

THE ROLE OF CULTURAL DIVERSITY IN MENTORING

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AUCD NATIONAL TRAINING DIRECTORS COUNCIL WEBINAR

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LEARNING OBJECTIVES

- **IDENTIFY THEORETICAL CONCEPTS OF MENTORING UNDERREPRESENTED INDIVIDUALS THAT CAN BE APPLIED TO LEND TRAINEES**
- **DISCUSS BENEFITS AND CHALLENGES IN DEVELOPING CROSS-DIFFERENCE MENTORING RELATIONSHIPS.**
- **APPLY PRACTICAL IDEAS TO GUIDE FACULTY IN MENTORING LEND TRAINEES FROM UNDERREPRESENTED BACKGROUNDS**

COMPARISON OF IDENTITY FORMATION MODELS

ERIKSON'S STAGES OF PSYCHOSOCIAL DEVELOPMENT	WHITE RACIAL IDENTITY MODEL (HELMS)	PEOPLE OF COLOR IDENTITY MODEL (CROSS)	BIRACIAL IDENTITY MODEL (POSTEN)	SOCIAL & PSYCHOSOCIAL DISABILITY IDENTITY DEVELOPMENT (FORBER-PRATT)
<ul style="list-style-type: none"> • Trust vs mistrust • Autonomy vs shame and doubt • Initiative vs guilt • Industry vs inferiority • Identity vs role confusion • Intimacy vs isolation • Generativity vs stagnation • Ego integrity vs despair 	<ul style="list-style-type: none"> • Contact status • Disintegration status • Pseudo-independence status • Immersion/emersion status • Autonomy status 	<ul style="list-style-type: none"> • Pre-encounter status • Encounter status • Immersion/emersion status • Internalization/commitment 	<ul style="list-style-type: none"> • Personal identity • Choice of group categorization (monoracial identity) • Appreciation of multiple identity and exploration of heritages • Integration and valuing of multicultural identity 	<ul style="list-style-type: none"> • Acceptance status <ul style="list-style-type: none"> ○ Become or born with disability ○ Acceptance of disability ○ Friends/family accept disability • Relationship status <ul style="list-style-type: none"> ○ Meets others similar to self ○ Engages in conversation ○ Learns ways of group • Adoption status: Adopts shared group values • Engagement status <ul style="list-style-type: none"> ○ Becomes role model ○ Helps others to develop status ○ Give back to community

