

A Formal Mentor Training to Increase Scholarship & Service among Underrepresented Minority Nursing Faculty

Assistant Dean for Clinical Nursing Education

School of Nursing, LSU Health Sciences Center, New Orleans, LA

Background

Evidence suggests that greater diversity among nursing faculty can contribute to greater numbers of minority nurses in the workforce. Currently, 19.2% of full-time nursing faculty are minorities.

Mentoring is important to the success of all nursing faculty. However, faculty with marginalized identities, particularly faculty of color, more frequently experience racism and biases encouraging them to leave academia. This makes inclusive mentoring that provides encouragement and support to these faculty even more important to their success and wellbeing.

Problem Statement

Mentorship has been shown to increase scholarship, job satisfaction, and decrease attrition among nurse faculty. LSU Health Sciences Center School of Nursing has a formal mentoring program for faculty, however there is not a formal mentor training for mentors participating in the program.

Mentor trainings often provide a generic set of skills to enhance communication and collaboration between the mentor and mentee. However, without a critical awareness of differences that are socially meaningful and without a consciously developed and honed set of communication skills, mentoring relationships will fail to achieve their full potential to enhance the career opportunities of vulnerable and underrepresented groups within Nursing.

When done right, training provides mentors with the tools and resources necessary to identify their mentees' goals and helps them create an action plan to reach them..

Description of Mentoring Program

Tiger TRAX (Talent Reciprocity Advancing EXcellence) Faculty Mentorship Program of the LSU Health New Orleans School of Nursing strives to provide ongoing professional and personal development for nursing faculty in the areas of teaching, practice, research/scholarship, service, and organizational quality throughout the career continuum.

Aims of Project

1. Establish a formal mentor training using the inclusive mentoring framework *and Entering Mentoring* curriculum plan.
2. Access mentor mentoring competency before and after mentor training.
3. Evaluate achievement faculty outcomes of underrepresented minority faculty participating in the formal mentoring program.

Faculty Outcomes



Inclusive Mentoring

Space must be made for belonging with vigilance to the insidious nature of imposter syndrome and the external realities reinforcing it.

Inclusive Mentoring Framework

Mentoring across differences

Ensuring equitable access to benefits

Recognition of stereotype threat, biases and microaggressions from the basis of effective mentorship

Method

1. Obtain IRB approval
2. Pre-Survey to mentors
3. Schedule Bi-yearly trainings
4. Post-Survey and Program Evaluation

Mentor Training Curriculum Plan



Evaluation Plan

1. Mentor Competency Assessment for Mentors (pre/post survey)
2. Mentoring Program Evaluation

	Not at all skilled		Moderately skilled			Extremely skilled		N/A
	1	2	3	4	5	6	7	
1. Active listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Providing constructive feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Establishing a relationship based on trust	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Identifying and accommodating different communication styles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Employing strategies to improve communication with mentees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Coordinating effectively with your mentees' other mentors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Working with mentees to set clear expectations of the mentoring relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Not at all skilled			Moderately skilled			Extremely skilled	

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diversity, equity, & inclusion American Association of Colleges of Nursing

Diversity Leadership Institute: Capstone Presentations and Graduation

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Benita Chatmon, PhD, MSN, RN, CNE

Biography

Dr. Benita Chatmon is the Assistant Dean for Clinical Nursing Education, ranked as an Assistant Professor of Clinical Nursing with the Louisiana State University Health Sciences Center-New Orleans School of Nursing (LSUHSC-NO SON). She also holds an appointment as a nurse researcher at Children's Hospital New Orleans (CHNOLA) and an appointment in the LSUHSC-NO School of Graduate Studies. Dr. Chatmon has been a registered nurse for more than 15 years and a nurse educator for the past 12 years. She has had the privilege of interacting with thousands of students in both didactic and clinical settings. Dr. Chatmon is a Certified Nurse Educator and Certified Adult and Youth Mental Health First Aid Instructor. She has taught in both the undergraduate and graduate programs; currently she only teaches the graduate program. She previously served as the Chair, for the LSUHSC-NO SON Faculty Organization and a Nursing Faculty representative for the LSUHSC-NO Faculty Senate. She is a member of several SON committees focused on the education and success of nursing students, such as the Curriculum Committee, Academic Undergraduate Council, Academic Graduate Council, and Administrative Council.

Dr. Chatmon promotes and enhances the image of nursing within the LSU SON community, the nursing community, and the nursing profession by holding several leadership positions in professional organizations. She is the newly elected President for the Louisiana State Nurses Association, the Chair for the Board of Trustees for CrescentCare, the President for Sigma Theta Tau International, Epsilon Nu-at-Large Chapter, and the President of River Parishes Alumni Chapter of Delta Sigma Theta Sorority, Inc. She is a fellow of the American Association of Colleges of Nursing (AACN) Elevating Leaders in Academic Nursing (ELAN) and currently in the third cohort of the AACN Diversity Leadership Institute (DLI), presenting her capstone project: A formal faculty mentor training to increase scholarship and service among underrepresented minority faculty.; and graduating from the DLI on June 14, 2023. To further highlight Dr. Chatmon as a healthcare trendsetter, she was selected as a member of the American Nurses Association (ANA) Project MZ advisory committee, providing input on redesigning membership for younger nurses within ANA. Her efforts to support nurses will continue as she tirelessly works on various initiatives through professional organizations.

Dr. Chatmon has made a significant contribution to nursing research. As the nurse researcher at CHNOLA she was principle investigator (PI) or co-principle (Co-PI) investigator, collaborating with CHNOLA nurses on several evidence-based research projects. She was the PI or Co-PI for several grants within the LSU SON. She is currently working with two HRSA funded grants: Nursing Workforce Diversity grant assisting students from disadvantaged backgrounds through educational pipelines to become registered nurses, and the curriculum coordinator for the Nurse Education, Practice, Quality and Retention Clinical Faculty and Preceptor Academies (NEPQR-C FPA), supporting the development of academies of academic-clinical-community partnerships, developing and implementing formal nurse education training curriculum to clinical nursing faculty and preceptors.

Contact Information



Benita Chatmon, PhD, MSN, RN, CNE
Assistant Dean of Clinical Nursing Education
Louisiana State University Health Sciences Center, School of Nursing
bnwoko@lsuhsc.edu
225-247-1705