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INCLUSIVE MENTORING

Prepared by the Butler Center "Mentoring Research" Team
(Led by Drs. Melissa Robertson & Sang Eun Woo)
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What is inclusive mentoring, and why is it important?

What does it look like?

How can I be a good mentor for those from different backgrounds?

KEY TAKE-AWAYS FROM PANEL DISCUSSION (April 14, 2023)

Moderator: Melissa Robertson
Presenters: Kris Acheson-Clair | Levon Esters | Melanie Morgan | Linda Mason

- Don't just assume that others would like to be mentored the way you were (or would like to be) mentored. Start with trying to learn and understand your protege's needs.

- Mentoring requires the investment of time and effort. It should be a responsibility that we take seriously and it needs to be accompanied with self-reflection, building relevant skills, and unlearning problematic mentoring practices.

- Mentoring is everyone's responsibility. We need to create institutional and departmental cultures that set and uphold standards for mentoring and that take action when poor or abusive mentoring is occurring.

- Mentoring is fundamentally personal. It involves both mentor and protégé engaging with each other openly, honestly, and with curiosity about each other's unique experiences.

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QUOTES

“For faculty to be effective at mentoring students, we have to be mentored ourselves." - Candace Croney

“Teaching cannot be effective unless it’s inclusive.” - Jenna Rickus

"I truly believe mentoring is such a critical and foundational component of everything we do at our university. It’s our entire mission, perhaps the most important thing that we do." - Jenna Rickus

"We need to create a mentoring and learning community on our campus.” - Levon Esters

“We need to figure out ways to promote mentoring education among department heads so they can learn to become better advocates for quality mentoring within their departments." - Levon Esters

"Faculty need to unlearn some of the poor mentoring practices that were taught to them as graduate students and post-docs." - Levon Esters

"We need to help faculty learn how to engage in intentional mentoring practices, rather than leaving mentorship to chance." - Levon Esters

"What do international students wish mentors knew? International students may struggle with feeling like they can’t say no (drawing boundaries), more so than domestic students." - Melanie Morgan

"When mentoring international students, try to become familiar with their countries and their customs and celebrate things about their own cultures." - Melanie Morgan

“One common barrier is the lack of skill by both parties (mentors and proteges) on how to do mentoring well.” - Linda Mason

"To be a better mentor, we need time for self-reflection. Think about how you can grow as a mentor and seek opportunities to learn!" - Linda Mason

“How to do inclusive mentoring is through culturally responsive mentoring practices.” - Kris Acheson-Clair

“Culturally responsive mentoring is and should be everyone’s responsibility.” - Kris Acheson-Clair

“One of the big issues with putting culturally responsive mentoring into practice is that we don’t know what we don’t know. The Golden Rule tells us to treat others as we would want to be treated – but there are a lot of risky assumptions in that about other people having similar needs, expectations, experiences, goals, values, and communication styles. The Platinum Rule would encourage us to treat others as they would want to be treated. To be inclusive mentors we have to put some effort into getting to know our mentees so we can bridge the gap between the Golden and Platinum Rules.” - Kris Acheson-Clair

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FURTHER RESOURCES

- Dr. Melissa Robertson's Relationships and Work Lab **Inclusive Mentoring Website**
- Lunch & Learn, April 14, 2023, **Handout** prepared by **CILMAR**
- **Graduate School Mentoring Improvement Initiative**