

CULTURALLY CONSCIOUS MENTORSHIP AS A MEANS TO RETAIN UNDERREPRESENTED GROUPS IN ACADEMIC NURSING

"Mentoring brings us together — across generation, class, and often race — in a manner that forces us to acknowledge our interdependence, to appreciate, in Martin Luther King, Jr.'s words, that 'we are caught in an inescapable network of mutuality, tied to a single garment of destiny.'" —Marc Freedman

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INTRODUCTION

Persistent gaps in health outcomes and growing health care disparities amongst minority groups are influenced by the lack of representation in the nursing workforce. Evidence suggests that greater diversity among nursing faculty contributes to greater numbers of underrepresented nurses in the workforce; helps create inclusive and supportive learning environments for students from diverse backgrounds, leading to better academic outcomes; and fosters the development of cultural sensitivity and empathy among students, enabling them to provide more personalized and effective care to patients from different backgrounds. Additionally, because of their distinct histories and experiences of oppression, diverse faculty can help give voice to disparities and inequities that exist, leading to more equitable and inclusive health care and educational practices.

Despite workforce goals to increase the diversity of nursing faculties, the number of underrepresented groups in academia lags behind those representative of the patient and student populations served. The literature attributes turnover of underrepresented nursing faculty employed by predominantly white academic institutions to:

- Compensation and workload assignment inequities
- Institutional racism, prejudice, stereotyping, discrimination, and microaggressions
- Intentional exclusion and isolation
- Unsupportive work environments
- Devaluation
- Perceived bias in student and peer evaluations
- Cultural taxation

