

Inclusive Mentoring: Mentoring First-Generation Students

Lewis-Clark State College

The Graduate School's *Faculty Mentoring Guide* suggests that mentors must work to "Understand the diverse factors that influence students' mentoring needs." These factors include, but are not limited to gender, sexual orientation and gender identity, race and ethnicity, age, disabilities, family responsibilities, being from another country, and socioeconomic status.

1. Research suggests that "significant and particular benefits of mentoring for **women, racial and ethnic minorities**, and **first-generation college students**, [included] increased retention and continuing education rates" (Shanahan, 2006).
2. Ishimaya (2007) found that first-generation students listed the following as characteristics of a good mentor: **1. Expert in the Field**; 2. Accessible; 3. Communicative about Goals and Plans; 4. Helpful with Project; 5. Personal Concern; **6. Friendly**. Compare this to the ranking given by continuing-generation students: 1. Accessible; **2. Expert in the Field**; 3. Communicative about Goals and Plans; 4. Helpful with Project; **5. Friendly**; 6. Personal Concern.
3. Help first-generation undergraduate research students to search out and apply for funding that specifically targets underrepresented groups in undergraduate research.
4. Provide first-generation undergraduate research students with information about other resources and sources of support within the college and community.