

A Pilot Project of The University of New Mexico Health Sciences Center
Office of The Chancellor and Office For Diversity, Equity & Inclusion

A I M E

ADVANCING INSTITUTIONAL MENTORING EXCELLENCE

F I N A L R E P O R T

DECEMBER 2018



A.I.M.E.

Advancing Institutional
Mentoring Excellence



HEALTH SCIENCES

OFFICE FOR DIVERSITY,
EQUITY & INCLUSION

AUGUST 15, 2018

It is often said that an organization is only as strong as its people, and this is especially true at the University of New Mexico Health Sciences Center, where we work together to provide high-quality clinical care, educate future health care providers and conduct research to promote the health and well-being of all New Mexicans.

To achieve these goals, we need a diverse workforce that reflects a broad range of talents, skills, life experiences and perspectives. So nine years ago, I asked Dr. Valerie Romero-Leggott and Professor Margaret Montoya to convene the Faculty Workforce Diversity Committee to document the working conditions of the HSC's faculty of color. I wanted to know exactly how well we as an institution were doing with regard to diversity—and how we could improve the recruitment and retention of faculty of color.

The committee's work led to the creation in 2011 of the Advancing Institutional Mentoring Excellence Pilot project—or AIME. This inclusion initiative was created with an explicit mission of driving change in the HSC's institutional culture, so that everyone who works here is heard, feels valued and knows that they belong.

As you'll read in this final report, AIME introduced participating mentors and mentees to a variety of exercises and encounters intended to help them recognize and acknowledge cognitive diversity. These engaged interactions in turn encouraged them to forge deeper and more trusting relationships, which over time nurtured career enrichment and faculty satisfaction.

The AIME team's work lays out a clear path for enhancing the HSC's cultural diversity by investing in human capital, realizing a longtime dream of mine. I strongly believe that transforming our culture along these lines will benefit our patients, learners and the community at large—and it reflects our maturity as an institution.

We all owe the AIME team a debt of gratitude for their thoughtful recommendations and a job well done.

Warm regards,

Paul B. Roth, MD, MS

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CEO, UNM Health System
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As the co-directors of the AIME Mentorship Pilot Project, we are deeply grateful to the many collaborators, partners, and, most emphatically, the participants who shared their stories and gave time and expertise to this initiative. We have endeavored to be faithful to the aspirations articulated by Faculty of Color who provided the impetus for this mentoring project. We conclude that AIME increases the capacity of the Health Sciences Center (HSC) to recognize and cultivate the range of competencies and untapped talents of a diverse faculty. As an Institutional Review Board-approved pilot project, AIME was by design small and time-limited, with 14 mentees and 24 mentors who interacted over one year. Even so, the project's outcomes provide fresh information, new tools, and evaluation metrics that can be used to strengthen mentoring relationships throughout the HSC.

The HSC, under the leadership of Chancellor Paul Roth and the Office for Diversity, Equity & Inclusion, has undertaken innovative steps to address the challenge of increasing the racial and ethnic diversity of the health care workforce as one strategy among many for improving health outcomes in New Mexico. Specifically, Office for Diversity, Equity & Inclusion programs have consistently improved K-20 opportunities for STEM-H students through HEALTH-NM pipeline programs, the joint BA/MD program, and other interventions aimed at students. One study found that 91 percent of HEALTH-NM students in the 2011-2015 cohort graduated from high school, compared to New Mexico's state average of 71 percent. (Martinez, D., MPH thesis, 2017). Additionally, consistent with its social mission, the HSC has invested significant resources to create a diverse academic workforce with demonstrable success. For example, as of 2016, 15 percent (128 of 827) of the faculty in the School of Medicine identify as URM-African American, American Indian/Alaska Native, or Hispanic ("URM" Underrepresented in Medicine for New Mexico, relative to the diverse cultures and needs of New Mexico's population). UNM's proportion is remarkable when compared with 4 percent URM's among 2015 full-time faculty in U.S. medical schools, according to the Association of American Medical Colleges.

Recruiting and hiring a diverse faculty garners only a portion of the potential dividends for the HSC. Greater returns result from policies of inclusion, defined by the AAMC as *nurturing the climate and culture of the institution through professional development, education, policy, and practice*. *The objective is to create a climate that fosters belonging, respect, and value for all and encourages engagement and connection throughout the institution and community*. This Final Report, with the accompanying evaluation data, shows that AIME advanced this inclusion objective. We borrow the words of AIME mentee Dr. Karissa Culbreath to illuminate this conclusion: ***"The facilitated conversations with mentors and mentees created some of the most honest conversations about race and academic life that I have ever experienced. It was truly invigorating to know that the institution was willing to have the difficult conversations necessary to create an inclusive and empowering environment for Faculty of Color."***

AIME points the way toward having such robust conversations and then making purposeful decisions to engender inclusion by strengthening mentoring so that more Faculty of Color and other underrepresented faculty groups — women, LGBTQ, and those who are differently abled — feel that they belong and are fully respected and valued. The lessons from AIME can enhance the professional development of mentees and mentors and support the conclusion that the cognitive diversity that emerges from teams with different identities, backgrounds, and perspectives constitutes institutional capital that is indispensable to the future success of the HSC and New Mexico.

As co-directors of AIME Pilot Project, with pride and passion, *con orgullo y ganas*,

Margaret Montoya, J.D.
*Professor Emerita of Law and
Former Senior Adviser to Chancellor*

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AIME PILOT PROJECT OVERVIEW

Background

The Faculty Workforce Diversity Committee, convened by Chancellor Paul Roth and led by Dr. Romero-Leggott and Professor Montoya, collected demographic data and information between 2009-2011 on the HSC's climate for Faculty of Color through meetings, surveys, and focus groups. Through these processes, Faculty of Color identified meaningful cross-cultural mentoring as an important strategy for supporting their academic development after having experienced existing HSC mentoring programs and practices as lacking. The AIME pilot project was initiated in 2011.

Purpose

This report describes the final outcomes of the AIME Mentorship Pilot Project. According to the Institutional Review Board protocol for the pilot project, the goal was to adapt, develop, and rigorously evaluate best practices for mentoring Faculty of Color working toward promotion and tenure. The overall intent of this goal was to increase the HSC's capacity to cultivate the range of talents and abilities of its diverse faculty, thereby gaining the dividends that flow to all stakeholders who are invested in the HSC's core mission of providing excellent education, research, clinical care, and community service to the people of New Mexico.

Methods

AIME used a reciprocal mentoring model, in which both mentors and mentees were increasing their knowledge and skills. AIME participants were recruited with the assistance of the HSC deans, vice chancellors, and department chairs. Senior faculty mentors were then matched with more junior Faculty of Color mentees through the electronic mentoring platform. The curriculum was developed using an iterative process to revise and adapt the case study based on feedback from the participants' post-discussion surveys, which were one aspect of the mixed methods evaluation process.

Scope

The pilot project participants were 14 mentees and 24 mentors who met over the course of one year after developing a learning plan to advance the mentee's academic and professional growth. The corresponding planning, design, implementation,

evaluation, and reporting functions of the pilot project began in 2011 when the project was approved by Chancellor Roth, and conclude with the production of this 2018 Final Report.

Results

Succinctly, AIME is an effective program for addressing the pilot project's goals. Participants reported increased job satisfaction and satisfaction with the HSC as an institution, as well as increased institutional connectedness and knowledge of promotion and tenure processes. Mentees felt valued as Faculty of Color. The pilot project was evaluated using mixed methods. Formative measures were used to gather feedback via questionnaires from the mentors and mentees about the luncheon discussions and the electronic mentoring platform. Summative measures were used for the demographic profiles and the pre-, post- and follow-up surveys, as well as the focus group discussions and the Most Significant Change narratives (Rivera, 2012 and Dart and Davies, 2003).

Conclusions

As academic health centers have become more diverse, they have worked to become more inclusive by changing their climate and culture so that everyone feels respected and valued. AIME sought to broaden the understanding of academic excellence, emphasizing that the racial and ethnic diversity of the faculty is an institutional as well as a personal asset, and that health outcomes can be improved through the cognitive diversity of provider teams. An important aspect of AIME was the compilation of demographic data for the School of Medicine from 2002-2016 which revealed important trends in the changing profiles of the tenure track and clinician educator ranks, some impressive increases in gender, racial, and ethnic diversity, as well as the troubling hiring and retention issues regarding American Indian/Alaska Native and African American faculty. AIME also demonstrated that a user-friendly electronic mentoring platform can be very useful for matching mentees with mentors, especially as the number of participants is expanded. As a pilot project, AIME is only a first step, but by authorizing it, HSC demonstrated its firm commitment to addressing issues of inclusion. The AIME discussions grappled with sensitive, often racially inflected, topics, and thus engendered a space for faculty to find others who had similar lived experiences and/or wanted to be allies. AIME also emphasized that



AIME AS PREPARATION FOR PROMOTION

“As a direct result of my participation in this program, I have decided that I will go up for promotion ... If it were not for this program, I would not be as far ahead and prepared for this next journey in my career.”

