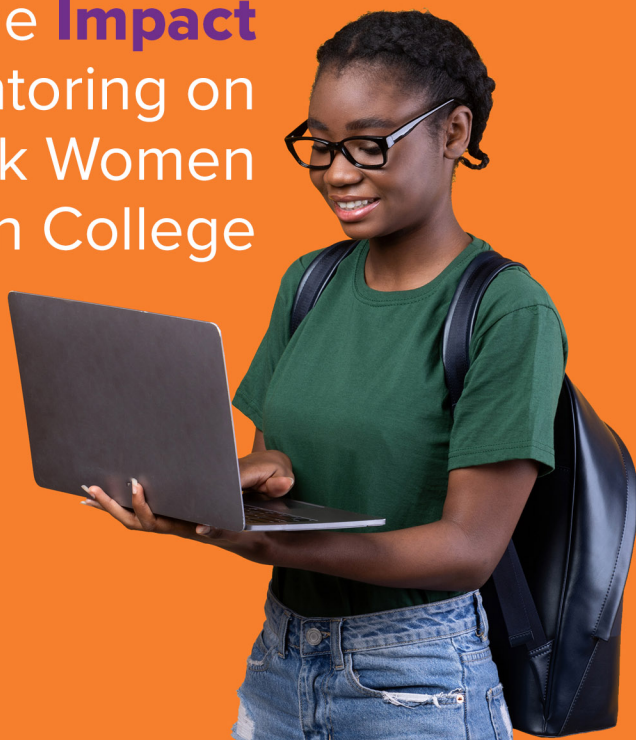




2021 IMPACT REPORT

The Impact of Mentoring on Black Women in College



Introduction

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According to an article in The Chronicle of Evidence-Based Mentoring (Rhodes, 2015) mentor/mentee relationships can be seen as impactful for everyday people as it is for celebrities.

Pairs such as Maya Angelou and Oprah Winfrey are among the noted figures whose relationship between each other evidenced a positive result in career and self because of support and advisement. This, in fact, is what can be accomplished when a mentor relationship is in place.

Described as a distinct human experience, Burns (1978, p. 20) describes the interaction as one that entails “raising one another to higher levels of morality and motivation”.

From Maslow’s (1943) hierarchy of needs and a desire to belong, mentoring’s vital importance to maintaining positive relationships are tantamount to interpersonal development. Though the term has been cited in theories and academic research for hundreds of years, the impact or importance of mentoring is acknowledged by seminal work written by Levinson, Darrow, Klein, Levinson (1978). In their work, they purport the notion that mentoring is one of the most “developmentally important relationships” (Campbell et al. 2012, p. 97).

While mentoring has engendered research in its scholarship from youth, academic and workplace (Eby, Allen, Hoffman, Baranik, Sauer, Baldwin, Morrison, Kinkade, Maher, Curtis, Evans, 2013), there is limited empirical data on the impact of mentoring scholarship on young black women. In this respect, young black women are quantified as women who identify as African American ages 13 to 24 years old. The relational connections made between this demographic and mentors fosters success through the presence of psychosocial support in informal settings, but in the case of more formal instances, such as the mentoring organization,

Save a Girl, Save a World (SAGSAW), a culture of mentoring permeates the ethos of the organization to promote practices that aim to embody effective measures of what Zachary (2005) says is inclusive of: alignment of goals, accountability, effective communication, program value, visibility and demand, multiple mentoring opportunities, education and training, and safety nets. With four intersecting pillars: health and wellness, financial literacy and wealth legacy, career and entrepreneurship, and lifestyle and leadership---SAGSAW is a multigenerational mentoring and esteem building program designed to enhance personal development and academic and professional growth.

FOUNDER AND CEO



Glenda A. Gill is an **innovator** for the 21st Century. Throughout her career, she has closed gaps and built bridges through economic development with distressed communities around the nation.

A **courageous woman**, she took on the auto industry and bridged the divide in corporate and community relations by crafting a strategic vision to achieve corporate, community and public relations goals. She was **recognized** as one of five women of color in the automotive industry who drove and propelled minority business development.

