



Mentoring Throughout a Career Leadership as a Choice

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- "The greatest good you can do for another is not just to share your riches but to reveal to him his own."

- Benjamin Disraeli





- Mentors *illuminate* those they mentor
- Mentors *empower*
- A *relationship* of equal respect
- With clear *expectations*



Why Mentoring?

- There is a positive correlation between being mentored and:
 - Career mobility
 - Promotion
 - Compensation
 - Career and job satisfaction
- Those who have been mentored are more likely to become future mentors.

(Ragins and Scandura, 1999)



Why Mentoring?

- Four models
 - Administrative Fellows
 - Dean-Head mentorship
 - Faculty-Faculty mentorship
 - Mentoring for recruitment/retention
- Define Goals
- Identify Issues



Administrative Fellows Program

- Goal: Increase the pool of qualified women and minorities interested in pursuing careers in University administration.
- Issues:
 - Small pool of interested and/or qualified individuals
 - Few opportunities for training or skills development
 - Accelerated advancement often fails



Robust Mentoring

- Fellows are assigned to an upper administrator and shadow her/him for a year
 - President
 - Provost
 - Senior Vice President for Development and Alumni Relations
 - Vice President and Dean for Undergraduate Education
 - Senior Vice President for Health Affairs, Dean of the College of Medicine, and Chief Executive Officer of The Milton S. Hershey Medical Center
- Fellow is relieved of all other responsibilities



Living the Life, with Advice

- Learning how the University works
 - Board of Trustees, Open meetings
 - State Budget Hearings
 - University Faculty Senate meetings
 - Commission for Women
 - Commission on Racial/Ethnic Diversity
 - Commission on Lesbian, Gay, Bisexual and Transgender Equity
 - Equal Opportunity Planning Committee (EOPC)
 - Meetings with Senior Administrators



Living/Learning with Meetings

- Meetings with deans and budget executives
- Meetings with senior administrators from Affirmative Action, Technology, Global Programs, Planning and Institutional Assessment.
- Penn State Forums
- Academic Leadership Forums
- Promotion and Tenure Workshops
- Administrative Council on Undergraduate Education
- Central Enrollment Management Group
- Special Task Forces
- Campus Environment Team
- Meetings with past fellows
- Attend monthly fellow lunch



Former Fellows

- “The experience will enable me to do a better job in anything I do as a University employee. But being an Administrative Fellow allowed me to reflect on the type of administrator that I am, my leadership style, and helped me become more administratively mature.”
 - Jean Landa Pytel, Assistant Dean for Student Services, College of Engineering
- “The Administrative Fellows program gave me the chance to see and do new things. I not only learned about the University, I learned a great deal about myself.”
 - Mary Beth Crowe, Assistant Vice President and Assistant Dean for Undergraduate Programs, Office of the Vice President and Dean for Undergraduate Education



Former Fellows

- “If I had to sum up my experience, I would say that being an Administrative Fellow not only broadened my horizons, it totally changed my life.”
 - Claudia Limbert, President Emerita, Mississippi University for Women
- “As a Fellow, I learned how the University really worked. I have been here for some time and thought I had a good understanding of why and how decisions were made. It was simply my most rewarding professional experience.”
 - Terrell Jones, Vice Provost for Educational Equity, Office of the Vice Provost for Educational Equity



Dean-Head Mentoring

- Goal: To ensure that new Department Heads have a smooth transition into their administrative position and gain the knowledge and skills they need to succeed.
- Issue:
 - High learning curve + high impact for mistakes




Basic Training

- First year basic training
 - Budgets
 - Hiring
 - Tenure/Promotion
 - Curriculum issues
 - Development
 - Faculty Development
 - Life Balance



Establishing Mentors/Advisors

- Linking senior department heads with first year department heads
- Cultivating a community amongst first year heads for co-mentoring

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- A mentor is someone who allows you to see the hope inside yourself.

