

*Coming Soon!*

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# “MENTORING THE MENTORS” WORKSHOP KIT

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The “Mentoring the Mentors” workshop kit is based on a workshop of the same name that was originally held in January 2016 with funding from the Andrew W. Mellon Foundation, organized by the APA’s Diversity Institute Advisory Panel and facilitated by Ellen Feder and Mariana Ortega. Since then, two additional workshops have been held, and three more are planned. The kit is structured similarly to those workshops, with additional information added based on feedback received from participants and facilitators.

This workshop was envisioned as a way to support those faculty members who support undergraduate philosophy students from underrepresented backgrounds. Undergraduate diversity institutes in philosophy, particularly Philosophy in an Inclusive Key Summer Institute (PIKSI), have long been built around mentorship of undergraduates from underrepresented groups, but have found that often, the faculty mentors at students’ home institutions have not had sufficient mentoring training or support. In addition, as such institutes become more competitive, the institutes have had to turn away more and more students who might benefit from the mentoring and support that diversity institutes offer. The workshop aims to address these needs so that faculty can better mentor all students from underrepresented groups, including those who attend diversity institutes and those who do not.

The intention of the kit is to allow philosophy departments, philosophical societies, and other organizations to run a workshop for faculty about mentoring students from diverse backgrounds and encouraging them to pursue advanced philosophical studies. The information in the kit makes it possible to hold this workshop without having to be an expert in the subject matter.

The kit itself is designed to be modular. You can choose which topics and sections are of the most interest or use to your audience without having to use all of the materials. This also allows you to spend more or less time on each topic as you wish; the workshop could be done as a half day, a full day, or even a series over a longer period of time. The kit comes with instructions for the facilitator as well as handouts and PowerPoint slides for the participants.

**On the reverse of this page is a brief sample from the kit. The full workshop kit will be available online in the coming months.**

**If you have questions related to the kit, or would like further guidance or information on this subject, please contact Arielle Hill-Moses, program assistant, at [arielleh@udel.edu](mailto:arielleh@udel.edu).**

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## ***“Mentoring the Mentors” Workshop Kit Sample***

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### **Handout #5: Mentoring and Diversity**

This handout covers the topics of **cultural competence** and **institutional barriers**. Regardless of ways in which your students may identify, they will benefit from the mentoring relationship being one of trust and growth. That said, when your students come from different backgrounds from you, it can take more time to establish that trust, for a variety of reasons. In some cases, your students may come from a background that has been historically abused by people from your own background, in which case a sense of general wariness and distrust is understandable. In other cases, your student may have suffered from some particular trauma that makes them distrustful of new people in general. Most of the time, these trust issues will have nothing to do with you, personally. But there are ways you can be proactive about avoiding exacerbating those issues. Learning about and practicing cultural competence is one way to do this; being aware of institutional barriers that your students may face is another.

#### **Cultural Competence**

Most of the current work on cultural competence frames it as a process of constant improvement on a cyclical basis. There is no such thing as being culturally competent, full-stop; it is a learning process that doesn't end. Most models of this cycle proceed as follows:

- **Cultural Awareness**  
Begins with self-knowledge related to your own identity (values, customs, beliefs, etc.), as well as an awareness that others differ from you in those respects
- **Cultural Knowledge**  
You begin to learn more about these differences, e.g. what *are* the values, customs, beliefs of others, and how are they similar or different to your own?
- **Cultural Sensitivity**  
You are not only aware of your differences from others, but you begin to consider how open-minded and respectful you may or may not be to those differences. You begin to examine your own attitudes of judgment based on these differences, and work on why you have the beliefs about these differences that you do.
- **Cultural Competence**  
You think about what changes you may need to make in thought and behavior in order to work in a respectful and informed manner with those who are different from yourself.

Again, this is a process with no concluding point, but represents work that must constantly be done to improve further. On a basic level, what much of this boils down to is a consciousness of difference. Don't assume your mentee has had the same or even similar life experiences to you. Things that may seem automatic and easy to you may be entirely new to them. Things that seem like no big deal to you or even to other students might pose a hardship to them.

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***Look for the full “Mentoring the Mentors” Workshop Kit, available soon!***