Not a woman to rest on her laurels, **Gill's influence** stretched further than all of her previous accomplishments when she founded Save A Girl, Save a World. Recognizing the influence women have in the nation and the global market, she assembled professional resources together with a network of other accomplished women from coast to coast to work with her to mentor the younger generation of teens girls so that they, too, can impact this world for good locally, nationally, and globally. At the root of Save A Girl, Save a World is the desire to give girls guidance, aid, and offer resources so that they can go further than ever. Of necessity is the task to redefine and shatter the stereotype of minority girls.

In her own words: **“We want to give these girls things that we wished we had. Our goal is to bring out the greatness in them and to let them know that we have their backs .”**



OUR GOAL IS TO BRING OUT THE
“GREATNESS
IN THEM.”

Organizational History

1000+
young women impacted

475 high schoolers

85%

went on to attend college

0 college dropouts

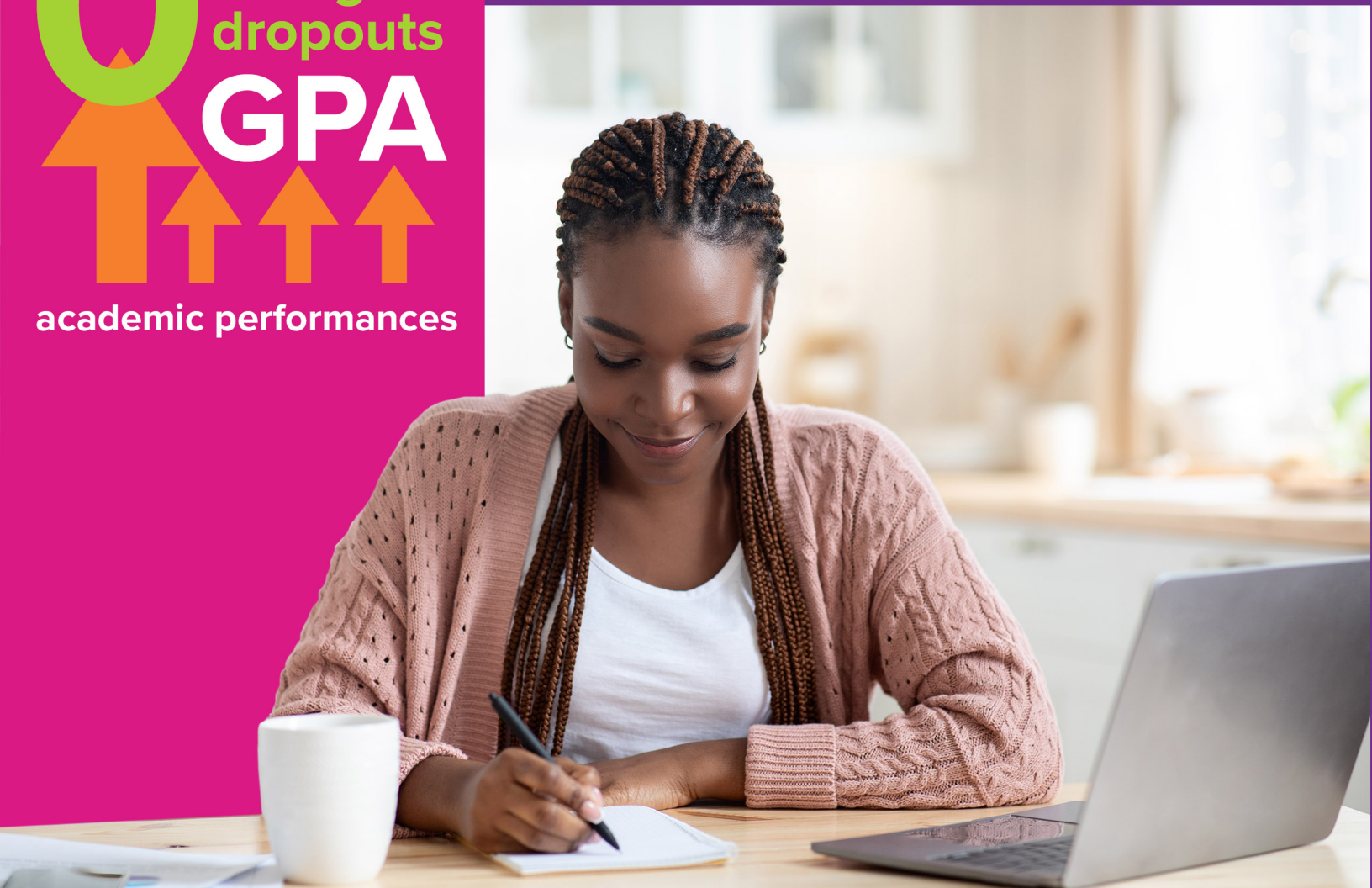
GPA

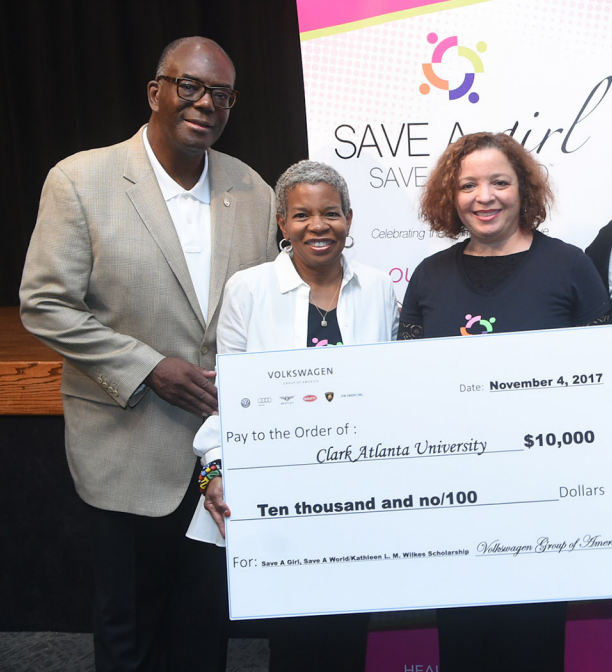


academic performances

SAGSAW is a nonprofit organization whose existence was birthed out of a conversation amongst women of color at the Rainbow Push Annual Conference. Its name is credited from remarks given by renowned economist, Dr. Julianne Malveaux during this event. The concept morphed into an organization when founder, Glenda A. Gill, brought the idea to fruition backed with the financial support from Ford Motor Company. With its start originally as a 3-day retreat on the campus of Bennett College in Greensboro, North Carolina, the organization has evolved into a full fledge organization headquartered on the campus of Clark Atlanta University with presence on 9 historically black colleges and universities and University of Michigan through its Speak program.

