

Utah State University

DigitalCommons@USU

---

Intersections on Inclusion: Critical  
Conversations about the Academy

Center for Intersectional Gender Studies &  
Research

---

2-23-2021

## Best Practices for Inclusive Mentoring

Jamal-Jared Alexander

Utah State University, jamal-jared.alexander@usu.edu

Marisela Martinez-Cola

Utah State University, marisela.martinez-cola@usu.edu

Melanie M. Domenech Rodriguez

Utah State University, melanie.domenech@usu.edu

Jennifer Sinor

Utah State University, jennifer.sinor@usu.edu

Christy M. Glass

Utah State University, christy.glass@usu.edu

Follow this and additional works at: [https://digitalcommons.usu.edu/inter\\_inclusion](https://digitalcommons.usu.edu/inter_inclusion)

---

### Recommended Citation

Alexander, Jamal-Jared; Martinez-Cola, Marisela; Domenech Rodriguez, Melanie M.; Sinor, Jennifer; and Glass, Christy M., "Best Practices for Inclusive Mentoring" (2021). *Intersections on Inclusion: Critical Conversations about the Academy*. 3.

[https://digitalcommons.usu.edu/inter\\_inclusion/3](https://digitalcommons.usu.edu/inter_inclusion/3)

This Book is brought to you for free and open access by the Center for Intersectional Gender Studies & Research at DigitalCommons@USU. It has been accepted for inclusion in Intersections on Inclusion: Critical Conversations about the Academy by an authorized administrator of DigitalCommons@USU. For more information, please contact [digitalcommons@usu.edu](mailto:digitalcommons@usu.edu).





## Best Practices for Inclusive Mentoring

February 23, 2021

### Panelist Recommendations

**Jamal-Jared Alexander, Doctoral Student, Department of English, USU**

The Write of Your Life. (n.d.). *A list of books about racism, films, and other anti racism resources*. Retrieved February 19, 2021, from <https://thewriteofyourlife.org/books-about-racism/>

*Note: "I'm providing a link that I use to 'help people do their work.' The word 'work' can be used in different contexts (e.g., mentoring, learning more about anti-racist policies/procedures, becoming an ally, knowing what underrepresented people have gone through over the last few centuries to best serve/help them in 2021, etc.). This link is a living document of books, movies, etc."*

**Dr. Marisela Martinez-Cola, Assistant Professor, Department of Sociology, Social Work, & Anthropology, USU**

Calafell, B. M. (2007). Mentoring and love: An open letter. *Cultural Studies ↔ Critical Methodologies*, 7(4), 425–441. <https://doi.org/10.1177/1532708607305123>

Esposito, J. (2014). "Students should not be your friends": Testimonio by a Latina on mothering one's own, othermothering, and mentoring students in the academy. *Equity & Excellence in Education*, 47(3), 273–288. <https://doi.org/10.1080/10665684.2014.933666>

Solórzano, D., Ceja, M., & Yosso, T. (2000). Critical race theory, racial microaggressions, and campus racial climate for Latina/o undergraduates. *The Journal of Negro Education*, 69(1/2), 60–73.

## **Dr. Melanie M. Domenech Rodríguez, Professor, Department of Psychology, USU**

Martinez-Cola, M. (2020). Collectors, nightlights, and allies, oh my! White mentors in the academy. *Understanding and Dismantling Privilege*, 10(1), 25–57.

Rackham Graduate School. (2020). *How to mentor graduate students: A guide for faculty*. University of Michigan. <http://myumi.ch/R58Oq>

Note: A companion resource, “How to get the mentoring you want: A guide for graduate students,” is available at: <http://myumi.ch/K4zPD>

## **Dr. Jennifer Sinor, Professor, Department of English, USU**

Rankine, C. (2016). In our way: Racism in the creative writing classroom. *The Writer’s Chronicle*, 49(2), 46–58. [https://www.awpwriter.org/magazine\\_media/writers\\_chronicle\\_view/4120/](https://www.awpwriter.org/magazine_media/writers_chronicle_view/4120/)

Sinor, J., & Graham, M. (2020). Finding the words: An epistolary essay on mentoring in the creative arts. *Perspectives on Undergraduate Research & Mentoring*, 8(1), 1–10.

<https://www.elon.edu/u/academics/undergraduate-research/purm/wp-content/uploads/sites/923/2020/02/Sinor-Graham.pdf>

Skinner, J., & Martin, L. (Eds.). (2001). *Passing the word: Writers on their mentors*. Sarabande Books.

## **Additional Resources**

### **Blog Posts**

Biswas, S. (2019, March 13). Advice on advising: How to mentor minority students. *The Chronicle of Higher Education*. <https://www.chronicle.com/article/advice-on-advising-how-to-mentor-minority-students/>

Justice, D. H., & López, M. (2014). Welcome to wonderland: Advice for beginning graduate students of color. *Race & Ethnicity: The site of the Committee on the Literatures of People of Color in the United States and Canada*. <https://clpc.mla.hcommons.org/welcome-to-wonderland/>

López, M. (2014). On mentoring first generation and graduate students of color. *Race & Ethnicity: The site of the Committee on the Literatures of People of Color in the United States and Canada*.