CULTURAL COMPETENCE





**MENTORING:
SHARED MEANING**

**MENTOR,
MENTEE,
RECIPROCAL
RELATIONSHIPS**

TRAINEE COMPOSITION: “UNDERREPRESENTED” TRAINEES



NIH/NSF DEFINITION

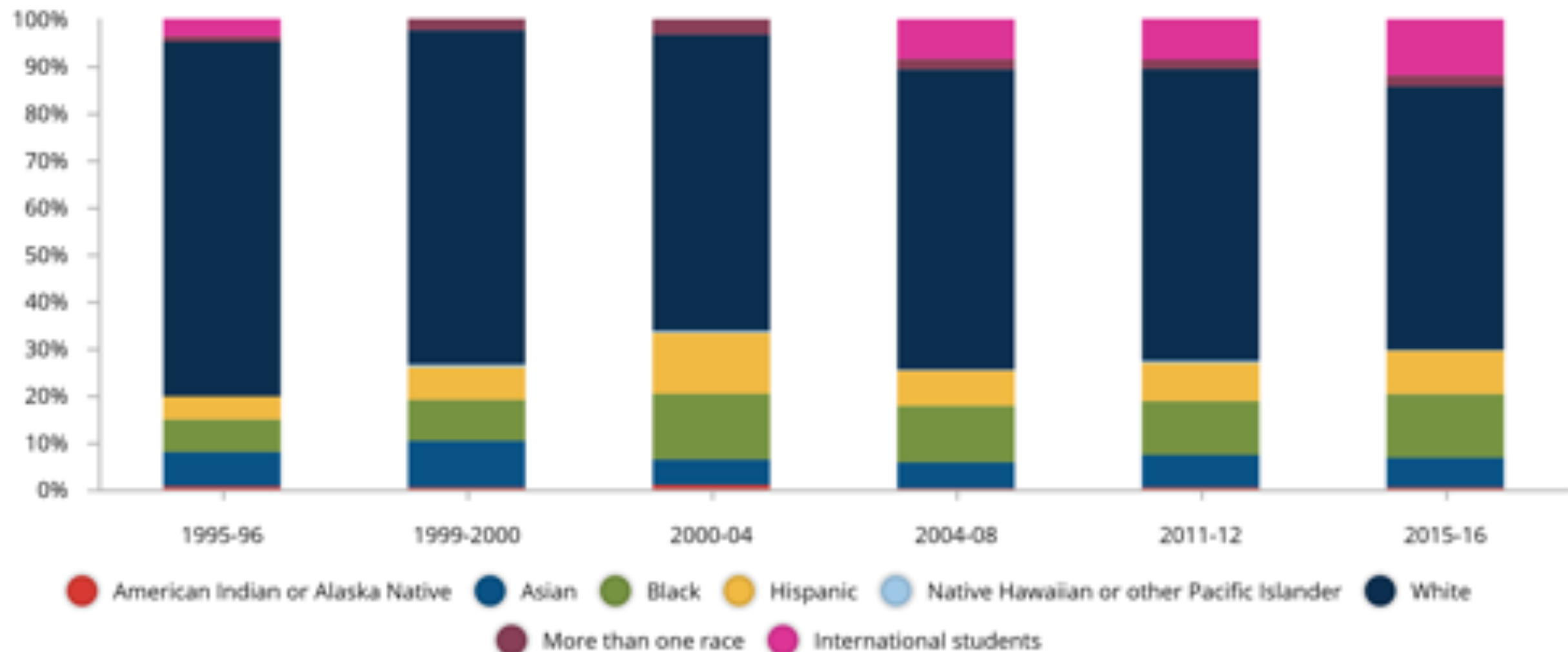


GRADUATE STUDIES



LEND & UCEDD

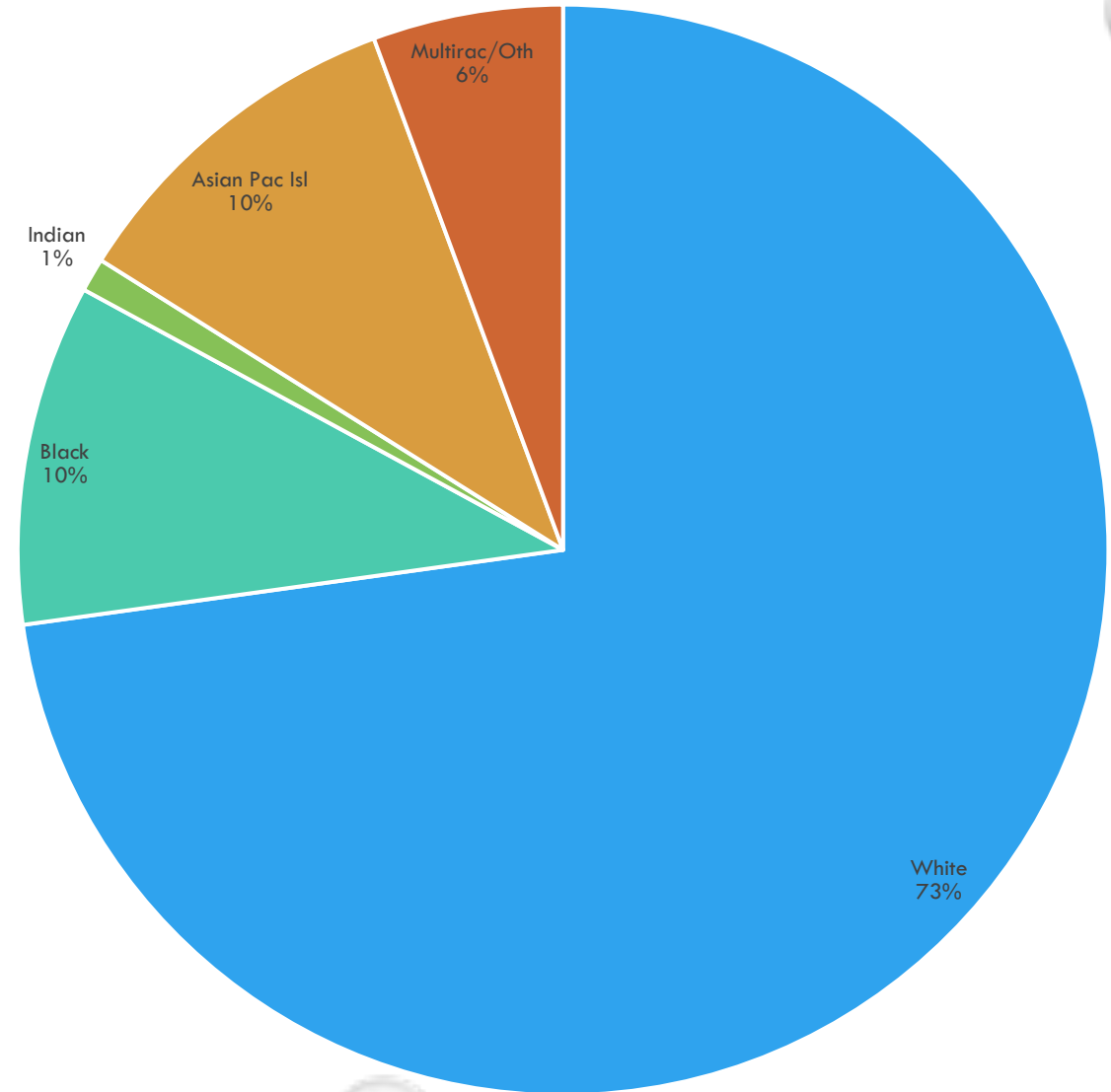
Graduate Enrollment, by Race and Ethnicity: 1995-96 to 2015-16



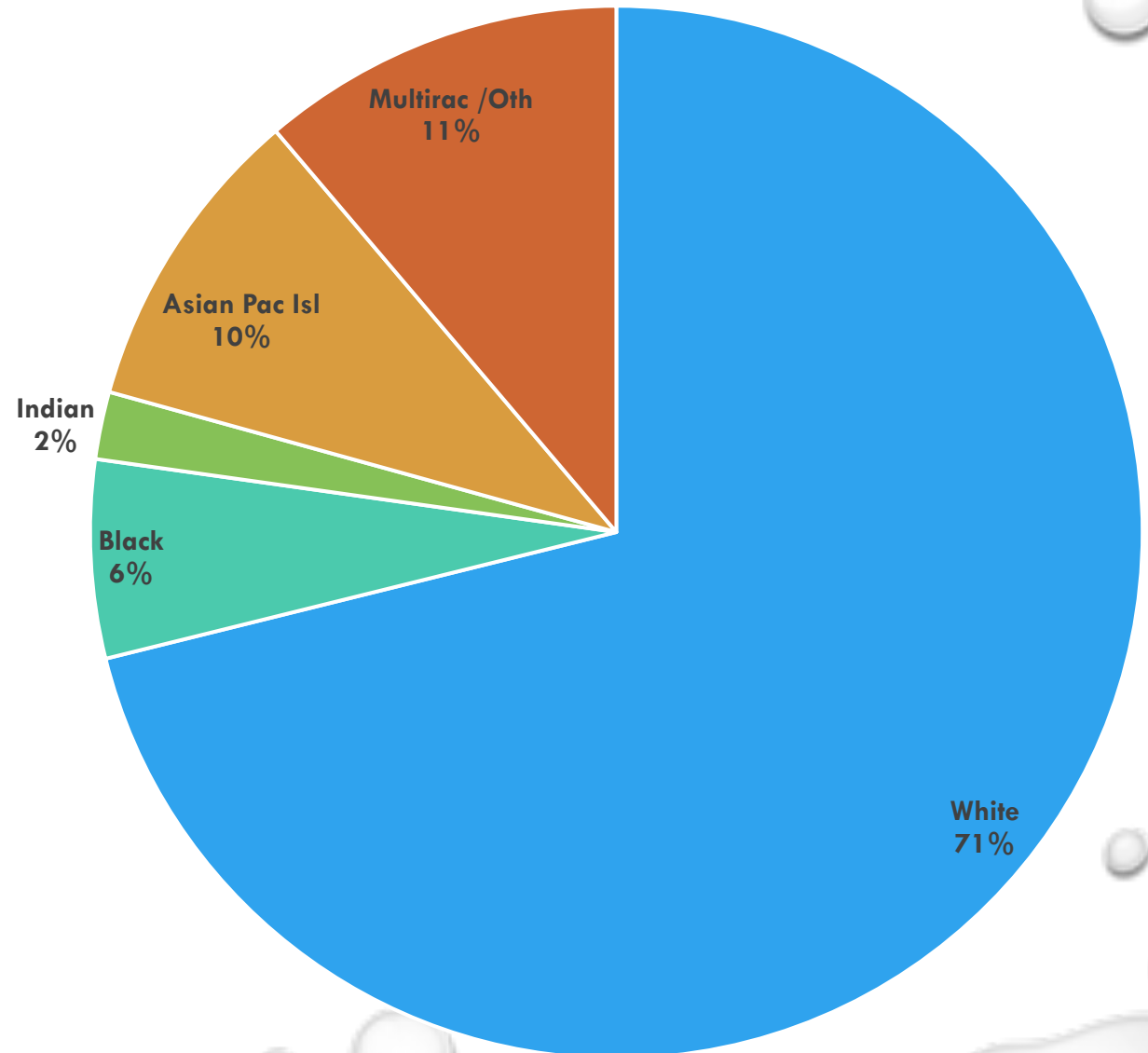
PERCENTAGE OF RACIAL AND ETHNIC DEMOGRAPHICS IN DIFFERENT HEALTHCARE FIELDS

Profession	White	Black	Hispanic	Native American	Asian	Other
Primary Care Medicine	72.5	6.8	5.96	.7	11.2	2.9
Nursing	73	11				11
Occupational Therapy	85	7	11			
Physical Therapy	91.7	1.2	2.4			
Speech Pathology & Audiology	90.9	2.8	3.1	0	4.0	2.1

