BABA
Black Applied Behavior Analysts

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Diversity in Mentorship: Faculty and Student Outlooks

Abstract

Recent publications have called on behavior analysts to adopt culturally responsive and humble skills in their clinical practice. Although it is important to focus on these skills when providing therapeutic services to clients, it is just as important to apply the same responsiveness when we train and mentor future behavior analysts. Behavior Analyst Certification Board® (BACB®) data showed an underrepresentation of individuals from historically marginalized groups (HMGs) who have obtained BACB® certificates (BACB Certificant Data, 2021). Previous literature has described mentorship as a recommendation for retaining individuals from HMGs in various settings including higher education (Sorkness et al., 2015) and more recently in behavior analysis (Cirincione-Ulezi, 2020). Culturally responsive mentorship refers to identifying the mentor and the mentee's culturally shaped beliefs, perceptions, and judgments in a mentorship relationship, how those cultural aspects are similar and different, and adjusting their mentorship techniques to create a carefully constructed environment responsive to the mentee's specific needs. The first talk will discuss data from faculty regarding their mentorship practices, training, and current strategies for mentoring diverse students. The second talk will describe results from a survey which gathered information on the importance of mentorship, whether they had mentors who matched their backgrounds (i.e., race and/or gender), factors (e.g., school's location, racial climate) when choosing mentors, barriers (e.g., microaggressions, lack of safety/trust) experienced during mentorship, and actions the students would like from their mentors. Recommendations will be shared based on the data (i.e., voices of the BACB® certificants from HMGs) on culturally responsive mentorship practices.

Learning Objectives

1. Participants will learn to describe culturally responsive mentorship.
2. Participants will learn to identify the barriers that faculty experience as mentors and recommendation to best support their mentee.
3. Participants will learn to identify barriers that BACB certificants are commonly experiencing and what actions they would like taken by faculty

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