<https://clpc.mla.hcommons.org/on-mentoring-first-generation-and-graduate-students-of-color/>

Wu, C. (2015, May 5). Your first year on the tenure track. *Race & Ethnicity: The site of the Committee on the Literatures of People of Color in the United States and Canada*.

<https://clpc.mla.hcommons.org/2015/05/05/your-first-year-on-the-tenure-track/>

### **Reports and Guides**

American Council on Education: Race and Ethnicity in Higher Education. (n.d.) *Enrollment in graduate education*. Retrieved February 19, 2021, from

<https://www.equityinhighered.org/indicators/enrollment-in-graduate-education/>

DeAngelo, L. (2016). Supporting students of color on the pathway to graduate education (CGS Data Sources PLUS 16-02). *Council of Graduate Schools*. [https://mcnairscholars.com/wp-content/uploads/2015/02/Supporting-Students-of-Color-on-the-Pathway-to-Graduate-Education\\_PLUS\\_DeAngelo.pdf](https://mcnairscholars.com/wp-content/uploads/2015/02/Supporting-Students-of-Color-on-the-Pathway-to-Graduate-Education_PLUS_DeAngelo.pdf)

Office of Graduate Student Affairs. (n.d.) *Mentoring*. University of Washington. Retrieved February 19, 2021, from <https://www.grad.washington.edu/for-students-and-post-docs/core-programs/mentoring/>  
*Note: This page links to guides for faculty and graduate students, as well as a “Mentor Memos” series.*

Task Force on Doctoral Advising. (2017). *Best practices for advising and mentoring*. Brown University. [https://www.brown.edu/academics/gradschool/sites/brown.edu/academics/gradschool/files/uploads/2017%20Best%20Practices%20in%20Advising%20and%20Mentoring%20BrownGrad\\_0.pdf](https://www.brown.edu/academics/gradschool/sites/brown.edu/academics/gradschool/files/uploads/2017%20Best%20Practices%20in%20Advising%20and%20Mentoring%20BrownGrad_0.pdf)

## Articles

Benishek, L. A., Bieschke, K. J., Park, J., & Slattery, S. M. (2004). A multicultural feminist model of mentoring. *Journal of Multicultural Counseling & Development*, 32, 428–442.

Chin, D., & Kameoka, V. A. (2019). Mentoring Asian American scholars: Stereotypes and cultural values. *American Journal of Orthopsychiatry*, 89(3), 337–342. <https://doi-org.dist.lib.usu.edu/10.1037/ort0000411>

Cooper, K. M., Auerbach, A. J., Bader, J. D., Beadles-Bohling, A. S., Brashears, J. A., Cline, E., Eddy, S. L., Elliott, D. B., Farley, E., Fuselier, L., Heinz, H. M., Irving, M., Josek, T., Lane, A. K., Lo, S. M., Maloy, J., Nugent, M., Offerdahl, E., Palacios-Moreno, J., ... Brownell, S. E. (2020). Fourteen recommendations to create a more inclusive environment for LGBTQ+ individuals in academic biology. *CBE—Life Sciences Education*, 19(3), 1–18. <https://doi.org/10.1187/cbe.20-04-0062>

Curtin, N., Malley, J. & Stewart, A.J. (2016). Mentoring the next generation of faculty: Supporting academic career aspirations among doctoral students. *Research in Higher Education*, 57, 714–738. <https://doi.org/10.1007/s11162-015-9403-x>

Curtin, N., Stewart, A., & Ostrove, J. (2013). Fostering academic self-concept: advisor support and sense of belonging among international and domestic graduate students. *American Educational Research Journal*, 50(1), 108–137. <https://doi.org/10.3102/0002831212446662>

Eble, M. F. (2020). Transdisciplinary mentoring networks to develop and sustain inclusion in graduate programs. *College English*, 82(5), 527–535.

Holloway-Friesen, H. (2021). The role of mentoring on Hispanic graduate students’ sense of belonging and academic self-efficacy. *Journal of Hispanic Higher Education*, 20(1), 46–58. <https://doi.org/10.1177/1538192718823716>

Lechuga, V. M. (2011). Faculty-graduate student mentoring relationships: Mentors’ perceived roles and responsibilities. *Higher Education*, 62(6), 757–771. <https://doi.org/10.1007/s10734-011-9416-0>

Windchief, S., Arouca, R., & Brown, B. (2018). Developing an indigenous mentoring program for faculty mentoring American Indian and Alaska Native graduate students in STEM: A qualitative study. *Mentoring & Tutoring: Partnership in Learning*, 26(5), 503–523. <https://doi.org/10.1080/13611267.2018.1561001>

## Books

Salesses, M. (2021). *Craft in the real world: Rethinking fiction writing and workshopping*. Catapult.

Chavez, F. R. (2021). *The anti-racist writing workshop: How to decolonize the creative classroom*. Haymarket.

Rankine, C., Loffreda, B., & Cap, M. K. (Eds.). (2015). *The racial imaginary: Writers on race in the life of the mind*. Fence Books.