

Mentoring Matters: How Institutions Can Better Support Fellows

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\* **Recommendations from “*Don’t Leave Us Behind: The Importance of Mentoring for Underrepresented Minority Faculty*” by Zambrana, Ray, Espino, Castro, Cohen, Eliason**

- 1) Effective mentoring is about **knowledge transfer** (42).
- 2) Mentors serves as **guides, role models, teacher, and patrons** (43).
- 3) Understanding the **intersectional experiences of underrepresented minority faculty (URM)** at predominately white institutions is key (44).
- 4) Developing **social capital** takes time and guidance from mentors (45).
- 5) There are four barriers to effective mentoring (**benign neglect, feeling uninformed and unsupported, experiencing a patchwork of mentors, and perceptions of limited understanding and acceptance of research agenda**) (54).
- 6) Using a hands-on approach, ideal mentors helped mentees by **forging connections to faculty who have power and prestige, providing concrete scholarly opportunities, moral support and encouragement**) (57).
- 7) A strong mentor is respectful and **avoids paternalism and provides political guidance without demanding assimilation** (59, 66).
- 8) The authors recommend the following practices: **training mentors, developing URM networks outside the institution, and policies and practices that support the strong mentoring of URM faculty** (67).