— AIME Mentee



there are ample career choices that can lead to different types of academic leadership, but they are complicated by other commitments to self, family, and colleagues. Being in a space where others are sorting these choices can illuminate previously uncharted pathways.

Innovations

The AIME curriculum produced an effective race-conscious case study and identified cross-cultural tools, such as the BaFá BaFá orientation exercise and an adaptation of the R.E.S.P.E.C.T. model (Mostow et al., 2010). These materials helped generate robust discussions that led to effective relationships among faculty from different backgrounds, identities, and perspectives. The curriculum was taught using storytelling and story-listening theory and skills that were modeled by the three facilitators. They used their diverse identities and backgrounds to show how cognitive diversity was operative in mentoring relationships.

Recommendations

The principal lesson gained from the AIME pilot project is that an identity-conscious mentoring program can increase the institution’s capacity to develop the wide range of untapped talent of its

diverse faculty. Therefore, AIME insights and tools should be exported into existing mentoring programs and the AIME model should be expanded across the HSC with rigorous evaluation metrics. Greater transparency relating to diversity and inclusion goals can be achieved by disseminating an annual report on the demographic profile of the HSC faculty and the leadership. Finally, the recruitment and retention of Faculty of Color should continue to be an HSC priority; thus, best practice models for faculty development, including AIME, should be fostered for an inclusive faculty climate.

PROGRAM DESCRIPTION

Overview: AIME was an Institutional Review Board-approved pilot project comprised of two components:

1) In-person training sessions with a curriculum based on an adapted R.E.S.P.E.C.T. model (Mostow et al., 2010) and an AIME case study, designed to improve communication and interpersonal skills in diverse health care settings. The training sessions used a reciprocal learning approach in which both mentors and mentees were expected to emerge with enhanced skills and knowledge on cross-cultural communication, career decision-making, and ongoing professional progress in the academic setting.

2) Insala, an online mentoring platform (www.insala.com) matched and facilitated communication between mid-level and senior faculty mentors and more junior HSC Faculty of Color mentees. Using this electronic mentoring tool was an AIME innovation in which Insala, created for business applications, was modified and evaluated for the academic workforce. Each mentee was matched with potential mentors using online profiles created on the Insala platform. The mentee then selected up to three mentors.

The **signature feature** of this mentoring program was an emphasis on **cognitive diversity**, i.e., the diverse mental tools that result from different identities and cultural backgrounds, experiences, education, and training. For complex problems and with training, these can contribute to better problem-solving and more durable predictions.

The AIME curriculum was organized around **four cross-cutting themes**: 1) cross-cultural communication; 2) racial/ethnic identities as sources of cognitive diversity; 3) implicit bias; and 4) faculty agency in promotion and tenure. Each theme was integrated into the curriculum through an evolving case study that highlighted a cross-cultural relationship between an American Indian/Alaska Native junior faculty (mentee) and her non-Hispanic White male department chair.

Mentees and mentors attended a six-hour orientation that began with the first theme, cross-cultural communication, and engaged in an activity entitled *BaFa', BaFa'*. They also received information on the overall program, and the other cross-cutting themes of cognitive diversity/identity, implicit bias, and faculty agency, as well as the basics of mentoring and the use of Insala. They also attended four one-hour lunch sessions over a six-month period to assess mentoring progress and best practices (Figure 1).

The curriculum took an iterative and cumulative pedagogical approach, presenting all cross-cutting themes at the orientation, then exploring each theme in greater depth in the shorter lunch sessions. At each lunch (training) session, a cross-cutting theme was re-introduced and integrated into the cross-cultural mentoring case study. Each session built on the previous sessions while incorporating the new content, cross-referencing the earlier themes and building context throughout the process, as well as taking into account the feedback from the evaluation surveys. The discussions allowed the participants to work together in diverse teams and to reflect on the mechanics of cognitive diversity.

Participants: Fourteen mentees and 24 mentors participated, with a 2-to-1 female-to-male ratio. All mentees were Faculty of Color, as were 46 percent of mentors (Table 1). Mentees represented nine departments and two colleges, while mentors represented 10 departments and two colleges.

The participants' estimated time commitment for the year was less than 60 hours. Mentees were asked to meet for an hour at least once a month with their selected mentor(s). During the first meeting, mentees developed an Individual Learning Plan for the year and posted it on the Insala platform. The learning plan established professional and personal,

ROBUST LUNCHEON EXCHANGES

“I thought the program was great. And I think it takes a really strong facilitation to pull out that type of conversation that can be a little bit divisive, a little bit uneasy for people to open up and get into the conversations and sometimes disagree ... I would leave feeling like, ‘Wow, progress is certainly possible if this conversation could happen.’”

— AIME Mentee

short- and long-term goals. It also identified areas of focus, resources, potential barriers, required time commitment, personal strengths, areas for improvement, and an action plan. During subsequent meetings, mentees reviewed their progress toward goals and posted a summary directly onto Insala.

EVALUATION PROCESS

Formative Evaluation: The formative program evaluation used questionnaires after each program session and an Insala software evaluation completed after learning plans were finalized, to gather participant feedback. Mentors and mentees were asked to record narrative personal reflections about the program following lunch sessions at four time points during the course of the AIME curriculum. These story-based techniques, especially the questionnaire comments following the lunch sessions and the “Most Significant Change narratives,”

provided rich qualitative data that enabled facilitators to tailor the case study and overall curriculum to the participants (Rivera, 2012 and Dart and Davies, 2003). We also reviewed these reflections as part of the evaluation process and have integrated quotes from these data to exemplify major themes throughout this report. Additionally, we conducted three focus groups following the conclusion of the pilot project, which

allowed participants to reflect on and discuss their overall experience.

Summative Evaluation: The summative program evaluation used pre-, post- and follow-up surveys, as well as the Most Significant Change narrative as described. The pre-survey, was completed prior to the orientation session and the program

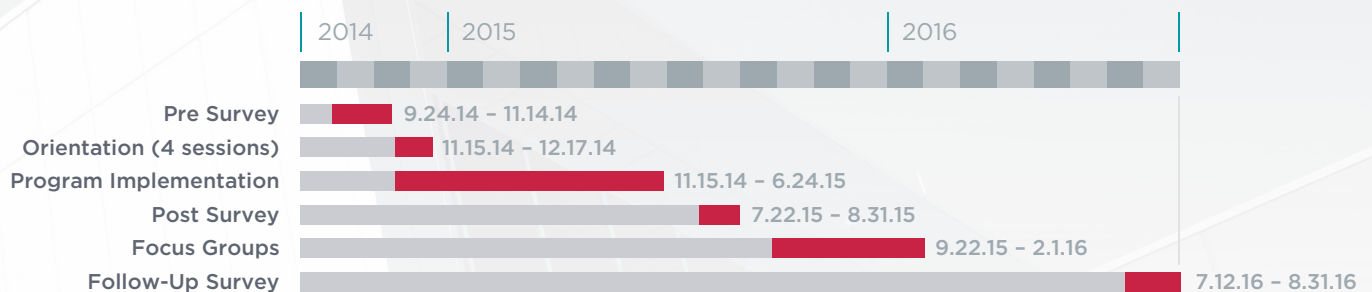
TABLE 1
PARTICIPANT DEMOGRAPHICS

| | | Mentees | Mentors | Highlights |
|------------------|----------|---------|---------|---|
| Number | | 14 | 24 | |
| Gender | Female | 71% | 67% | 71% OF MENTEES WERE FEMALE |
| | Male | 29% | 33% | |
| Race (Ethnicity) | URM* | 100% | 46% | 100% OF MENTEES WERE A RACE THAT IS URM* |
| | White | 0% | 54% | |
| School | Medicine | 86% | 92% | 86% OF MENTEES WERE IN THE SCHOOL OF MEDICINE |
| | Nursing | 14% | 8% | |

**URM (Underrepresented in Medicine) defined as underrepresented in medicine for New Mexico (Hispanic, American Indian/Alaska Native, African American) relative to the diverse cultures and needs of New Mexico's populations. Racial demographics are based on self-identification and the categories are institutionally and personally fluid so they can change over time. We use the category American Indian/Alaska Native in this report, however, please note that the category used by the School of Medicine in the two compilations of data was Native American.*

FIGURE 1

A I M E T I M E L I N E



follow-up survey was given 13 months after the final lunch session (Figure 1). The follow-up survey grouped questions into the following categories: institutional diversity, cognitive diversity, faculty agency, and programmatic participation. Pre- and post-survey questions were clustered according to these categories for analysis. Survey questions received Likert-like scoring for agreement (Strongly Disagree to Strongly Agree, 1–5).

