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Developing scientists in Hispanic substance use and health disparities research through the creation of a national mentoring network

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Abstract

Hispanics are disproportionately affected by substance use and related health harms yet remain underrepresented across scientific disciplines focused on researching and addressing these issues. An interdisciplinary network of scientists committed to fostering the development of social and biomedical researchers focused on Hispanic substance use and health disparities developed innovative mentoring and career development activities. We conducted a formative evaluation study using anonymous membership and conference feedback data to describe specific mentoring and career development activities developed within the national network. Successful mentoring initiatives and career development activities were infused with cultural and community values supportive of professional integration and persistence. Mentoring initially occurred within an annual national conference and was then sustained throughout the year through formal training programs and informal mentoring networks. Although rigorous evaluation is needed to determine the success of these strategies in fostering long-term career development among scientists conducting Hispanic health and substance use research, this innovative model may hold promise for other groups committed to promoting career development and professional integration and persistence for minority (and non-minority) scientists committed to addressing health disparities.

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Keywords

Mentoring; formative evaluation; substance use; health disparities

Introduction

The health and social consequences of substance use disproportionately affect racial and ethnic minorities in the United States (Guerrero, Marsh, Khachikian, Amaro, & Vega, 2013; Marsh, Cao, Guerrero, & Shin, 2009). At the same time, minority populations including Hispanics remain underrepresented across the social, behavioral, and basic science disciplines, limiting the quality and translation of research findings regarding substance use and related health problems affecting minority communities. Hispanics currently comprise 17.4% of the U.S. population and are projected to represent 33.5% of the population by 2060 (Colby & Ortman, 2015). However, Hispanics hold only 4% of full-time faculty positions in U.S. academic institutions and comprise small proportions of National Institutes of Health (NIH) grant applications and recipients across career stages (Synyder & Dillow, 2010). In fact, Hispanics received only 5.6% of NIH training grants between 1999–2003 and comprised only 3.3% of NIH R01-level applicants from 2000 to 2006 (71.0% of applicants self-identified as white, 13.5% self-identified as Asian, and 1.5% self-identified as African-American) (Ginther, Haak, Schaffer, & Kington, 2012). While initiatives to improve the representation of some minority groups involved in particular areas of health research are underway (Kreuter et al., 2011), few concentrated efforts have been directed toward fostering the career development of scientists focused on substance use and health disparities affecting Hispanic populations. Recognizing that reducing health disparities will require a diverse workforce trained in working with minority communities, increasing attention is being directed toward improving representation of Hispanics and minority groups in basic and social science health research (Stoff, Forsyth, Marquez, & McClure, 2009).

Structured mentoring is one important and effective method of enhancing scientists' career development (Ginther et al., 2011; Sambunjak, Straus, & Marusic, 2010). Varying in formality, duration, and other characteristics (Berk, Berg, Mortimer, Walton-Moss, & Yeo, 2005), mentoring is generally defined as the process through which experienced individuals (mentors) share their knowledge, skills, support, and guidance with less experienced individuals (mentees) (Luna & Prieto, 2009). Mentors support mentees in a variety of ways, including advising mentees in general career development matters, providing research training and specific professional development opportunities and resources (e.g. data), modeling academic and professional values, advocating for mentees, facilitating professional networking opportunities, and providing personal reassurance and encouragement (Espinoza-Herold & Gonzalez, 2007; Wallen, Rivera-Goba, Hastings, Peragallo, & de Leon Siantz, 2005). Hispanics and other underrepresented minorities are more likely than whites to report that mentoring played a critical role in their career development (Hu & Ma, 2010). Models of retention in higher education also suggest that the sense of belonging and social integration that mentoring enhances are integral factors for academic persistence among Hispanic scientists (Chan, Yeh, & Krumboltz, 2015; Tinto, 1975, 2000). Unfortunately, many minority graduate students and junior faculty members report difficulty locating and

accessing mentoring, networking, and other professional development opportunities within their home institutions (Bordes & Arredondo, 2005; Carozza, 2002; Salas, Aragon, Alandejani, & Timpson, 2014; Zalaquett & Lopez, 2006).