Oprah Winfrey



Faculty to Faculty Mentoring

- Goals: To support and retain women and minority assistant professors throughout the tenure process.
- Issues:
 - Women and minority faculty are at higher risk in the tenure process
 - Higher numbers of women and minority faculty are recruited by other institutions



From the Inside and the Outside

- Mentors from within the home department and from outside the home department
- Advice on
 - Research and teaching
 - Grants writing
 - Service
 - Tenure expectations and process
 - The only or one of the only issues
 - Life balance



Mentoring from the Outside

- *I think that I learned from some colleagues how to write grants and how to operate politically in the funding environment. But then I learned from the other outside—this was not the department. I would say the Women’s Faculty Mentoring Program provided an excellent mentor. That was a huge resource for me personally. . . I really was pulled in by their advertising and their programming and I did get one of the strongest leaders in [X School] as my mentor. It was extremely helpful. I didn’t know what I didn’t know, but I did learn a lot about . . . how to negotiate a lot of different situations. . . Having a mentor not in the department can be really helpful.*



Creating Relationships

- Clarify expectations
- Take the initiative
- Be explicit about needs and limits
- Listen and learn
- Be honest and caring
- Keep confidences
- Strive for mutual benefits



Top Down Support

- Provost inspired/organized/encouraged
 - “It’s not only the people that allows [mentoring] to happen . . . it’s the culture that allows it to happen.”
—*Laura, Professor*
 - “It is essentially stated by faculty, if not the department head, that we’re here to support these people, and if we don’t do a good job in the mentoring committee, how else are they going to know what they have to do?”—*Ellen, Professor*
- Recognition of service
 - Awards for excellence in mentoring
- Regular evaluation and improvement



Mentoring in the best interest

- “Real mentors really try to help you figure out what is in your best interest.”—*Laura, Professor*
- “I felt that they cared about what I was doing and that they had a vested interest in me.”—*Sue, Assistant Professor*
- “His willingness to give me good information about myself ... he really seemed to want to do it and cared.”—*Wendy, Assistant Professor*



Creating Community

- “I would say that the reason why I’m attracted to [my mentors] ... is because there’s something about them that I’m seeing that is like me.”—*Laura, Professor*
- “And so I think he saw me as the closest thing he’s found to a kindred spirit so far.”—*Lillian, Associate Professor*
- “He was a wonderful administrator and that was very clear to me.... he’d be very honest about issues that were troubling him, issues on his mind.”—*Barb, Professor*



Affirmation

- “What these three [mentors] did was take me seriously and make it clear to me that if I wanted it, I had a great career ahead of me. If I wanted it, it was mine to develop.”—*Barb, Professor*
- “She always gave credit . . . I would hear from my friend [name] or hear from the Dean of another college, [Mentor’s name] just sang your praises to us.”—*Ellen, Professor*
- “I still consider myself a mentee and he’s considering that I might be even outstripping him in certain areas so it’s like he’s appreciating what I’m accomplishing.”—*Nancy, Assistant Professor*




Teaching Mentors

- An experienced faculty member and a relatively new faculty member each teaching a section of the same course.
 - Sharing content and strategies
 - Sitting in on each other's classes
 - Meeting to discuss pedagogy and troubleshoot
 - Discussing learning objectives and evaluation of assignments



Co-Mentoring

- Writing Support Groups
- Works in process
- Work-life balance discussions
- Peer gatherings

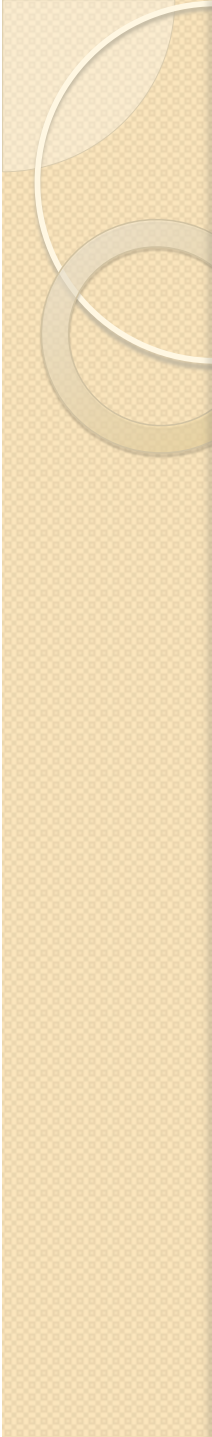
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- *We're here for a reason. I believe a bit of the reason is to throw little torches out to lead people through the dark.*

Whoopi Goldberg



Mentoring for Recruitment and Retention

- Philosophy in an Inclusive Key Summer Institute
- Cultivating Underrepresented Students in Philosophy
- Collegium of Black Women Philosophers