LEND TRAINEES: FY2019-20



UCEDD TRAINEES: FY 2019-20

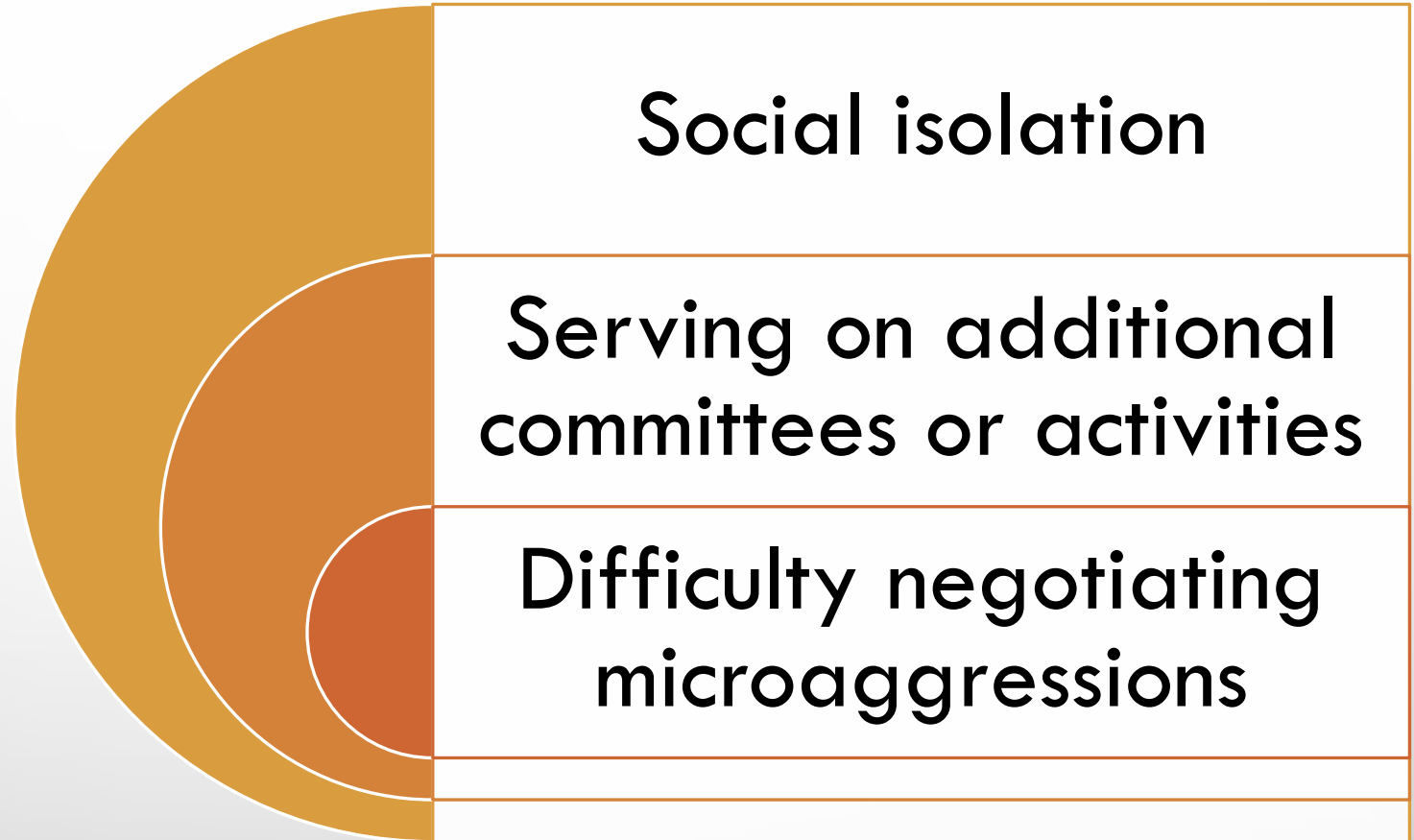


**UCEDD + LEND
TRAINEES WITH
DISABILITY:
FY 2019-20**

LENDs+UCEDDs
Trainees with Disability 7%



Challenges for Mentee



UNDERREPRESENTED MENTEES: EXPERIENCE

- SEE THEMSELVES AS “DIFFERENT” OR “OUTSIDER”
- FEEL THE NEED TO CONSTANTLY PROVE AND REPROVE AND MEET A “HIGH BAR”
- NEED TO BALANCE MULTIPLE SOCIAL AND CULTURAL IDENTITIES DIFFERENT FROM MENTORS
- QUESTIONED ON LEGITIMACY OF BEING IN PROGRAM
- HIGH COGNITIVE LOAD

UNDERREPRESENTED MENTEES: EXPERIENCE

- STRONG DESIRE FOR MENTORS VIEWED “LIKE THEM”
- EXPERIENCE COMMUNICATION DIFFERENCES FROM MENTOR
- EXPERIENCE OF “DOUBLE JEOPARDY”
- IMPOSTER SYNDROME, STEREOTYPE THREAT, ISOLATION, MENTAL HEALTH CONCERNS AND DECREASED PRODUCTIVITY

NATIONAL SIGNIFICANCE

CREATING A DIVERSE AND
INCLUSIVE AND SUPPORTIVE
COMMUNITY ENHANCES RESEARCH
PRODUCTIVITY, TEACHING
EFFECTIVENESS, FACULTY
RECRUITMENT & RETENTION,
SATISFACTION, DECREASES
ATTRITION, MORE POSITIVE
ORGANIZATIONAL CLIMATE

SIGNIFICANCE OF SUPPORTING UR TRAINEES

- “MAY HOLD SIGNIFICANT INSIGHT INTO THE COMPLEX ETIOLOGIES AND SOLUTIONS TO ALLEVIATE HEALTH DISPARITIES”
- “VALUING CULTURAL AND LINGUISTIC DIVERSITY, AS WELL AS CONSIDERING MULTIPLE IDENTITIES AND INTERSECTIONALITY, WITHIN THE MENTORING RELATIONSHIP PROVIDES A FOUNDATION THAT FOSTERS SELF-EFFICACY AND A SUCCESSFUL RESEARCH CAREER FOR SCHOLAR AND FACULTY”
- “ACHIEVING DIVERSITY IN SCIENCE HINGES ON CULTIVATING TALENT AND PROMOTING THE FULL INCLUSION OF EXCELLENCE ACROSS THE ENTIRE POPULATION”

(WYATT & BELCHER, 2019)

