Texas Pathways

HOW MENTORSHIP MATTERS IN 2022:

DEVELOPMENTAL RELATIONSHIPS FROM AN ASSET BASED PERSPECTIVE

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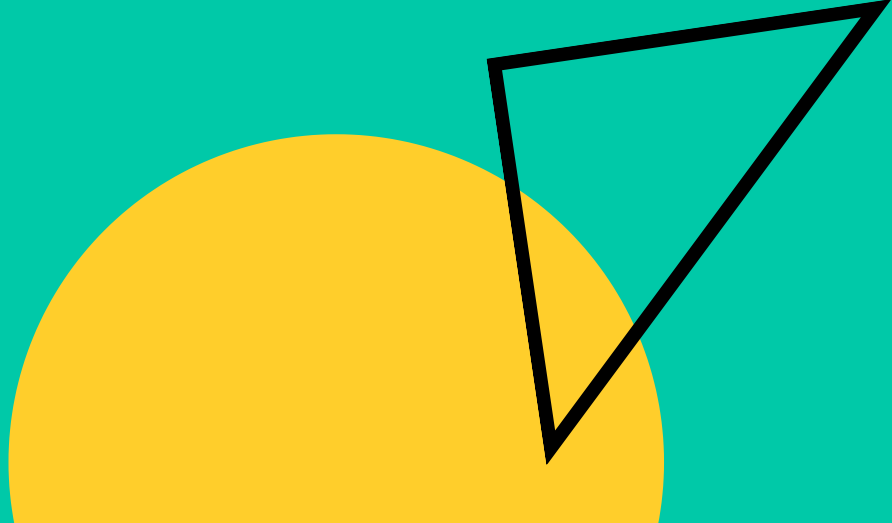@DrRichReddick

OVERVIEW

MENTORING DEFINED

Mentoring is a personal relationship in which a more experienced (usually older) faculty member, professional, or student acts as a guide, role model, teacher, and sponsor of a less experienced (usually younger) student or junior professional (Johnson, 2002, p. 88).

We further augment Johnson's (2002) definition by the inclusion of undergraduate students as well, hearkening back to Jacobi's (1991) emphasis on mentorship as "a critical component of effective undergraduate education" (p. 505).

OTHER FORMS OF DEVELOPMENTAL RELATIONSHIPS

- **Role modeling:** finding inspiration and a blueprint for one's success in another person whom you do not necessarily know. Can be in the same field of endeavor, or in another space.
- **Coaching/Sponsorship:** helping someone achieve a professional goal through scaffolded assistance and guidance. It differs from **mentorship** because there is not necessarily an investment in the personal, psychosocial level.
- **Advising:** assisting someone in reaching their academic and career goals, usually through selection of courses and experiences. Can blend with other forms of developmental relationships.

WHY DOES MENTORING MATTER IN THE COMMUNITY COLLEGE CONTEXT?

- Student development theorists argue that academic and social integration are determinants that influence students' decisions to persist or drop out (Astin, 1984; Tinto; 1993)
- Mentoring practices that integrate students into the social fabric of the institution enhances chances of persistence and matriculation
- This is of particular importance to populations that experience high dropout rates such as African Americans and LatinX students (LaVant et al, 1997)

MY MENTORSHIP NARRATIVE

First Gen collegian
Pell Grant recipient
Second Generation American
Military brat - highly mobile
Honors student

How can I be seen completely?
"How does it feel to be a problem?" (DuBois, 1903)

HOW ARE OUR STUDENTS FRAMED?

Deficient

Lacking (preparation, resources, culture)

Needing to change

Problem is with student/family/community

Limited aspirations

WHAT DO BIPOC & HISTORICALLY MARGINALIZED STUDENTS ACTUALLY NEED?

- Access to the "hidden curriculum"
- Providing "homeplace" in your institution (hooks, 1990)
- Confronting imposter syndrome
- Asset-based, rather than deficit framings (Yosso, 2005)

WE NEED A NEW TRANSPARENCY FOR STUDENT SUCCESS

The hidden curriculum is a system of unwritten rules and unspoken expectations that are pervasive around campus…. I've had people tell me that their students thought that office hours were times that they couldn't bother the professor; that it was their time to do their work in the office where they are not to be disturbed. Because the term itself is confusing, right?