With growing consensus that cultivating meaningful mentoring relationships is particularly difficult for early career minority scientists (Berk et al., 2005; Chan et al., 2015; Jackson et al., 2003), some experts have proposed racial/ethnic matching of minority mentors and trainees within institutions for enhanced role modeling, cultural affirmation, and cultivation of pride (Rivera-Goba & Nieto, 2007). In addition, being able to relate to the unique struggles encountered by junior minority scientists, culturally attuned mentoring programs help promote the message that advancement as a minority scientist is possible. Hispanics may be especially likely to benefit from long-term mentoring relationships embedded within wider networks or *communities of support* (Cox, Yang, & Dicke-Bohmann, 2014; Zalaquett & Lopez, 2006). However, given the previously noted lack of diversity among academic faculty, implementing matched mentoring programs within many institutions is often difficult or impossible (Jeste, Twamley, Cardenas, Lebowitz, & Reynolds, 2009).

As a conceptual framework to guide our description of a novel, culturally attuned mentoring network, we drew from recent empirical and theoretical work from across the social sciences. First, conceptualizations of effective mentoring are rapidly moving away from traditional models relying on one senior mentor (e.g. in matched mentor–mentee dyads) toward more diverse developmental networks of mentors who provide expertise and guidance in different areas of personal and professional growth (DeCastro, Sambuco, Ubel, Stewart, & Jagsi, 2013; Kram & Higgins, 2009). These inclusive network-based approaches may be better equipped to leverage the resiliencies and values that result from shared experiences and challenges faced by minority communities. Second, among Hispanics, core cultural values that are theoretically and empirically supported include *personalismo* (cooperation and personal relationships), *respeto* (esteem for others), *familismo* (family orientation that often extends beyond nuclear families), and *confianza* (trust and social intimacy developed over time). As described by Bordas (2001), trusted Latino leaders are regarded as part of the family, unlike cultures that emphasize individualism, Latinos emphasize ‘we,’ belonging, and group benefit. While these group-oriented values are synchronous with the movement toward network-based mentoring, few mentoring initiatives have described the application of these principles in practice.

In the remaining sections of this article, we describe a formative evaluation study of the National Hispanic Science Network (NHSN), an interdisciplinary and international network dedicated to the career development and mentoring of scientists and leaders in the areas of Hispanic substance use and health disparities research. It is our hope that the resulting descriptions of innovative mentoring activities may help other groups committed to promoting career development and professional integration and persistence for minority (and non-minority) scientists committed to addressing health disparities.

Methods

Study design

The objective of this formative evaluation study was to provide a detailed description of a novel, culturally attuned mentoring network, including several strengths of the approach that are evident in the creation and expansion of the international network, the implementation of innovative conference-based career development activities, and sustained engagement in networking through non-conference-based initiatives. We used descriptive research methods to illustrate the feasibility, acceptability, and potential promise of specific mentoring and career development activities. The Committee for the Protection of Human Subjects of the University of Texas' Health Science Center at Houston, where data analyses were conducted, determined study procedures to be exempt from human subjects review.

Data collection

At two annual conferences (2014 and 2015), we conducted informal in-person interviews with 10 key stakeholders representing past and current NHSN leadership (e.g. founding NHSN members and current steering committee members), to solicit their perspectives on the history and development of the network and specific mentoring activities. We also gathered existing data from two sources. First, we extracted anonymous data from the NHSN membership registry to provide information on the numbers of members and their career stages over a 10-year period (from 2001–2011). Second, we obtained data from anonymous electronic surveys and open-ended feedback forms from participants in the 2014 NHSN annual conference and speed mentoring event. These instruments assessed participants' demographics (e.g. gender, race/ethnicity), field of study (basic or social/behavioral sciences), career stage (graduate student; post-doctoral trainee; assistant, associate, full professor), National Institutes of Health (NIH) funding history, and satisfaction with the speed mentoring event (see Table 1).

Data analyses

Content analysis was used to identify and summarize key themes from stakeholder interviews, including the history and development of the network. Next, we summarized anonymous NHSN membership registry data to assess career level of members and how membership changed over the 10-year period ($n = 458$). Finally, using anonymous conference surveys and feedback, we calculated descriptive statistics (frequencies, means) comparing speed mentoring participants who were mentors vs. mentees ($n = 39$ total; $n = 21$ mentors, $n = 18$ mentees; $n = 39$ total) and summarizing satisfaction with the speed mentoring event.

Results

As detailed in the sections below, these data sources supported descriptions of the initial development of the NHSN, the international expansion of the network, the development of specific conference-based mentoring activities (e.g. new investigators' panel, speed mentoring event, awards dinner, networking mixer, new investigator involvement in

leadership), and the emergence of non-conference-based mentoring activities throughout the year.