DISPARITIES IN MENTORING

- 60 TO 70% OF PSYCHOLOGY GRADUATE STUDENTS REPORT NOT HAVING A MENTOR
- THE NIH BIOMEDICAL RESEARCH WORKFORCE PIPELINE REPORT 1 NOTED THAT 'MENTORSHIP' WAS AMONG THE TOP THREE MOST FREQUENTLY NOTED PIPELINE ISSUES FOR UR STUDENTS
- FACULTY PERSONAL EXPERIENCES
 - PROFESSIONAL ISOLATION, EXCLUSION FROM NETWORKS, UNINTENDED BIAS FROM COLLEAGUES, SOCIETAL NORMS, CULTURAL TAXATION, BICULTURALISM, DEVALUATION OF SCHOLARSHIP RELEVANT FOR UR GROUPS, LENGTHIER PROMOTION TRAJECTORY & ATTRITION

ROLE OF MENTORS

- EFFECTIVE MENTORING RELATIONSHIPS HAVE BEEN SHOWN TO
 - IMPROVE MOTIVATION AND RETENTION OF STUDENTS, INCREASE SELF-EFFICACY, RESEARCH PRODUCTIVITY, PREPARE THEM FOR FUTURE OPPORTUNITIES, OFFER PROFESSIONAL SOCIALIZATION AND NETWORKING
- WITHOUT “CONSCIOUSLY HONED SET OF COMMUNICATION SKILLS, MENTOR RELATIONSHIP WILL FAIL TO ACHIEVE FULL POTENTIAL TO ENHANCE CAREER OF UR GROUPS”

(OSMAN, 2018)

CHALLENGE IN MENTOR-MENTEE RELATIONSHIP

Conversation
about race &
ethnicity and
self-
determination

Challenges in
and outside of
relationship

Address each
other's biases

Career advice

Characteristics
of ideal
mentee?

