

Mentoring Academy Proposal (Resubmission): IU School of Dentistry

Title: “Empowering Department Chairs To Facilitate Faculty Mentoring: Guidance on Best Practices Enhanced with Access to a Mentor/Mentee Database”

School: IU School of Dentistry (IUSD)

School Representatives: Michael Kowolik; Paul Edwards

Grant Amount Requested: \$9,000. This will be matched (\$9000) by IU School of Dentistry.

Abstract:

Purpose: To develop a foundational module of mentoring at IUSD that focuses on the critical role of the department Chair as a key player in guiding the mentoring plan for their faculty, supplemented with a database to assist in the selection of potential mentors. The overall goal is to provide Chairs with both the theoretical background and data resources to best guide the mentoring efforts of their faculty.

Methodology: The Educational component will consist of a series of workshops facilitated by an outside consultant with specific expertise in mentoring of dental school faculty. The facilitator will work with the Associate Dean for Academic Affairs, the Office of Academic Affairs and the Chairs to develop a program of ½ day sessions, supplemented with focused intersession mentoring exercises. The program will be targeted to department Chairs, with an emphasis on exploring “best practices in mentoring” so that the Chairs can effectively oversee and co-ordinate the mentoring efforts of their faculty.

The Database component will be managed in conjunction with University Information Technology Services. Specifically, a web-based mentor/mentee database will be developed. This will serve as a resource for department Chairs to help guide faculty members in the selection of potential mentors. This database will incorporate detailed data on faculty members’ interests, mentoring experience and scholarly activity so that mentees, in conjunction with their chair, can identify faculty members to serve as their overall career mentors, and, where appropriate, a separate individual/group of individuals to serve as research/scholarly activity collaborators and mentors.

Assessment: Effectiveness of the program will be assessed both qualitatively and quantitatively using surveys targeted to both the Chairs and participating faculty mentors/mentees. Objective data will also be obtained by tracking surrogate markers of faculty success through the Office of Academic Affairs.

Plan for sustainability: This initiative represents a foundational module of a critical multi-year effort to develop a culture of mentoring at IUSD. This will ultimately involve the development of additional formalized modules targeted at specific stakeholders (e.g. pre-tenure faculty, associate professors, clinical faculty, traditionally under-represented faculty, women faculty, senior faculty members interested in developing administrative experience). The Dean of the School of Dentistry (Appendix 1) and the Executive Associate Dean/Associate Dean for Faculty Affairs (MK, coauthor of this proposal) recognize the importance of this initiative and are committed to its long-term success.

Purpose and Goals:

Background:

Despite an abundance of evidence pointing to the perceived value of mentoring, both among allied dental faculty¹ and clinical/research dental faculty², the majority of dental schools in the United States do not have a formal mentoring program in place³. Indiana University School of Dentistry (IUSD) is included among this group of dental schools, and the deficit has been highlighted in recent IUSD survey data from three (3) independent sources identifying a clear desire for mentoring among faculty of all ranks and tracks:

i) A survey of IUSD's Peer Mentoring Group⁴, a self-organized, informal gathering of new faculty members at IUSD comprising faculty of all ranks and tracks who have joined IUSD within the last 6 years, identified the selection of a mentor as "very" to "moderately" important (15 of 16 respondents).

ii) A consulting firm, the Academy for Academic Leadership, engaged by the Dean and executive council of IUSD⁵ reported that "the majority of respondents and interviewees indicated that early-career faculty members do not have support to develop as academicians ...or to achieve their professional goals." This need was most pronounced with respect to guidance on overall career development and the development of scholarly and research opportunities. The authors of this report attributed this finding in significant part to the absence of a formal mentoring program at the school level. Specifically, only 12.5% of faculty "agreed (10.9%)" or "strongly agreed (1.6%)" that there is "sufficient mentorship for developing career goals and plans", and only 18.7% "agreed (15.6%)" or "strongly agreed (3.1%)" that there is "sufficient mentorship for developing research opportunities". Rates of agreement were greater, but still far below ideal levels, when asked if there was sufficient mentorship for succeeding with respect to promotion (26.6%), teaching (29.7%), and service (43.7%). This interpretation was reinforced by specific faculty comments on the desirability of a formalized mentoring program.⁶

