

Culturally Aware Mentorship Series presents: **Mentoring with Empathy**

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Educational
Improvement
and Innovation

Mentorship
and
Career Design 

 **National Center for Faculty
Development & Diversity**

Why Mentor

- Why are YOU a mentor and interested in culturally aware mentorship?
- What do you hope to gain from this for you or your mentees?



Effective Mentorship Linked to Important Outcomes

- **Enhanced science identity, sense of belonging and self-efficacy** (Palepu et al.1998; Garman et al, 2001; Paglis et al, 2006; Lopatto, 2007; Bland et al, 2009; Feldman et al, 2010; Cho et al, 2011; Chemers et al, 2011; Thiry and Laursen, 2011; Byars-Winston et al, 2015)
- **Persistence** (Gloria et al, 2001; Solorzano 1993; McGee and Keller, 2007; Sambunjaket al, 2010; Williams et al, 2015; Bordes-Edgar et al, 2011; Campbell and Campbell,1997)
- **Research productivity** (Steiner and Lanphear, 2002; 2007; Wingard et al, 2004)
- **Higher career satisfaction** (Schapira et al, 1992; Beech et al, 2013)
- **Enhanced recruitment of URM**s (Hathaway et al, 2002; Nagda et al, 1998)

TODAY'S PLAN

- **Barriers to Effective Mentoring**
 - Removing Barriers through Networks
- **Building a Foundation of Trust (Part 1)**
 - Listening for Understanding
- **Building a Foundation of Trust Part 2)**
 - Culturally Relevant Pedagogy
 - CRP Mentoring Best Practices
 - Community Cultural Wealth



Barriers to Effective Mentoring



As Mentors we must acknowledge the challenges:

- The Mentoring Gap
- Incentive Structures
- Systemic Inequalities
- Power Dynamics



Reflect & Discuss

- What are the hidden structures of success in academia?
- What are the hidden structures of success at OHSU?
- What opportunities lay the foundation for success in academic health science down the line?

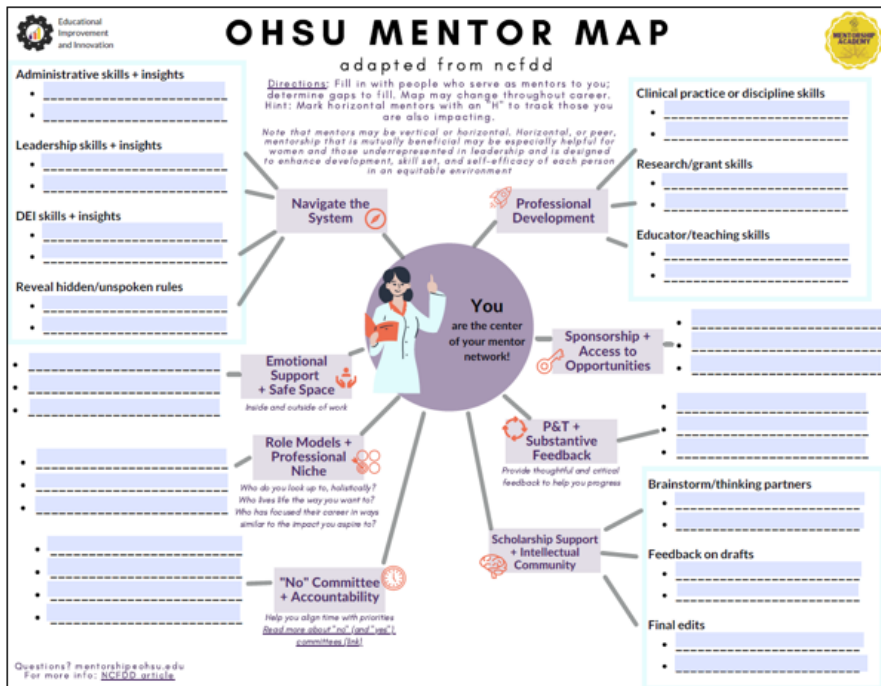


Dr. Calarco explains how mentees sometimes feel like a burden and therefore might avoid asking for helping.

➤ How do we (as mentors) remove this barrier?



