**Evaluation of Faculty Mentor by Lisa Quinn-Lee, Social Work, UW-Eau Claire**

**Extent of Faculty Mentorship of Student (to be completed by student)**

***Characteristics of an effective mentor***

**Project development**

* Develops projects of appropriate scope and challenge for UW-Eau Claire students
* Defines project outcomes, both professional and personal
* Acquires resources to perform the project
* Is flexible to modify project as appropriate as it unfolds

0 1 2 3 4 5 6 7 8 9 10

poor exemplary

**Recruitment**

* Recruits students intentionally to match project to student skills and abilities
* Recruits broadly

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poor exemplary

**Student development**

* **Initiation stage**
* Helps student learn background information that represents the depth and breadth of knowledge in the discipline.
* Communicates expectations and responsibilities (of student and mentor)
* Creates work plans and division of labor
* Prepares more senior students to mentor junior students, as appropriate

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poor exemplary

* **Cultivation stage**
* Develops working relationship
* Clarifies performance expectations
* Teaches and/or trains students in needed skills
* Challenges students (encourages risk taking and honors failure)
* Helps students learn and practice characteristics of good scholars
* Provides clear, constructive critique of student performance and behavior
* Gathers evidence of quality of student performance in research activities
* Is an intentional model of professional and personal behavior in scholarly endeavors
* Provides exposure to the discipline and promotes student visibility/networking opportunities
* Provides information about content and process: demystifies the system

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poor exemplary

* **Transformation**
* Shifts from direction to coaching as appropriate
* Enables mentor/student roles and relationship to grow and transform
* Offers opportunities for student independence and agency

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poor exemplary

* **Completion and Closure – completion of project (product) and end of the formal relationship**
* Guides creation of final product
* Guides implementation of presentation, performance or publication of product
* Encourages reflection on scholarly experience and professional relationship
* Encourages celebration of accomplishments
* Helps student envision future development

0 1 2 3 4 5 6 7 8 9 10

poor exemplary

**Collaborative relationship and environment**

* Is accessible
* Provides regular encouragement, support and counsel
* Conveys passion for learning through the scholarly process
* Supports long-term goals: nurtures the student’s passion and growth
* Assists development of realistic expectations
* Shares power judiciously
* Fosters networks and other mentoring relationships (mentoring constellations)
* Fosters increasing mutuality and collegiality over time
* Protects and supports students when necessary
* Collaborative relationship and environment

0 1 2 3 4 5 6 7 8 9 10

poor exemplary

**Overall rating**

0 1 2 3 4 5 6 7 8 9 10

poor exemplary

**Additional Notes:**

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Student’s signature

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