

PROFESSIONAL MENTORING PROGRAM

Women in Science and Engineering Roundtable (WISER)

ABOUT WISER

The Women in Science and Engineering Roundtable (WISER) promotes the inclusion and success of all women pursuing a science, technology, engineering, and mathematics (STEM)-related career at Case Western Reserve University through leadership, mentorship, and outreach.

WISER's Professional Mentoring Program supports undergraduate and graduate students pursuing STEM careers by fostering a sense of community within STEM fields and providing professional role models.

WHY MENTORING?

Women constitute 47% of the workforce in the United States. In STEM fields, however, women represent only a fraction of the workforce. While some STEM fields are nearing gender parity (such as the life sciences and mathematics), women remain underrepresented in many others. In 2016, only 14% of women were employed in engineering occupations, 25% in computer occupations, and 39% in the physical sciences.¹

The underrepresentation of women in STEM fields is a complex issue and many efforts have been made to attract and retain women in these fields. One of the most successful methods is mentoring.²

Undergraduate mentoring experiences have been shown to provide psychosocial support and help with career planning, goal setting, and role modeling.³ Mentoring relationships can provide a sense of belonging and help develop science identity, which contribute to student retention and persistence in STEM.^{4,5}

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"My Professional Mentor from PPG served as a great guide to deal with post-graduation anxiety and networking with other chemists in the field."

WISER PROFESSIONAL MENTORING MODEL

Our Professional Mentoring Program pairs upper-level WISER students with STEM professionals to foster a sense of community and provide professional role models. Mentors are matched with mentees based on career interests, educational focus, and mentoring relationship expectations.

Mentors and mentees are expected to...

- Attend two Professional Mentor Meetup events (one in the fall semester and one in the spring semester)
- Check in regularly with their partner, including at least one in-person, phone or digital check-in per month
- Participate in the program evaluation
- Attend the WISER Awards Banquet in the spring semester

For more information on this program and how to get involved, visit <http://www.case.edu/centerforwomen/programs/wiser/wiser-programs> or email wiser@case.edu.



REFERENCES

1. Funk, C., & Parker, K. (2018). Women and men in STEM often at odds over workplace equity. Pew Research Center, 1-158.
2. Graham, M. J., Frederick, J., Byars-Winston, A., Hunter, A-B., & Handelsman, J. (2013). Increasing persistence of college students in STEM. *Science*, 341(6153): 1455-1456.
3. Gershenfeld, S. (2014). A review of undergraduate mentoring programs. *Review of Educational Research*, 84(3), 365-391.
4. Zaniewski, A. M., & Reinholz, D. (2016). Increasing STEM success: a near-peer mentoring program in the physical sciences. *International Journal of STEM Education*, 3(14), 1-12.
5. Hernandez, P. R., Bloodhart, C., Barnes, R. T., Adams, A. S., Clinton, S. M., Pollack, I., Godfrey, E., Burt, M., & Fischer, E. V. (2017). Promoting professional identity, motivation, and persistence: benefits of an informal mentoring program for female undergraduate students. *PLoS ONE*, 12(11), 1-16.