If we want to lessen the unfair burden, then we (mentors, especially mentors from privileged groups) need to make mentoring a team sport! Encourage your mentees to expand their mentoring networks!



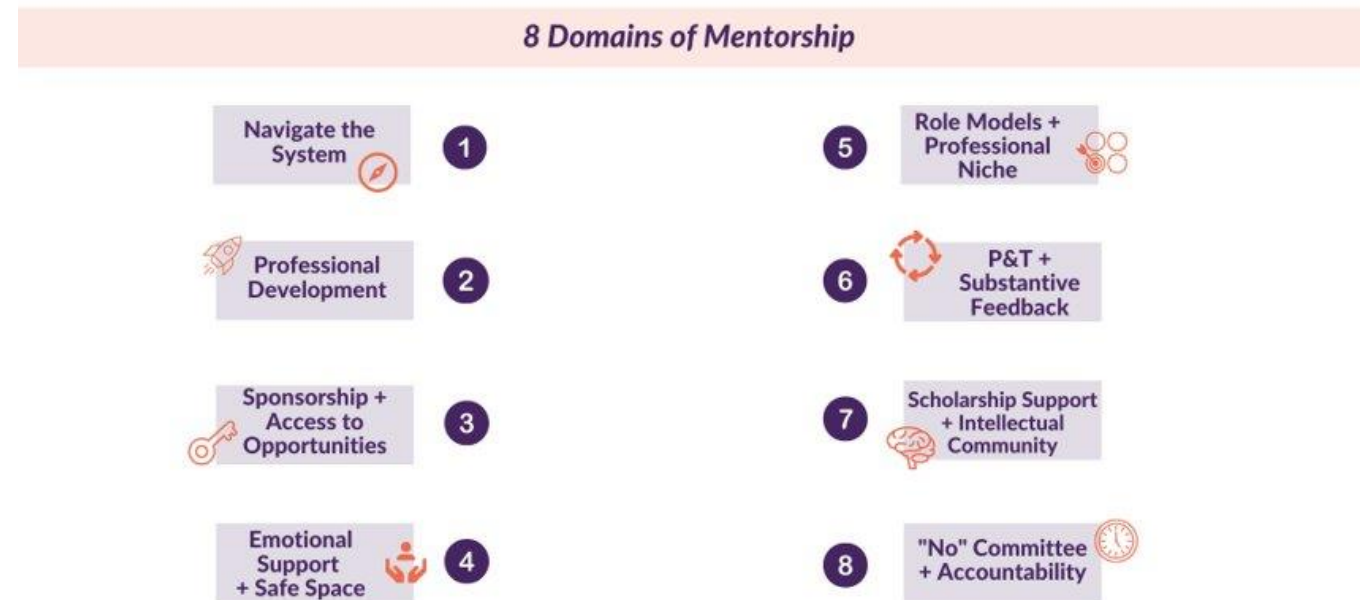
8 Domains of Mentorship





Assess **Your** Current Network. Invite your Mentees to assess their own.

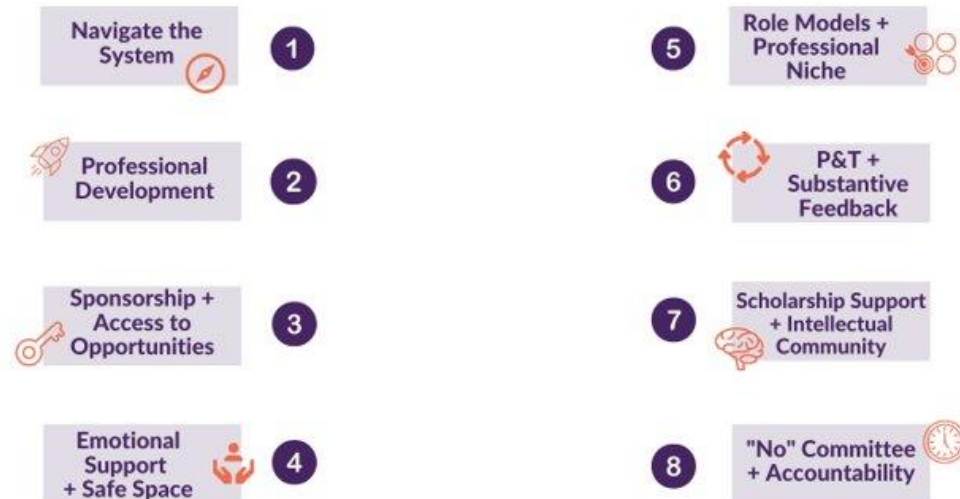
- 1) **Navigate the System:** Who can help you navigate your department? Your field?
- 2) **Professional Dev:** Who can teach you to manage a lab? Decide what grants to apply to? Manage your time?
- 3) **Sponsorship:** Who can help shape the story about you and your research on campus? Who can grant you access to key opportunities? Who will use their power and influence on your behalf?
- 4) **Safe Space:** Who will encourage you to reflect on your professional journey? Who will be non-judgmental and listen well?





