

MOVING FORWARD!

Mentoring Program for Clinician Educators

Joan E. St. Onge, MD, MPH

Collaborators: Ana Palacio, MD, MPH, Ann Cata, Carlos Canales

Sponsor: Henri Ford, MD, MHA

Background/Significance

The mission of the Miller School of Medicine is to change lives through research, teaching, clinical care and service.

- Faculty vitality is paramount to achieving our mission.



- Mentoring is key for faculty success and promotes a greater sense of belonging.

- In 2018, MSOM Faculty completed the C Change ©Survey, with concerning results.

	U. Miami MSOM Faculty Mean Score (95% CI)	U.S. Faculty Mean Score
Vitality Being energized by work	3.75 (3.69 - 3.81)	3.86
Self-Efficacy in Career Advancement Confidence in ability to advance in career	3.50 (3.44 - 3.57)	3.65
Institutional Support Perception of institutional commitment to faculty advancement	3.09 (3.02 - 3.17)	3.26

- Quantity and quality of mentoring was a driver of dissatisfaction
- In response, 200 faculty worked and proposed action in four areas, including faculty affairs and professional development.

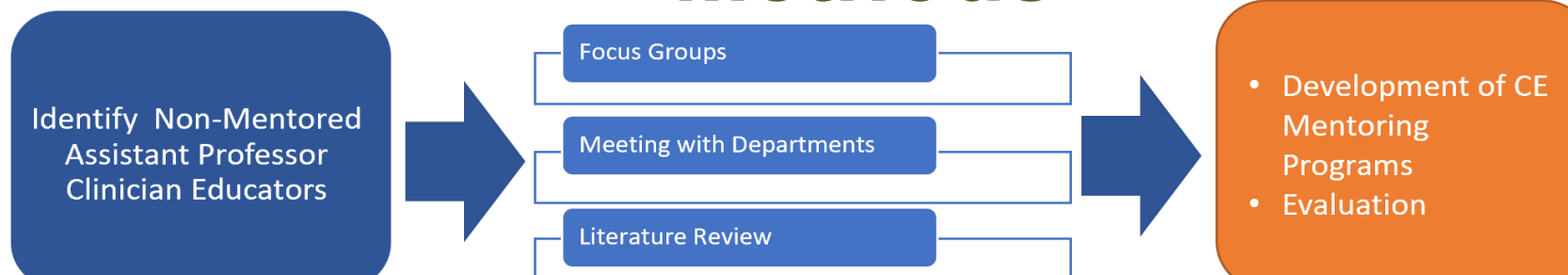


- An inventory of mentoring programs at MSOM revealed many programs for researchers, and very few for clinician educators, who make 60% of the faculty.
- Mentoring needs of clinician educators vary widely, due to the multiple important roles they have in the academic enterprise.
 - The Moving Forward Career Development Series began in November 2020. Planning for the Mentoring Program for Clinician Educators commenced in Spring 2021.

