

# DEVELOPING EQUITY-MINDED MENTORING PRACTICES IN MENTORING RELATIONSHIPS

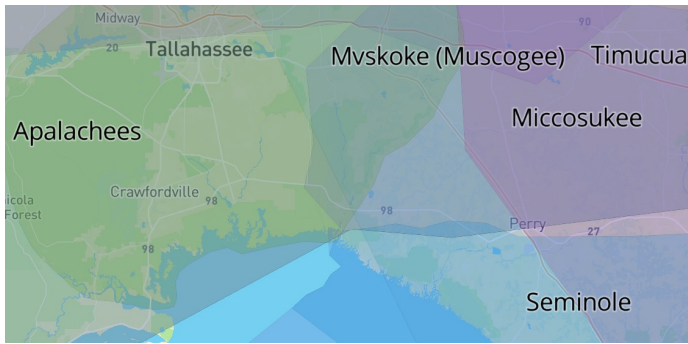
**ANNIE M. WOFFORD, PH.D.**

Assistant Professor of Higher Education

Florida State University

@annie\_woff

University of Waterloo: June 6, 2024



# LAND ACKNOWLEDGEMENT & COMMITMENT

We acknowledge that our university is located on the indigenous lands of the **Apalachee Nation, the Muscogee (Creek) Nation, the Miccosukee Tribe of Florida, and the Seminole Tribe of Florida**. We highlight and pay respect to this history because we understand how the state of Florida and Florida State University came to be settled on these lands. We recognize this land as scarred with a painful past of enslavement, settler colonial violence, the desolation of culture, and the forced removal of indigenous bodies. Despite this, we respect the cultural and ceremonial practices these Indigenous nations maintain in and around Tallahassee today. As educators, we honor the knowledge of these tribes and their people and acknowledge that Indigenous students, faculty, and administrators are vital to Florida State University. We embrace the decolonization of our educational system and commit to disrupting suppressive systems through the explorations of many truths and lived experiences and creating room for those who are often excluded by harmful colonial erasures in our practice and pedagogy.



# WHY WE ARE TALKING ABOUT MENTORING

- Introductions
- Think-Pair-Share: In what ways are you (or have you been) a mentor to someone else?
  - What does support look like?
- Scholarship on inequitable mentoring structures



# OBJECTIVES

- **By the end of this workshop, you will:**
  - **Be able to distinguish** between mentoring, advising, supervision, and sponsorship
  - **Appreciate** how differences in preparation, goals, and social identities compel different mentoring needs and practices
  - **Cultivate strategies** and practice navigating two activities within the equity-minded mentoring toolkit

## Advising

“process which assists students in the clarification of their life/career goals and in the development of educational plans for the realization of these goals”

Winston et al. (1982)

## Supervision

Often argued as part of mentoring, but this notion may also mask power structures

Frequently task-oriented (e.g., completion of dissertation)

Manathunga (2007)

## Sponsorship

“publicly acknowledges the achievements of the mentee and advocates for the mentee”

NASEM, 2019

## Mentoring

“a professional, working alliance in which individuals work together over time to support the personal and professional growth, development, and success of the relational partners through the provision of career and psychosocial support”

NASEM, 2019

# IN PRACTICE...

- **Advising:** likely formal, offering advice about specific questions or problems; frame of mind is often transactional
- **Supervision:** formal and task-oriented; may uphold (explicitly or implicitly) power and hierarchy
- **Sponsorship:** active advocacy and championing for one's opportunities in the institution & profession
- **Mentoring:** often organic, holistic, developmental, & relational in nature; may include other elements, but focuses on care/development for whole person(s)

# Culturally responsive and equity minded

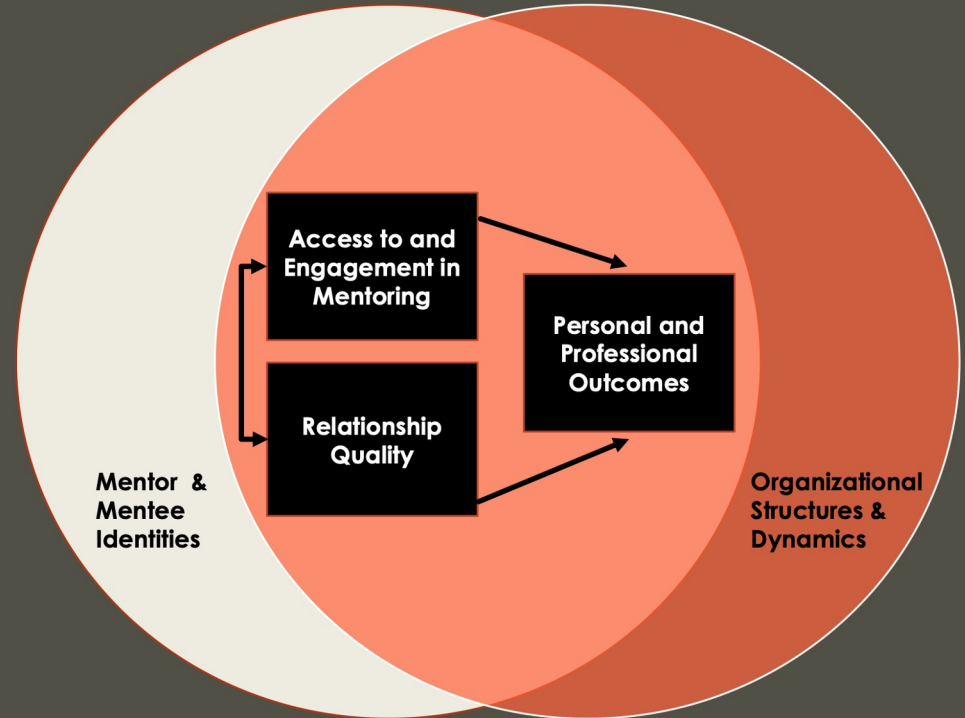
Culturally responsive mentorship “can validate students’ various identities and help them navigate invalidating experiences encountered while simultaneously reinforcing their self-efficacy in their field” (NASEM, 2019)

Equity-minded mentorship prompts us to “be mindful about providing individuals with access to relationships that meet their needs and are grounded in trust, respect, and care” (Griffin, 2020)

# EQUITY-MINDED MENTORING

## What goes into mentoring?

Source: Griffin, K. A. (2020). Rethinking mentoring: Integrating equity-minded practice in promoting access to and outcomes of developmental relationships. In A. Kezar and J. Posselt (Eds.), *Higher education administration for social justice and equity: Critical perspectives for leadership* (pp. 93–110). Routledge.



Equity Minded Mentoring Model (EM<sup>3</sup>)



# MENTORING BEHAVIORS

- Scholars have examined specific behaviors and groups of behaviors – for example...
  - Psychological and emotional support
  - Role modeling
  - Instrumental (career) support
- **Support depends on many moving pieces!**
  - E.g., mentors' role, mentees' needs, mentoring culture, identities

# MENTORING TOOLS

- As a mentor, have you used any documents or specific training mechanisms to guide the process of building relationships with mentees?
- As a mentee, can you think of any helpful documents that a mentor may have walked through with you?



# EQUITY- MINDED MENTORING TOOLKIT

## EQUITY-MINDED MENTORING TOOLKIT



By Annie M. Wofford, Adrianna Burton,  
Kimberly Dennin, and Reginald T. Gardner



USC Rossier  
Public Center for  
Higher Education

<https://equitygraded.org/rsrc/4399047/>

**THANK YOU!**  
**QUESTIONS?**



**Dr. Annie Wofford**

Twitter (X): @annie\_woff

awofford@fsu.edu