Focus Groups: Six months after the completion of the mentoring process and associated sessions, and four months after the post-survey dissemination, program participants were given an opportunity to discuss their experience with the program in focus groups. The goal of the focus groups was to identify the range and prevalence of participant experiences overall, rather than document the incidence or distribution of any particular experience among individual Faculty of Color at the HSC. Following the program's conclusion, three focus groups were conducted, two with mentors (seven participants) and one with mentees (two participants). Scheduling conflicts precluded hosting additional focus groups.

Data Analysis: For program survey data, means and standard deviations were computed to summarize scores by time period. Comparisons between time periods, pre- to post-, and pre- to program follow-up,

were made using non-parametric Wilcoxon Tests. Results were also summarized graphically with statistically significant results at $P < 0.05$. Survey questions and their scoring are summarized by time period with counts and percentages and with means and standard deviations. (See Appendix A at <https://hsc.unm.edu/programs/diversity/>).

Qualitative data were derived from three sources: 1) the “Most Significant Change” narratives, 2) the questionnaire that asked participants to reflect on the discussions that happened during the lunch sessions, and 3) the post-implementation focus groups (N=3). These data were systematically reviewed to gain a richer picture of participant experience and used to support and expand on quantitative survey data. These qualitative components of the evaluation were intended to complement the survey data, therefore the narrative comments and focus group data were first analyzed independently to identify themes relevant to the participants' experience during and following the program. These findings were then compared/contrasted with the primary curricular goals of the AIME program included in the surveys. Exemplary quotes from both data sources have been included as a supplemental data source in the Results section to further emphasize our findings.

RESULTS

Insala Software facilitated mentee-mentor matching:

Insala software, created to facilitate business mentoring programs, was purchased to assist in the mentoring relationship. The software was used to facilitate mentee-mentor matches, create a platform for the program participants to communicate and learn about their prospective mentors and mentees. The program participants created a profile at the start of AIME, in November 2014. Based on these profiles, Insala generated potential matches for the mentees-mentors to select from, with the final matching occurring in January 2015. The plan was that participants would use Insala for communication, but once the matching process was complete, this use was not maintained.

While the participants found some positive aspects of Insala, 50% concluded that it was not user friendly and another 21% were neutral. Participants agreed that many of the processes, such as uploading individual bios and CVs, were easy. Fifty-four percent also agreed that the Insala software was effective in facilitating the matching process. They found the software helpful in identifying a mentor or mentee (66%) that met their expressed interests (54%). The information about potential matches was easily located (71%), useful in making a mentor/mentee selection (63%), and made choosing a mentor/mentee straightforward (54%). Fifty-five percent of the respondents were satisfied with the technical support they received and had positive responses to some of the technical materials; despite this, 33% did not find the Mentoring Guide easy to follow, 29% were neutral, and 33% did not think the Mentoring Guide provided useful information. (See Appendix B at <https://hsc.unm.edu/programs/diversity/>).

Orientation highlighted the importance of cross-cultural communication and culturally sensitive mentoring.

A cross-cultural communication activity entitled BaFa' BaFa' began the orientation program and encouraged participants to get out of their everyday roles and open themselves to different relationships. They were encouraged to voice concerns affecting their professional development. The R.E.S.P.E.C.T model (Mostow, et al., 2010) was used to highlight behaviors and skills for working within an environment of cultural, racial and ethnic diversity. The majority

ABOUT THE INSALA SOFTWARE

“It was helpful to see the bios and CVs of potential mentors in one place.”

— AIME Mentee

of participants strongly agreed or agreed that this activity helped them examine cross-cultural communication and cultural bias (Figure 2).

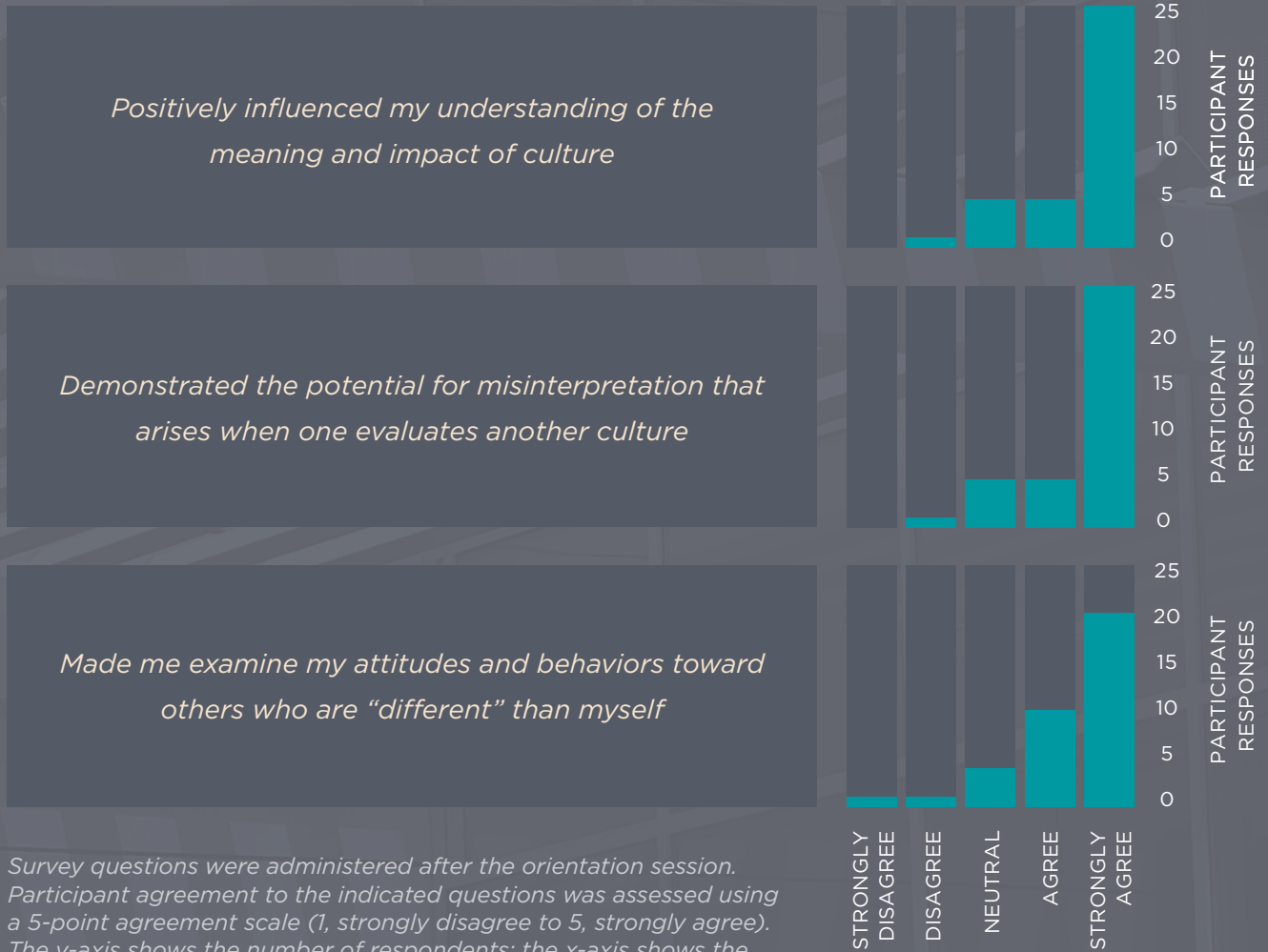
Lunch sessions successfully explored the four cross-cutting themes.

A key aspect of this pilot project was identity-conscious and culturally relevant mentoring. This was achieved through discussions and training of mentors and mentees to see cultural differences as personal and institutional assets. These discussions/trainings were held during four lunch sessions throughout the program implementation. A problem-based case was developed with two characters — one a White male department chair and the other, an assistant professor who is a Navajo woman. This tool was used to bridge the discussions from session to session. Mentors and mentees explored how becoming more cognizant of how one's academic career in research, teaching and/or clinical care is enhanced by working in teams whose members display cognitive diversity, that is, diverse life experiences, knowledge and perspectives informed by their identities, especially gender, ethnicity and race. The discussions focused on the knowledge and skills needed to be effective collaborators in diverse teams, including partnering productively with department chairs (Figure 3).