Assess **Your** Current Network. Invite your Mentees to assess their own.

8 Domains of Mentorship



5) **Role Models:** Who do you look up to holistically? Whose developed a career trajectory that you aspire to?

6) **Feedback:** Who can provide effective feedback?

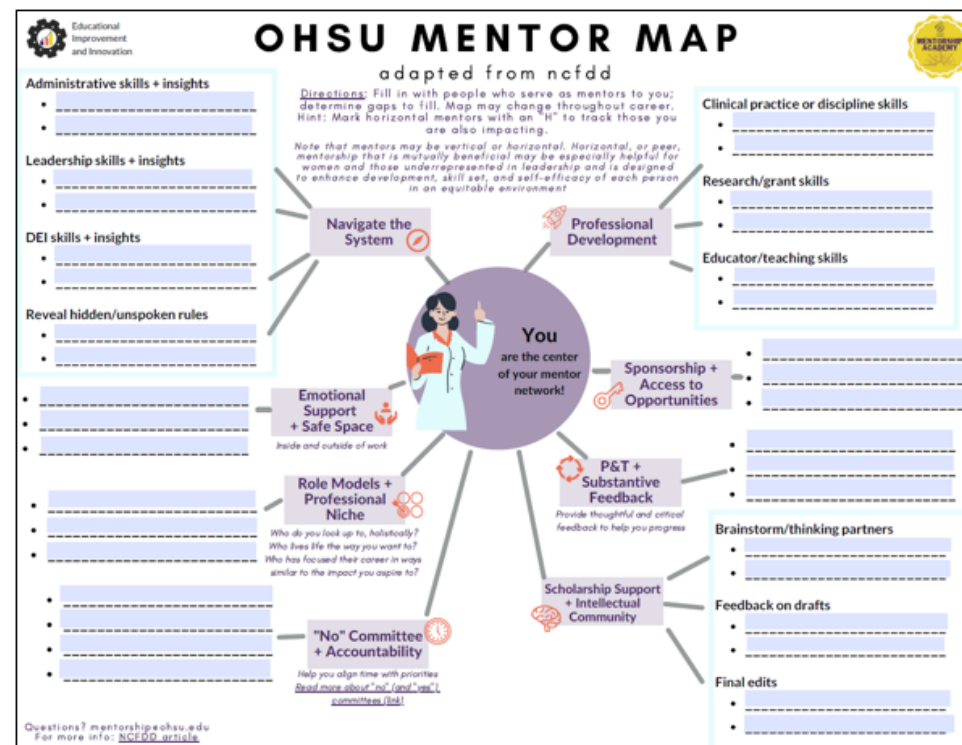
7) **Scholarship Support:** Who can help you engage in your sub-field? Who can help you assess if you're on the right track with your research idea?

8) **"No" Committee:** Who can you help reinforce your boundaries and remind you to align your time with your priorities?

A mentoring team can help a mentee patch together an educational and professional experience that reflects their whole selves and meets all their needs.

Diversity of mentoring relationships:

- educator: learner
- learner: learner
- Senior mentor: junior mentee
- manager: employee
- OHSU member: non-OHSU member
- Traditional 1:1 mentoring relationships
- Peer mentoring relationships
- Near-peer mentoring relationships
- Informal vs. Formal



Building a Foundation of Trust (Part 1) : Avoiding Harmful Behaviors



What is culture?

