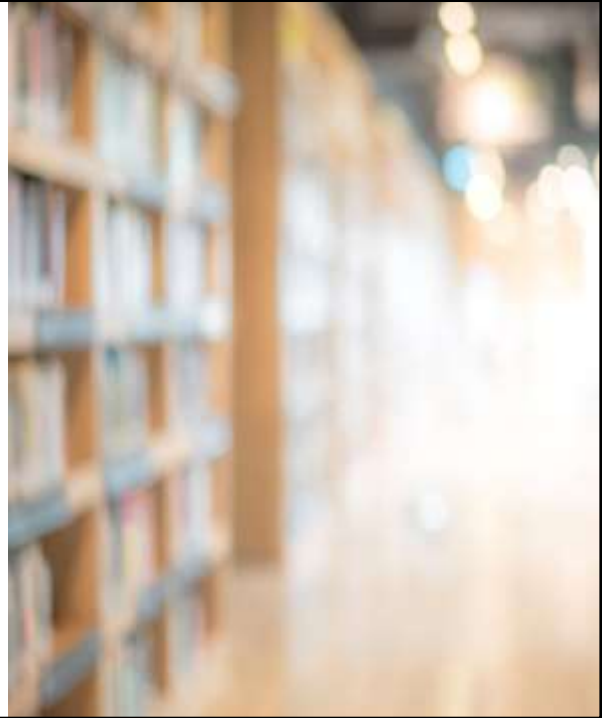

MENTORSHIP OF UNDERREPRESENTED MINORITY FACULTY IN HIGHER EDUCATION

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MENTORSHIP OF UNDERREPRESENTED MINORITY FACULTY IN HIGHER EDUCATION

PRESENTERS
HAVE NO
CONFLICTS OF
INTEREST AND
NO
DISCLOSURES

2

MENTORSHIP OF UNDERREPRESENTED MINORITY FACULTY IN HIGHER EDUCATION

Objectives:

- 1. Discuss the need for mentors for underrepresented minorities.
- 2. Describe themes about mentoring underrepresented minorities found in the literature.
- 3. Identify best practices for mentoring underrepresented minorities.

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MENTORSHIP OF UNDERREPRESENTED MINORITY FACULTY IN HIGHER EDUCATION



Development of the team who realized there is a problem in nurse practitioner education

Team and presentation members



Kumhee Ro--Seattle University—Lead
 Bobby Bellflower—University of Tennessee Health Science Center
 Keisha Lovence—Eastern Michigan
 Lyn Behnke—University of Michigan, Flint
 Andrea Kuster—University of California, San Francisco
 Melissa Mokel—University of Saint Joseph
 Elizabeth Gatewood— University of California, San Francisco
 Marian Tabi—Georgia Southern University
 Lisa Mihaly-- University of California, San Francisco
 Emily Newberry-- University of Michigan, Flint

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MENTORSHIP OF UNDERREPRESENTED MINORITY FACULTY IN HIGHER EDUCATION

Is there a need for mentorship for underrepresented minorities above and beyond the need for mentorship in higher education?

Examples:

Race Ethnicity LGBTQ Gender Rural Geographic Poverty Online

<https://campaignforaction.org/resource/comparing-states-racial-ethnic-composition-rn-graduates/>

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MENTORSHIP OF UNDERREPRESENTED MINORITY FACULTY IN HIGHER EDUCATION

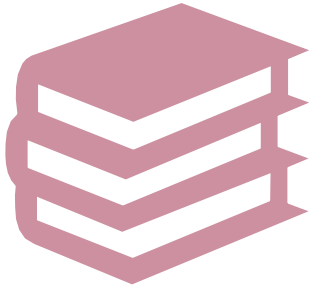
Racial/Ethnic Diversity in DNP and PhD Programs in Nursing: 2018

	DNP	PhD
American Indian/Alaskan Native	0.6%	0.8%
Asian	8.0%	6.4%
Black or African American	17.0%	17.1%
Hispanic or Latino	6.4%	5.8%
Two or More Races	2.3%	2.3%
White	65.4%	67.0%
Total Minority Representation	34.6%	33.0%

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MENTORSHIP OF UNDERREPRESENTED MINORITY FACULTY IN HIGHER EDUCATION



■ Themes identified in the literature:

- Social support, formal and informal, is important
- The need for mentor training specific for underrepresented minority faculty with a focus on issues such as racism, microaggressions, and implicit bias
- Mentee development of unique personal attributes such as self-reliance, opportunity recognition, and self-efficacy was important

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MENTORSHIP OF UNDERREPRESENTED MINORITY FACULTY IN HIGHER EDUCATION



Theories identified that have been used to develop mentorship programs



Self Determination Theory (SDT)



Social Capital Theory (SCT)-

a. Three interventions: one for mentors (SDT training), one for mentees (peer mentoring based on social capital theory), and combined.

(Lewis, 2016)



3. Social Cognitive Career Theory- (Johnson and Gandhi, 2015).

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MENTORSHIP OF UNDERREPRESENTED MINORITY FACULTY IN HIGHER EDUCATION

Best Practices

- Develop formal training programs for mentors
 - Include education on microaggression, racism, and implicit bias
 - Avoid hierarchical relationships
 - Develop programs that increase knowledge of the mentors for things like promotion and tenure
 - Match the interests of the mentor and mentee
- Develop social support programs as part of the mentorship program
 - Create opportunities for **peers** to meet in social contexts - this allows the mentee to validate their experiences without fear
 - Develop social opportunities for mentors/mentees- (social cognitive theory)

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MENTORSHIP OF UNDERREPRESENTED MINORITY FACULTY IN HIGHER EDUCATION

Best Practices

- Develop measurable outcomes for the mentorship program (a problem with many studies)
 - Reassess the mentor/mentee relationship based on specific measures such as number of meetings, growth of the mentee (participation in meetings and social events, work outcomes-abstracts, or grants submitted, etc.), and faculty interviews
- Recognize that junior faculty may need more than one mentor
 - Faculty develop at different rates depending on many factors
 - Junior faculty may need a mentor in their area of interest, but that mentor may not be the best for the social aspects that are just as important as the academic aspects of faculty mentorship

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MENTORSHIP OF UNDERREPRESENTED MINORITY FACULTY IN HIGHER EDUCATION

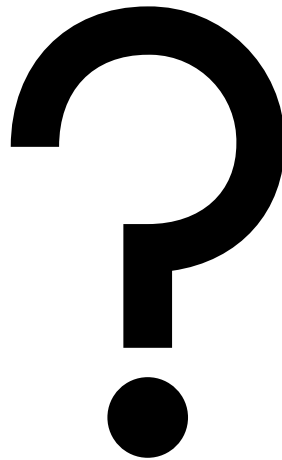
Summary

Mentorship for underrepresented minority faculty in higher education is important and may contribute to the success of faculty, colleges and universities.

The increase in minority faculty may help improve recruitment and retainment of diverse students and increase the number of diverse providers, thus improving the health outcomes of our patients and communities.

There are best practices for mentorship of underrepresented minority faculty in higher education.

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