Since its inception, SAGSAW has been responsible for mentoring relationships of over 1000 young women through a formal structured program. The impact of this touchpoint has been instrumental in helping young high school girls gain greater exposure to post-secondary education. Of this group of 475 high schoolers, 85% matriculated through high school successfully and went on to attend college. For college women, our data suggests that SAGSAW had 0 college dropouts, indicated greater satisfaction with their college experience, and higher GPA and academic performances. SAGSAW's impact on our mentees evidenced significant progress toward post college professional plans as students have gone on to work in a myriad of different industries from entrepreneurship, to medicine to the Federal Bureau of Investigation. College level mentees have been supported in career exploration with the over 100 professional mentors from across the nation which includes executives from various industries.





since 2016

\$50,000
in scholarships



SAGSAW’s financial commitment to mentees has an investment of \$50,000 in scholarships since 2016. This has had a significant impact on college students’ ability to continue their education and in some ways has helped their families offset financial burdens.

Since its inception SAGSAW has had 49 sponsors who has supported this book of work either through financial giving, in-kind, and branded materials, and incentives. Over the years, these contributions has fostered a community of practice that has made available programs that have fostered pyscho-social health, with mentoring efforts that enhanced opportunities for entrepreneurial and social justice exposure, internships, and social engagements that best align with the needs of women students of color.

The work of SAGSAW is replete with partners whose work has intersectionality with that of its organization. These partners, like W.K. Kellogg Foundation, Dove, Robert Wood Johnson Foundation, Ford Motor Company, Black Women’s Roundtable, Steve and Marjorie Harvey Foundation, A Seat at My Sister’s Table, and Joy Collective, continue to advance the voice and upliftment of black women.