Culture is a complex concept, with many different definitions.

"Culture is a shared, learned, symbolic system of values, beliefs, and attitudes that shapes and influences perception and behavior."

As mentors we shouldn't knowingly contribute to **academia's culture** of overwork or to its culture of cruelty.

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"Here's a harsh peer review I got and how I dealt with it" vs. "I'll be harsh on you, so you'll be ready for peer review"

"Here are all the things I have to do in the next month" vs. "Do all these things so I can go on vacation next month"







As mentors we shouldn't knowingly contribute to academia's culture of overwork or to its culture of cruelty.

 Available access | Review article | First published online December 20, 2016

Graduate Students of Color: Race, Racism, and Mentoring in the White Waters of Academia

[David L. Brunsma](#) , [David G. Embrick](#), and [Jean H. Shin](#) [View all authors and affiliations](#)

[Volume 3, Issue 1](#) | <https://doi.org/10.1177/2332649216681565>

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Mentors, tormentors, and no mentors: mentoring scientists

Lunsford, Laura Gail. [International Journal of Mentoring and Coaching in Education; Bingley](#) Vol. 3, Iss. 1, (2014): 4-17. DOI:10.1108/IJMCE-02-2013-0007

● November 03, 2019

Too Little, Too Late

Graduate student's suicide at UW Madison is a devastating cautionary tale about abusive lab environments.

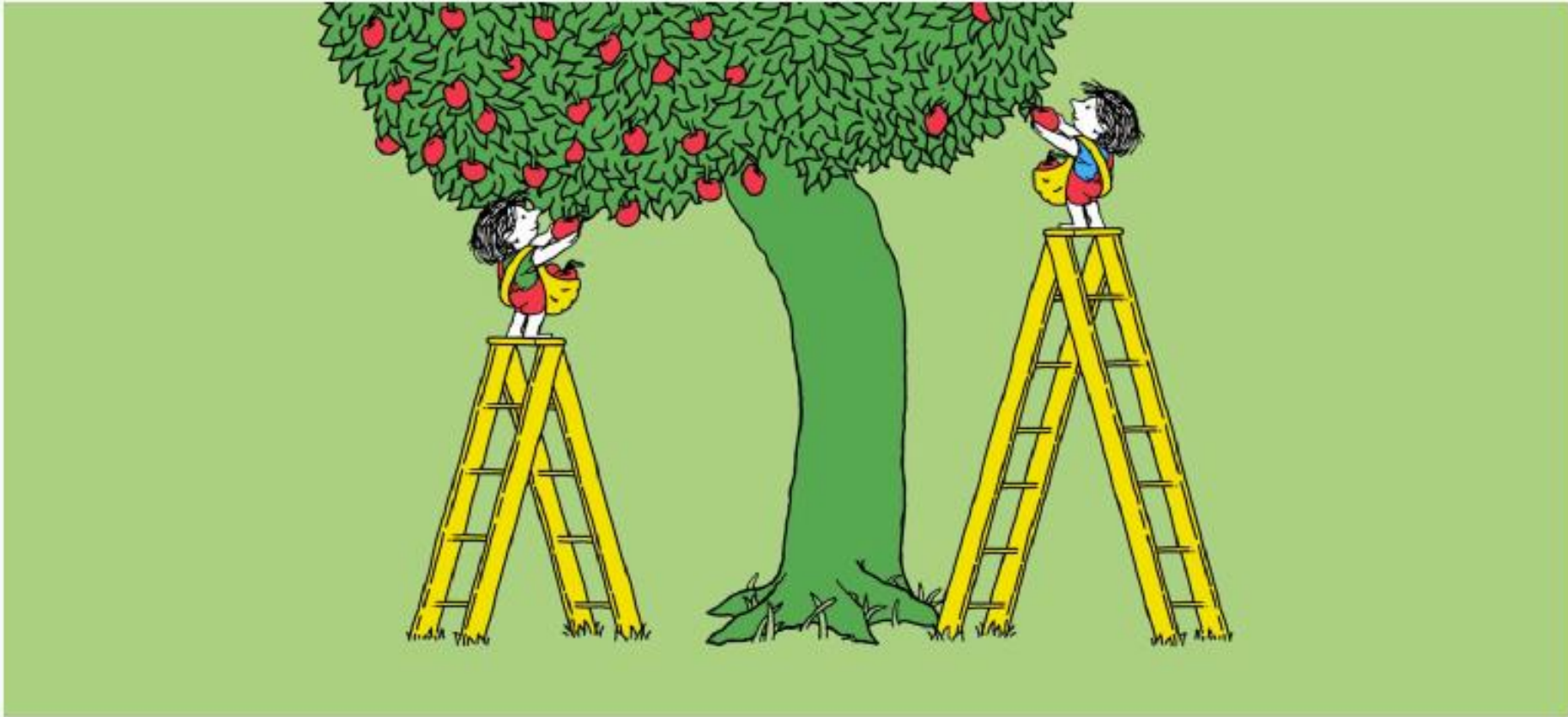
By [Colleen Flaherty](#)



