Key Tips for Majority Faculty Members Who are Mentoring Minority Faculty Members

Practice cultural humility.

- Approach the relationship with a learning orientation.
- Explore and demonstrate empathy for the new professor’s experience as a faculty member of color in the institution.
- Avoid assumptions about whether your mentee will want to focus on race and culture either as a faculty member generally or in the context of the mentorship specifically.
- Stand ready to listen and learn about your mentee’s experiences as a minority member in the academy.
- Don’t play the part of "guru." Never assume you know or attempt to explain their cultural experience better than they do. Using literature to further explain their experience can be perceived as dismissive and overshadowing their experience.

Be an ally in the full sense of the word.

- Remember that an "ally" is not only committed to expressing as little prejudice as possible in his or her own cross-race relationships; an ally is also invested in addressing social inequality.
- Simply committing to express as little prejudice as possible toward minorities is only one part of being an ally.
- A genuine ally is also willing to take action, either interpersonally or in broader settings, to tackle racism, discrimination, and other inequities.

Promote your mentee and their work.

- Excellent mentors are vocal and deliberate in publicly advocating for their mentees by singing the praises of their scholarly products to the larger faculty.
- Sharing via faculty listservs publications of your mentees work
- Share scholarship during social events and in meetings with administrators, when appropriate

Promote a mentoring constellation.

- Bolster minority faculty members’ chances for success by helping them establish a network of supportive relationships, both inside and outside the institution.
- Connect your mentee to other supportive faculty members or networks devoted to underrepresented minorities and connect your mentees to additional sources of career and personal support.

References