Mentoring Rationale



While there is a small amount of information available on mentoring women of color on the campuses of predominately white institutions, there is a dearth on what that looks like on the campuses of historically black colleges and universities. Nevertheless, the need for positive role models and mentors for black women are salient. According to research, even with several strides to ensure equality and equity for all (Howard-Hamilton, 2003), being a black woman in America still comes with stigma on at least two fronts: race and gender. Howard-Hamilton (2003), suggested that black women face “double oppression – racism and sexism” due to their “subordinate status [that] was enforced by white and black men as well as white women” (p. 19).

stigmas in America
race
+ gender





Organizational History

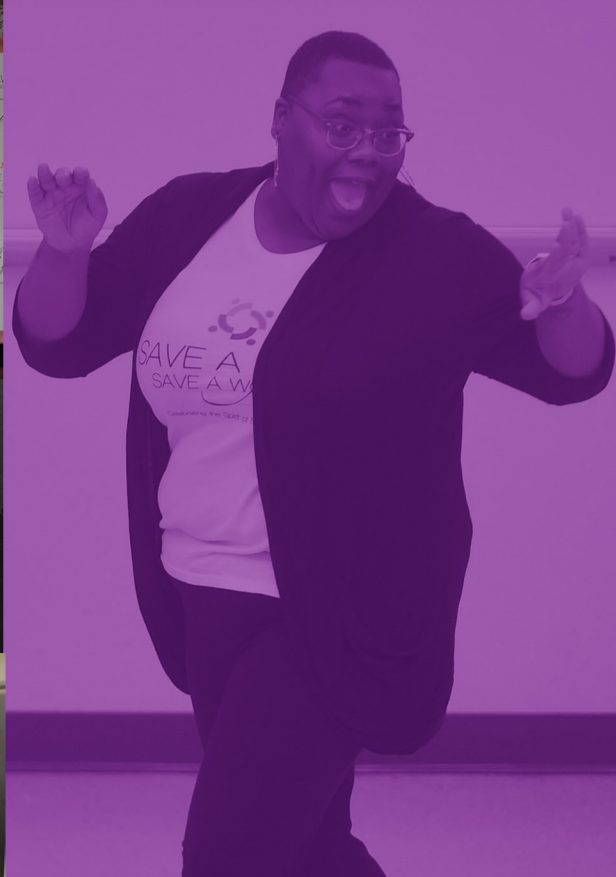
Supporting black women on a college track through mentorship is paramount for their overall academic success (Bartman, 2015). Collins (2015) provides poignant disparities for black women as it relates to what is probable for this demographic when a support system such as mentoring is not in place, noting the failed support they receive in educational settings which could seemingly occur even on the campuses of HBCUs. Sullivan (2015) contends the effects of mentoring have included higher GPAs and graduation rates, lower dropout rates, and more complete units per semester. According to the U.S. Department of Education's National Center for Education Statistics (2010) only 45.7% of all 100,210 (about 45,796) black women students graduated in 2008, while 50.7% (319,683) of white women students graduated. Further, Bartman (2015) purported that black women in higher education "are not keeping pace with White, Latina, or Asian women" about academics (p. 3). Because mentoring programs can offer a wholistic approach to supporting not academic areas and fostering resilience, the results of mentoring has a value that is unrivaled.

45.7% of black women graduated in 2008

Interconnectedness

Hughes and Howard-Hamilton (2003) provides research on the connection that exists between black women who are mentors and black women mentees. In their research they shed light on the fact that despite the backgrounds of black women in these instances, collectively as black women, they share "the struggle to be accepted and respected members of society and their desire to have a voice that can be heard (p. 102). A phenomenon occurs when organizations like SAGSAW has black women being mentored by mentors who look like them: cultural connections stem from relatability, ultimately making the mentoring experience more enjoyable for both parties (Hughes & Howard-Hamilton, 2003). Moreover, Griffin (2013) concluded that black mentors had an unprecedented commitment to the success of black students due to relatability and comfortability, which was a concept Hughes and Howard-Hamilton (2003) discussed. Dahlgvig (2010) offers insight into the racial dynamics of said pairings, as they address: racial identity development, psychosocial development, and cultural connections are among the most salient.





 **SAGSAW**SM
SAVE A GIRL SAVE A WORLD



Celebrating the Spirit of Sisterly Love



SAVE A *girl*
SAVE A WORLD®

Conclusion

In conclusion, the need for mentoring programs like Save a Girl Save a World is essential to the development of young girls of color. As a multigenerational program, the program supports the matriculation of young girls beginning in high school through college. These relationships help build capacity in students while affirming their ability to excel in an academic space and the world of work. The need to continue the discourses and research among the impact of black women who are mentored on black colleges can help inform practice while increasing opportunities and program partnerships who hold similar missions.



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