CURRICULUM AND TOOLS FOR FACULTY

MEDICAL CURRICULUM
The Journal of Teaching and Learning Resources

Original Publication

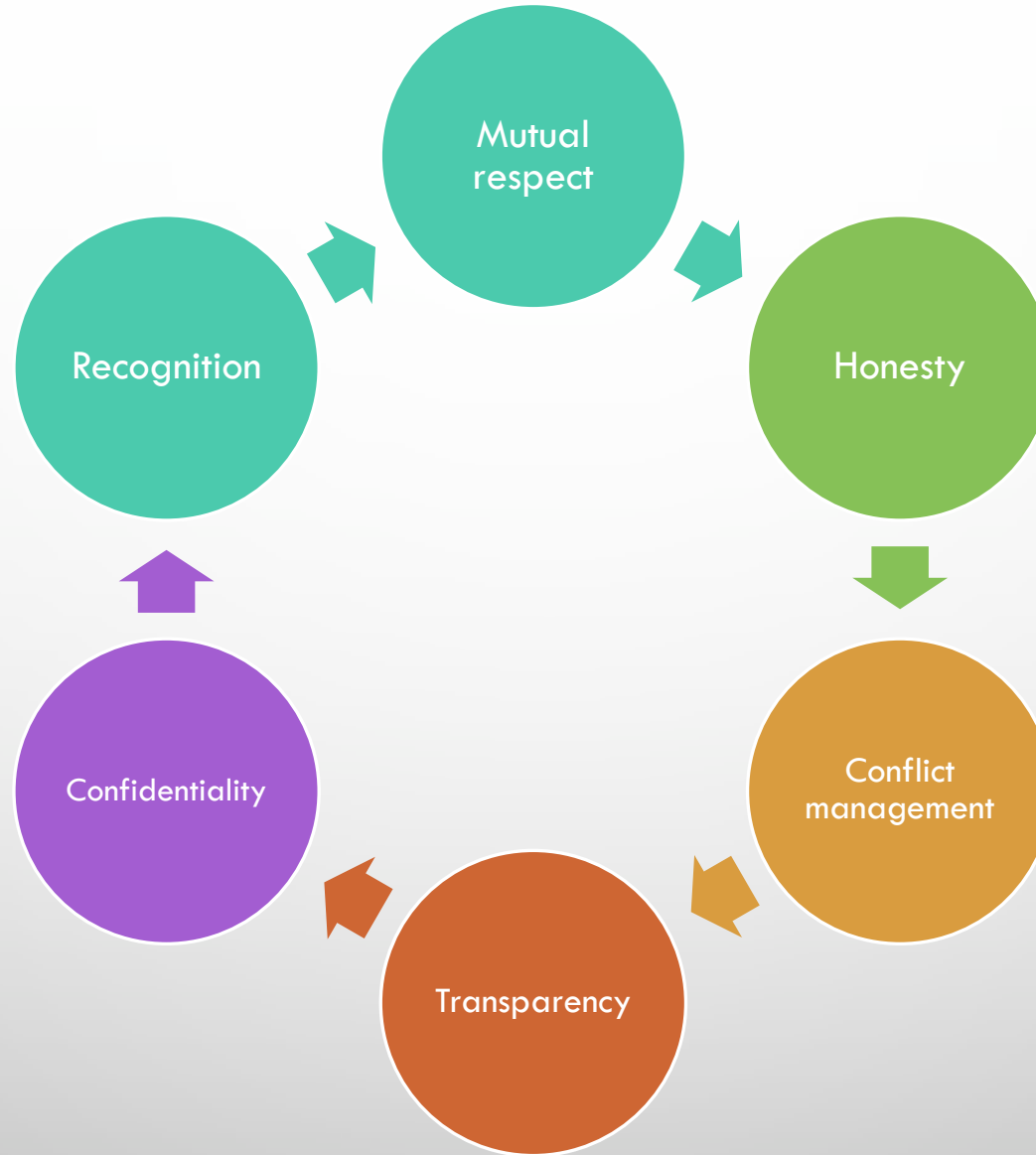
OP1

Mentoring Across Differences

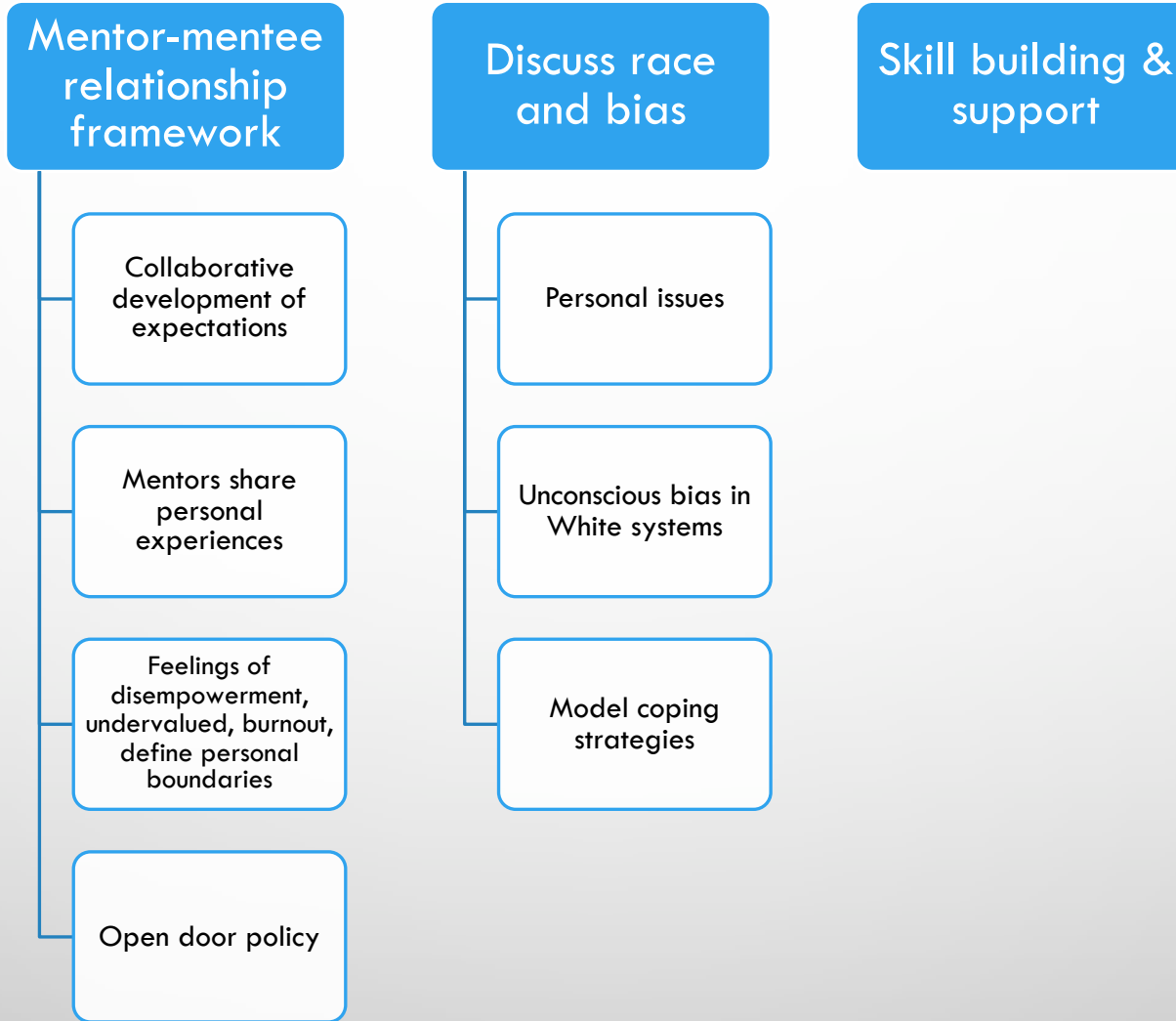
Nora Yusuf Osman, MD, Barbara Gottlieb, MD*

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BASIC MENTORING VALUES



STRATEGIES



STRATEGIES: SYSTEMS-LEVEL CHANGE

MENTORS NEED NETWORK OF COLLEAGUES



CULTURALLY CONGRUENT MENTORING: MODELS & THEORIES

IDENTIFY THEORETICAL CONCEPTS OF MENTORING UNDERREPRESENTED INDIVIDUALS THAT CAN
BE APPLIED TO LEND TRAINEES

MENTORING PARADIGMS: COMMONALITIES

- MANY MODELS
- PARADIGMS:
 - MENTEE'S ACHIEVEMENT
 - EMOTIONAL/PSYCHOLOGICAL SUPPORT
 - DIRECT ASSISTANCE WITH CAREER AND PROFESSIONAL DEVELOPMENT, MODELING
 - PERSONAL & RECIPROCAL RELATIONSHIP
 - MENTORS HAVE GREATER EXPERIENCE, INFLUENCE, SUCCESS

(JACOBI, 1991; PFUND, 2016)

MENTORING: THEORIES & MEASURABLE ATTRIBUTES

- ACADEMIC PERSISTENCE & CAREER ATTAINMENT MODEL
- SOCIAL COGNITIVE CAREER THEORY
- SCIENCE IDENTITY DEVELOPMENT & SOCIAL NEGOTIATION
- SOCIAL CAPITAL PERSPECTIVE & CAREER STAGE MENTORING

- CULTURALLY RESPONSIVE/DIVERSITY:
 - ADVANCE EQUITY & INCLUSION
 - BE CULTURALLY RESPONSIVE
 - REDUCE THE IMPACT OF BIAS & STEREOTYPE THREAT

(PFUND, 2016)

Culturally Congruent Mentorship

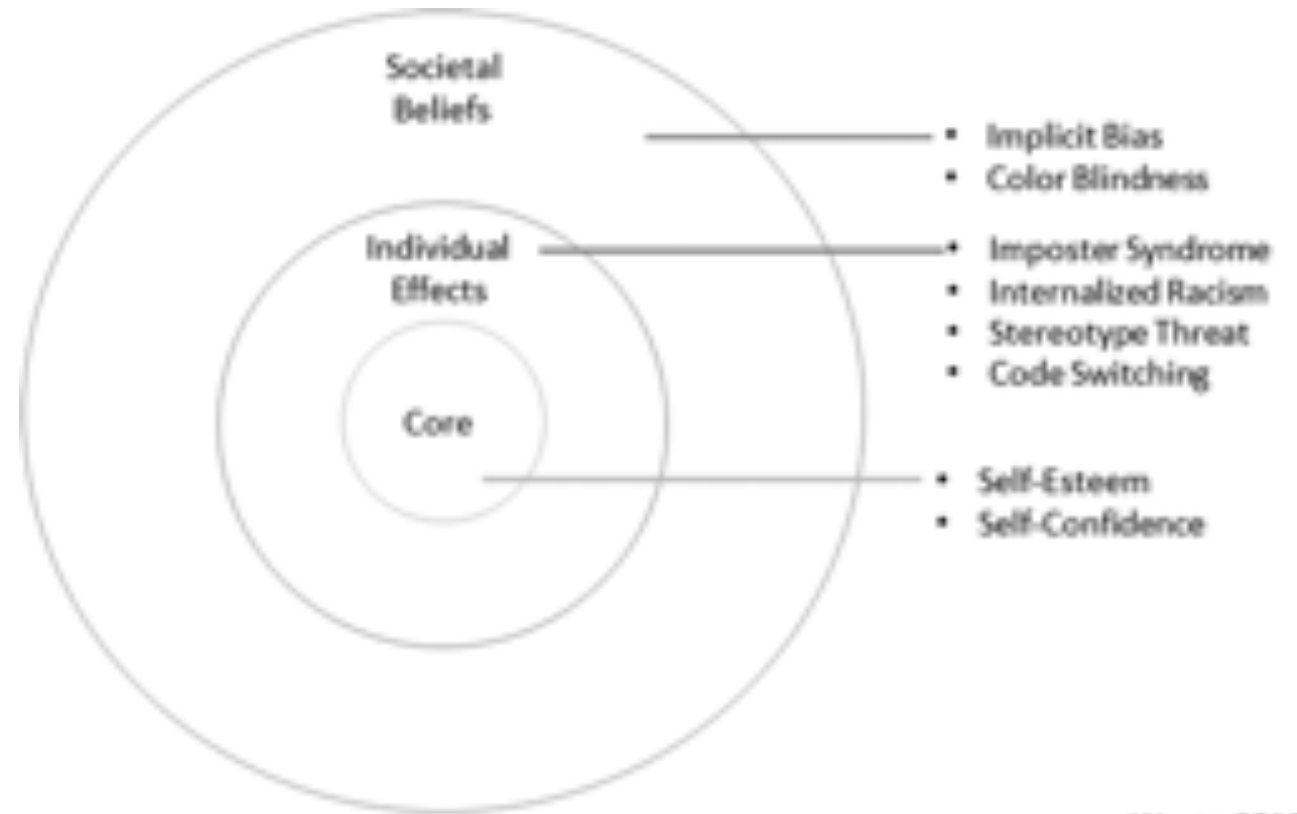
Wyatt & Belcher (2019)



