Supplemental Material

*CBE—Life Sciences Education*

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SUPPLEMENTAL MATERIAL

Demographic Information

1. What is your sex?
   - Male
   - Female

2. How old are you?
   - 18-24
   - 25-30
   - 31-35
   - 36-40
   - 41-45
   - 46-50
   - 51-55
   - 56-60
   - 61 or older

3. What is your area of scholarly expertise?
   ________________________________

4. How many years have you been at current institution?
   ____________ years

5. How many years have you served as a mentor in the Pathways program?
   ____________ years

6. Are you currently a mentor in the Pathways program?
   - Yes
   - No

7. How many people (in and outside of Pathways) do you currently consider mentees?
   ____________ Mentees

8. What is the size of your research team (i.e., number of undergraduate students, post-docs, scientists, staff)?
   ________________________________

9. What is your current position title or academic rank?
   ________________________________
Qualitative Section

1. Could you tell me about how you became involved in the Pathways program? How long have you been/were you involved and in what capacity?

2. Please describe what you see as the role of a mentor in this program (Pathways). [Prompt, if needed: Mentors can serve a variety of roles, including instructor, advisor, employer, friend/confidant, and agent of professional socialization.]
   a. Probes: Can you share with me some of the details of your day-to-day activities with mentees?
   b. Did these roles vary by student? If so, how?
   c. What specific skills do you help your mentees to develop?

3. What do you see as the benefits for students enrolled in this program?

4. What are the benefits of serving as a mentor in the program?

5. What factors influenced your decision of whether to accept/not accept a particular student mentee in the program?

6. FOR PAST MENTORS ONLY: What are the reasons that you stopped mentoring in the pathways program? What would prompt you to return to the program??)
7. Would kinds of traits would you say are most valued or advantageous for a faculty member involved as a mentor in this program to possess?

8. What have your Pathways mentees gone on to do after finishing their undergraduate education?
   a. Have you encouraged your (Pathways) mentees to obtain a PhD to garner an academic position?

9. As you may know, a goal of the Pathways program is to recruit and train students from underrepresented groups in higher education.
   a. From this context, what does the term “underrepresented” mean to you?
   b. How, if at all, does this sense of diversity enhance or complicate the mentee/mentor relationships?

10. Outside of the Pathways program, what kind of experiences have you had mentoring students or junior scholars? (Prompts: UROP, post-doc, independent study, graduate students, etc.)

11. How does your role in the Pathways program differ, if at all, from other mentorship roles you have undertaken?
12. Can you think of any challenges or disadvantages associated with serving as a mentor in an academic setting?
   a. At UMD?
   b. In the Pathways program specifically?

13. Overall, how would you define a successful mentor/mentee relationship/experience?
   a. What sorts of evidence have you seen to indicate that your mentorship has been effective? Ineffective?
   b. Are there any particular programs, networking ideas, or resources that you think might support mentors in your institution?

14. In closing, our goal for this project is to learn about mentors’ perceptions of the mentorship experience in general, but also, more particularly, in the Pathways Program. Given this, do you have any additional comments or information you would like to share?