



Mentoring to Ensure Inclusiveness: What Works

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Mentoring is

- Access to information
- Encouragement for achievement
- Advocacy toward advancement





UMBC takes a *comprehensive* approach to promoting inclusiveness: recruiting, building community, fostering academic success, effective mentoring, preparation for careers.

- Must be faculty-based
- Must provide a supportive graduate experience where all students will benefit
- Paper on CGS website identifying 10 lessons learned
- Measure our success by the experiences of our students

Based on What Makes the Undergrad Meyerhoff Program Successful

- Fully integrated into the academic affairs infrastructure:
 - Reports to the Provost's office.
 - Advisory board of STEM department chairs.
 - The most productive research faculty serve as mentors and advocates.
 - Faculty are proud of the program and are eager to have brilliant undergraduate students work in their labs beside graduate students and post docs.

Translating the Meyerhoff Success to Graduate Students

- Funding:
 - Meyerhoff Graduate Program in Biomedical Sciences funded by NIH IMSD training grant
 - PROMISE: Maryland's AGEP
 - GAANN and IGERT training grants
 - Ph.D. Completion Project
- Institutional transformation:
 - Discussions at graduate program director (GPD) meetings
 - Discussions at President's Council
 - Discussions with individual department chairs and GPDs
- Institutionalization

Basic Premise

- Diversity programs can only be successful if the climate for ***all*** graduate students is one that promotes:
 - Inclusiveness
 - Academic success
 - Self-confidence
 - Life balance
 - Professional development

With the university as a whole serving as a mentor to shepherd each student



Academic Support

Dissertation House



Thesis and Dissertation Coach

Professors in Training

Graduate Student Success Seminars



Community Building



Retreat at Rocky Gap

**Fall
Harvest
Dinner**

The Comfort of Groups – Even When You Stand out



Four Elements of Psychological Sense of Community

- **Membership:** belonging to a community
- **Influence:** positive influence on student from others and ability to be positive influence and role model to others
- **Integration and fulfillment of needs:** members feel rewarded in some way for their participation in the community
- **Shared emotional connection:** opportunity to bond through shared experiences at retreats, conferences, monthly meetings, celebration of milestones

McMillan, D.W., & Chavis, D.M. (1986). Sense of community: A definition and theory. *Journal of Community Psychology*, 14(1), 6-23.

Why Do So Many Programs Fail?

- Self-contained programs not integrated into the mainstream of academic affairs.
- Defeatist attitude: “The problem is too large for us to make a dent.”
- Deflecting the problem: “We don’t have funding from NSF or NIH so we can’t do all those things.”
- “Committed to being committed” but never quite turn ideas into action with proper support.



What Can You Do?

- Implement policies, practices and programs listed on the CGS Ph.D. Completion Project “Factor Assessment Template”

<http://www.phdcompletion.org/tools/index.asp>

- Admissions
- Advising, Mentoring, and Research
- Financial Support and Funding Structures
- Program Environment
- Administrative Processes and Procedures

More Information:

- CGS Occasional Paper Series on Inclusiveness

“University as Mentor:
Lessons Learned from UMBC
Inclusiveness Initiatives”



<http://www.cgsnet.org/Default.aspx?tabid=290>

More Information: Case Studies

“Successful Ph.D. Pathways to
Advanced STEM Careers for Black
Women”

In *Beyond Stock Stories and
Folktales: African Americans’ Paths
to STEM Fields*

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Discussion

