



*Dr. Shari L. Savage, PhD 2009*

### **Mentoring: In Defense of Self-efficacy**

Tasked with preparing future teachers, art education professors understand that successful mentoring can be described as an act of resistance. Acknowledging the generational differences in what it means to be a student today is critical to the role of advising. In higher education circles the demise of self-efficacy, one of the pedagogical cornerstones of student success, is troubling. Albert Bandura<sup>1</sup> defines self-efficacy as one's belief in one's ability to succeed in specific situations or accomplish a task. In this presentation, Dr. Shari L. Savage shares her passion for mentoring, arguing for a reconceptualization of the nurturing “self-esteem” model many students crave—offering instead a model that encourages agency—resisting both uncertainty and doubt. The Marantz Award is named for a fierce mentor and educator who expected his advisee’s and students to own their educational journey. Dr. Kenneth Marantz was one Dr. Savage’s earliest art education mentors, and this lecture honors him and the role of mentoring, in its many distinct forms, in creating self-directed, persistent learners. Dr. Savage sheds light on the gifts of reciprocity, knowing first hand that mentoring is about relationships of trust and respect.

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<sup>1</sup> Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191-215.