


SUSTAINING A CULTURE FOR FEMINIST MENTORING: A PLAN FOR ACTION



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SESSION OUTLINE

- ▶ Introductions and Goals
 - ▶ What do we mean by “Mentoring”? (Brainstorming Activity)
 - ▶ Needs Assessment (Small Group/Report-Out)
 - ▶ Reviewing/Assessing Existing and New Initiatives (Group Discussion)
 - ▶ Sustainability (Brainstorming Next Steps)
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WHAT DOES MENTORING MEAN TO YOU?

- ▶ Take a few moments to generate a list of qualities or recall a specific mentoring experience of your own, either as mentor or mentee

WHAT MAKES MENTORING FEMINIST?

- ▶ Mentoring vs. (Wo)Mentoring:

- ▶ a process that moves away from hierarchical concepts of the master, tutor, or model to that of advisor, supporter, and sponsor (Enos, 1997, p. 138), with these latter terms suggesting a reciprocity among individuals and groups

MENTORING IS NOT MOTHERING

- ▶ Enos urges that we “define mentoring so that its activities are not split between nurturing (female) and ‘real work’ (male)” (1997, p. 142)

MODELING AN ETHIC OF CARE



INCLUSIVENESS




RECIPROcity




CONDUCTING NEEDS ASSESSMENTS (SMALL GROUP)

- ▶ Who are your students and what are their needs?
- ▶ How do they express their concerns?
- ▶ What types of issues do they face?
 - ▶ Ex. Adult learners (workers, caregivers)
 - ▶ Ex. Less enrollment in STEM areas
 - ▶ Ex. Job Placement/Preparation for Graduate School
- ▶ What are your needs as faculty and staff?

WHAT EXISTING AND NEW INITIATIVES SERVE THESE NEEDS?

- ▶ Unit/College Level
 - ▶ University Level
 - ▶ Student Driven
 - ▶ Faculty/Administratively Driven
 - ▶ State/Nationally/Federally Supported
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ASSESSING YOUR SUCCESSES

- ▶ What qualitative and quantitative measures can best document the impact of existing and new mentoring initiatives?
 - ▶ In what venues should this data be shared?
 - ▶ In what ways could this process be feminist?
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SUSTAINABILITY

- ▶ Resources for Ongoing Program Development:
 - ▶ Financial
 - ▶ Ideological
 - ▶ Human
 - ▶ Other?

MENTORING FOR THE FUTURE



ACCOUNTABILITY: ONE SIZE DOES NOT FIT ALL

- ▶ From Gutiérrez, et al. *Presumed Incompetent: The Intersections of Race and Class for Women in Academia*:
 - ▶ Conducting “cultural audits to ‘assess’ the temperature of the climates in their academic units” and institutional structures
 - ▶ Providing “an educational environment that welcomes and supports all of its participants, regardless of race, ethnicity, or gender” (2012, p. 77)

ACKNOWLEDGING OUR HISTORIES

- ▶ chronicling in narrative form the experiences of women faculty and students from a range of ethnic and cultural backgrounds, grounding that experience in the material conditions that have enabled or constrained individuals and the subgroups to which they belong.

SHARING OUR STORIES



- ▶ we must negotiate our multiple identities— educator, administrator, student, mother, daughter, sister—in ways that openly acknowledge both the personal and political goal of making our mentoring efforts benefit women, not as an essentialized group with innate traits that constrain their experiences, but as a diverse group across cultures and generations who have unique stories to be shared.

PARTING QUESTIONS

- ▶ Where are you at in your mentoring efforts?
 - ▶ Where do you need/want to be?
 - ▶ How are you going to get there?
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