INEQUALITY



EQUALITY



Equity

Building a Foundation of Trust (Part 2): Provide Responsive Mentoring



Reflect & Discuss

- Think back to when you were a graduate student. What did you wish your faculty members understood about how you experienced graduate school?



Let's practice: listening for understanding



Scenario #1

A young woman who is a fellow reaches out to you to discuss a difficult interaction with a nurse. She states that the nurse made a public comment about a patient's body. It was clear to the fellow that the comment was inappropriate. When she addressed the issue with the nurse about the comment she was told, "It's just a joke. Not everything is sexist." The fellow went home and now can't stop thinking about the case. She emails you at 12am to discuss the case. How do you proceed?



Scenario #2

A student who identifies as a man of color is feeling isolated from his peers. He is the only person of color in his cohort and has a hard time bonding with his peers. In his standard annual review, he mentions that he spends most of his time with his significant other and hasn't bonded yet with his colleagues. He's not very interested in meeting others, but you sense this is hurting his ability to network and collaborate.

How do you proceed?

Cultural Responsiveness Assessment

This tool is designed to provide specific ideas for ways to support your mentoring in becoming more culturally responsive. Its purpose is to help you consider skills, knowledge and attitudes that can help your mentoring become more responsive to the needs of your mentee and the larger community. Doing so can help you better connect with and support your mentee.

		Never	Sometimes	Fairly Often	NA
1.	I work to give my mentee voice and choice in what we do in the mentoring relationship.				
2.	I find and suggest match activities that assist in cultural exploration and sharing with my mentee.				
3.	I understand that my various identities provide both power and privilege in different ways.				
4.	I work to learn about different cultural groups in the United States, including my mentees.				
5.	My social circle includes people of various cultural identities.				
6.	I recognize and avoid language that reinforce stereotypes.				
7.	I seek to increase my knowledge of cultures different from my own.				
8.	I take time to actively listen to my mentee shares and ensure they know I've heard them.				
9.	I use I-statements with my mentee to help express needs and ideas.				
10.	I work to connect with caregivers and other caring adults that are involved in the life of my mentee.				

Research that Supports Responsive Mentoring





Culturally Relevant Pedagogy

- Culturally relevant education is a framework that recognizes the importance of including **students' cultural references in all aspects of learning** (Ladson-Billings, 1994)
- Using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more **relevant and effective for them**" (Geneva Gay, 2020)



Culturally Relevant Pedagogy (CRP)

Gloria Ladson-Billings, 2009. Culturally relevant pedagogy would do three things:

- produce students who can **achieve academically**.
- produce students who **demonstrate cultural competence**,
- develop students who can both understand and **critique the existing social order -critical consciousness**.



What mentoring best practices do you know?

Let's create a list of **best mentoring practices**.

1. Take a minute to *reflect* on 1 example
2. Share your example in the chat



What mentoring best practices do you know?

- To what extent are your mentoring best practices informed by one or more of the CRP principles? (academic success, cultural competence, critical consciousness)
- What principles are missing?
- How can we be more intentional and include CRP Principles in our mentoring?