PURPOSE

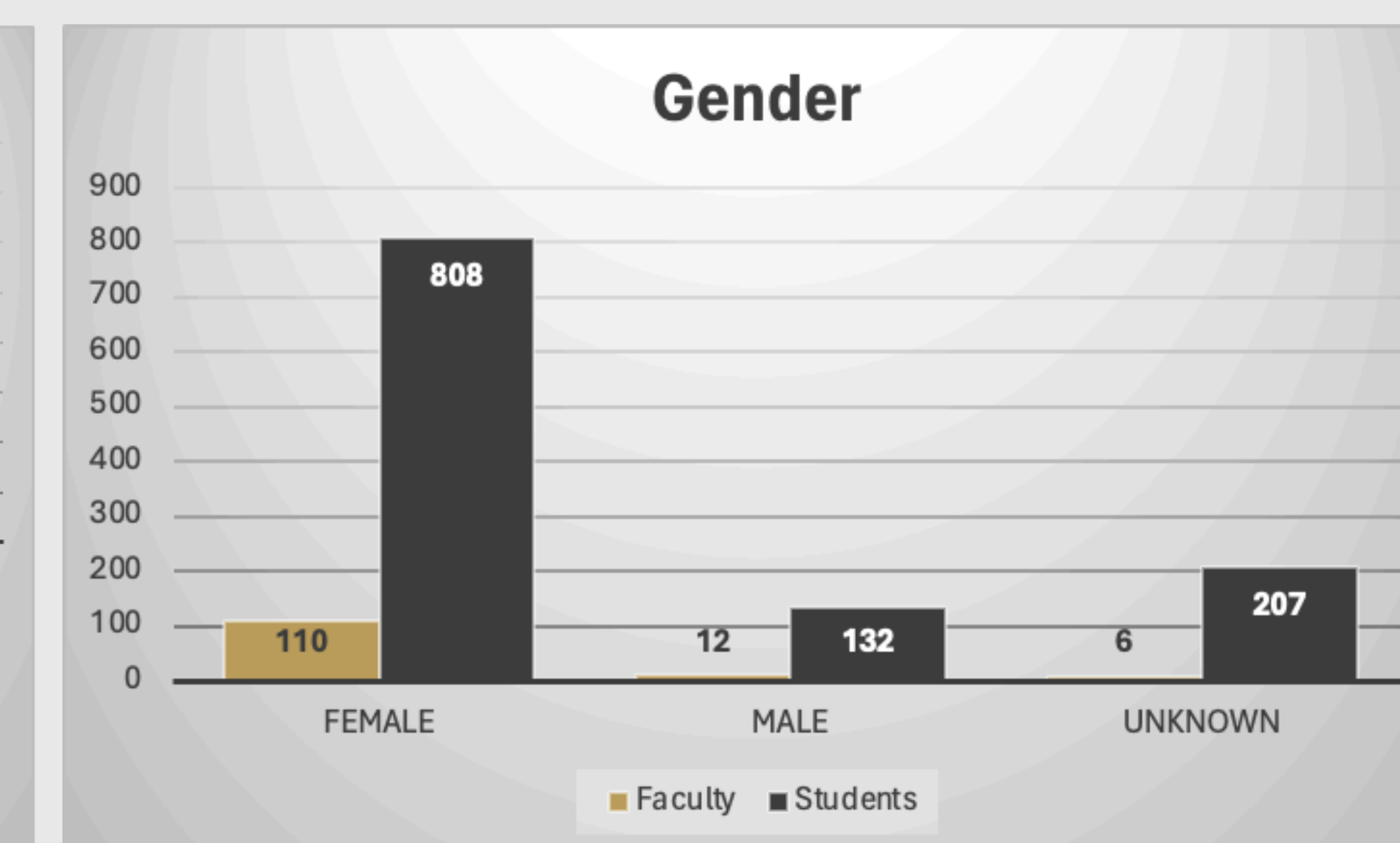
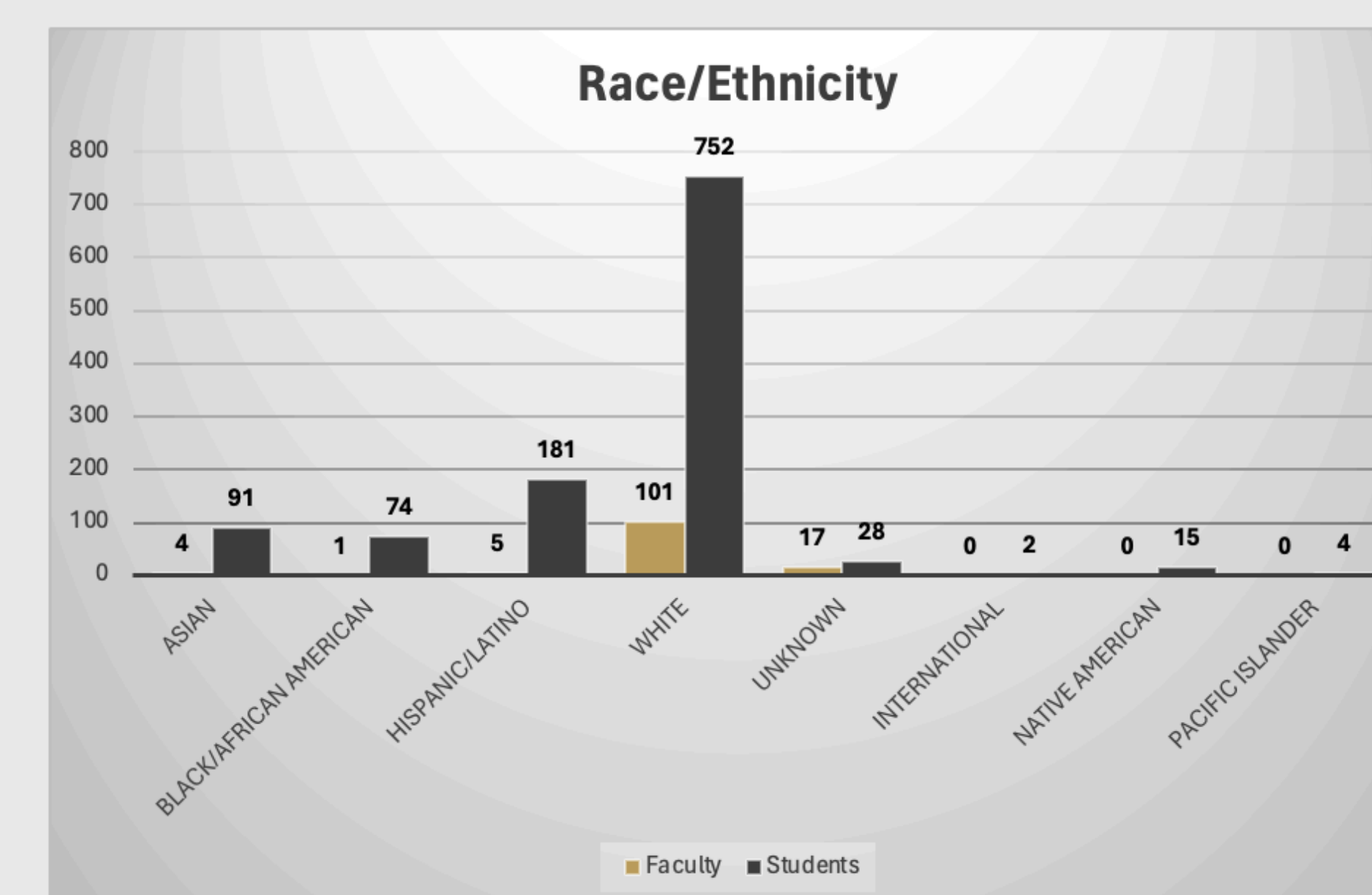
The purpose of this proposed intervention is to either maintain or increase the retention rate of new and/or early career (those who have been in a faculty role for 5 years or less) underrepresented faculty at the University of Colorado's College of Nursing through the establishment of a formal, 12-month, culturally conscious, faculty mentorship program. Mentoring programs have been shown to facilitate orientation to the faculty role, socialization, development of tripartite (scholarship, service, teaching) faculty skills, and leadership growth. Faculty who are mentored are more likely to have high self-confidence, receive promotions and higher salaries, and experience increased career satisfaction and commitment. Evidence identifies that quality mentor-mentee relationships are pivotal to underrepresented faculty's decisions to stay or leave nursing academia: with them, they wanted to stay; without them, they seriously considered leaving.