The final lunch session brought together everything learned in the previous lunch sessions. Figure 4 shows that the participants agreed or strongly agreed with the use of case presentations to unify themes across the sessions. Specifically, 20 of 25 agreed or strongly agreed that the discussions generated new insights about serving as a mentor, 18 of 25 agreed or strongly agreed that they learned more about the role of the department chair, and 22 of 25 that they gained

FIGURE 2

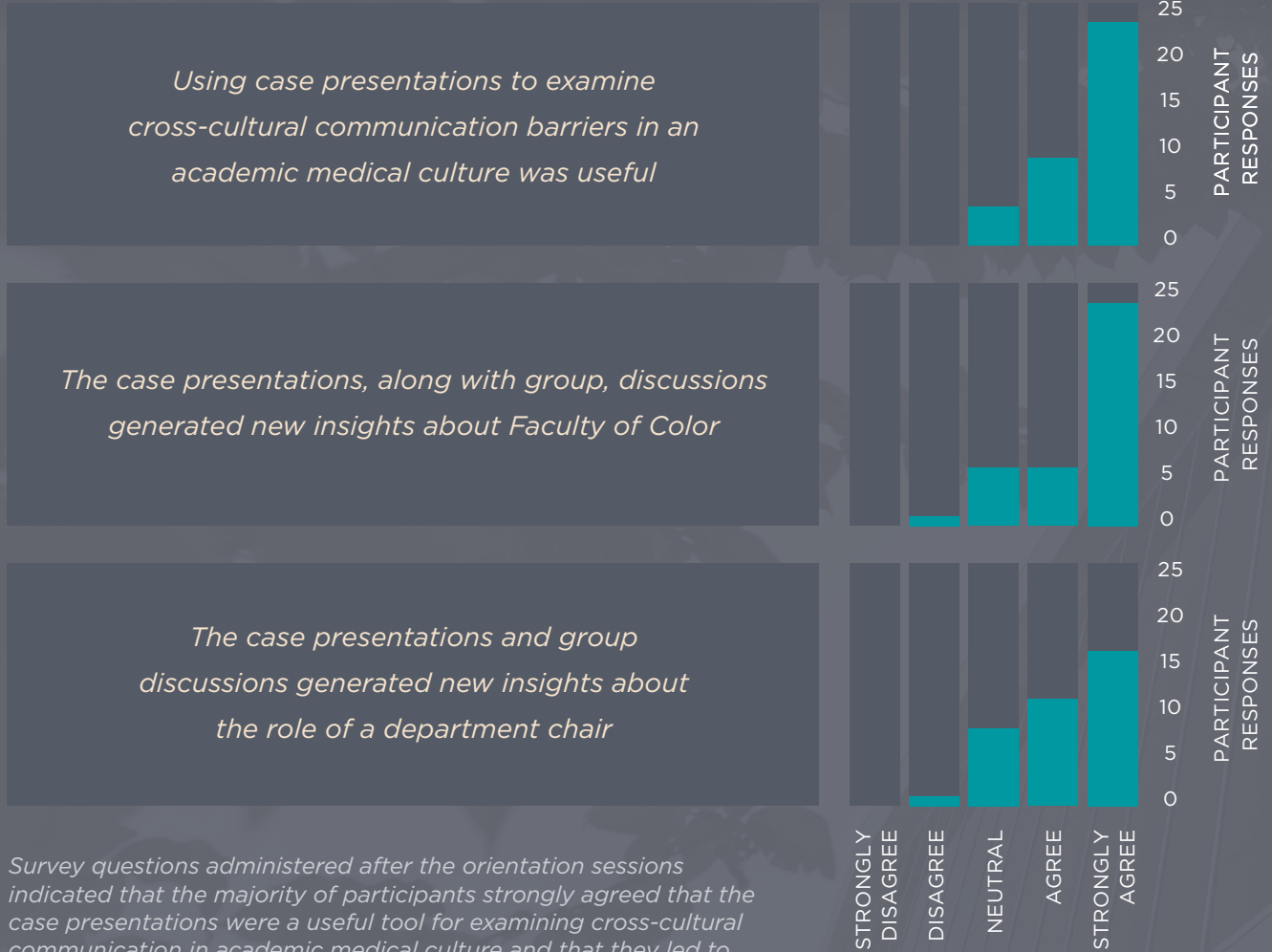
**BAFÁ BAFÁ ORIENTATION
ACTIVITY SURVEY**



Survey questions were administered after the orientation session. Participant agreement to the indicated questions was assessed using a 5-point agreement scale (1, strongly disagree to 5, strongly agree). The y-axis shows the number of respondents; the x-axis shows the agreement scale. There were 36 responses out of 39 attendees to attend the orientation sessions.

FIGURE 3

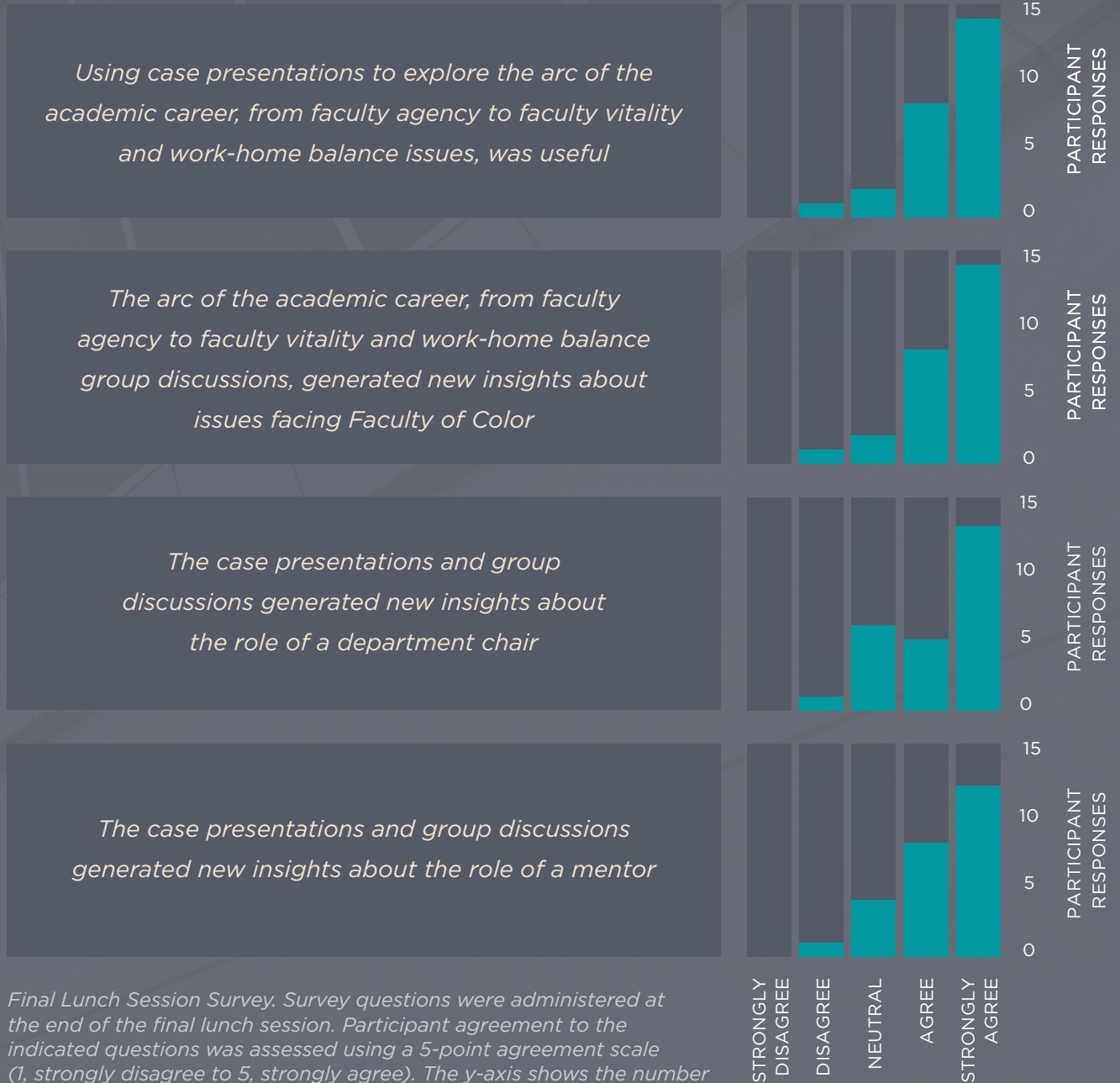
CASE PRESENTATIONS



Survey questions administered after the orientation sessions indicated that the majority of participants strongly agreed that the case presentations were a useful tool for examining cross-cultural communication in academic medical culture and that they led to new insights about Faculty of Color. The majority of participants also strongly agreed or agreed that the case presentations and ensuing discussions resulted in new insights about the role of department chairs in cross-cultural communication.