Figure 1. Mentors' Wheel: A culturally congruent foundation for mentoring scholars and faculty from underrepresented populations. ©Belcher, Stone, Wyatt, 2019. All rights reserved. See the online article for the color version of this figure.

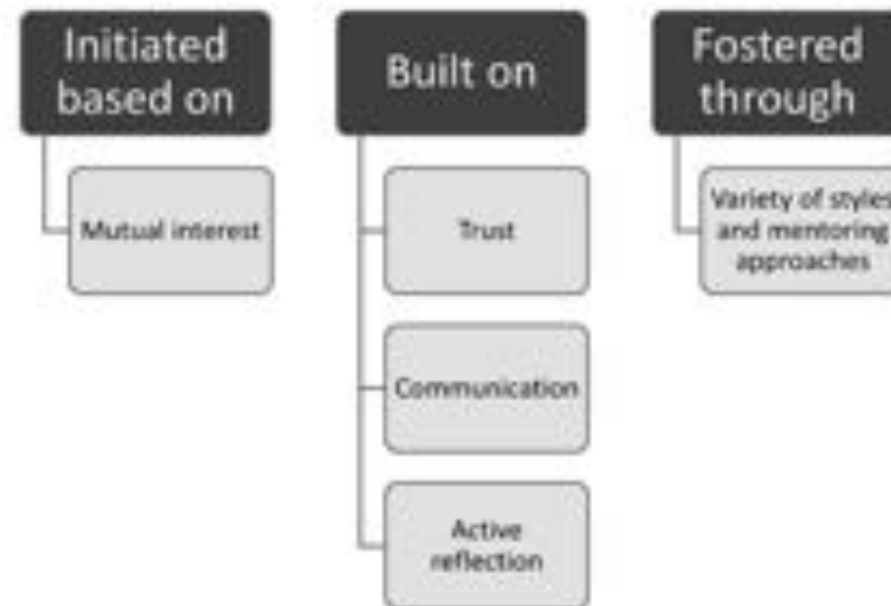
Mentoring Mentors: Students of Diverse Backgrounds

Wyatt et al (2019)



Wyatt, 2018

Mentorship Process



DEVELOPMENTAL FRAMEWORK: SUPPORTING UR TRAINEES



Stage 1: *Launching stage*



Stage 2: *Active Growth
and Learning stage*



Stage 3: *Independence
and maturity*



Stage 4: *Peerage and
Mutual mentoring*

Table 1. *Summary of the Developmental Framework for Mentoring Underrepresented Doctoral Trainees and Early Career Scholars*

Stage ^a	Definition ^a	Time frame	Challenges	Strategies for success
Launching (initiation)	Mentee and mentor engage, become acquainted, set expectations and working guidelines, build trust, and demonstrate shared commitment	Initial stage of engagement with the doctoral program, mentor, and coursework	<ol style="list-style-type: none"> 1. Microaggressions 2. Conscious and unconscious biases and stereotypes 3. Uncertainty of each other's behaviors, culture, experiences, and/or values 4. Inability to identify potential barriers in the mentor/mentee relationship 	<ol style="list-style-type: none"> 1. Engagement: <ol style="list-style-type: none"> a. Either informally or formally b. Express mutual interest c. Mentor commitment and validation 2. Setting expectations: <ol style="list-style-type: none"> a. Short- and long-term goals and strategies discussion b. Preferred methods of communications c. Expected outcomes 3. Building trust: <ol style="list-style-type: none"> a. Affect-based b. Cognitive-based 4. Mutual appraisal of strengths and individual needs of mentee 5. Mutuality and bidirectionality of the mentorship relationship 6. Open-mindedness and nonjudgmental attitude 7. Effective communication 8. Empathy and cultural humility

(Lanzi et al., 2019)

THEORIES & RECOMMENDATIONS: CULTURAL HUMILITY & CULTURAL SAFETY

MENTOR:

- DIVERSITY ≠ “ISSUE” TO MANAGE
- CULTURALLY COMPETENT VS.
- **CULTURALLY SENSITIVE** “CONTINUALLY ENGAGE IN SELF-REFLECTION AND SELF-CRITIQUE
- ACKNOWLEDGES BIAS, PRIVILEGE, CRITICAL SELF-AWARENESS
- **CULTURAL SAFETY:** TRAINEE CONTRIBUTES, BI-DIRECTIONAL
- MENTEE AS “CULTURAL EXPERT”
- MINDFUL OF INTERSECTIONAL IDENTITIES
- RECOGNIZE ADDITIONAL AND CONSTANT PRESSURE AND THREATS TO TRAINEES
- BALANCE SUPPORT AND AUTONOMY, PRIVACY
- HEP TRAINEE NAVIGATE INSTITUTIONAL DISCRIMINATIONS
- ADDRESS STRUCTURAL AND INTERPERSONAL ASPECTS

THEORIES & RECOMMENDATIONS

- CULTURAL CONGRUENCE:
 - VALUE DIFFERENCES: HIERARCHICAL COLLECTIVISTIC VALUES VS. EGALITARIAN VALUES (CHIN, 2019)
- CONVERSATIONS ABOUT RACE AND ETHNICITY (ALEGRIA, 2019)
 - CREATE SPACE WHERE CONVERSATIONS OF RACE/ETHNICITY/UR STATUS ARE WELCOMED AND ENCOURAGED, CLIMATE AND RELATIONSHIP TO PROGRAM SUCCESS, COST/BENEFIT FOR SERVING ON COMMITTEES/ORGANIZATIONS, MAKING TIME
- CULTURAL HUMILITY: HIV RESEARCH (WALTERS, 2016)
 - IDENTIFY HOW CULTURAL BELIEFS INFLUENCE MENTORING PRACTICES
 - RECOGNIZE HOW CULTURAL DIVERSITY CAN AFFECT (+/-) MENTORING RELATIONSHIPS, ACKNOWLEDGE IMPACT OF CONSCIOUS/UNCONSCIOUS ASSUMPTIONS, PRIVILEGE, STEREOTYPE THREAT, BIASES IMPACT MENTORING RELATIONSHIPS, APPLY STRATEGIES
- LGBTQ+ RECOMMENDATIONS (HOLLOWAY ET A., 2019): SELF-EDUCATE, USE ACTIVE SKILLS AND STRATEGIES, ADVOCATE