Tony Jack, author of The Privileged Poor

COMMUNITY CULTURAL WEALTH
(YOSSO, 2005)

- CRT shifts the research lens away from a deficit view of Communities of Color as places full of cultural poverty disadvantages, and instead focuses on and learns from the array of cultural knowledge, skills, abilities and contacts possessed by socially marginalized groups that often go unrecognized and unacknowledged.
- Various forms of capital nurtured through cultural wealth include aspirational, navigational, social, linguistic, familial and resistant capital.
- These forms of capital draw on the knowledges Students of Color bring with them from their homes and communities into the classroom.
- This CRT approach to education involves a commitment to develop schools that acknowledge the multiple strengths of Communities of Color in order to serve a larger purpose of struggle toward social and racial justice.

ASPIRATIONAL

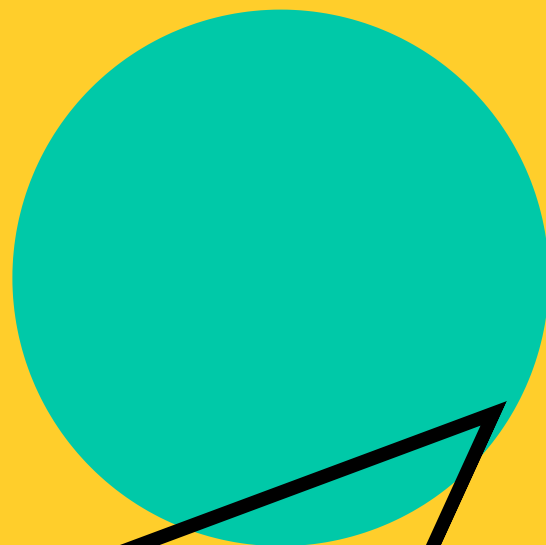The hopes and dreams (ganas) of Latinx and African American students and families.

LINGUISTIC

Language and communication skills (memorization, comedic timing, etc.) that students bring to college.

FAMILIAL

Social and personal resources from family and community networks.

NAVIGATIONAL

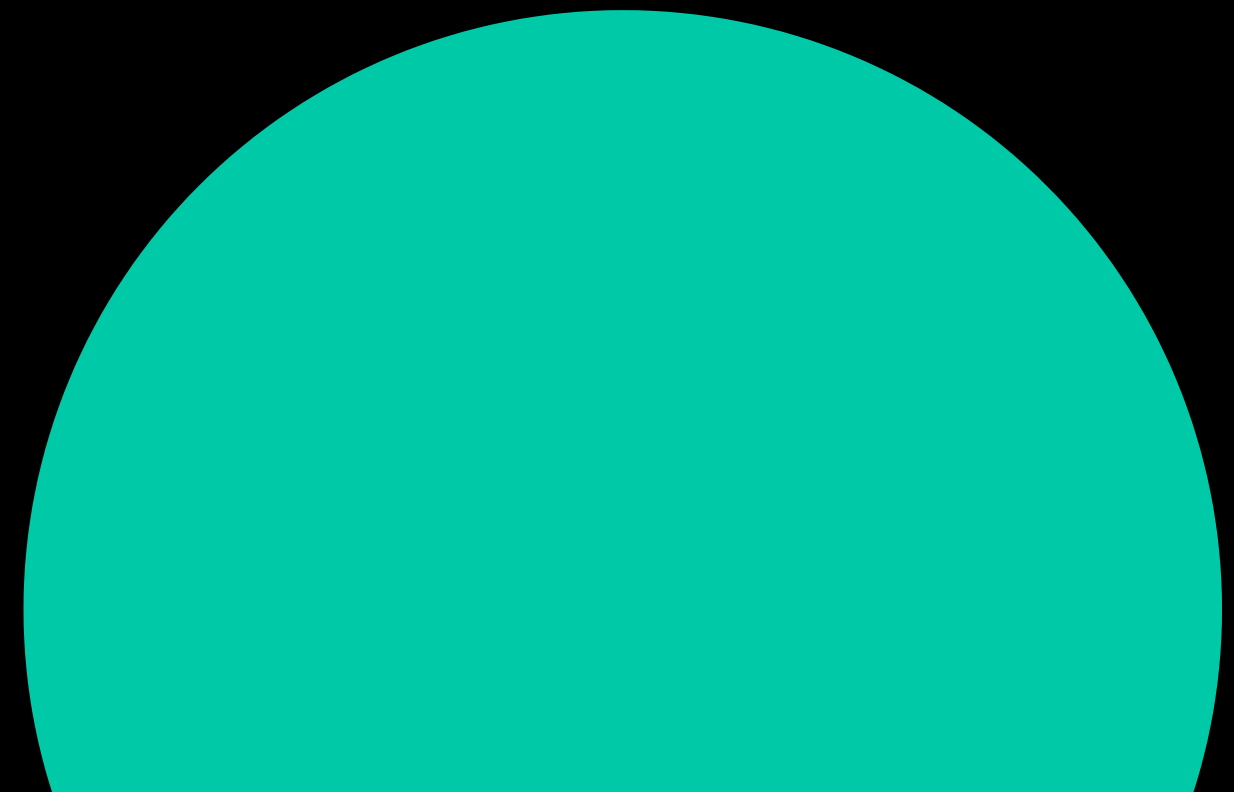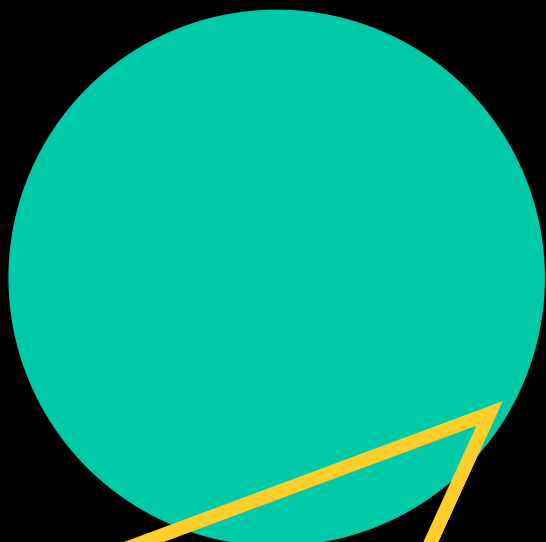How students employ skills to enter and persist in social institutions (like college).