A proposal was tendered by this consulting group to initiate a 2-year formalized program consisting of five (5) one-day onsite programs and seven (7) 90-minute webinars covering a wide range of topics, including, but not exclusively focusing on developing mentoring relationships and increasing scholarly productivity, for a fee of \$138,000. At this point, the school administration regards this as an impractical financial outlay, particularly as the in depth program would only reach a small number of faculty.

iii) A survey (Appendix 2) of Department Chairs (7 of 9) confirmed both that the Chairs recognized the need for stronger faculty mentoring and had a strong interest in attending a series of chair workshops, on "Best Practices in Mentoring" in order to help them oversee and co-ordinate mentoring efforts for their faculty (Strongly Agree 71%; Agree 29%). The Chairs also 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 (Strongly Agree 57%; Agree 43%). In addition, individual comments offered during this survey further reinforced the Chairs' strong interest in this mentoring proposal and their desire to provide mentoring guidance to their faculty.

Proposal

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 the Dental School, largely using resources available at the University level. Moreover, the plan we propose can be individualized to the needs of our school, and can be established for a substantially lower financial investment (less than 10%) relative to the outside consulting firm's proposal detailed above.

Overall Objective:

Specifically, we propose to develop a foundational module of mentoring at IUSD that initially focuses on the critical role of the department Chair as a key player in guiding the mentoring plan for their faculty⁷. This will be supplemented with a database resource to assist department Chairs in guiding their faculty in the selection of potential mentors.

Specific Objectives:

1) To formally educate department Chairs on "Best Practices in mentoring" so that the Chairs can oversee and co-ordinate mentoring efforts for their faculty.

2) To create a mentor/mentee database that will serve as a resource for department Chairs to help guide their faculty members in the selection of potential mentors.

This will include both:

- i) Mentors to serve as overall career mentors, and
- ii) A separate group of individuals to serve as research/scholarly activity collaborators and mentors. While in some instances these dual roles may be facilitated by the same mentor, in most cases it may be more appropriate to have separate mentors for these differing responsibilities.

This database will:

- i) Identify faculty members suitable to serve as overall career mentors and/or research/scholarly activity collaborators and mentors, and
- ii) Catalog, in detail, the scholarly interests of current faculty members of all ranks.

Rationale:

Second only to the faculty member's own commitment to his/her success, the department chair plays a critical role in facilitating the successful development and, ultimately, retention of faculty members in their department⁸. However, many departmental Chairs have not had an opportunity to become fully familiarized with "best practices" as they relate to mentoring of their faculty⁹.

In addition, because it is not practical to expect that department Chairs can stay fully updated as to the diverse interests and backgrounds of potential mentors in other departments at IUSD, access to a current database that details the scholarly interests of

current faculty members of all ranks is critical to help Chairs match mentees with potential mentors, based on shared scholarly interests.

Our proposal is based on the view that the role of the department Chair, as it pertains to mentoring, is to provide overall guidance and suitable resources so that their faculty members can establish an effective network of mentors. In other words, to create an environment for personal and professional development that maximizes the potential for success.

While faculty members critically rely on their Chair for advice and consultation, any mentoring program initially focusing on department Chairs should recognize that many faculty members prefer not to be directly mentored by individuals who have a direct high-stakes role in evaluation of their performance and/or promotion. Therefore, this proposal recognizes that the Chair should provide general oversight as to the effectiveness of each faculty member's mentoring program, without exerting day-to-day control over the process. The ultimate goal of the chair, as emphasized in this proposal, is to help empower the faculty to develop their own mentoring program.

To maximize effectiveness in this role, department Chairs will benefit from both:

- 1) knowledge and practical coaching in "best practices in mentoring", and
- 2) access to a current database that can be used to match mentees with potential mentors, based on shared scholarly interests.

Methodology and Timeline:

Specific Objective 1):

Educational component on “best practices in mentoring” targeted to department Chairs:

Initial data collection stage (completed- Appendix 1):

Cross-sectional data was obtained from all IUSD Chairs by means of an online survey (Appendix 1). This included both quantitative (5 point Likert scale) and qualitative (open answer) questions on perceived needs of the Chairs re: the current availability of mentoring, importance of mentoring, department chair’s role in mentoring and their level of training/experience/knowledge in this area.