Development of the NHSN

Recognizing the need for increased Hispanic representation and leadership in substance use research, a group of experienced investigators and representatives from the National Institute on Drug Abuse (NIDA) established the Hispanic Workgroup in 2001. This group included prominent Latino social, behavioral and basic scientists that had been funded by NIDA as well as NIDA federal liaisons who served in an advisory capacity including division directors, program officials and staff from the institutes' diversity office. This group was soon formalized as a NIDA funded contract to become the NHSN, a professional organization aiming to advance research on the causes and consequences of substance use among diverse Hispanic populations and improve health equity by promoting interdisciplinary research collaboration. An additional aim was to foster career development, advancement, and leadership among Hispanic scientists. Founding NHSN members then secured federal funding to establish an annual scientific conference, training institute, and administrative infrastructure to help expand and sustain a national network of Hispanic (and non-Hispanic) social, behavioral, and basic scientists at all career stages.

The NHSN secured a conference grant mechanism to support the initial development of a national professional network that quickly grew into an innovative, self-sustaining international community of interdisciplinary researchers (including members from Mexico, Puerto Rico, and Spain) with shared goals of collaborating to address substance use problems and mentor Hispanic scientists. Within a decade of the NHSN's inception, membership expanded eightfold, from 52 members in 2001 to 458 in 2011 (Figure 1). Since 2004, additional career-stage data indicate that numbers of students and early career members doubled and tripled, respectively. This expansion can be attributed in part to the implementation of formal and informal professional networking opportunities described below.

In surveys, many junior and senior NHSN members explained that they joined the organization to network with potential collaborators in similar research areas, and senior scientists also described motivation to mentor junior colleagues. Several junior NHSN members, including doctoral students, postdoctoral fellows, and assistant professors, formed the Early Career Leadership Committee (ECLC) to promote extended interaction and peer-mentoring beyond the annual conference (e.g. through monthly phone meetings throughout the year). Supported by mentoring research (DeCastro et al., 2013) and core cultural and community values (Bordas, 2001), the ECLC spearheaded several of the innovative conference- and non-conference-based activities described below.

Conference-based mentoring activities

In addition to promoting scientific exchange among interdisciplinary scientists focused on Hispanic substance use research, the annual NHSN conference has helped address new investigators' career development needs by including panels and breakout sessions. Specific topics have included working within academic and non-academic research institutions with

low minority representation, gender-related issues, interviewing for tenure track positions, promotion and career advancement, and work-life balance. To promote the development of interpersonal and mentoring relationships and affirm that the concerns of new investigators are indeed taken seriously by more established scientists, the annual conference also provides a space in which mentors can share personal experiences and insights and build *confianza* within the network. Several innovative conference-based activities developed by the ECLC have been implemented as a regular component of annual NHSN conferences, as described below.

New investigators' panel

Opening and plenary sessions at the NHSN conference involve talks by highly respected researchers and leaders in the social and basic sciences. To better promote the engagement and visibility of new investigators during the NHSN conference, the ECLC organizes an annual New Investigators' Panel that showcases mentees' research. Prior to the conference, ECLC reviewers select abstracts and coach presenters in developing brief talks that effectively convey their research methods, findings, and implications to an interdisciplinary audience. During this ECLC-moderated panel, senior investigators model leadership qualities by critically engaging with panelists and providing constructive feedback on research design and directions for potential future NIH applications. The session has consistently received enthusiastic feedback from NHSN members, with attendees commenting on the satisfaction survey on the research quality and provision of a 'great opportunity for dialogue across disciplines' that is 'empowering and inspirational for other scientists.' Those not selected for the panel are invited to present a poster during the conference to increase networking and enhance communication skills necessary for scientific career advancement (McNutt, 2015).

Speed mentoring

Identifying and approaching senior investigators can be intimidating and challenging for early career individuals and minorities in particular (Shavers et al., 2005). While assigning or matching mentees to mentors is possible in some circumstances, this approach may not adequately consider interpersonal compatibility (Jackson et al., 2003). Speed mentoring offers a structured opportunity for individuals to network with large numbers of potential mentors and assess interpersonal chemistry (Cook, Bahn, & Menaker, 2010; Jackson et al., 2003). As career and leadership development and the cultivation of specific expertise and methodological skills may require more than what a single mentor can provide (Kram & Higgins, 2009; Kreuter et al., 2011), the event fosters interaction among numerous potential mentors. When embedded within professional conferences, this model is cost- and time-efficient and consistent with research demonstrating that accurate assessments of interpersonal compatibility can be made following very brief interactions (Ambady, Bernieri, & Richeson, 2000).

