Partnership between UMKC and the Greater Kansas City Hispanic Development Fund

What more can we do to.....

- Increase retention rates?
- Improve both rates and timeliness of completion?

- How can we assure that HDF Scholarship recipients see all the possibilities for career options and give consideration to graduate school?
- How can we assure successful transitions into meaningful jobs and competitive programs?
Three components:

Support (Individual and cohort)

Mentoring

Enhanced Access to Resources & High Impact Learning Opportunities
(ie: research, study abroad, internships)
Support Component

Support from Each Other:

- Bring students together for mutual support
  - Summer Avanzando Enrichment Program, Drop-in/Check-in events, End of Semester Celebration

- Learning opportunities
  - Study Skills, test prep, seeking and securing internships, resume development, etc.

- “Meet other Latinos!”; address the “I’m the only...” phenomena & burden
Scholar Demographics 2015-2016

62 students served in the program (excludes graduates supported in transitioning to graduate school or satisfactory job placements)

Of the 62 served:

7 graduate/professional students

55 undergraduates
  ◦ 5 incoming freshmen
Of the 62 served:
33 current HDF scholarship recipients (includes 2 dual HDF/Agapito Mendoza Scholarship recipients)
2 Agapito Mendoza Scholarship recipients who did not receive HDF scholarships
12 former HDF scholarship recipients
11 new self-referred scholars (neither HDF nor Mendoza Scholars)
4 returning self-referred scholars

Of the 62 served: 13 graduated (5 graduated from graduate/professional programs)
Mentoring Component

All About the Relationship!
Mentoring Component – Who are our Mentors?

Faculty and Staff at UMKC - have a commitment to equity and track record in advocating for under-represented students; representing all ethnicities.

Community Leaders - Latina/Latino professionals, business owners and leaders in the Hispanic community who want to give back and make a difference.
Goals:

- Increase retention rates
- Improve both rates and timeliness of completion
- Ensure that HDF Scholarship recipients and self-referred scholars see all the possibilities for career options and give consideration to graduate school
- Ensure successful transitions into meaningful jobs and competitive programs

Role of an Avanzando Mentor is in service to these goals!
Mentoring Component (continued)

Matching: A big challenge!

Scholars and Mentors Decide on Frequency and Modes of Communication

- Frequency of contact: **minimum monthly face to face** but more frequency in beginning to develop comfort and trust
- Will evolve over time as needs change and comfort develops
- Will require mentor initiative
  - Contact: especially early on in academic career “I’m here for you” is good but it’s not enough!
  - Scholars don’t know what they don’t know! Mentors may have to do some research about scholars’ academic & career path in order to know what questions to ask, guidance to give and connections to make.
Avanzando: The Impact of Mentoring

Mentee: Patricia Peiffer & Mentor: Gloria Tibbs
FOUR PRIMARY TASKS OF A MENTOR

- Establish a positive, personal relationship with mentee.
- Help mentee to develop or begin to develop life skills.
- Assist mentee in obtaining additional resources.
- Increase mentee’s ability to interact with people/groups/things from various backgrounds (cultural, racial, socioeconomic, etc...)

Source: Courtesy of Mass Mentoring Partnership, Mentoring 101 Train the Trainer Curriculum
BIGGEST CHALLENGES AS A MENTOR

- Time
- Boundaries
- Breaking the ice
- What to say after 5 minutes
- Keeping up-staying on top of what’s happening for the scholar
- Not giving answers
- Building trust
- How to be a resource
- Generation Gap
Mentor-Mentee Meetings: Things to Do Together

- Spend time learning more about each other in building a personal relationship before formally tackling mentoring program objectives.

- Negotiate your ground rules for working together, when and how you will meet; confidentiality, etc... Schedule official times on your calendars. Sometimes an informal location, such as a coffee shop, may be preferable.

- Share career stories. Career start, changes made along the way, high and low points. What experiences were helpful?

- Talk about topics not pertaining to work: news and events, family history, hobbies, movie.

- Discuss mentee’s strengths and how to enhance their growth. Identify/refine 1-3 objectives to work on together-preferably skills pertaining to growth areas and leveraging strengths.

Avanzando Mentee: FY2010-FY2014

Patricia Peiffer, Librarian
ALA Spectrum Scholar
ppeiffer@hickeycollege.edu
Hickey College
St. Louis, Missouri
Learning & Change as Mentee

- Be open to possibility and stay open to possibility.
- Always be ready to learn.
- Reflection is key for enduring understanding.
- Humility allows for the fostering of a relationship.
- True impact doesn’t come overnight.
- Effort and time allow for a continuation of a mentorship.
Application: Why should librarians care?

- Advocacy for librarianship
- Changing the culture
- Creates sustainability for librarianship
- Community Advocacy
- And just because mentorship makes the world a better place.
Questions?

Thank you!
For Further Information

- **Gloria Tibbs**, Organizational Development Coordinator, UMKC University Libraries (Miller Nichols Library), University of Missouri-Kansas City, tibbsg@umkc.edu

- **Patricia Peiffer**, Librarian, Hickey College, ppeiffer@hickeycollege.edu

- **Marji Datwyler**, Director, Avanzando, UMKC Division of Diversity and Inclusion University of Missouri-Kansas City, datwylerm@umkc.edu