Interprofessional Mentoring:
Innovative Strategies for Developing and Sustaining Effective Clinical Teaching

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Disclosures

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Learner Objectives:
Upon completion of this presentation, participants will be able to:
• Describe the rationale and process for designing a clinical faculty mentoring program
• Discuss benefits of mentoring for novice clinical faculty
• Identify three obstacles faced by clinical faculty mentors and mentees
• State three outcomes of a mentoring program for an academic institution

Conflict of Interest Statement:
• The presenters have no conflict of interest and no sponsorship or commercial support was provided.
What is mentoring?

“A dynamic, reciprocal relationship in a work environment between a mentor and mentee aimed at promoting career development of both.”

(Mylona et al., 2016, p. 670)
“Colleagues are a wonderful thing---but mentors, that’s where the real work gets done.”

JUNOT DIAZ
Purpose of Mentoring Program

• Elevates visibility of teaching at University
• Matches small, multidisciplinary cohort of new faculty with faculty mentor who is exceptional teacher
• Requires regularly planned cohort meetings over academic year
• Supports new faculty by promoting successful teaching and learning practices
• Creates sense of community among new faculty and mentors
• Supplements, but does not replace any departmental or unit mentoring programs
Mentoring Strategies

Engage Early
Build Community
Learn from Others
Be Reflective
Mentoring Program Assists Faculty

- Understanding the institutional context for their teaching, including The Ohio State University (OSU) teaching and learning mission, policies, culture
- Developing familiarity with Ohio State’s diverse student body
- Feeling connected to an active, cross-disciplinary teaching community at Ohio State and within their cohort
- Being reflective about teaching with a scholarly approach
Mentoring of Clinical Faculty: Significance at OSU

OSU Main Campus (Columbus Ohio, Autumn 2019):

- Student Enrollment: 61,391
- Total Faculty: 7470
  - Tenure Track Faculty: 2566 (34%)
  - Research Faculty: 112 (1%)
  - Clinical Track Faculty: 1830 (25%)*
  - Associated Faculty (majority with clinical appointments): 2472 (33%)*

(OSU Statistical Summary, 2019)
Impact of Mentoring

• Mentored clinical faculty have significantly greater satisfaction with department/institution

• Fostering mentoring opportunities may facilitate faculty members’ engagement

• Mentoring contributes to retention of high quality faculty committed to an academic mission

(Mylona et al., 2016)
The mentor

- Establishes professional relationships that provide support, knowledge, and modeling to facilitate success
- Provides moral support by acting as a colleague, teacher, guide, and counselor
- Assists mentees in discovering best teaching practices

The mentee

- Establishes professional relationships, guided by mentor, to participate in a community of new faculty
- Actively engages with mentor and peers in a multidisciplinary cohort
- Creates plan for professional development over academic year
Onboarding of Novice Clinical Faculty in Academia

- Assessment of novice clinical faculty members’ needs and crucial skill sets
  - Teaching role
  - Rules and culture of academics for reappointment, promotion, and tenure (if eligible)
  - Departmental and College Pattern of Administration (POA)

- Design of a Professional Development Plan
  - Pedagogy
  - Enhanced use of technology
  - Student engagement
Professional Development Strategies

- Process of selecting novice clinical faculty mentees and pairing with senior clinical faculty mentors
  - Similar focus (clinical appointment)
  - Range of academic units represented
  - Diverse levels of students (Undergraduate, graduate, professional)
Operationalizing the OSU Mentoring Program

April, 2016
University Institute of Teaching and Learning (UITL) created
• Improve learning experience of students
• Elevate visibility and importance of teaching
• Become national leader in teaching and learning within research university

September 2017
UITL’s FIT Program (Faculty Foundation, Impact, Transformation) created

Mentors sought from all OSU colleges/departments based on:
• Years of experience
• Expertise in all forms of education (didactic, clinical, online, in-class)
• Two nursing faculty chosen with clinical focus
• Rationale: ability to address needs of new clinical faculty
• Non-nursing mentees assigned at 1:6 ratio with mentors
Operationalizing the OSU Mentorship Program

Mentors oriented to expectations/roles:

- Meet monthly with mentees, on campus
- Establish ground rules for culture of safety in discussions
- Provide “field notes” from each session
- Meet once per semester with designated mentor ‘leader’

Sample topics to address with mentees:

- Teaching methods/best practices, student testing/feedback, student evaluation of instruction (SEI), mental health
- Assessment, professional development (portfolios, reappointment)
- Diversity (disabilities, cultural differences)
- OSU policies/procedures/barriers/facilitators
Mentor Program Participation

- 2016-17: 68
- 2017-18: 97
- 2018-19: 99
- 2019-20: 115
Potential Outcomes of Mentoring

- Retention of new mentors (71% of mentors return)
- Retention of new faculty
- Navigation of the promotion and reappointment pathway
- Development of evidence-based teaching skills
- Positive impact on quality/student experience
- Increased job satisfaction of mentee and mentor
Implications for Future

COMMITMENT OF INSTITUTIONAL LEADERSHIP

MEASURING OUTCOMES
• Continuous quality improvement

BARRIERS/FACILITATORS/CHALLENGES
• Issues with scheduling, parking, central meeting place, incentives
• Workload, support for mentors
• Experience/comfort with mentoring
  • establishing rapport with other discipline professionals
• Leveraging mentoring in annual reviews/dossier
Be a lamp, or a lifeboat, or a ladder.

Rumi
Questions?

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Thank you!