



Mentoring Underrepresented Faculty in Academic Medicine (MUFAE)

## Facilitators Guide for Developing a Mentoring Program for URM/BIPOC Faculty Members

*Part of the Society of Teachers of Family Medicine Underrepresented in Medicine Initiative*

### **This guide includes:**

1. Goals and objectives for the project
2. Mentor/mentee recruitment guidelines
3. Mentor/mentee matching guidelines
4. Mentor training guidelines
5. Guidelines for Mentor and Mentee Check Ins

### **1. Goals of Mentorship Program for URM/BIPOC Faculty:**

In order for early career URM/BIPOC faculty to succeed in academic medicine, they must have support that goes beyond just setting the foundation for an academic career. Mentorship programs for URM/BIPOC faculty members should include:

- i. Training for mentors to understand and embrace issues of discrimination, racism and stereotyping that negatively impact early career faculty
- ii. Tips for how to incorporate these discussions into the mentoring process when necessary
- iii. Guidance on how to empower faculty who are experiencing these stressors to set professional boundaries appropriately and practice important self-care
- iv. Concrete suggestions on how faculty can find teaching resources, guidance for research projects and strategies for promotion and advancement that incorporate the unique needs of URM/BIPOC faculty.

### **2. Mentor/Mentee Recruitment**

#### Mentors

- i. Mentors for a project like this must be intentionally recruited, with the goals of the mentorship project explicitly stated.
- ii. Mentors should come to the project with the expectation that they will explore issues of discrimination and racism. They should be willing to examine their own histories and how these can possibly play out in the mentoring experience.
- iii. Programs should recruit mentors of all backgrounds in order to decrease the “minority tax” exacted upon URM/BIPOC faculty who are usually expected to do this work.

#### Mentees

- i. Mentees should be told explicitly that this project is designed to address the unique stressors of URM/BIPOC faculty.



- ii. They should be given expectations for the duration of the project and what they will need to do to participate in the program.
- iii. Mentees should not be expected to bear any unfair burden that is often required in programs designed for URM/BIPOC.
- iv. They should be told that they are expected to have a mentoring relationship built on bidirectional trust, openness and empathy.

### **3. Mentor/Mentee Matching**

1. Mentors and mentees should be given a Background/Interest form to complete (insert link)
2. Several factors should be included when considering how to match mentors and mentees:
  - i. Location—make every effort to have mentor/mentee pairs close or in the same time zone whenever possible. This makes the process of scheduling calls easier.
  - ii. Pair mentors and mentees who have similar professional interests.
  - iii. We encourage recruitment of a diverse group of mentors to reduce the “minority tax” on BIPOC faculty. At the same time, programs should respect if there is a request for a race/background concordant pairing from a mentee. Using a scale for mentees to indicate how important concordance is to them will help assist in determining appropriate pairings (see Mentee Interest/Background form)

### **4. Mentor Training Guidelines**

Mentor training should include presentations on:

- i. Education on the unique barriers that URM faculty may face in their institutions
- ii. Clear guidelines on the structure of the mentorship year
- iii. Tips for succeeding in Academic Medicine, including how to address unique challenges of URM faculty
- iv. Guidance on how to discuss the difficult topics of racism, discrimination and exclusion with their mentees if the mentee wants to do so.

Follow this link to access PowerPoints/videos for mentor training.

### **5. Guidelines for Mentor and Mentee Check Ins**

#### **Mentor Check Ins**

Mentor Check Ins are valuable to the Mentors as well as to the planning group. Goals include:

- I. Check on progress in mentorship
- II. Allow for meta mentorship, i.e. mentors providing mentoring help for other mentors
- III. Check on Mentors’ well-being and their own racism, discrimination etc.
- IV. Allow for collegial, supportive dialogue and trust building in the mentor group.