The Speed Mentoring organizers identify senior and mid-career researchers from different disciplines and representatives of funding organizations. Registered mentors and mentees receive logistical instructions on timing and rotation patterns as well as guidance on prioritizing one or two potential career development questions (e.g. applying for post-

doctoral vs. tenure-track positions, work-life balance). This face-to-face engagement also emphasizes *personalismo* by helping both mentors and mentees develop cooperative interpersonal relationships. Immediately following the event, registrants convene for a luncheon during which an established scientist leads an informal discussion on their career trajectory and experiences navigating key milestones in their careers. This sharing of academic life stories is critical in promoting academic and professional integration (Tinto, 1975) and instilling *confianza* whereby senior mentors' struggles are humanized and their successes may be rendered more attainable for new investigators (Bordas, 2001).

Following a recent Speed Mentoring session at the 2014 NHSN conference, 39 anonymous surveys from participants (21 mentors, 18 mentees) revealed high satisfaction with the event (Table 1). Mentees ranged in career stage from early graduate students to junior faculty while most mentors were of the associate or full professor rank and had current NIH funding. Mentees strongly agreed that mentors were highly qualified and provided useful feedback (mean 4.3 out of 5 points on a Likert-type scale). Likewise, most mentors strongly agreed that mentees came prepared with relevant questions (mean 4.4 out of 5 points), which enabled them to maximally utilize the brief time allotted to gain input on important decisions or situations they were facing. The high levels of comfort reported by mentors and mentees participating in the event also reflected *confianza* among NHSN members. Respondents also provided useful suggestions regarding the provision of additional opportunities for one-on-one interactions throughout the remainder of the conference to help further cultivate newly established relationships.

Awards dinner

Distinct from the dominant U.S. cultural and professional emphasis on individualism, Hispanic cultural and community values emphasize the importance of family orientation or *familismo* (Bordas, 2001). Within the NHSN, a sense of inclusion and group belonging has emerged, as reflected in feedback describing the network as 'professional *familia*' and the annual conference as an 'academic home.' To acknowledge important achievements within this 'family,' an Annual Awards Dinner honors selected junior and senior investigators' career achievements through specific awards for excellence in research, mentorship, leadership, and community service. Careful thought is applied to ensure that this dinner provides a culturally affirmative, welcoming environment for new and senior investigators to interact with each other in celebrating the group's accomplishments.

Networking mixer

To extend this supportive social environment beyond the physical and scheduling constraints of the formal conference, the ECLC organizes a Networking Mixer for one evening during the conference. Icebreaker activities promote *personalismo* and help facilitate introductions and mingling among members. Over several recent years, this memorable event has been well attended and allowed informal interaction between new investigators in promotion of peer mentoring (Kram & Higgins, 2009; Pololi & Knight, 2005). This also aligns with models of academic integration and socialization (Tinto, 1975) and the cultivation of academic communities for professional collaboration, all of which have been regarded as important additional sources of career advancement and support among racial/ethnic

minorities who may feel isolated within their institutions (Grant & Simmons, 2008; Kreuter et al., 2011).

New investigator involvement in network leadership

The ECLC was formed to support the mentoring mission of the NHSN in part by encouraging sustained engagement of new investigators in network leadership. To build up this sense of *familismo* in organizational decision-making, the NHSN formally engages junior members by reserving a voting seat for the ECLC chair in steering committee meetings. Through this involvement, the ECLC maintains representation in annual conference planning and discussions surrounding network sustainability.

Non-conference-based mentoring activities

To foster a supportive community that extends beyond the annual conference, the ECLC facilitates continued networking, career development, and peer mentoring for new investigators throughout the year. Monthly ECLC conference calls help ensure constant communication among peers and help establish connections to other, more senior mentors. For example, one initiative utilizes teleconferencing services to link mentees to experienced scientists in their field for individualized consultation on topics including job interviews, salary negotiations, dissertation defenses, grant applications, presentations, publications, and career advancement (e.g. promotion and tenure). Through monthly calls and in-person meetings at training workshops, ECLC members also engage in peer mentoring by sharing experiences with graduate training, professional development opportunities, and job application and interview processes. Content-specific workgroups (e.g. researchers focused on gender differences or specific substance use issues) have also emerged in which senior scientists host conference calls and in-person meetings to provide technical guidance and substantive feedback to more junior investigators.

