



CASE

CASE WESTERN RESERVE UNIVERSITY

# Mentoring Across Gender and Ethnicity: What Mentees say about Mentors

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# NSF ADVANCE

## Institutional Transformation Award

- Nationwide initiative (19 schools)
- Increase participation of women in S&E workforce by increasing S&E women faculty

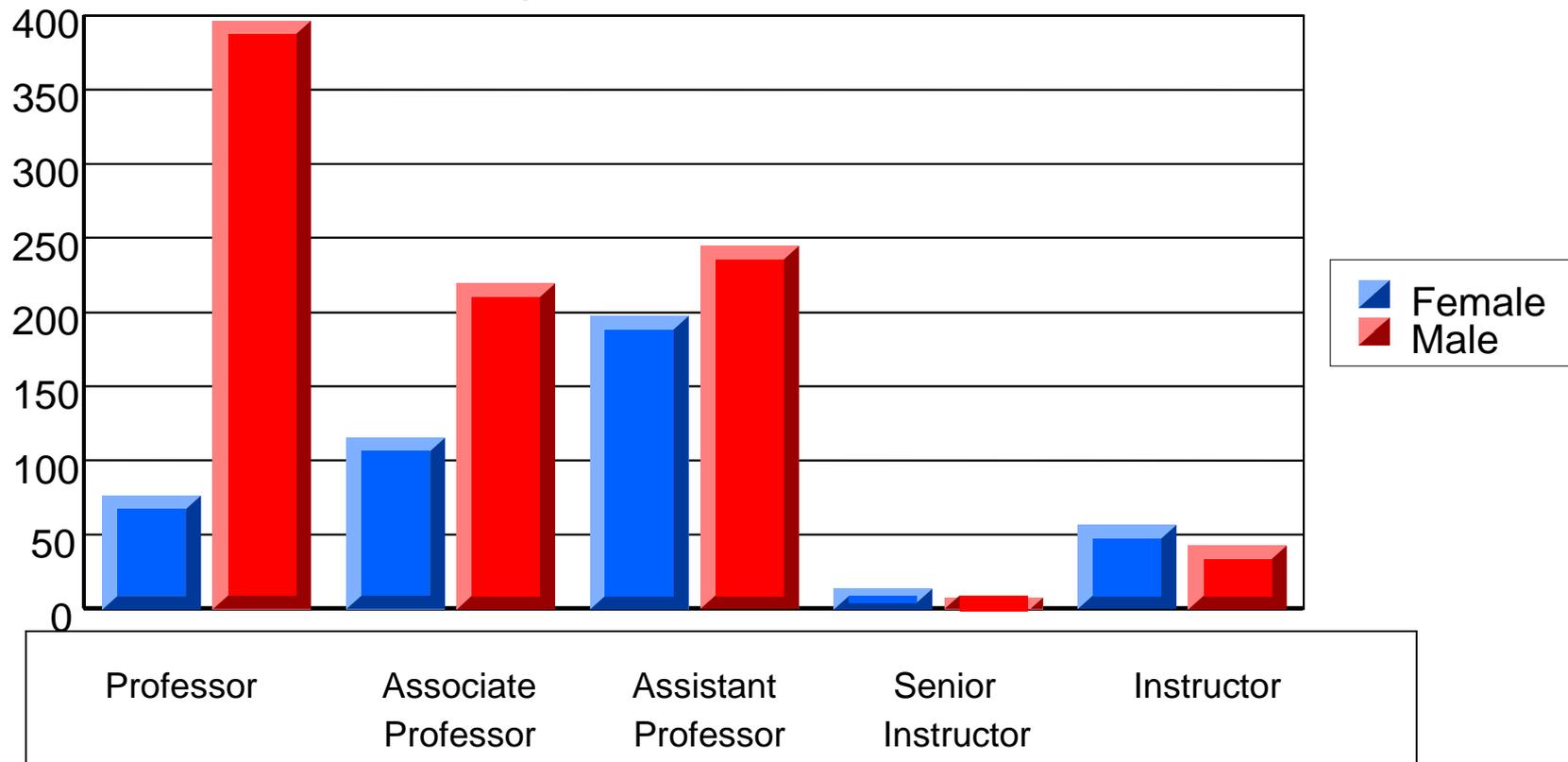
**NIDA SUMMER UNDERGRADUATE  
RESEARCH, PRE AND POSTDOCTORAL  
FELLOWSHIPS**



# Faculty Composition 2004

## Faculty Composition by Rank

Graph I, as of October 1, 2004



# Transformation Requires Dual Actions

- Actions for groups and individuals
- Individual development opportunities
- Empowerment of women faculty
- Action to enhance individual academic career and performance
- Actions aimed at policies and structures
- Collective development opportunities
- Leadership development for university administrators
- Actions for system-wide change