Specific questions and responses are detailed in Appendix 1:

Workshop development (0-3 months):

1) In consultation with the Chairs, we will identify and recruit a workshop facilitator with specific expertise in mentoring of dental school faculty (e.g. through the American Dental Education Association). The facilitator will work with the Office of Academic Affairs, the Associate Dean for Academic Affairs, and the Chairs to develop a program of ½ day sessions, supplemented with focused mentoring exercises between sessions. The program will address the concerns and recommendations identified in the Chairs’ survey, and will also review Best Practices in mentoring for Chairs.

Best Practices in Mentoring Chair’s Semi-Annual Workshops (3-24 months):

In years 1 and 2, two (2) workshops (1/2 day each) will be organized for IUSD Department Chairs (N=9) to introduce Chairs to “best practices” in mentoring and work with Chairs to guide their mentoring activities. The facilitator will also work with the Chairs to develop their own self-sustaining “Chair’s Peer Mentoring Program”.

Chair’s Peer Mentoring Program and semi-Annual Workshop (Years 3+):

In subsequent years (years 3+), with guidance received from the Year 1-2 workshop facilitator, Chairs will continue to explore and reinforce best practices in mentoring through a “Chair’s Peer Mentoring Program”. The goal of the “Chair’s Peer Mentoring Program”, will be to reinforce the role of the chair in the mentoring process and to discuss common challenges and successes faced by the Chairs in their roles as mentoring facilitators. The Chairs will determine the structure and frequency of meetings.

Assessment of Program Effectiveness (Year 2+)

Data on the program’s effectiveness will be collected as detailed below (see “Assessment Plan”)

Specific Objective 2):

Creation and maintenance of a mentor/mentee database¹⁰:

Creation of a mentor/mentee database (0-3 months)

In conjunction with University Information Technology Services (Scott Hemmerlein, Manager Systems Infrastructure, and Danielle Calvert, IT Support Specialist), we will develop a Dental School optimized web-based portal that will collect data on faculty interests, scholarly activity and experience as mentors/mentees, as detailed below:

Collected data will include:

- i) Demographics (name; earned degrees; department; rank, years at IUSD, track, years in rank, languages spoken);
- ii) Scholarly experience/training and interests (current studies and funding sources; planned studies; link to publications; techniques/protocols used; interests; optional CVs);
- iii) Expertise/skills of a mentee that would complement a mentor's area of scholarly activity.

Faculty, both mentees and potential mentors, will be invited by their department Chairs to participate in this project by entering their data into this web-based collection tool. By entering their information into this database, faculty will be signifying their interest in serving as a mentor or mentee. Participation will be voluntary, but strongly encouraged.

Access to mentor/mentee database (3-12 months)

Department Chairs and mentees will be provided access to the database, which will help to guide recommendations on potential mentors based on shared scholarly interests. As previously noted, this will include both mentors who can serve as overall career mentors, and, where appropriate, individuals who will serve as research/scholarly activity collaborators/mentors¹¹.

Annual updating of mentor/mentee database (Year 2+)

This database will be updated annually, in conjunction with annual FAR submissions.

Assessment of Program Effectiveness (Year 2+)

Data on the program's effectiveness will be collected as detailed below (see "Assessment Plan")

Budget (Years 1-2):

Our 2-year budget is \$18,000, as outlined below.

This budget reflects our defined Specific Objectives:

1) Educational component on “best practices in mentoring”:

Two (2) workshops (1/2 day each) per year to introduce Chairs to “best practices” in mentoring and work with Chairs to guide their mentoring activities;

2) Creation and ongoing maintenance of a mentor/mentee database;

In addition, the budget includes funding necessary to assess program effectiveness.

We are requesting a grant of \$9,000 from IU Mentoring Academy.

This will be matched (\$9000) by IU School of Dentistry (see Dean’s letter of support).

Year 1 Budget:

Facilitator honorarium (½ day session):	\$2000	
Travel/hotel:	\$1500	
Books and supplies	\$250	
<i>Total per workshop</i>		<i>\$3750</i>
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X 2 workshops:		\$7,500

IT database initial startup and 1 st year maintenance (\$100/hour x 15 hours):	\$1,500
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Total Investment Year 1: \$9,000

Year 2 Budget:

Facilitator honorarium (½ day session):	\$2000	
Travel/hotel:	\$1500	
Books, supplies	\$250	
<i>Total per workshop</i>		<i>\$3750</i>
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X 2 workshops:		\$7,500

IT database maintenance (\$100/hour x 5 hours):	\$500
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Data analysis/statistical consulting (10 hours):	\$1,000
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Total Investment Year 2: \$9,000

Long Term Sustainability Budget (Years 3+):

(Note: We are not requesting Mentoring Academy funds for years 3+; This will be funded by IUSD Office of Academic Affairs):

Chair’s Peer Mentoring meetings	\$1000
IT database maintenance (\$100/hour x 5 hours):	\$500
<i>Total Investment Years 3+:</i>	<i>\$1,500</i>

Assessment Plan:

Effectiveness of the program will be assessed both **qualitatively** and **quantitatively** using surveys targeted to both the Chairs and participating faculty mentors/mentees. In addition, **surrogate markers of faculty success** will be collected.

