

Empowering Department Chairs to Facilitate Faculty Mentoring



Michael J. Kowolik and Paul C. Edwards

Indiana University School of Dentistry (IUSD)



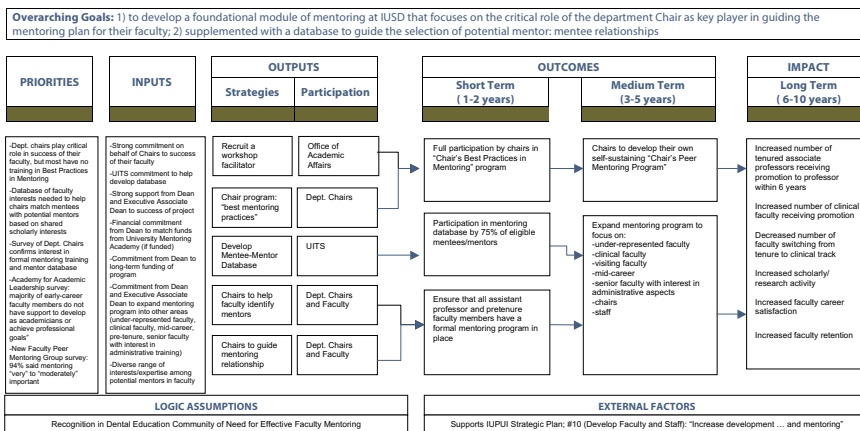
Objective

To develop a foundational module of mentoring at IUSD that:

- i) focuses on the critical role of the Dept. Chair in guiding their faculty's mentoring plan
- ii) is supplemented with a web-based mentor/mentee database to assist Chairs and faculty members in the selection of overall career and research mentors.

Overall goal is to provide Chairs with both the theoretical background and the data resources to best guide the mentoring efforts of their faculty.

Logic Model



Introduction

Despite an abundance of evidence pointing to the value of mentoring^{1,2,3}, IUSD lacks a formal mentoring program.

This deficit is highlighted in recent survey data identifying a clear desire for mentoring among faculty of all ranks and tracks:

i) Faculty agreement varied from 12.5% re: availability of "sufficient mentorship for developing career goals"; 18.7% "sufficient mentorship for developing research opportunities"; to 26% "availability of mentoring with respect to promotion", 30% teaching, and 44% service, respectively.

ii) Chairs recognized the need for stronger faculty mentoring and expressed strong interest in attending a series of workshops on "Best Practices in Mentoring" to assist in overseeing and coordinating mentoring efforts for their faculty (100% agreement). Chairs unanimously recognized the value of having access to a mentor/mentee database to serve as a resource to help guide their faculty members in the selection of potential mentors.

Recognizing the explicit need to establish a formal mentoring program, our objective is to develop an effective and sustainable in-house mentoring program targeted to the unique structure of IUSD.

Results

In consultation with the Chairs, primary workshop focus areas were identified:

What mentorship training/workshops/assistance would you like to receive in your role as chair?

Update on latest policies and procedures.
 1. A workshop on mentoring 2. Discussion on how this would fit into everyday functioning of the Department. 3. Expectation that should arise from the faculty as a result of the mentoring
 Courses on faculty mentoring
 Information about resources available for faculty and chairs, strategies for academic development, etc.
 Being able to direct my faculty to appropriate resources.
 I find that I can always benefit from additional exposure to concepts and methodology to improve my ability to be an effective chair and mentor to the faculty.

As department chair, what is your GREATEST NEED specific to MENTORSHIP, as it relates to the FACULTY in your department?

They need the time and quality faculty mentors with the research experience and inclination to guide them through research opportunities.
 Time
 Time Resources
 Availability to data base to help faculty get a mentor
 Time for the faculty to attend scheduled workshops or presentations. Online presentations might be helpful.
 Mentorship for clinical track faculty
 People

Progress to date:

- Jan 2016 - Chairs' workshop on "individual career development planning"
- Sept 2017 - Beta testing of mentoring database (comprising 800 research/scholarly interest focus keywords, demographic data on mentors/mentees, experiences and expectations)
- Feb 2017 - Dean Guthmiller¹ (Univ. of Nebraska School of Dentistry) to guide a workshop on "best mentoring practices for chairs" and "identification of resources"

Future plans:

- Summer 2017 -workshop on "maximizing effectiveness as a Chair"
- 2 Chairs to be recruited as peer mentoring facilitators to guide development of a long-term Chair's peer mentoring group.

Lessons Learned

- Planned completion timelines have been extended as a result of:
 - unanticipated critical staff shortages
 - difficulties identifying available meeting dates suitable to the majority of Chairs and facilitators

Acknowledgments

We are grateful to Danielle Calvert, Scott Hemmerlein, Nicholas Tabor (UITS), Shelley Hall (IUSD Office of Academic Affairs) and Dr. Gabe Chu (IUSD Office of Research) for their invaluable assistance.

References

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3. John V, Papageorge M, Jahangiri L, Wheeler M, Cappelli D, Frazer R, Sohn W. Recruitment, Development, and Retention of Dental Faculty in a Changing Environment. *J Dental Ed* 2011;75:82-89.