Other initiatives that have emerged within the NHSN include formal research training programs such as the NIDA-funded R25 Summer/Interdisciplinary Research Training Institute on Hispanic Drug Abuse (S/IRTI), which aimed to promote the career development of graduate students and early stage investigators interested in substance use among Hispanic populations. The S/IRTI became a critical pipeline and source of financial support and energy for sustaining students' and junior investigators' retention within the NHSN. Similarly, the NIDA-funded R25 NHSN Early Stage Career Mentoring program builds on the NHSN's culture of mentorship by matching mid-career scientists with senior mentors to develop R01-level applications in the field of Hispanic substance use research.

Discussion

We view the NHSN mentoring model as one that holds great potential in improving racial/ethnic minority career development and representation in substance use research. By leveraging theoretically and empirically relevant core Hispanic cultural values, the NHSN has remained grounded in collectivism and the shared goal of addressing substance use and health disparities, complex areas requiring interdisciplinary collaboration and inclusion of individuals from diverse, under-represented, and often underserved communities (Kahn &

Greenblatt, 2009). In particular, several innovative mentoring activities developed and implemented within the network leverage values of *personalismo*, *respeto*, and *confianza* to build early career scientists' social capital and expand access to mentors and experts nationally.

A key strength of the NHSN model is its promotion and cultivation of meaningful social relationships (Berk et al., 2005; Jackson et al., 2003), which foster a sense of belonging (Tinto, 2000) and provide cultural affirmation and role modeling (Rivera-Goba & Nieto, 2007; Viets et al., 2009). Specific culturally infused mentoring activities are implemented within the NHSN's larger community of support, aligning with literature indicating that effective leadership among Hispanics adopts a collective, person-oriented approach (Cox et al., 2014; Zalaquett & Lopez, 2006). Although Hispanics represent a rapidly growing population in the United States, many scientists within this group have encountered isolation, discrimination, and institutional and cultural racism during their career development (DiPrete & Eirich 2006), highlighting the need for culturally responsive role modeling and enhanced mentoring initiatives. With current projections indicating that more than half of the United States population will soon belong to groups other than non-Hispanic whites (Colby & Ortman, 2015), other organizations could adapt and build on this model to support career development among other groups of racial/ethnic minority investigators.

In addition to incorporating the role of culture into mentoring and career development, the NHSN model is supported by literature on academic and professional integration and persistence (Tinto, 1975). Specific mentoring activities are grounded in evidence that minority scientists' career advancement benefits from long-term mentoring relationships. Specific conference- and non-conference-based NHSN initiatives have supported trainees in accessing numerous opportunities to interact with mentors and broader developmental networks to share experiences, knowledge, skills, support, and guidance (Kram & Higgins, 2009). Through engagement in formal scientific plenary sessions (e.g. New Investigators' Panel), innovative mentoring activities (e.g. the Speed Mentoring session), and less formal networking events (e.g. the Awards Dinner and Networking Mixer), the NHSN model has kept up with the shift from traditional mentor-mentee dyads toward a more contemporary network-based approach (Kram & Higgins, 2009). Advantages inherent in this approach are bidirectional, with experienced scientific researchers and leaders also benefiting from establishing new professional relationships and expanding their networks to include junior collaborators.

The NHSN has worked to foster and sustain dedication to Hispanic substance use research among interdisciplinary and geographically dispersed scientists by formalizing new investigators' involvement in organizational decision-making and leadership beyond the annual conference. In line with increasingly popular models of e-mentoring (Miller, Devaney, Kelly, & Kuehn, 2008), many non-conference-based activities (e.g. monthly ECLC conference calls led by junior investigators) utilize low-cost technologies to help overcome geographic barriers and sustain interaction and peer mentoring throughout the year. These direct interactions between members of the network promote *confianza*, enhance new investigators' career development, and provide leadership opportunities.