CU DATA

CU College of Nursing is located in Aurora, Colorado. Aurora, Colorado's third most populous city, is located within the Denver metropolitan area.

CU College of Nursing has a total of 1,147 students. 499 students (44%) are enrolled in undergraduate programs (e.g., traditional BSN, accelerated BSN, and RN-BSN). 648 students (56%) are enrolled in graduate programs (e.g., MSN, BS-DNP, DNP, DNP/MPH, PhD, Graduate Certificate, and Post-Graduate Certificate). The average student age across all programs is 32.3 years.

The data depicted reflects demographics descriptive of all instructional faculty and enrolled students as of spring 2024. The race/ethnicity and gender category titles reflect the language used on official institutional data reports.



OTHER DATA

- 3 (2%) of faculty have a self-reported disability
 - 4 (3%) faculty are affiliated with the military
- *Student data pertaining to self-reported disability and military affiliation unavailable.

IMPLEMENTATION

- 1** Conduct a needs assessment
- 2** Clearly articulate career priorities and expectations for faculty that mentorship programs will address
- 3** Identify mentoring models most feasible for the unit
- 4** Identify the structure and resources needed
- 5** Identify and articulate roles and responsibilities
- 6** Establish oversight, evaluation, and sustainability

OUTCOMES

- Implementation of a formal, 12-month, culturally conscious, mentorship program for underrepresented faculty is expected to:
- Increase the retention of underrepresented faculty
 - Increase job satisfaction amongst underrepresented faculty
 - Increase socialization and feelings of belonging amongst underrepresented faculty
 - Increase the production and dissemination of products of scholarship (i.e., publications, presentations, grants, and awards) from underrepresented faculty
 - Attract nursing faculty that identify as members of underrepresented groups to the institution

REFERENCES



Culturally Conscious Mentorship as a Means to Retain Underrepresented Groups in Academic Nursing

Michaela Lewis, DNP, ARNP, CPNP-AC/PC, CPN, CPEN, CNE, CNE-cl, PMHS, VA-BC, CCRN

Biography

Michaela Lewis is a doctorally prepared pediatric nurse practitioner and nurse educator. She is a pediatric nursing expert having a record of practice in pediatric emergency, medical-surgical, critical care, and both inpatient and outpatient primary care settings, in addition to involvement in overseas medical missions and equine-assisted therapy. She has over 18 years of pediatric nursing experience and holds a combined 9 clinical practice and nurse educator board certifications.

She earned her associate and bachelor's degrees in nursing at Gardner-Webb University in 2006 and 2008 respectively. She earned her Doctor of Nursing Practice degree, with specialization as a primary care pediatric nurse practitioner, at the Medical University of South Carolina in 2015. She completed an Advanced Practice Provider fellowship at Seattle Children's Hospital in 2019. She earned her Post-Graduate Certificate, with specialization as an acute care pediatric nurse practitioner, at the University of South Alabama in 2022.

She maintains memberships and active involvement in the American Academy of Pediatrics (AAP), National Association of Pediatric Nurse Practitioners (NAPNAP), and Society of Pediatric Nurses (SPN). She recently completed a 3-year term on the board of directors for SPN. She is an assistant professor at the University of Colorado's College of Nursing. Her professional interests include instructional design, evidence-based nursing practice, quality improvement, and increasing diversity, equity, inclusion, and belonging in the nursing workforce and academia.

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