FIGURE 4

FINAL LUNCH SESSION



Final Lunch Session Survey. Survey questions were administered at the end of the final lunch session. Participant agreement to the indicated questions was assessed using a 5-point agreement scale (1, strongly disagree to 5, strongly agree). The y-axis shows the number of respondents; the x-axis shows the agreement scale. There were 25 responses out of 25 attendees to attend the final lunch session

insight into issues facing Faculty of Color during the arc of their academic career.











Table 2 summarizes participant attendance at program activities. Orientation attendance was 93 percent for mentees and 86 percent for mentors. Lunch sessions attendance remained the highest for the first session, with 83 percent for mentors and 86 percent for mentees. Lunch session 2 had the lowest attendance rates for both mentors and mentees, although attendance was still 54 percent for mentors and 71 percent for mentees. The remaining two lunch sessions attained higher attendance percentages for mentors (63 percent for session 3 and 58 percent for session 4) and mentees (79 percent for sessions 3 and 4).

Program surveys highlighted success in meeting specific objectives

A total of 26 mentors provided valid survey responses in the baseline pre-survey, with n = 16 in the post-survey, and n = 15 in the program follow-up survey. Mentees provided valid survey responses with n = 13 in pre, n = 9 in post and n = 10 in follow-up surveys (Table 3).

Program survey questions showing significant increases between the pre- to post-surveys and the pre- to follow-up surveys were those relating to institutional diversity, cognitive diversity, faculty agency, and programmatic goals and objectives. Figure 5 shows results for mentees, while Figure 6 shows results for mentors. (See Appendix A at <https://hsc.unm.edu/programs/diversity/>).

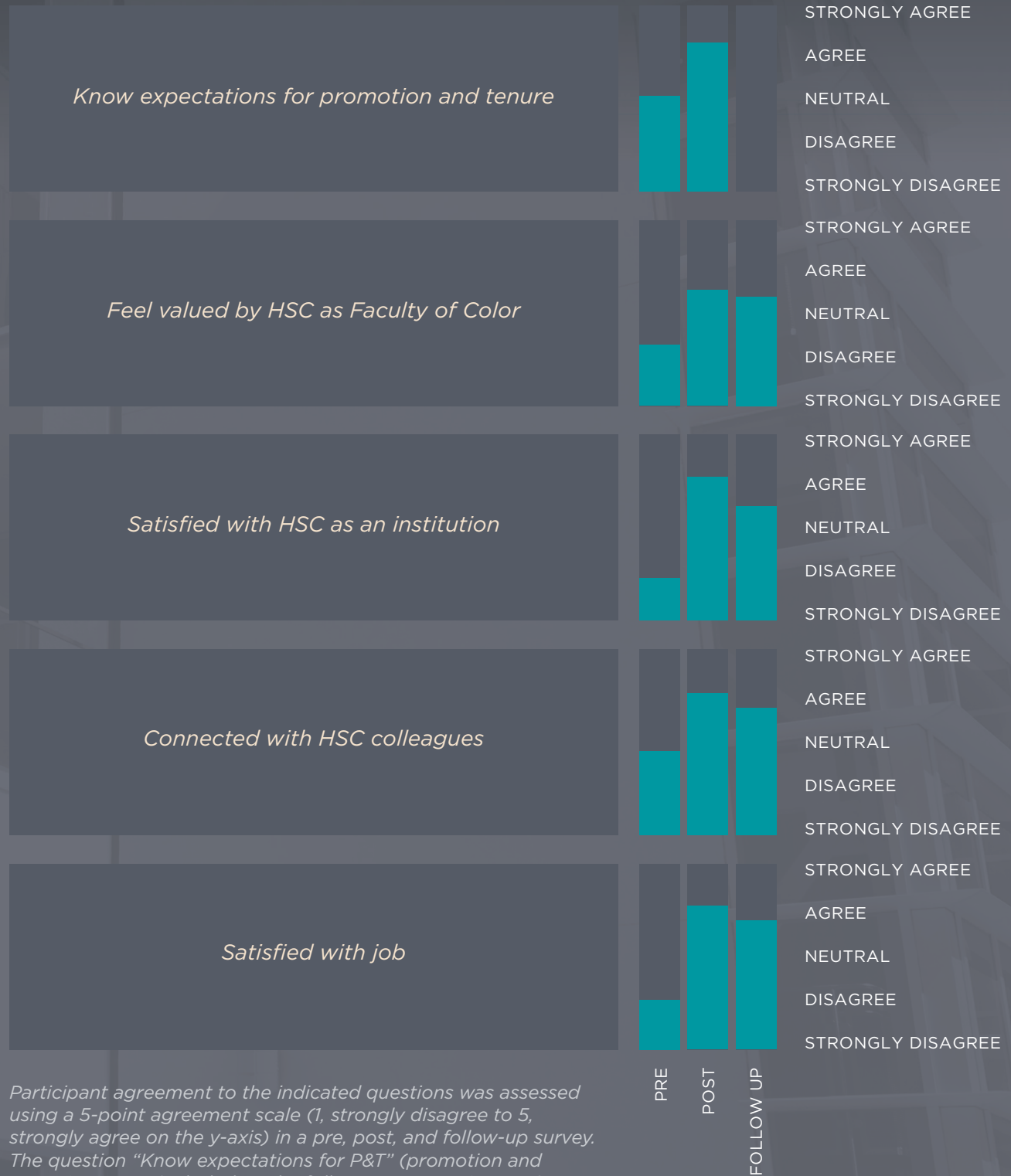
TABLE 2
PARTICIPANT ATTENDANCE

| | Mentees | | Mentors | |
|--------------|---------|---|---------|---|
| Orientation* | 14/15 |  93% | 24/28 |  86% |
| Lunch 1** | 12/14 |  86% | 20/24 |  83% |
| Lunch 2 | 10/14 |  71% | 13/24 |  54% |
| Lunch 3 | 11/14 |  79% | 15/24 |  63% |
| Lunch 4 | 11/14 |  79% | 14/24 |  58% |

**Percent orientation participation is based on the number of people who signed up for the program. **Lunch sessions (1-4) participation based on the number of mentors and mentees in the program after attending orientation. Three mentors were unable to attend orientation and one faculty member who initially signed up as a mentor decided to participate as a mentee. Two mentees were unable to attend orientation and one faculty member who initially signed up as a mentor decided to participate as a mentee.*