Chair assessment of program effectiveness (Year 2):

i) Qualitative questions (free text):

Comments re: each learning module/session;

Comments re: Mentoring Database;

Comments re: overall mentoring program effectiveness.

ii) Quantitative questions (5 point Likert scale):

Rate the overall effectiveness/usefulness of this program;

Rate the effectiveness/usefulness of the educational ½ day sessions;

Rate the effectiveness/usefulness of the Mentoring Database;

How did your mentee faculty view this program?

How did your mentor faculty view this program?

Faculty assessment of program effectiveness (Year 0 and Year 2):

i) Overall Professional Development/Mentoring Environment at IUSD:

Year 0:

Questions from the “Assessment and Recommendations for Professional Development Efforts at the Indiana University School of Dentistry” (“Academy for Academic Leadership” outside consultant survey) will serve as the “pre-intervention” data⁵.

Year 2:

The same qualitative and quantitative questions from this survey will be used in the post-intervention survey in order to assess the impact of this mentoring program¹².

Individual Respondent’s Background information (full-time faculty):

How many TOTAL years have you worked at IUSD?

What is your faculty rank at IUSD?

Which promotion track are you on?

If you hold an administrative position at IUSD, what is your title?

General Qualitative questions (free text):

What is your GREATEST NEED specific to LEADERSHIP DEVELOPMENT?

What is your GREATEST NEED specific to TEACHING AND LEARNING?

What is your GREATEST NEED specific to SCHOLARLY RESEARCH?

What is your GREATEST NEED specific to PERSONAL DEVELOPMENT?

Mentoring-specific Qualitative questions (free text):

What is your GREATEST NEED specific to MENTORSHIP?

General career satisfaction Quantitative questions (4 point Likert scale¹²)

Please indicate your level of agreement or disagreement with the following statements regarding your CURRENT POSITION at IUSD:

I am satisfied with my career path at IUSD.

Mentoring-specific Quantitative questions (4 point Likert scale¹²):

Please indicate your level of agreement or disagreement with the following statements.

There is sufficient MENTORSHIP for:

Developing career goals and plans;

Promotion within the School;

Research opportunities;

Service within the School and University;

Teacher training.

ii) Additional survey data specific to the implementation of our proposed mentoring program (Year 2):

Qualitative questions (free text):

Comments re: overall mentoring program effectiveness

Quantitative questions (5 point Likert scale^{Error! Bookmark not defined.}):

Please rate the overall effectiveness/usefulness of this program;

Please rate the effectiveness of the Educational ½ day sessions;

Please rate the effectiveness of the Mentoring Database;

Please rate the effectiveness of your mentoring relationship.

Surrogate Markers of Faculty Success (Annually, Years 2+):

Tracking of surrogate markers of faculty “success” will also be collected from data available to the Office of Academic Affairs, pre- and post intervention, to include:

i) Years in rank;

ii) Number of faculty switching from tenure track to clinical track;

iii) Number of faculty leaving institution before normal retirement and reasons for leaving;

iv) Numbers of publications

Plan for Sustainability of Initiative:

One of the co-authors of this proposal (Dr. Michael Kowolik) is the Executive Associate Dean and Associate Dean for Faculty Affairs at IUSD. Development of an effective mentoring program is a main focus of Dr. Kowolik and the Office of Academic Affairs.

In addition, the Dean of IUSD, Dr. John Williams, fully supports this initiative and is committed to providing the financial match for years 1 and 2 (\$9,000) and the long-term financial investment (\$1500/year, years 3+) and personnel resources to assure sustainability of this mentoring program.

