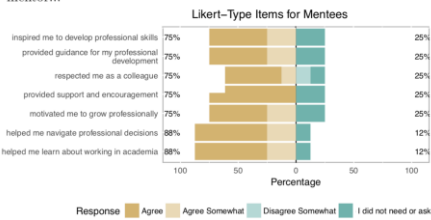## Feedback on the Program: Mentors

- *It was a great experience. I would definitely do it again!*
- *Well done program. Easy to participate and valuable.*
- *Thank you!*
- *My mentee never contacted me. I did send an email to my mentee, but never received a response back.*
- *I'm not a huge fan of mentoring programs like this, because i think it's hard to develop the relationships needed to have valuable mentoring. i've never met my mentee, so i wouldn't say we had a strong relationship…*

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