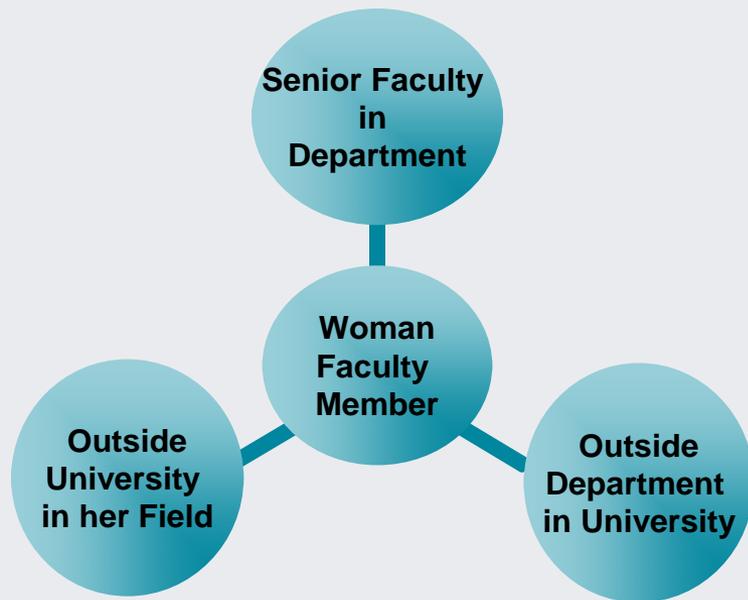
# Mentoring

- Shares opportunities, contacts, and resources; sponsors and champions protégé
- Intelligent mentoring networks combine the skills, abilities, and availability of several people (de Janasz, Sullivan, & Whiting 2003)
- Increased workloads, tenure demands, and reduced resources make mentoring networks a viable option for improving performance of junior faculty (de Janaz & Sullivan, 2002)



# Features of Mentoring Committee

- Meets 2 -3 times per year
- Conference call or in person
- A “flexible” template



## Content for discussion

- Career vision, plans, goals, progress
- Ongoing research – progress, challenges, successes
- New research – design, funding, proposal writing, co-investigators
- Teaching/service responsibilities - workloads, concerns or problems
- Work-life integration issues - setting priorities, action plans