FIGURE 5

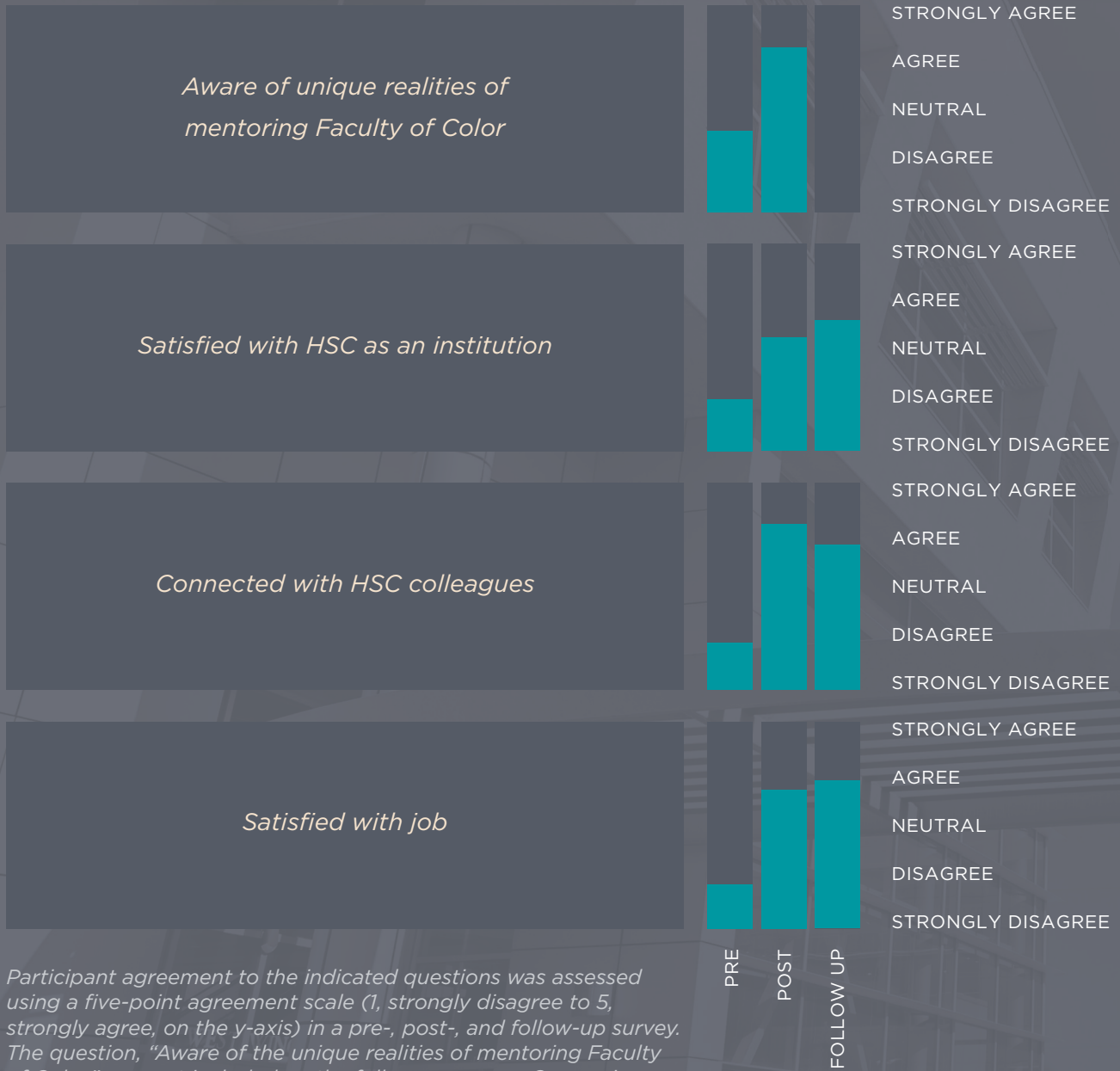
MENTEE PROGRAM SURVEY



Participant agreement to the indicated questions was assessed using a 5-point agreement scale (1, strongly disagree to 5, strongly agree on the y-axis) in a pre, post, and follow-up survey. The question “Know expectations for P&T” (promotion and tenure) was not included on the follow-up survey. Comparisons between pre to post, and pre to follow up were made using non-parametric Wilcoxon Tests. Post and follow up results shown are statistically significantly different from pre at $P < 0.05$ except for connection with HSC colleagues at follow up.

FIGURE 6







MENTOR PROGRAM SURVEY



Participant agreement to the indicated questions was assessed using a five-point agreement scale (1, strongly disagree to 5, strongly agree, on the y-axis) in a pre-, post-, and follow-up survey. The question, "Aware of the unique realities of mentoring Faculty of Color," was not included on the follow-up survey. Comparisons between pre- to post-, and pre- to follow-up were made using non-parametric Wilcoxon Tests. Post- and follow-up results shown are statistically significantly different from pre at $P < 0.05$.

TABLE 3

SURVEY COMPLETION RATES

| | Mentees | | Mentors | |
|-------------------|--|-----|--|-----|
| Pre-Survey | 13/15  | 87% | 26/28  | 93% |
| Post-Survey | 9/14**  | 64% | 16/24*  | 67% |
| Program Follow-up | 10/14  | 71% | 15/24  | 63% |

*Pre-Survey was given to everyone who signed up for the program (28 mentors and 15 mentees). Program eligibility required participants to attend orientation. *3 mentors were unable to attend orientation and one faculty member who initially signed up as a mentor decided to participate as a mentee. ** 2 mentees were unable to attend orientation and 1 faculty member who initially signed up as a mentor decided to participate as a mentee.*

Program Objectives

Institutional diversity questions related to increasing psychosocial support, career-related self-efficacy, job satisfaction and perceptions of institutional support and connectedness. In the post-survey, job satisfaction, connectedness to colleagues and satisfaction with HSC as an institution increased significantly for both mentees and mentors (Figures 5 and 6). The majority of these measures remained significantly higher in the follow-up survey relative to the pre-survey, with the exception of mentee connectedness with colleagues, which was no longer statistically different from the pre-survey (Figure 5). These findings align with studies that conclude that, in general, faculty who receive mentoring experience greater job satisfaction than those who do not (Zambrana et al., 2015).

Cognitive Diversity questions (assessing whether mentees felt valued for their intellectual worth, and whether mentors were aware that mentees had such doubts) focused on perceptions of feeling valued by the institution. Mentees reported significantly more agreement in the post- and follow-up surveys with feeling valued by the HSC as a faculty member of color, compared to the pre-survey (Figure 5). In addition, mentors' awareness of the unique realities of mentoring for a Faculty of Color increased significantly (Figure 6).

Faculty Agency questions focused on navigating departmental expectations, rules and requirements, including those for promotion and tenure. The mentees showed significant improvement and retention in reported self-awareness of what is expected for promotion and tenure (Figure 5). Mentors' agreement that Faculty of Color know what is expected for promotion and tenure also increased.

Program participants endorsed the AIME program

As we completed the program, we asked participants a series of questions in key areas (follow-up survey) to help us understand their perspectives. (See Appendix A at <https://hsc.unm.edu/programs/diversity/>). In general, mentees agreed that they found time to participate in the program and would agree to mentor in a similar program. They also reported that their expectations of what they and the institution would gain from the AIME pilot project were met or exceeded. The majority of mentees were confident in their ability to embrace cross-cultural communication, and strongly agreed that cultural humility is valuable. Mentees were confident in their knowledge of, self-assessment of, and ability to listen deeply for implicit bias. Mentees consistently described gaining a sense of confidence with regard to skills pertaining to communication and navigating



MENTEE GAINS INCLUDED ADVICE AND NETWORKING

“The mentoring program has been extremely beneficial for me. The mentors I have selected have already had a huge impact on my career path. In addition to their sage wisdom, they have also put me in touch with other individuals that can contribute to my success at the institution. This has enabled me to further my network into the institution in a way that I may not have been able to so quickly.”

— AIME Mentee



through promotion and tenure processes. Mentors valued the opportunity to pair up with mentees, and in addition to deriving satisfaction from helping to guide junior faculty, they also derived benefit from improving their own communication skills.

Pilot Project Limitations

While the findings from this pilot implementation of AIME are encouraging, there are some important limitations. The overall sample size for the AIME pilot project was relatively small, which limits replicability and generalizability. The pilot did not include a comparison group, and there was attrition across measurement periods. Therefore, non-responders might have had different responses, as compared to responders. We also did not track responses by unique identifiers, so pre-post changes are reported in the aggregate and we were unable to track based on attrition. Some mentees had low satisfaction scores that might have implications for long-term retention; however, individual participants were not identified as part of this study.

The qualitative evaluation was structured in an opportunistic manner, seeking to triangulate among different sources of information to inform our understanding of the program. We were unable to complete the projected number of focus groups, due to program participants' competing demands. The findings from this component may not reflect the full spectrum of experiences and perspectives. It is important to note, however, that our quantitative data analyses demonstrated consistent increases in virtually all areas of assessment. Additionally, the qualitative data were highly complementary to these findings, providing further confidence in the outcomes reported here. Future interventions should track participant evaluations by unique identifiers for the purpose of measurement.

DISCUSSION: IMPACT OF AIME PILOT PROJECT AND KEY INSIGHTS

In Authorizing AIME, the Chancellor Heard and Responded to Faculty of Color Concerns

The AIME Pilot Project emerged from a 2011 recommendation to Chancellor Paul Roth from the Committee on Faculty Workforce Diversity, which organized several gatherings to engage and listen to faculty concerns regarding issues of diversity and

inclusion. Many Faculty of Color reported that they felt devalued, unheard, and over-committed through committee work, and had few options leading to advancement and leadership. They also identified institutional racism and/or unconscious bias as barriers to having their contributions recognized. Better mentoring through fostering new relationships and programs, especially tapping the experience of senior Faculty of Color, was proposed as one strategy to address these concerns.