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- **Goals:** To increase the numbers of minority graduate students and faculty in philosophy.
 - **Issues**
 - Very low numbers of minority students pursuing a degree in philosophy
 - Climate issues
 - Retention issues

PIKSI'11

APA/FEAST

PHILOSOPHY IN AN INCLUSIVE KEY

Summer 2011



A Summer Institute for Undergraduates

**ROCK ETHICS INSTITUTE
THE PENNSYLVANIA STATE UNIVERSITY
JULY 31—AUGUST 7, 2011**

Designed to encourage undergraduates from underrepresented groups to consider future study of philosophy, PISKI emphasizes the on-going project of greater inclusiveness that is transforming the discipline, inviting students to be participants in the conversation.

PHILOSOPHY: EXPERIENCE, REFLECTION, TRANSFORMATION

LADELLE McWHORTER, DIRECTOR

James Thomas Professor in Philosophy and

Women, Gender, and Sexualities Studies, University of Richmond

GUEST FACULTY: JOSÉ MEDINA, MARY BETH MADER, and DWAYNE TUNSTALL

Along with works in feminist, critical race, disability, and queer theory, students will read historical and contemporary philosophical texts that explore recurring human concerns and investigate the ways in which experience informs philosophical reflection. In addition, writing assignments, visiting lecturers, and mentoring will help students learn that their own perspectives matter to philosophy.

Participants will be named IRIS MARION YOUNG DIVERSITY SCHOLARS and will receive support from the IRIS MARION YOUNG DIVERSITY SCHOLARS FUND.

Applications due: **April 15, 2011** ♦ For more details see: rockethics.psu.edu/piksi

Undergraduate women or men from underrepresented groups including racial, ethnic, and sexual minorities, and people with disabilities are urged to apply. All students will receive a stipend, free transportation, and lodging.

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Philosophy in an Inclusive Key Summer Institute

- PIKSI has given me more confidence in myself as a scholar and has been an amazingly affirming program. To know that my philosophical interests are shared by other people has helped me feel more validated and like I am capable of pursuing a career in philosophy. Talking with the GAs has been very helpful since it has allowed me to see that graduate school is a path that I want to pursue and that if I go to grad school I can succeed even as a non-white, female, queer person.



Philosophy in an Inclusive Key Summer Institute

- Oh, PIKSI. This institute has given me very insightful tools to even approach the concept of the possibility of a career in philosophy. For me, my encounter with philosophy has been empowering and alienating. What PIKSI has done is accommodate some space in my mind and heart to feel like philosophy (and a career in it) can be empowering and provide a sense of community. This sense of community is truly a gift. Also, a career in philosophy actually seems like a possibility for me, which I've often thought I would not fit into.



Philosophy in an Inclusive Key Summer Institute

- I came into PIKSI really undecided with what it was I wanted to do with my Philosophy major. For sometime, I really thought that what I wanted to do was law, and I mean it with all my heart that I know for sure that now I really want to go to graduate school and get my PhD in Philosophy. I grew the passion for philosophy these last couple of days, and I really, really, really want to pursue higher education in this field. It's great to expose undergraduates to programs like these because it helps students find what it is they're passionate for.



Collegium of Black Women Philosophers

- The Collegium of Black Women Philosophers (CBWP) is a philosophical organization whose purpose is to encourage and foster a networking and mentoring relationship between the underrepresented Black women in philosophy including undergraduate students and graduate students as well as assistant, associate, and full professors in the Academy. The objective of the CBWP is to mentor and retain the Black women who are currently professors or graduate students in philosophy while simultaneously recruiting more Black women into the discipline.



Collegium of Black Women Philosophers—Goals

1. To increase the representation of Black women in philosophy
2. To provide a network for participants to share their experience and expertise
3. To help participants in graduate programs in philosophy successfully complete the Ph.D. and transition well into the job market and the Academy
4. To help participants get into tenure-track positions
5. To help participants successfully navigate the track to tenure
6. To help participants develop research projects into publications
7. To offer mentoring, professional development, and financial support for conferences

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- Be the change you want to see in the world.

Gandhi

Thank you
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References

- Ragins, Belle Rose and Terri A. Scandura. 1999. Burden or Blessing? Expected Costs and Benefits of Being a Mentor *Journal of Organizational Behavior*, Vol. 20, No. 4, pp. 493-509