This initiative should be viewed as the initial, or foundational, module of a multi-year effort to develop a culture of mentoring at IUSD that will complement the current “peer mentoring program” at IUSD, and that will ultimately involve the development of additional formalized modules, to include:

- i) Training on “Best practices in Mentoring” for both mentees and mentors
- ii) Mentoring programs targeted to faculty members at specific stages of their career:
 - Under-represented faculty
 - Women faculty
 - Clinical faculty
 - Mid-career faculty
 - Senior faculty with an interest in holding administrative positions
- iii) Peer mentoring for Chairs and faculty holding other administrative positions\
- iv) Staff mentoring

However, prior to developing these additional modules, the impact of the current program will be assessed, as detailed above. Moreover, annual follow up and program effectiveness will be assessed through the Office of Academic Affairs, with modifications introduced as necessary.

It is also expected that Chairs will develop their own “Chairs’ Peer Mentoring Program”, with facilitator guidance, so that in years 3+ they can self-guide the direction of their mentoring education, based on their specific needs.

Potential Limitations

We recognize that there is a dearth of published literature detailing a similar approach to mentoring¹³. Nevertheless, we believe that this innovative approach will be effective and achievable, as it targets the most important members of the mentoring axis: the Chairs (via education on effective mentoring), the faculty needing mentoring (through the Chairs guidance and access to a database on shared interests with potential mentors) and the mentors (again, through their participation in the mentoring database). Ultimately, we plan on detailing the outcomes of this approach to mentoring in the peer-reviewed dental education literature.

References and Footnotes

¹ Wilder RS, Guthmiller JM. Empowerment through mentorship and leadership. *J Evidence Based Dent Pract* 2014;14S:222-226.

² Bagramian RA, Taichman RS, McCauley L, Green TG, Inglehart MR. Mentoring of Dental and Dental Hygiene Faculty: A Case Study. *J Dental Ed* 2011; 75:291-299.

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.

⁴ IUSD Peer Mentoring Group Survey. Ramos E. Oct 07, 2013.

⁵ Haden NK for Aspire, Achieve, Lead LLC. Assessment and Recommendations for Professional Development Efforts at the Indiana University School of Dentistry. June 27, 2014.

⁶ Sample faculty comments reported in "Assessment and Recommendations for Professional Development Efforts at the Indiana University School of Dentistry". June 27, 2014.: "There is currently no mentor for me in the school"; "need for mentorship for associate professors and above"; "The development of an environment where mentorship is a structured part of life as a faculty member, not just happenstance"; "need comprehensive career mentoring program"; "there are not enough qualified, experienced mentors for young faculty; "need for mentoring for research training"; "(need for) more senior faculty with the skill set for mentoring and time".

⁷ Koopman RJ, Thiedke CC. Views of faculty medicine department Chairs about mentoring junior Faculty. *Med Teach* 2005; 734-7.

⁸ Olmstead MA. Mentoring New Faculty: Advice to Department Chairs. *Committee on the Status of Women in Physics Gazette* 1993;13:1 -8.

⁹ Connor MP, Bynoe AG, Redfern N, Pokora J, Clarke J. Developing senior doctors as mentors: a form of continuing professional development. Report of an initiative to develop a network of senior doctors as mentors: 1994–99. *Medical Education* 2000;34: 747-753.

¹⁰ http://www.rpharms.com/what-s-happening-/news_show.asp?id=214

¹¹ Although the database will primarily focus on collecting data on IUSD faculty mentors (optionally to include IUSD affiliated faculty with primary appointments in other schools), selection of non-dental school-based mentors will be encouraged, especially where recommended by the chair and/or faculty mentee.

¹² A 4-point Likert scale will be used in lieu of the more common 5-point scale in order to permit comparison to the initial survey findings from the "Assessment and Recommendations for Professional Development Efforts at the Indiana University School of Dentistry" survey, which employed a 4-point scale.

¹³ <https://www.faculty.harvard.edu/development-and-mentoring/faculty-mentoring-resources/department-chair-resources>

Appendices

1) Dean's Letter of Support

2) Chairs Mentoring Survey (June 2015)

3) Logic Model



IUPUI

SCHOOL OF DENTISTRY

OFFICE OF THE DEAN

Indiana University
Indianapolis

August 6, 2015

IUPUI Mentoring Academy
Review Committee

Dear IUPUI Mentoring Academy Reviewers:

I am very pleased to support the proposal submitted to the IUPUI Mentoring Academy, titled "Empowering Department Chairs To Facilitate Faculty Mentoring: Guidance on Best Practices Enhanced with Access to a Mentor/Mentee Database."