Over the years, AIME expanded into a multifaceted project that included:

1. Outreach to the HSC community to identify participants and collaborators
2. An intensive consultation through the AIME Planning Committee to select and analyze the cross-cutting themes
3. The acquisition of Insala, an electronic mentoring platform
4. Collaboration with the UNM Mentoring Institute
5. The compilation of 2002-2016 School of Medicine demographic data
6. An evaluation component with Institutional Review Board approvals
7. The production of the AIME curricular materials
8. The recruitment and matching of the mentors and mentees
9. The one-year AIME mentoring program
10. The preparation of two status reports, as well as this final report and executive summary with evaluation metrics and outcomes. Using an identity-conscious, cross-cultural approach, AIME involved Faculty of Color in the planning and execution stages

As a small, time-limited pilot project, AIME probably did not improve the overall institutional climate at this point, but it represents a serious response to these concerns and we expect, with retention and further AIME-type mentoring programs, to see ripple-effects over time. AIME created a location for Faculty of Color to build relationships with like-minded colleagues, discuss their career choices in the context of individual, family and institutional demands, and examine academic choices made by their peers. Moreover, AIME is a partial solution to fostering an inclusive climate by promoting a fuller understanding of the contributions of Faculty of Color through robust discussions with faculty from



INCREASED AWARENESS OF IMPLICIT BIAS

“I think the program definitely increased my awareness of implicit bias, and I think that’s really huge to know that it is a thing that has a name rather than just a feeling that you’re not sure if anybody else knows exists.”

— AIME Mentee



different backgrounds about the complex dimensions of academic health care careers in New Mexico.

The AIME pilot project’s goal, as articulated in the Institutional Review Board protocol, was to adapt, develop and rigorously evaluate best practices for mentoring Faculty of Color who are working toward promotion and tenure. The objective was to implement and test a cross-cultural faculty mentoring program to increase psychosocial support, career-related self-efficacy, job satisfaction, perceptions of institutional recognition, support, connectedness and self-efficacy — all while increasing the HSC’s capacity for cross-cultural communication and collaboration. These broad goals were operationalized into more precise goals, namely, 1) to identify and cultivate a broad range of untapped talent and new capabilities from Faculty of Color within the promotion and tenure system, 2) to strengthen cross-cultural communication and teamwork to create greater inclusion for those within the institution and for New Mexico’s communities, and 3) to support the progress of larger numbers of Faculty of Color — and by extension all faculty — into leadership positions in research, education, clinical care and administration.



**ENHANCED COMMUNICATION SKILLS FOR
CURRENT LEADERS**

“It has been a pleasure to participate.

As a leader I have felt I was open

and honest with my faculty and

understood where they are in their

journey especially junior faculty. I

recognized that I am sometimes

so driven by my own requirements

to keep the program fiscally sound

that taking into account how a

junior faculty sees their role can

be very different than what I view.

I have learned to work more on

communication and clarifying.”

— AIME Mentor



AIME Embraced a New Narrative about Faculty of Color Based on Cognitive Diversity

In the past, as academic health centers sought to diversify the health care workforce, a prevalent assumption was that Faculty of Color should be recruited and hired with an eye toward departmental “fit,” and their competence was often measured by how closely they behaved like their White male counterparts. Differences exhibited by Faculty of Color were often seen as deficiencies to be corrected.

The Association of American Medical Colleges and its constituent entities, such as the Group on Diversity and Inclusion, have seen the scholarship on complex systems produced by Professor Scott E. Page (University of Michigan), especially the concept of cognitive diversity, as particularly salient to academic medicine (Page, S.E., 2007). Page posits

that, while some research or engineering problems are best solved by uniquely talented individuals, many complex problems, such as those involved in improving health outcomes, can best be analyzed and addressed by teams whose members exhibit diverse mental tools. The types of problems that require cognitively diverse teamwork, according to Page, are those involved in making predictions, problem-solving, and innovating. Page has used mathematical tools to show that social diversity (race, ethnicity, gender, sexual orientation), together with education, training, work, and life experiences, contributes to cognitive diversity, which he defines as differences in information, knowledge, representations, mental models, and heuristics. Because Faculty of Color often have different worldviews, perspectives, and preferences, speak languages other than English, and participate in non-traditional cultural and/or religious practices, they exhibit cognitive diversity and can make valuable contributions to teams seeking to deliver high-quality health care and outcomes.

AIME applied this concept of cognitive diversity to discussions about race, ethnicity, gender identities (and, to a lesser extent, LGBTQ and persons with physical differences) to examine the knowledge and skills needed to be effective cross-cultural collaborators. AIME sought to displace perceptions of deficiencies with the recognition that identity characteristics and differences in cognition are part of an individual faculty member’s skill set. In doing so, AIME hoped to broaden the understanding of academic excellence. AIME was able to sustain this conversation about how the institution views Faculty of Color because, given its decades of work to create a diverse academic community, the HSC is a relatively mature institution with respect to diversity and inclusion.

AIME Produced Demographic Data that Revealed Important Trends

AIME emerged from the work of the Committee on Faculty Workforce Diversity, which produced demographic data for the School of Medicine from 2002-2008. The data were disseminated to the HSC Chancellor and his leadership team, the Committee of Chairs and the Faculty of Color. These data, from the Office of Academic Affairs, show the profile of School of Medicine faculty on tenure and clinician educator tracks based on even-numbered years, by rank, race and ethnicity, and gender. The AIME Status Report

dated September 30, 2016, updated the data for the period from 2010 to 2016.

The demographic data show that the School of Medicine and its chairs have been successful in recruiting and hiring a diverse faculty. In 2002, Faculty of Color (counting non-White categories) accounted for 16 percent (81 of 497) of the total faculty. By 2016, Faculty of Color (counting non-White and two-race categories) were 27 percent (226 of 827) of the total faculty. Faculty who identify as URM (African American, American Indian/Alaska Native, or Hispanic) in 2016 represented 15 percent (128 of 827) of the total School of Medicine faculty, compared to 10 percent (50 of 497) in 2002.

Other important trends are also revealed through this demographic analysis, such as the changes in the tenure and clinician education tracks. There were 248 faculty on tenure track in 2002. By 2016, the number had declined to 231. During the same period, the number of White faculty fell by 66, and the number

of Hispanic faculty increased from 18 to 36 and the number of Asian-American faculty also increased, from 14 to 35.

Among clinician educators, from 2002 to 2016, the number of White faculty increased from 203 to 420, Hispanic faculty increased from 24 to 72, African Americans from two to 12, and Asian-Americans from 17 to 53.

It is noteworthy that the School of Medicine has two of the four American Indian/Alaska Native female full professor tenured faculty in the nation. However, it is troubling that the number of American Indian/Alaska Native faculty remained the same from 2002 to 2016: there were two on tenure track and three clinician educators. It is important to add that two American Indian/Alaska Native faculty on tenure track had achieved promotion, one to the rank of professor and the other as associate professor, which was also true of one clinician educator who is an associate professor. If we examine these longitudinal data for American

**... THE COGNITIVE DIVERSITY THAT EMERGES
FROM TEAMS WITH DIFFERENT IDENTITIES,
BACKGROUNDS, AND PERSPECTIVES
CONSTITUTES INSTITUTIONAL CAPITAL THAT
IS INDISPENSABLE TO THE FUTURE SUCCESS
OF THE HSC AND NEW MEXICO.**

Indian/Alaska Native faculty, there is only a small fluctuation in those numbers. For example, in some years there was a slight increase, with three on tenure track and four on clinician educator track. However, one year there was only one clinician educator.

Compiling precise and useful demographic data from the School of Medicine, as well as the other HSC academic units, presents both challenges and benefits. The data corroborate the strides that are being made in diversifying the academic workforce, and the public reporting of these gains provides an important incentive for chairs, departments and the HSC leadership. Moreover, user-friendly faculty demographic data enhances institutional strategic planning, resource allocation, and other decision-making, while promoting deeper and wider appreciation for the HSC's diversity and inclusion mission.

AIME Demonstrated the Utility of a User-Friendly Electronic Mentoring Platform

One aspect of AIME pertained to acquiring and testing Insala, a mentoring platform marketed for business applications, and adapting it for academic users. The AIME participants found that Insala was effective for uploading bios and CVs, viewing mentor and mentee profiles, and indicating mentor preferences, but it was found to be cumbersome and essentially went unused after the initial mentor-mentee matching had occurred. Insala was not effective as a communication medium, given that the faculty were already using other types of software for email and texting.

If mentoring programs with larger mentor-mentee cohorts are contemplated, an electronic tool with Insala's capabilities will probably be needed to optimize the sharing of information among the participants. This matching process depends on multiple documents being shared among the participants in a fairly short period of time. Consequently, an electronic platform designed for the mentor-mentee matching task would be a worthwhile component of a large mentoring program.