Purpose

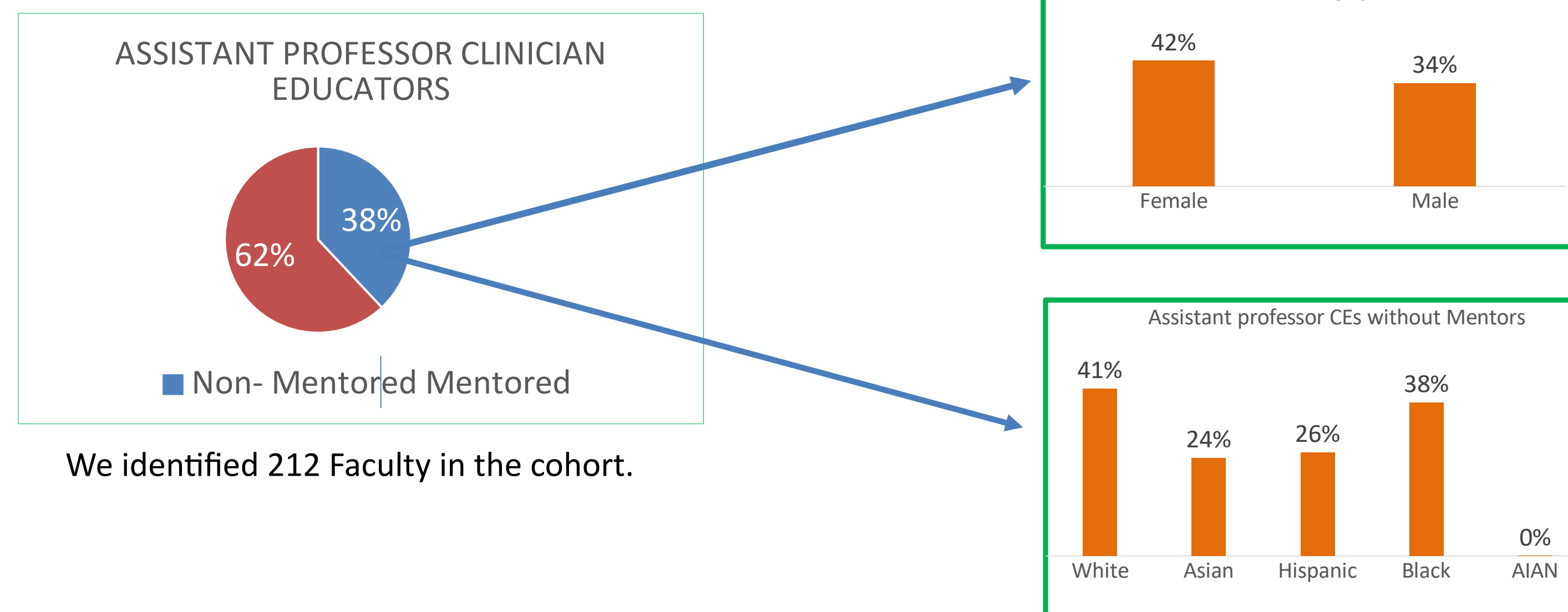
The purpose of this project is to expand opportunities for and improve quality of mentoring for junior clinician educators and ultimately improve the sense of institutional support for their career advancement.