As Dean, I recognize the critical role of mentoring to the success of our faculty. Throughout my academic and administrative career, I have benefited greatly from my mentoring relationships, both as a mentee and mentor. I have also witnessed nationally, on countless occasions, the positive impact of mentoring across all levels of faculty development.

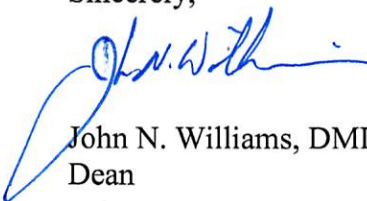
This innovative proposal, developed by Drs. Kowolik and Edwards in consultation with the IUSD Chairs and myself, focuses on the crucial role of the chair in providing mentoring guidance and oversight to their faculty. The addition of a database to assist chairs and faculty in selecting mentors with shared social and scholarly interests will significantly increase the impact of this proposal.

This mentoring proposal, the first step of a larger multi-year effort to fully develop a culture of mentoring at IUSD, supports IUPUI's Strategic Plan to "develop faculty and staff through mentoring," and is critical to the attainment of IUSD's vision "to be one of the best Dental Schools of the 21st Century."

Therefore, I am fully committed to support this exciting proposal, both administratively and financially. IUSD will provide \$9,000 in matching funds for the first 2 years of the proposal. I am also committed to ensuring the long-term sustainability of this proposal by pledging full funding beyond year 2 of this mentoring program.

Thank you for considering our school's commitment to fostering excellence in mentoring.

Sincerely,



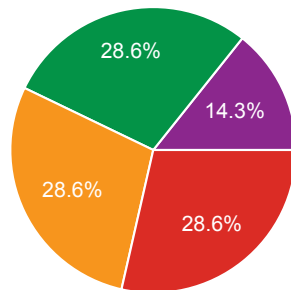
John N. Williams, DMD, MBA
Dean

7 responses

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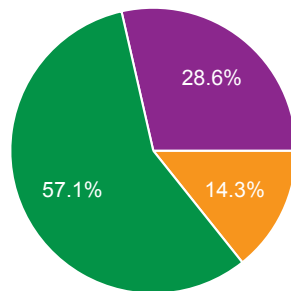
Summary

Currently, there is sufficient MENTORSHIP for faculty in my department:



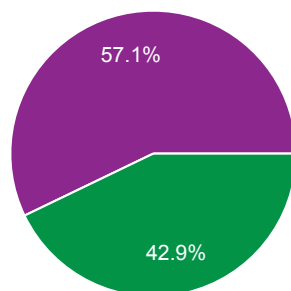
Strongly Disagree	0	0%
Disagree	2	28.6%
Neutral	2	28.6%
Agree	2	28.6%
Strongly Agree	1	14.3%

Faculty in my department would benefit from a school-wide mentorship program:



Strongly Disagree	0	0%
Disagree	0	0%
Neutral	1	14.3%
Agree	4	57.1%
Strongly Agree	2	28.6%

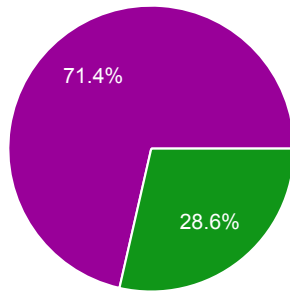
As Department Chair, one of my key roles is to help guide the mentoring plan for my faculty:



Strongly Disagree	0	0%
Disagree	0	0%
Neutral	0	0%
Agree	3	42.9%
Strongly Agree	4	57.1%

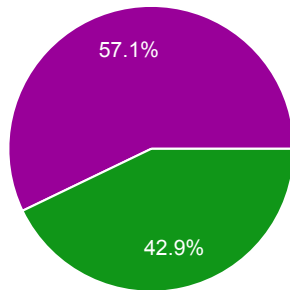
I would be interested in attending a series of workshops, tailored to department Chairs, on “Best Practices in Mentoring” in order to help oversee and co-ordinate

mentoring efforts for my faculty:



Strongly Disagree	0	0%
Disagree	0	0%
Neutral	0	0%
Agree	2	28.6%
Strongly Agree	5	71.4%

I would be interested in having access to a mentor/mentee database that will serve as a resource to help guide my faculty members in the selection of potential mentors:



Strongly Disagree	0	0%
Disagree	0	0%
Neutral	0	0%
Agree	3	42.9%
Strongly Agree	4	57.1%

Have any of your faculty made specific requests or comments to you regarding their mentoring or career development?