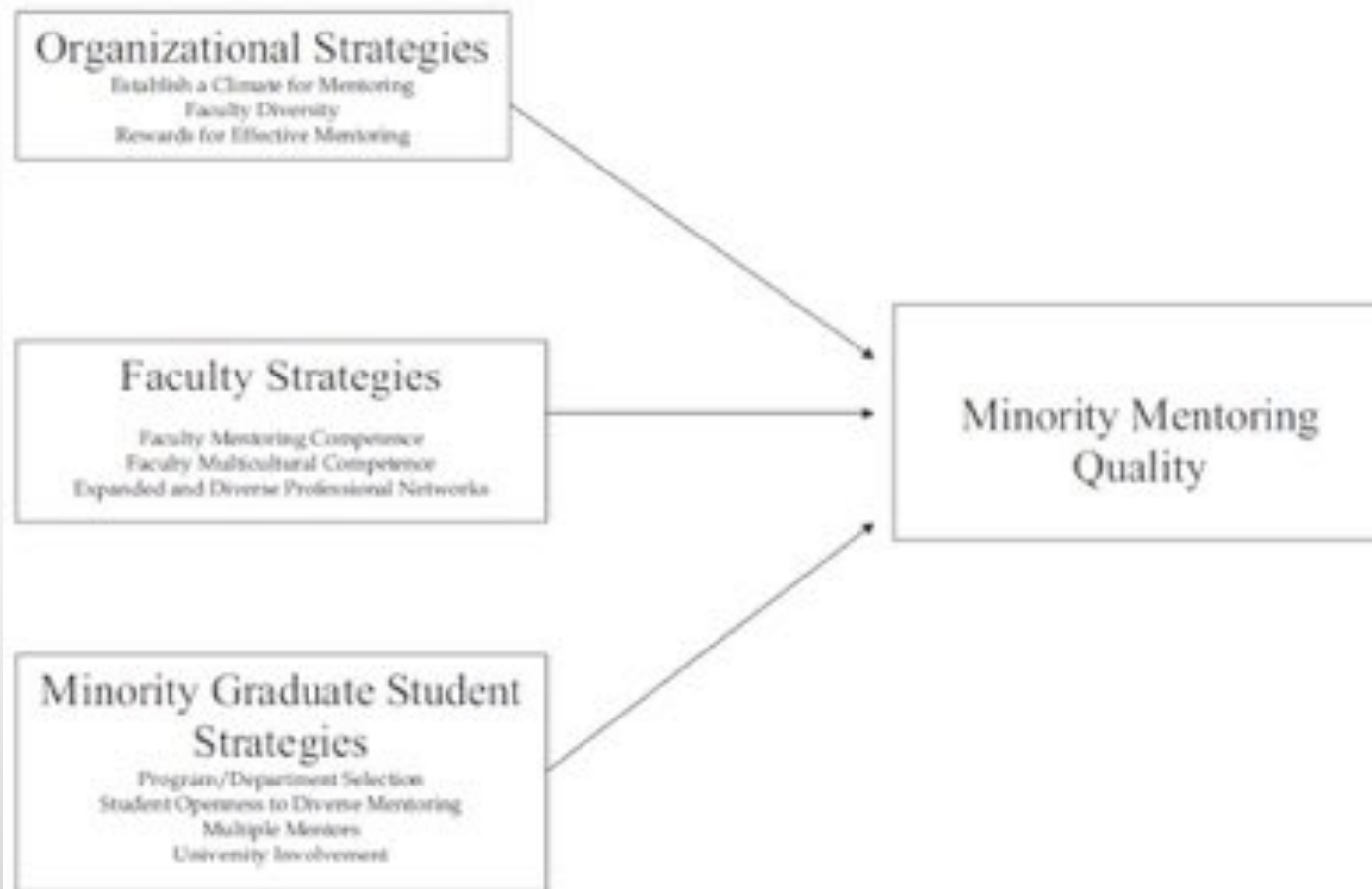


Figure 1.
Student, faculty, and
organizational strategies
for enhancing mentoring
quality

The background features a light gray gradient with several realistic water droplets of various sizes scattered in the corners. The droplets have highlights and shadows, giving them a three-dimensional appearance.

MENTORING UR: TOOLS

APPLY PRACTICAL IDEAS TO GUIDE FACULTY IN MENTORING LEND TRAINEES FROM
UNDERREPRESENTED BACKGROUNDS

CULTURALLY AWARE MENTORING (CAM) PROGRAM

- THEORETICALLY DRIVEN: MULTICULTURAL, FEMINIST, CRITICAL RACE, MOTIVATION, INSTITUTIONAL TRANSFORMATION
- MENTOR: GAIN INTRAPERSONAL AND INTERPERSONAL CULTURAL AWARENESS, SKILLS TO RECOGNIZE AND RESPOND TO CULTURAL DIVERSITY ISSUES IN MENTORING

(Byars-Winston, et al., 2018)

Table 5. Impacts and influences of CAM from interviews 24 months after training

Greater realization of their own racial and ethnic biases and insensitivities
More comfort and proactivity talking with students about the importance of considering culture when engaging other people
Creating better communication within a research team—more listening of people's different experiences definitely than before
Better engagement with historically underrepresented (HU) students, even by HU faculty
More awareness of how personal experiences vary and can influence behavior and performance, getting more information before jumping to conclusions
More awareness of how economic situations affect students
In one-to-one mentoring, checking in more on personal situations of students
Opening up to sharing more of himself so students can see how he is balancing work and life
More open-minded and seeking more information about how personal circumstances and factors can affect academic and research performance
Increased attention to help students problem-solve if they come from more difficult situations
More individualized mentoring strategies
More likely and confident to speak out when encountering false statement and biases related to experiences of diverse students
More comfortable in her own research that deals with racial/ethnic differences and health behaviors
More attuned to how choice of language in data interpretation and presentation in papers can be unintentionally negative toward specific groups
More comfortable having conversations with graduate students about language in writing