RESISTANCE

The legacy from students' communities and families to engage in the fight for equal rights, freedom, and social justice.

SOCIAL

Peers, social networks that students utilize in their college access journey.

VALIDATING STUDENTS

- Where do students see themselves?
  - Curriculum
  - Staffing
  - Role Models & Proof Points
- Acknowledging social, economic, and political realities
  - Intergenerational poverty
  - Racism
  - Looking at individual, rather than systemic, barriers to success
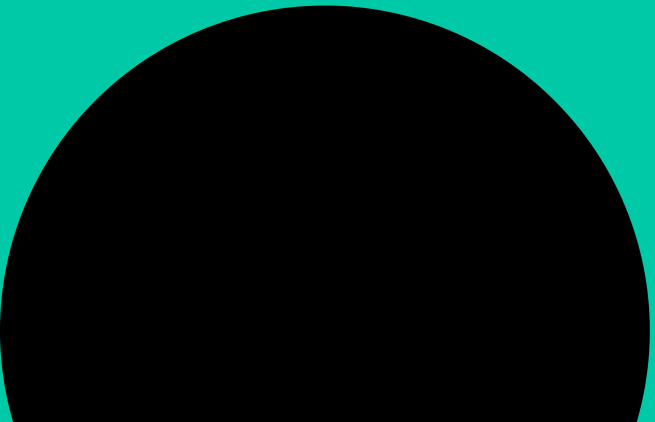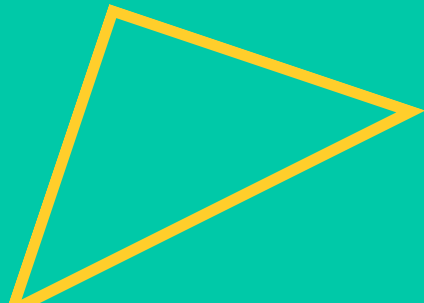- Using community context as a space for learning

RECIPROCITY

- Mentorship promises reward commensurate with the effort, for both mentee and mentor.
- You get in what you put in!
- Have a growth mindset - "What can I learn from this person and their experiences? What can they teach me?"

RESPECT

- Know and uplift the communities that we serve - the people and the land
- Land Acknowledgements and Integrating Community Context
- Acknowledge our institutional shortcomings
  - Have we always championed equity and inclusion?
  - If not, what did we fail to do?
 - How can we do better going forward?

