
**BEA Award in Support of Conferences and Workshop
2020**

Workshop or Conference name: Utilizing Inclusive Mentorship Practices to Enhance Equity in Graduate Education in Psychology

Sponsoring Organization: University of North Carolina at Chapel Hill Department of Psychology and Neuroscience

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Please provide responses to the prompts below (limit of 1500 characters for each).

Goals and objectives

The clarity and nature of the conference or workshop goals and objectives and how they will enhance the training of faculty and supervisors of graduate students, interns, and/or postdoctoral fellows in psychology.

Mentorship is a cornerstone of effective graduate and postdoctoral education in psychology. However, the vast majority of faculty members never receive training on effective mentorship. Further, growing efforts to diversify the field of psychology means that many trainees, particularly those from traditionally underrepresented backgrounds, have had different lived experiences and deal with unique struggles during their graduate training, compared to their faculty mentors. As such, faculty need training in inclusive mentorship practices to ensure that all graduate students and postdoctoral trainees, regardless of their backgrounds, receive the mentorship they need to succeed. As such, the goals of this workshop are to provide faculty members in the Dept. of Psychology & Neuroscience at UNC Chapel Hill with skills and strategies to be more inclusive in their mentoring practices, particularly as it pertains to mentoring trainees from a diversity of backgrounds. In doing so, this workshop will provide desperately-needed training to faculty who work with graduate students and post-docs, in an effort to specifically retain and promote the success of students and trainees from backgrounds typically underrepresented in psychology. In doing so, we will create a more equitable climate in our Department, which will ultimately trickle out to the psychological community writ large as our graduate students move on to internships, post-doctoral training, and faculty positions.

Leadership

The qualifications of the person(s) identified to plan and lead the conference or workshop, relative to the topic of focus. Included in the qualifications should be evidence of national or regional leadership (e.g., publication of scholarly works related to education and training, participation in past workshops, etc.).

This half-day workshop will include two sessions, each led by groups with a demonstrated track record of mentoring the mentors regarding inclusive mentorship practices. First, Dr. Erin Malloy and Dr. Susan Girdler of the UNC Center for Faculty Excellence and UNC School of Medicine will lead a 1.5 hour session on Intersectional Approaches to Graduate Mentorship. Drs. Malloy and Girdler are co-leaders of UNC's TEAM ADVANCE NSF grant, which is focused on developing mentorship strategies and training mentors across career stages. In addition, Dr. Girdler leads the UNC School of Medicine's Mentoring Task Force. This session will focus on how faculty need to consider intersectional (i.e., gender, race/ethnicity, sexual orientation, immigration status) identity characteristics in their mentorship. Next, Dr. Laurence Clement and Ms. Naledi Saul of the University of California, San Francisco, will lead a second 1.5 hour session on Inclusive Research Mentorship. Dr. Clement and Ms. Saul are Co-Directors of the UCSF Office of Career and Professional Development. There, they have developed an inclusive mentor training program with support from an NSF collaboration grant, which has demonstrated a peer-reviewed publication highlighting the outcomes of their training program. This session will focus on how faculty can create an inclusive culture that takes into account work styles and learning styles, cultural backgrounds, lifestyle and responsibilities, cultural and social capital.

Participants

The qualifications of conference or workshop participants relative to the topic of focus, including their potential for implementing outcomes of the conference or workshop toward enhancing graduate education.

Workshop participants will be the 58 core faculty in the Department of Psychology and Neuroscience at UNC Chapel Hill. We will also invite faculty members who mentor and supervise psychology doctoral students in closely-related disciplines across campus, including the Department of Psychiatry. Every faculty member in our Department is engaged in graduate education and mentorship, whether it be for research, teaching, or clinical work. As such, workshop participants will be immediately able to implement the mentorship strategies discussed to enhance graduate education. Our Department utilizes an apprenticeship model of graduate training, wherein the majority of graduate education happens through direct mentorship from one (or perhaps two) faculty members. As such, one of the strongest determinants of a students' persistence in graduate school and beyond is the relationship they have with their faculty mentor. This workshop will directly enhance the mentorship skills of UNC Psychology and Neuroscience faculty members, particularly as it relates to mentoring graduate students from marginalized and underrepresented backgrounds. If we are to diversify the field of psychology to make the researchers, teachers, and clinicians within it representative of the vast diversity of our nation and world, we need to equip faculty with the skills to mentor graduate students and post-doctoral scholars from backgrounds different from their own. This workshop will provide those skills.

Impact

The estimated or potential impact of the conference or workshop in terms of the diffusion of new ideas resulting from its outcomes in the education community appropriate to the proposal's focus.

We expect the impact of the inclusive mentorship workshop to be significant and immediate. Specifically, both sessions focus on concrete skill-building surrounding inclusive mentoring that

faculty can implement immediately in their research labs, practica, and graduate classrooms. This will serve to provide a more supportive and inclusive mentorship experience for the 133 doctoral students as well as numerous postdoctoral scholars who are currently training in the Dept. of Psychology & Neuroscience at UNC Chapel Hill. Further, faculty attendees will be encouraged to share what they learn at the workshop with their graduate students, such that the students themselves can become more effective mentors to the numerous undergraduate students they work with. This will further the impact of the workshop. Finally, given that many of the graduate students and post-doctoral scholars in psychology at UNC go on to faculty positions themselves, we expect that the knowledge gained in this workshop will expand beyond our Department as students move on and put the techniques learned from their mentors into practice in their subsequent positions.

Budget

The clarity and completeness of the conference or workshop budget, how realistic it is, and how the grant funds are to be used to offset expenses incurred (e.g., travel, registration, speaker fees).

Given budget-cuts associated with the on-going global COVID19 pandemic, UNC cannot provide funds to support this workshop. As such, without the support of an APA BEA grant, this workshop will not be offered. Thus, these funds are vital to making this desperately-needed training possible. We are requesting \$2,500 in support of the workshop. \$2,000 will be paid to the UCSF Office of Career and Professional Development to compensate for the training led by Dr. Clement and Ms. Saul. The remaining \$500 will be paid to the UNC Center for Faculty Excellence to compensate for the training led by Drs. Malloy and Girdler. Given the ongoing pandemic, we expect to host the workshop virtually during the Spring 2021 semester, which will eliminate the need for travel costs.