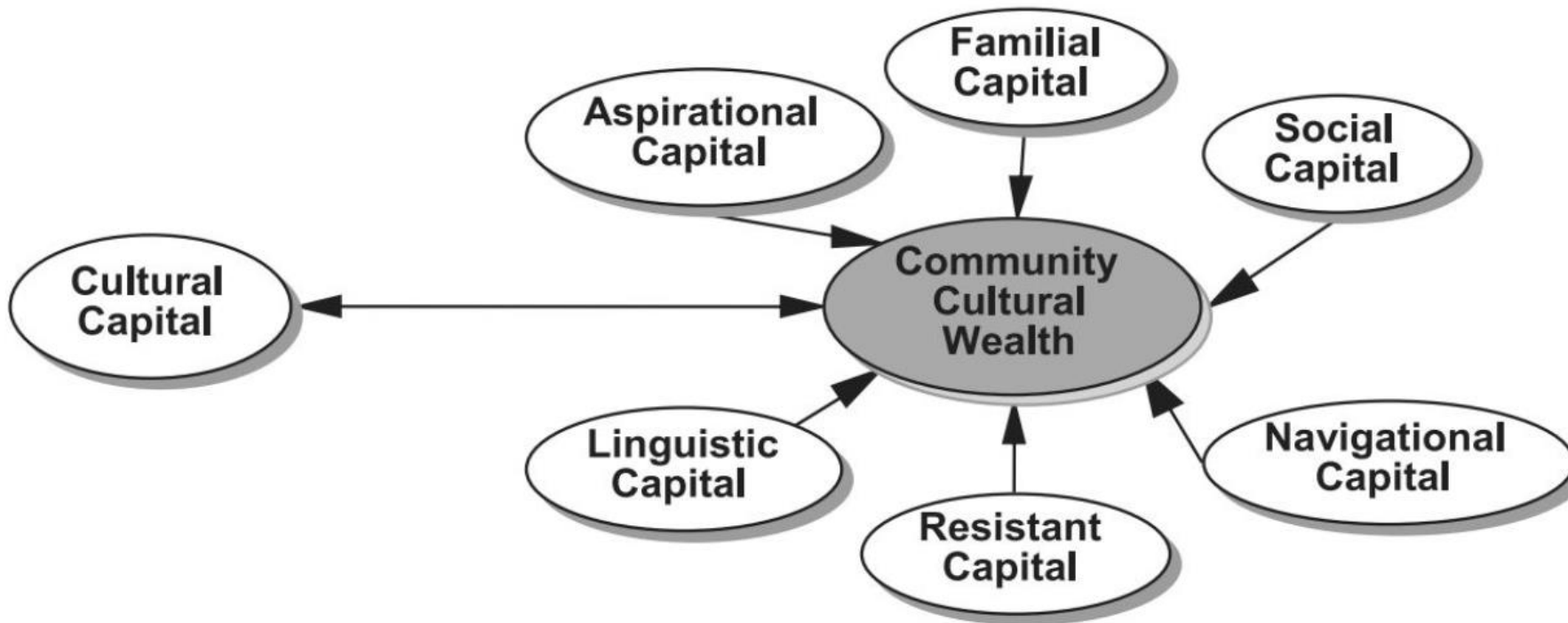


Mentoring Best Practices (with CRP lens)

- Connect with mentees personally and professionally
- Listen
- Recognize their achievements
- Develop science/medical identity, sense of belonging, self-efficacy
- Reduce the impact of bias or stereotype threat
- Engage with their academic, personal, and professional goals
- Provide constructive feedback
- Share your story
- Meet regularly
- Tailor your mentorship to each mentee
- Share your network
- Reflection
- Encourage critical thinking
- **Tap into mentees' cultural wealth**



Community Cultural Wealth, Yosso, 2005



[Excerpted from: Yosso, T. J. (2005). Whose Culture Has Capital? A Critical Race Theory Discussion of Community Cultural Wealth. *Race Ethnicity and Education*, 8, 69-91.

Reflective Questions

Aspirational:

- How are we supporting the maintenance and growth of students' aspirations?
- What assumptions do we have about our students' aspirations?

Linguistic

- How are we supporting the language and communication strengths of our students?
- To what degree do courses utilize inclusive pedagogical practices?

