Resources for Working with Students: Inclusive Mentoring

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1. Feasibility and recognition/validation are both important factors for the persistence of first generation college students and students of color… above and beyond self-efficacy, interest, ability, or prior performance.
   a. For example, one cannot assume a lack of interest in a summer program just because a student does not apply. It might be that the student cannot figure out how to financially make the program work- even when the program awards a stipend.
   b. Suggested Reading: Carlone & Johnson (2007)

2. Students of color, first-generation college students, women, and other underrepresented students experience micro-aggressions including invalidations of their belonging.
   a. Small negative interactions are often invisible to others, but they add up and contribute to self-doubt. Students might not show their best work, they might appear sensitive. However, this might be the 10th "slight" the student has encountered that week... and you might have unintentionally marginalized the student without realizing.
   b. Suggested Reading: Sue (2010); Rattan, Good, & Dweck (2012)

3. Daily mentoring interactions validate & recognize students and increase sense of belongingness
   a. Similarity is overrated- emphasize accessibility, trustworthiness, resourcefulness
   b. Suggested readings: Packard & Bacal (2013); Packard et al. (2011); Packard (2003)

4. Mentoring can be burdensome if carried alone by "supermentors"
   a. If a few individuals carry all of the mentoring, not sustainable. Policies can help.
   b. Suggested reading: Schwartz (2012)

5. Value of candid, buffered, specific feedback- don't back away from those difficult conversations
   a. Separate the plan from the student; encourage high standards and mechanisms to reach
   b. Reference past students as examples rather than yourself; group sessions set norms
   c. Suggested readings: Cohen, Steele & Ross (1999); Crosby & Monin (2007)

6. "Walk" the campus and view the campus from the underrepresented student lens
   a. Just as is practiced by accessibility studies, consider walking the campus with firstgen students and students of color as your guide. Who is doing honors work? TAs? Do students have to ask for access to your community and classrooms (e.g., books)?
   b. Suggested reading: Burgstahler (2008); Harper & Hurtado (2007)

Example Scripts for Faculty:

- I really want to see you set up to succeed. So I am going to tell you what I am worried about.
- That sounds like a lot. I'm sure over a few semesters you could do all of those things. Let's generate scenarios where you can do these things and are likely to succeed.
- I remember a past advisee who is now in a Ph.D. program. This is what she ended up doing that worked out well. What do you think?
- I have never had that happen to me before. I can't say I know how you feel. But thank you for telling me about it. How can I help? Would it be okay if we call someone or find someone for you to talk to about that?
- I know you are capable of better work, and I take your goals seriously. That is why I am giving you this feedback.
- I'd love to see you grow in this. My past students and colleagues use the quant center/peer mentoring center. Let's try that to learn more about what you need to succeed.

Teaching Techniques:

- Books on reserve; demonstrate sample notes (search on AAC&U Transparent Teaching)
- Norms: Explain how to best reach you; assignment expectations; productive studying
- Help students to prepare for class- for example, "Two Comments and a Question"
- Establish groups; rotate students through office hours; ask students what they care about
- Try "Quick writes" at beginning or end of class to gather questions

Example Scripts for Students:

- To a Peer: It's cool you did that. How did you get involved?
- To an Advisor: I enjoyed when I did that experience. Do you have any ideas about other experiences that I should be thinking about?
- To a Professor:
  - I'd really like to meet someone in international public health. Do you know anyone or have ideas of how I could find someone in that field?
  - I'd love to hear more about your life and how you were able to get to this point. Would you tell me more about it sometime?
  - Let me think about who I can contact about this. I know someone in that department and I'll put in an email to see who you should visit.
  - The alumni association keeps pretty good tabs on previous internships. Try this email script with three alums. We can review some next steps if you are interested.

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