# Science Department Case Study

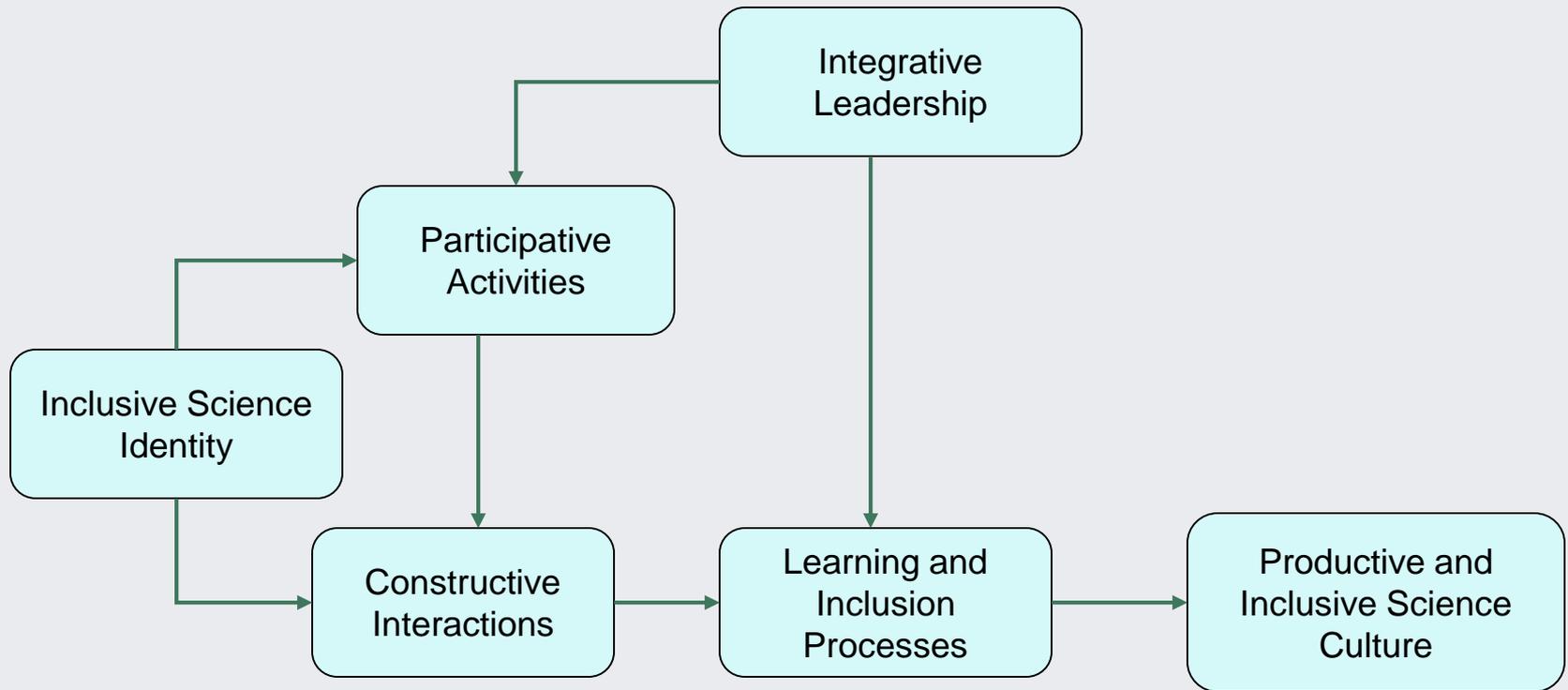
## Purposes

- Identify work environment factors that facilitate high quality science *and* inclusion
- Generate theory about how these factors create the enduring culture of a work group
- Identify how a productive and inclusive work environment is created and sustained

(Bilimoria & Jordan, 2005)



# Findings - A Model of a Productive and Inclusive Science Culture



# Findings - Inclusive Scientific Identity

## Values

- “Good Science” (significant, trustworthy)
- Doing science cooperatively (vs. competitively)

## Beliefs

- Interaction is part of doing good science
- Anyone can do good science if they can learn quickly, are well-trained (developed), are excited about science and willing to work hard



# Findings – Participative Activities

- Team teaching with participation across ranks
- A variety of social events (different contexts, time of day, informal)
- Participative meetings
- Regular meaningful seminars and presentations



# Findings – Constructive Interactions

## Four Types

- Collegial Interactions: respectful, civil
- Tacit Learning Interactions: information sharing, modeling behaviors
- Relational Interactions: personal interest, caring
- Generative Interactions: problem solving and resource generating



# Findings – Integrative Leadership Practices

- Treating everyone fairly and equitably
- Seeking input in decision-making
- Promoting meaningful opportunities for interaction
- Performing the role of mentor as a service to the scientific community



# Findings – Learning and Inclusion Processes

- Transparent decision-making
- Open and inclusive recruitment processes
- Formal and informal information dissemination processes



# Conclusions

- Creating top-quality, inclusive, science culture requires attention to a set of factors – values and beliefs, interactions, activities, leadership, processes.
- Implementation does not need a particular leadership style
- A key advantage of such a culture is its attractiveness to a wider range of scientists, both female and male, which has implications for recruiting and retaining faculty, post-docs, and students.



# Good Practices

-Joann Moody

- Recognize hesitation of some Mentees.
- Disclose own failures and confusions
- Address critical incidents experienced by Mentees/damage control.
- Recognize cumulative disadvantages of “outsiders”
- Help Mentees learn self-promotion
- Undertake instrumental, proactive mentoring
- Switch to “I” messages when arguing
- Rise above stereotypes
- Avoid temptation to clone



# Typical Stressors

- Lack of Collegiality
- Negativity
- Unrealistic expectations
- Not enough time
- Slow starters
- Balancing life and work



# Bad Mentors

- Selfish
- Overworked, overloaded
- Goals without mentoring
- Holding back – Overprotective
- Cookie cutter
- No access
- Untrained
- Biased, prejudiced



# Positive

- Exposed to new worlds
- Would not be on the same path without mentoring
- Multidisciplinary experience
- Curiosity and passion in lab
- Put tenure track into language I understood and pushed me to do what needed to be done
- Allowed secondary data analysis
- Expectation of high level of commitment
- Valued all lab members; Recognition of personal and professional accomplishments
- Trust, trustworthiness
- Good morale, collaborative, cooperation



# Thank You

- National Institute on Drug Abuse
- National Science Foundation
- Maternal and Child Health Services  
Bureau