MENTORING THE MENTOR

UCSF

- SELF-EFFICACY THEORY
- UNCONSCIOUS BIAS, MICROAGGRESSIONS, COMMUNICATION STRATEGIES, MENTOR CONSULTATION CLINIC

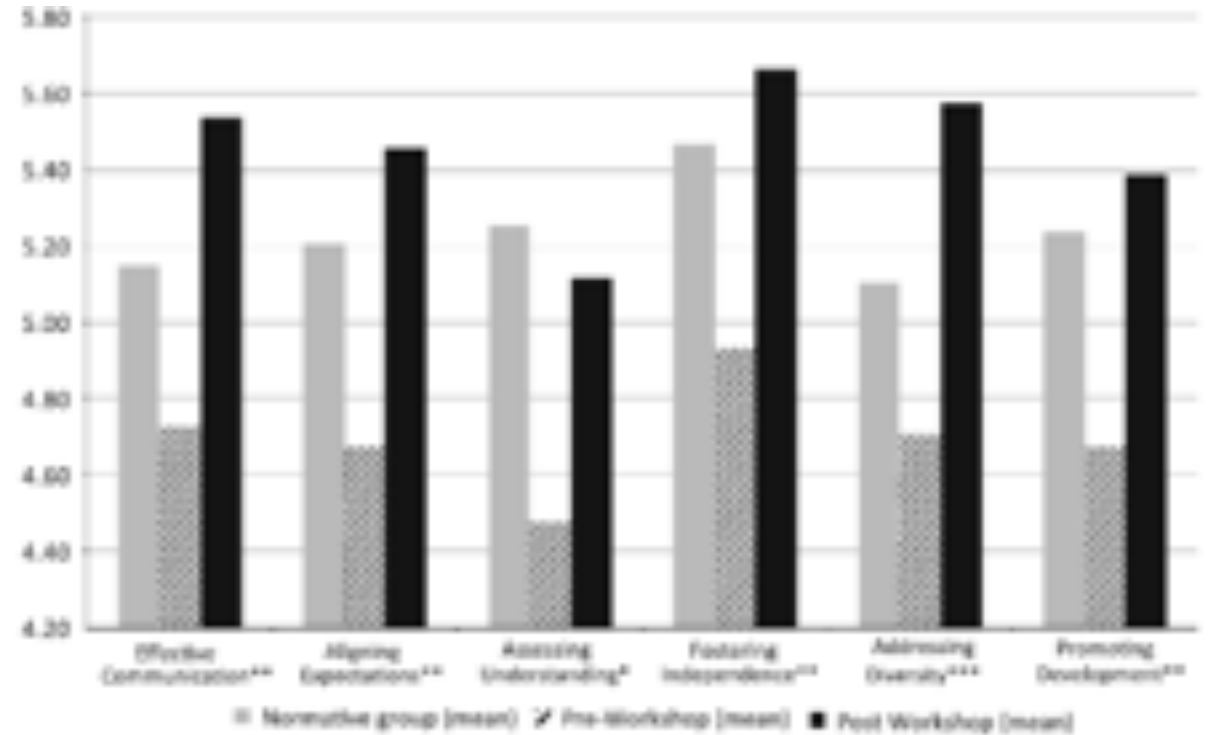


Fig. 1 Pre and post workshop Mentor Competency Assessment scores difference between pre- and post-workshop means designated as follows: * $p < .05$, ** $p < .01$, *** $p < .001$

“THERE IS A BELIEF THAT DIALOGUES ON RACE ARE PURELY INTELLECTUAL EXERCISES, THEREBY MINIMIZING THE EXPRESSION OF EMOTIONS IN RACE TALK AND LOSING AN OPPORTUNITY TO EXPLORE THEIR MEANINGS...RACE TALK ON THE PART OF PEOPLE OF COLOR IS ABOUT BEARING WITNESS TO THEIR LIVED REALITIES, THEIR PERSONAL AND COLLECTIVE EXPERIENCES...THE ACADEMIC PROTOCOL DISCOURAGES THESE SOURCES OF INFORMATION..”

SUE, 2015

RESOURCES

- GEORGETOWN UNIVERSITY, NATIONAL CENTER FOR CULTURAL COMPETENCE:
[HTTPS://NCCC.GEORGETOWN.EDU/CURRICULA/MODULES.HTML](https://NCCC.GEORGETOWN.EDU/CURRICULA/MODULES.HTML)
- BWH MENTORING CURRICULUM & TOOLKIT WEBSITE. [HTTP://BWHMENTORINGTOOLKIT.PARTNERS.ORG](http://BWHMENTORINGTOOLKIT.PARTNERS.ORG)
PUBLISHED 2016
- NATIONAL RESEARCH MENTORING NETWORK: [HTTPS://NRMNET.NET/#UNDERGRADPOPUP](https://NRMNET.NET/#UNDERGRADPOPUP)
- NEURONLINE PROFESSIONAL RESOURCES: [HTTPS://NEURONLINE.SFN.ORG/DIVERSITY](https://NEURONLINE.SFN.ORG/DIVERSITY)
- DIVERSITY PROGRAM CONSORTIUM: [HTTPS://WWW.DIVERSITYPROGRAMCONSORTIUM.ORG/PAGES/](https://WWW.DIVERSITYPROGRAMCONSORTIUM.ORG/PAGES/)
- CENTER OF IMPROVEMENT FOR MENTORED EXPERIENCES IN RESEARCH, COMPLETE MENTOR CURRICULA:
[HTTPS://CIMERPROJECT.ORG/#/COMPLETECURRICULA](https://CIMERPROJECT.ORG/#/COMPLETECURRICULA)
- MOVING IT FORWARD: THE POWER OF MENTORING, AND HOW UNIVERSITIES CAN CONFRONT INSTITUTIONAL BARRIERS FACING JUNIOR RESEARCHERS OF COLOR [ALICIA WILSON-AHLSTROM](#); [VIVIAN LOUIE](#) OCT 2, 2018.
[HTTPS://WWW.ISSUELAB.ORG/RESOURCE/MOVING-IT-FORWARD-THE-POWER-OF-MENTORING-AND-HOW-UNIVERSITIES-CAN-CONFRONT-INSTITUTIONAL-BARRIERS-FACING-JUNIOR-RESEARCHERS-OF-COLOR.HTML#](https://WWW.ISSUELAB.ORG/RESOURCE/MOVING-IT-FORWARD-THE-POWER-OF-MENTORING-AND-HOW-UNIVERSITIES-CAN-CONFRONT-INSTITUTIONAL-BARRIERS-FACING-JUNIOR-RESEARCHERS-OF-COLOR.HTML#)
- AMERICAN PSYCHOLOGICAL ASSOCIATION
 - LGBTQ CLIMATE ASSESSMENT CH. 4 FOR MENTORS: [HTTPS://WWW.APA.ORG/APAGS/RESOURCES/CLGBT-CLIMATE-GUIDE.PDF](https://WWW.APA.ORG/APAGS/RESOURCES/CLGBT-CLIMATE-GUIDE.PDF)
- PATHWAYS TO SCIENCE: [HTTPS://WWW.PATHWAYSTOSCIENCE.ORG/](https://WWW.PATHWAYSTOSCIENCE.ORG/)
 - GROWING THE DIVERSITY AWARENESS AND CULTURAL COMPETENCE OF FACULTY AND PARTNERS

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