Reflective Questions

Familial:

- How do we recognize and help students draw on wisdom, values and stories from their home communities?
- How do we create environments that honor and invite families to participate?

Social

- How do we help students stay connected to the communities and individuals instrumental in their previous educational success?
- How do we engage with likely individuals and community-based organizations about admissions and selection processes and the types of supports successful students need?

Reflective Questions

Navigational

- How do we help students navigate our institutions? Interactions with faculty/educators? Interactions with student-support staff? Their peers?
- How willing are we to acknowledge that our institutions, both their structures and cultures, have a history of, and may still in many ways be unsupportive and/or hostile to our students and their communities?

Resistance

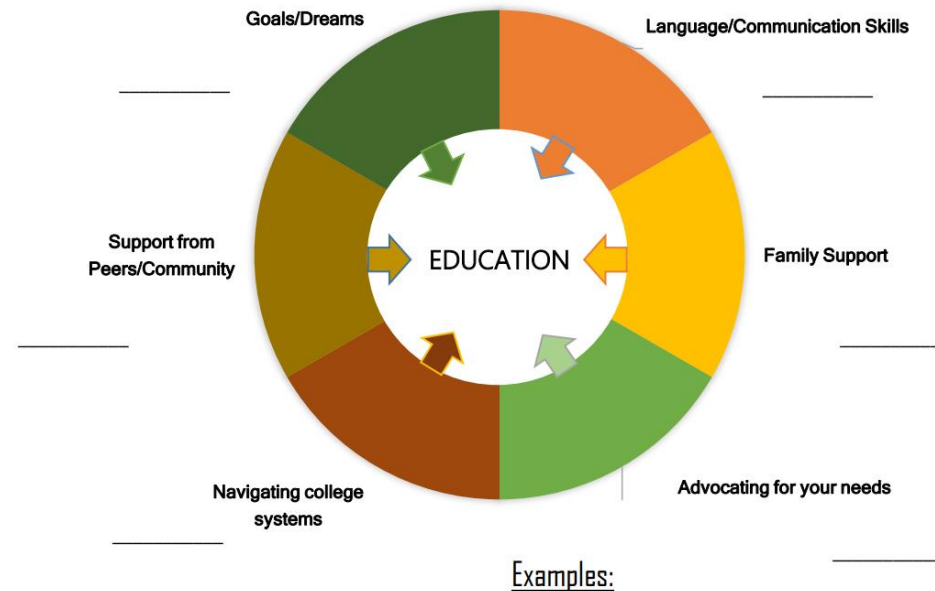
- How do we support students who are committed to engaging in and serving their home communities (however they define these)?
- What opportunities do we provide students in and outside of the classroom to prepare them for participation in a diverse democracy?

Cultural Wealth Wheel

This activity is designed to help your mentee identify the resources they have available to them to empower them to achieve their educational goals.

Please rate your satisfaction with each of the areas listed below:

SCALE: 1- not at all satisfied to 10- completely satisfied



Mentee Dialogue:



"During my second meeting with my mentor, I was able to gain more insight on her background in STEM. Through this I learned about challenges she faced, motivators in her life, and the experiences that shaped her STEM identity. Learning more in depth about [her] background helped me further understand the challenges associated with following a STEM pathway, specifically for those in a minority or underrepresented groups. Additionally, I feel like I better understand my mentor, her motives, and beliefs, and that makes for a more comfortable and trustworthy environment in my point of view. "

- What types of capital are presented in the sample mentee dialogue?



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Social capital, Navigational capital



Build Capacity as a Culturally Aware Mentor

- Be authentic with your own experiences and limitations-**transparency is key**
- Validate the experiences of others
- Allow mentees a voice in how they need to be mentored
- Communicate often and clearly, and ensure common understanding
- Elucidate your role in the relationship



Thought Exercise

Mentoring Discussion: What are similarities and differences between you and your mentees' current experiences as a scientist/clinician/professional? How does this impact your work?

Follow Up: Discuss joint strategies to support one another. Identify one tangible goal you can accomplish to clearly understand that progress continues to move forward.



Final Reflection:

What is **one thing** you learned today that you hadn't considered before, but would like to implement in your mentoring relationships moving forward?