UNIQUE FEATURES

AIME Used Innovative Cross-Cultural Curricular Materials

The AIME orientation program used the BaFá BaFá materials to move the participants out of their workaday roles and expose them to ways of interacting that were unlike what they were used to in their ordinary routines. BaFá BaFá creates two different cultures, one a highly hierarchical society with many social norms, the other a trading culture with a vocabulary based on counting. Within a couple of hours, the participants were deep into their respective cultures, and the room was abuzz with laughter, counting noises and the gesticulations of trading tokens and adjusting colored shawls. This high-energy fun, and the interactive exercise lowered social barriers and allowed conversations that were freer and less constrained by degrees, titles, and ranks.

The R.E.S.P.E.C.T. model (Mostow et al., 2010) and the four cross-cutting themes identified by the AIME Planning Committee (cross-cultural communication, racial-ethnic identity and cognitive diversity, implicit bias, and faculty agency in career decision-making) were the conceptual backdrop for the luncheon discussions.

Each of the four luncheons used an evolving case study involving a Navajo female Obstetrics & Gynecology assistant professor preparing for her annual review while on a flex-track appointment. She is interested in pursuing research on prenatal care on the reservation. Her White male chair is determined to have her become a clinician educator, but is distracted during the meeting as he awaits lab results from his urologist about his prostate cancer. The AIME participants discussed the racial, tribal, and gendered dimensions of their interactions in choosing between a research and a clinical care career and the nuances of negotiating such choices with the department chair. They also considered how to capture the contributions of Faculty of Color in Promotion and Tenure evaluations. A mentor, especially one who is senior, can provide significant help to both the faculty member and the chair. The faculty debated the role that implicit bias played in the chair's unwillingness to support her interest in research. As the story evolves there are changes for both of them. She learns that she is pregnant, and he has decided to retire. After her maternity leave,

she reviews the promotion and tenure procedures and decides to choose the clinician educator track. With the help of her mentor, she will try to convince the chair to allow her time to engage in community-based participatory research.

The AIME curriculum introduced provocative and cross-disciplinary concepts, some scripted exchanges based on the R.E.S.P.E.C.T. model (Mostow et al., 2010), and racially inflected stories to challenge the participants' points of view and generate fresh reactions and responses. The curriculum was meant to highlight different perspectives, even exaggerated ones, to get the mentees to where they could identify the barriers they faced and seek the kind of support they needed. The discussions helped move the mentors to consider new dimensions of the mentees' circumstances. Succinctly, the AIME curriculum sought to cultivate effective relationships between faculty, who were encouraged to explore their divergent identities, backgrounds, and perspectives, and determine why and how such personal (and, for some, private) aspects should matter to an academic career in health care.

AIME's Cross-Cultural Discussions Used Storytelling Theory, Skills and Evaluation Methods

The principal facilitators who chose, produced and delivered the AIME curriculum were a team of three faculty who were experienced in leading cross-racial conversations. The facilitators were diverse by race, gender, tribal affiliation, generation, rank, discipline, tenure status, scholarship production, and administrative experience. This was important because of the emphasis on cognitive diversity: the facilitators themselves demonstrated that they brought different thinking and varied mental tools to their analysis of the case study. They prepared by specifying that they saw different issues as having multiple dimensions and providing alternative ways of expressing the complexity of the issues.

The discussions were designed to improve communication and interpersonal skills by drawing out personal stories, especially from the mentees. Attention was paid to sub-textual messages in tone, facial expressions, gestures, and what was left unsaid — and, importantly, connecting storytelling and story-listening skills to academic work. This engendered an environment conducive to conversations in which AIME participants were willing



INCREASED AWARENESS OF FEELINGS OF FACULTY OF COLOR

“As a mentor, the [AIME] program has made me more acutely aware of the still many unmet needs of junior faculty, and particularly the disenfranchisement felt by the Faculty of Color.”

— AIME Mentor



to take risks and make mistakes to explore new ideas and hone new identity-conscious skills and behaviors. The facilitators carefully planned the content and format of each luncheon using small-group, one-on-one and plenary sessions. The facilitators worked to create interactive exercises based on the case study, identify the specific cross-cultural concepts, skills and insights generated by the group discussions, and help the mentees and mentors recognize how cognitive diversity was operative in these learning and mentoring relationships. The importance of personal storytelling as a method for strengthening relationships between Faculty of Color and their department chairs, peers, and mentors was reinforced by the use of the Most Significant Change narratives as a qualitative evaluation technique (Rivera, 2012 and Dart and Davies, 2003).

NEXT STEPS

This final report ends with a set of recommendations, some of which are in the process of being addressed. For example, lessons drawn from the AIME Pilot Project have improved the online mentoring videos produced by the Clinical & Translational Science Center's Faculty Mentor Development Program (FMDP). The demographic data in the Diversity module has been updated and enhanced to produce more engaging case studies with detailed

discussion notes for FMDP mentor training and AIME participants serving as facilitators.

A mentoring toolkit, based on the AIME Pilot Project, has been created through a partnership with the UNM College of Population Health (COPH). Specifically, an MD/MPH student worked on the toolkit as her MPH practicum project under the supervision of the AIME co-directors, the HSC Office for Diversity, Equity, and Inclusion staff, and COPH faculty. This collaboration among academic units extends the benefits and takes advantage of the resources that produced the AIME results.

The recommendations in this Final Report anticipate that the AIME Pilot Project successes, while relatively small, contingent, and with temporary (and some longer-term) consequences, will lead to other mentoring and leadership development experiments. In addition to mentoring, the recommendations focus on analyses of demographic data, as well as projects to improve the range of employment decisions affecting Faculty of Color, including recruitment, hiring, retention, promotion, tenure, and exiting policies. The aim is to build on the existing diversity and correct those areas that are uneven, especially the hiring, retention, and advancement of American Indian/Alaska Native and African American faculty throughout the HSC.

These AIME results align closely with a review concluding that health professions schools can improve Faculty of Color retention through focused efforts to improve the institutional culture to promote an inclusive environment (Hamilton & Haozous, 2017). Based on these results, we expect that a broad implementation of the AIME program, along with rigorous evaluation and assessment, could be designed to more robustly assess its efficacy in these areas by increasing the number of participants. Future interventions should track participant surveys by unique identifiers for the purpose of measurement. Modification of the Institutional Review Board to follow participants longitudinally would provide useful information on long-term efficacy.

The AIME Pilot Project emerged from the voices and stories of the Faculty of Color who prevailed on the HSC leadership to be more responsive to their feelings of isolation, not belonging, and their thwarted aspirations for full participation. Gratitude goes to the Faculty of Color who advocated for this type of programming, to all the participants and collaborators who contributed to this project, and to the HSC Chancellor and leadership who supported it.

AIME RECOMMENDATIONS

Recommendation 1

Identify Faculty of Color recruitment, hiring, and retention, especially for American Indian/Alaska Native and African American faculty as an HSC priority and,

Identify, develop, and model best recruitment, hiring, promotion, and retention practices for Faculty of Color.

Recommendation 2

Cultivate the wide range of talent and abilities represented by diverse HSC faculty

- A. Implement AIME-type mentoring programs for all HSC faculty and academic administrators and collaborate with existing mentorship programs.
 - i. Create AIME mentorship toolkit(s) for use by other HSC mentorship programs
 - ii. Ensure rigorous evaluation and assessment of the programs.
- B. Implement Faculty of Color academic leadership development initiatives.
- C. Modify existing Institutional Review Board protocol to follow participants longitudinally to determine AIME's long-term efficacy.

Recommendation 3

Increase transparency related to diversity information

Create and disseminate an annual report of the demographic profile of the HSC faculty and leadership.

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For more in-depth information on the history, process, and elements that constitute the AIME Pilot Project for the mentoring of Faculty of Color in the UNM Health Sciences Center please refer to the September 30, 2016, Status Report.

This Pilot Project was the culmination of collaborative work over several years. Many stakeholders—deans, chairs, faculty, administrators and staff—from the HSC as well as colleagues from UNM's main campus comprised the AIME Planning Committee and/or were instrumental in the work that led to the pilot project. They collaborated in the early HSC Faculty Workforce Diversity Committee meetings, the Insala negotiations, the design of the Institutional Review Board model and evaluation methods, and the conceptualization of the theoretical framework. We thank all of you once more and regret any omissions.

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AIME POINTS THE WAY TOWARD HAVING
ROBUST CONVERSATIONS AND THEN MAKING
PURPOSEFUL DECISIONS TO ENGENDER
INCLUSION BY STRENGTHENING MENTORING ...