While our description highlighted the feasibility and acceptability of NHSN mentoring and career development activities, several challenges for sustaining, replicating, and adapting these innovative activities should be emphasized. Importantly, NHSN members volunteer their time throughout the year to participate in networking and conference-planning activities, attend the annual conference, and engage in mentoring relationships. This level of involvement is time consuming; although phone calls and non-conference-based initiatives have proven to be low-cost and effective methods for keeping in touch and sustaining *personalismo* within professional relationships, sustaining meaningful interaction throughout the year requires the continued commitment of individuals as well as institutional permission and support. Additional innovative strategies may be required for promoting interaction between senior and new investigators throughout the year without further burdening time-constrained researchers (Kahn & Greenblatt, 2009). Securing adequate support from funding agencies and academic institutions to offset the financial and opportunity costs will be necessary to sustain the NHSN in continuing to promote research on health disparities in substance use (Jeste et al., 2009). Finally, ensuring adequate geographic and interdisciplinary representation within the NHSN has presented another ongoing challenge, requiring members to continuously draw on their professional networks to recruit and retain new members.

Our description of the NHSN mentoring model is limited by a lack of formal evaluation data and longer term career development indicators, leaving us unable to attribute career development outcomes to specific mentoring activities. Nevertheless, feedback from the NHSN has indicated that these innovative career development activities are highly acceptable and feasible. While continued attention and funding are needed to promote effective and sustainable mentoring, networking, and career development for many groups of minority scientists (Kameny et al., 2014; Kosoko-Lasaki, Sonnino, & Voytko, 2006), we believe that this evidence-based and culturally relevant model holds great promise for other groups focused on increasing the representation of racial/ethnic minority scientists in health disparities research. Ultimately, more equitable representation of diverse communities across scientific disciplines will be critical to addressing substance use and health problems that disproportionately affect United States minority populations. The advancement and retention of minority scientists is one critical step in this direction.

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Figure 1.
NHSN membership by career stage, 2001–2011.

Table 1Speed mentoring participant characteristics and satisfaction among mentors and mentees, 2014 ($N = 39$).

	Mentors ($N = 21$)	Mentees ($N = 18$)
	<i>n</i> (%) or <i>M</i> (SD)	<i>n</i> (%) or <i>M</i> (SD)
<i>Demographic and career characteristics</i>		
Gender		
Male	12 (57.1)	4 (22.2)
Female	9 (42.9)	14 (77.8)
Race/ethnicity		
Non-Hispanic white	2 (9.5)	4 (22.2)
Non-Hispanic Black/African American	2 (9.5)	0 (0.0)
Non-Hispanic Asian American	2 (9.5)	1 (5.6)
Hispanic/Latino	14 (66.7)	12 (66.7)
Non-Hispanic Multi-Racial	0 (0.0)	1 (5.6)
Other	1 (4.8)	0 (0.0)
Field of study		
Basic scientist	11 (52.4)	15 (83.3)
Social/behavioral scientist	10 (47.6)	3 (16.7)
Career state		
Graduate (Masters) student	0 (0.0)	4 (22.2)
Doctoral student	0 (0.0)	4 (22.2)
Post-doctoral trainee	0 (0.0)	4 (22.2)
Assistant professor	3 (14.3)	6 (33.3)
Associate professor	6 (28.6)	0 (0.0)
Full professor	12 (57.1)	0 (0.0)
Ever received NIH funding		
No	4 (19.0)	10 (55.6)
Yes	17 (81.0)	8 (44.4)
Currently NIH funded		
No	3 (17.6)	3 (37.5)
Yes	14 (82.4)	5 (62.5)
<i>Satisfaction with the speed mentoring event</i>		
Comfortable speaking with mentee/mentor	4.71 (.56)	4.39 (.77)
Satisfied with number of topics discussed	3.71 (1.59)	2.94 (1.73)
Overall satisfaction	4.29 (.78)	4.22 (.94)
Mentees asked relevant questions	4.42 (.75)	–
Would recommend this event to colleagues	15 (71.4)	
NHSN should continue to sponsor this event	20 (95.2)	
Mentors were qualified	–	4.33 (.77)
Received useful feedback	–	4.33 (.59)
Received info relevant to my career stage	–	4.27 (.75)
Able to interact with prominent researcher in my field	–	3.5 (1.38)

	Mentors (<i>N</i> = 21)	Mentees (<i>N</i> = 18)
	<i>n</i> (%) or <i>M</i> (SD)	<i>n</i> (%) or <i>M</i> (SD)
Likely to follow up with mentor	–	3.06 (1.39)