RESILIENCE

- Our work is challenging - who's got your back, and whose back have you got?
- Sustaining our work
  - Balance
  - Modeling for others
  - Cultural Humility
- Building coalitions

CENTERING EQUITY

- Who is included?
- Who is not included, and why?
- Who has been included frequently, recently, and not at all?
- How do we ensure that all have what they need to succeed?
- Contrast with equality (footwear)

A FIRST GEN JOURNEY
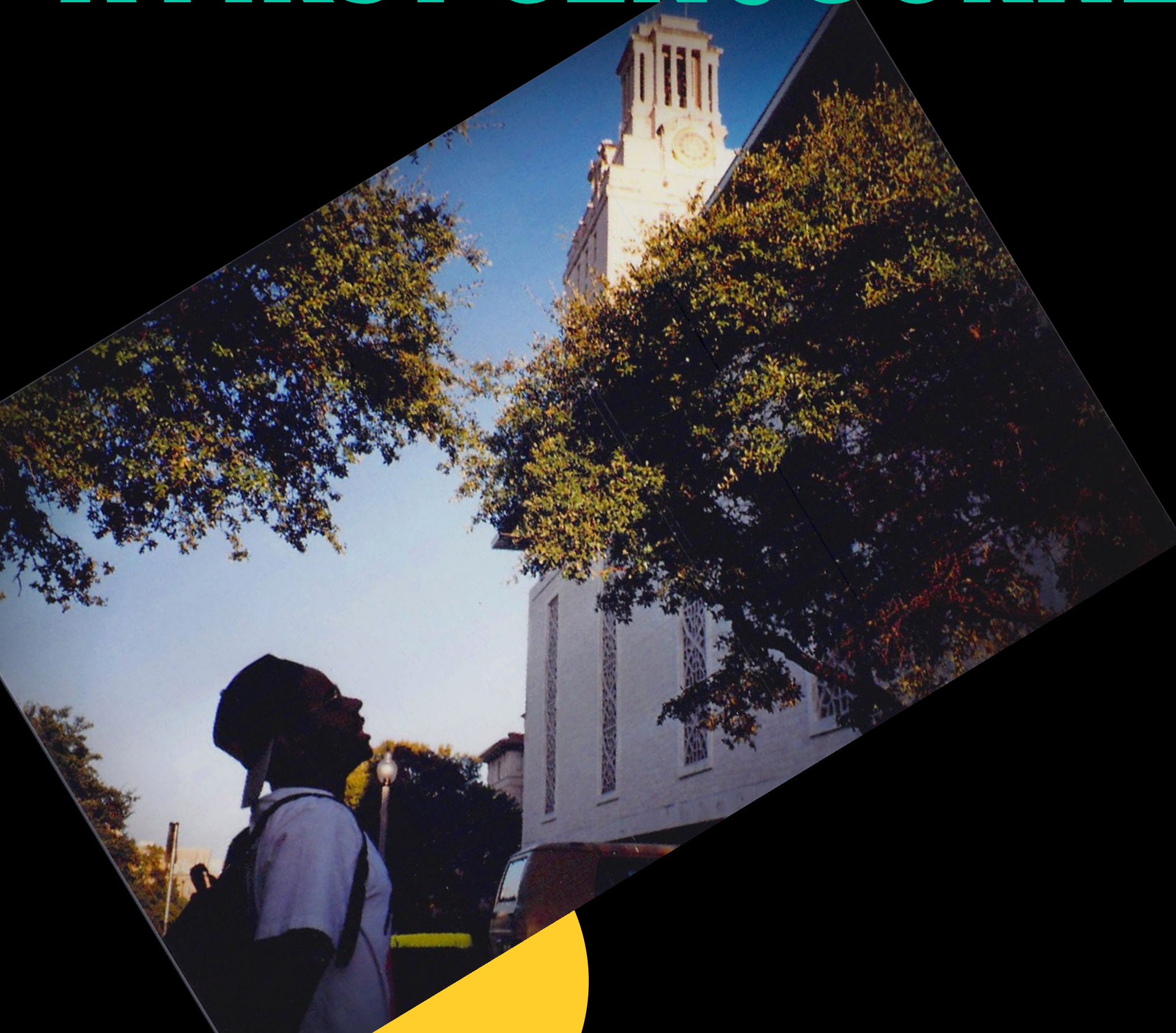
UT NEWS

CAMPUS & COMMUNITY

Mar 09, 2022

Richard J. Reddick Appointed Senior Vice Provost for Curriculum and Enrollment and Dean of Undergraduate Studies

ELIZABETH SHATTO MASSEY
HONOR HALL

THANK YOU

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