- I cannot say that I recall any specific request. I counsel each faculty on opportunities for collaboration and advancement.
- None
- Yes. One new faculty member has done so. Several have been suggested and being considered at this time.
- Yes
- Yes, including appointment to the graduate faculty, attendance at meetings important to their research, teaching, or tenure dossier.
- Received a request for a formal external mentorship program

How do you perceive/define your role, as chair, in mentoring your faculty?

- I am a strong advocate of mentoring faculty to succeed in their roles and advance in rank. IU, IUPUI, IUSD and ADEA have powerful programming to improve teaching, grantsmanship and aid in preparing for promotion and tenure.
- As chair, I have a fundamental responsibility to mentor or seek appropriate mentor options for my faculty.

It is one of my most important functions

As a guide to the process and development of an academic career and career opportunities.

I think it is an important role. However, i am disappointed at the lack of self motivation exhibited by some of the faculty.

Giving general guidance and directing them to informAtion which will lead to a more formal mentor.

Linking faculty with mentor and monitoring their interaction.

What training have you had in mentoring and what impact has it had on your effectiveness as a chair?

Training in mentoring is essentially what i have learned msyelf rather than any formal training program on mentoring.

I have taken multiple courses at IUPUI and ADEA that reinforce mentoring and leadership.

Very little, mostly just how I was mentored in the early part of my career.

I had some early training when I first became chair but need more.

Basic student mentoring courses

Graduate courses in mentoring as part of my EdD in Higher Education and Leadership at IU, research publications in P and T views by Deans, Chairs and Faculty, 15 years as a Chair and 12 years Dean's experience in a School of 85 full and part time Faculty, 1,500 students and 9 Departments.

Mentoring occurs at various levels. It is something that has been talked about my entire career. The most effective mentorship training has been by those working and living along side.

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. Exceptionation 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.

What barriers do you see to helping to guide the mentorship of your faculty?

Everyone has very busy schedules, so I would recommend online courses in addition to the

valuable in person conferences or workshops that promote networking.

Identifying time to do so on an effective basis with current teaching responsibilities.

From a Department Chairs perspective, finding the time to do this as a formal activity will be a challenge.

Time!

Since I am evaluating the faculty member I think another formal mentor besides me is appropriate

Time for the chair and faculty member, and financial resources

Inadequate numbers of potential mentors on the dental school 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

As department chair, what is your GREATEST NEED specific to MENTORSHIP, as it relates to YOUR professional development?

Training on career development for varied types of faculty. Training for mentoring/supporting associate and full professors

More knowledge about what resources are available

Continued access to the latest technologies and best practices

The time to be able to devote to mentoring new faculty.

Realistic opportunities to be exposed to current trends in mentoring.

Access to mentoring programs to learn about how to be good mentors

What additional resources would be helpful?

List of mentors and more formal training for me

Funding for external training opportunities

It would be most helpful to if IUSD would provide financial support for my attendance at the

annual ADEA meetings. They have become too costly for me to fund on my own.

Local leaders in the field being available for programs.

Did you have a chance to review the draft mentoring proposal?



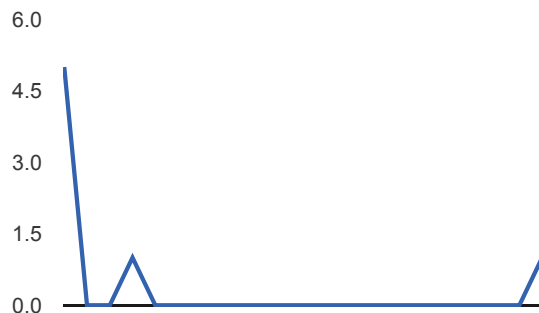
Please list any suggestions regarding the draft mentoring proposal (e.g. areas that should be included; areas that should be excluded; etc...):

None

The proposal was well written, well documented and seemed to me like a very reasonable approach to data driven investigating and improving mentoring at IUSD.

Brief read through of proposal.

Number of daily responses



Logic Model: Empowering Department Chairs To Facilitate Faculty Mentoring

(August 2015)

Overarching Goals: 1) to develop a foundational module of mentoring at IUSD that focuses on the critical role of the department Chair as key player in guiding the mentoring plan for their faculty; 2) supplemented with a database to guide the selection of potential mentor: mentee relationships

