Outreach and Mentoring
or
don’t figure it out alone

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July 25, 2007
Agenda

Yolanda George, AAAS

A Research & Action Agenda on STEM Workforce Mentoring

Norm Fortenberry, NAE

Assessing Participation and Advancement in Engineering and Science of Individuals and Institutions Underrepresented as Federal Grantees

Richard Ladner, University of Washington

Outreach for Academics, along with several program examples
Objectives

• Provide an overview of mentoring resources, as well as results from several recently released studies
• Supply several concrete examples of mentoring programs
• Offer a list of resources
What the Research Says

prepared by Caroline Simard, ABI

Students

• Mentoring is a key determinant of retention of women and other minorities in computer science and engineering

Undergraduates

• At the undergraduate level, the mentoring relationship should primarily focus on exposing the student to the various career possibilities that come with computer science and engineering and giving them support in making early career decisions
Graduates

• At the graduate level, the focus of mentoring is on finishing a degree on track, and helping the student secure a wanted position

• Research shows that students who are mentored publish at a higher frequency than those who are not

• Adequately mentoring graduate students is also beneficial to tenure-track faculty

• Faculty who mentor graduate students who are from a different gender or ethnic identity need to educate themselves in terms of cultural and racial perspectives to be more effective mentors;
Junior Faculty

- At the junior faculty level, mentoring focuses on navigating the tenure track and beyond.
- The mentor helps the new faculty understand departmental structures and processes and articulates the requirements and expectations for progress toward tenure,
- The mentor also has a crucial role in protecting the new faculty’s research time in order to make tenure,
- At the junior faculty level, another key mentoring need is encouragement and advice on balancing work and family responsibilities
Senior Faculty

• Even tenured faculty need mentoring from trusted colleagues on the road to greater recognition and full professorship. The need for mentoring at this career stage is help with award nominations, opportunities for serving on prestigious committees, and recognition such as being named a member of the NAE.
Resources


Resources

http://www.cs.ubc.ca/~condon/ccwest/CCWESTtimeMgm1.htm

http://www.cs.ubc.ca/~condon/ccwest/CCWESTjob1.htm

http://www.cs.ubc.ca/~condon/ccwest/CCWESTtenure1.html

Katherine Schultz, Lynette D. Madsen, and Claire Deschenes. Developing a Research Program (Canada).
http://www.cs.ubc.ca/~condon/ccwest/CCWESTresearch1.html

Committee on Science, Engineering, and Public Policy's (COSEPUP) http://www7.nationalacademies.org/cosepup/.
Created in partnership with NCWIT

[www.ncwit.org](http://www.ncwit.org)

Soon to come….

Mentoring in a Box for Academics
Women@SCS

School of Computer Science
Carnegie Mellon University
A well developed Women’s network that came from the work of Margolis and Fisher

*Unlocking the Clubhouse*