Methods



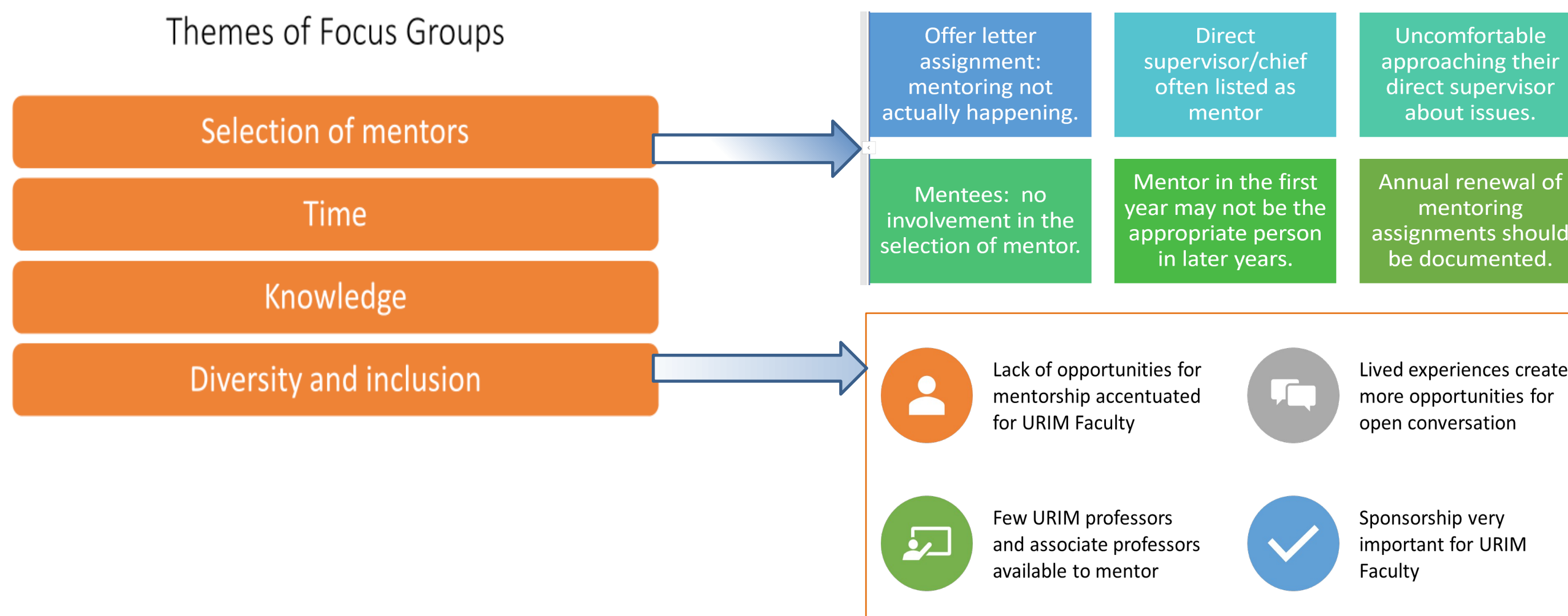
Results

1. Identifying Non-mentored Clinician Educators



We identified 212 Faculty in the cohort.

2. Needs Assessment: Focus Groups and Interview Findings



Interviews with Department Chairs

- Process for identifying mentor on offer letter exists in the departments
- No standard approach to updating mentoring agreement or tracking mentoring activity
- Many departments are developing or have developed innovative programs for mentoring
- School-wide programs are extensively utilized by some departments

3. Literature Review ✓

4. Development of Mentoring Programs ✓

Next Steps

Short Term: Launch Programs

Two 1-year programs to enhance mentoring, scholarly activity and advance careers of junior faculty.

- Mentor/Mentee Training Program
 - Individual training sessions
 - Group training sessions
- Peer Group Mentoring Program
 - Individual group meetings
 - Facilitated group meetings
 - Program training Sessions



Launch: April 2022.

Medium Term: Evaluation

Year over year change in the percentage of CEs engaged in mentoring on the Annual Faculty Evaluation

Satisfaction with opportunities for and quality of mentoring measured on a repeat C Change© Survey

Long Term Evaluation

- Increase in scholarly activity
- Promotion rates of participants.

Discussion and Impact

The Miller School of Medicine faculty identified mentoring and career development as necessary areas for institutional action.

This project addresses this need for junior CEs, a group who are often overlooked, but play a vital role in fulfilling our mission.

Intentionally investing in improved career development and mentoring opportunities underlines the commitment of the Miller School of Medicine to its faculty's success. This demonstrable support enhances the vitality and sense of belonging of faculty, creating an environment for successful achievement of the important missions of the school.

Acknowledgements

Thank you to the faculty who participated in the focus groups, and to the Faculty Affairs Domain Team, Latha Chandran, MD., MPH and Barry Issenberg, MD for their input.

C-Change Survey ©: The National Initiative on Gender, Culture and Leadership in Academic Medicine
<https://www.brandeis.edu/cchange/surveys/faculty.html>

Abstract: 2022 ELAM Institutional Action Project

Project Title: *MOVING FORWARD: A Mentoring Program for Clinician Educators*

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Category: Faculty Development

Background, Significance of Project: The Miller School of Medicine's mission is to change lives through research, clinical care, teaching, and service. It plays a vital role in educating the next generation of physicians and scientists and providing care to one of the most diverse communities in the nation. Faculty vitality is key to achieving its mission. In 2018, a faculty survey completed by 62% of faculty showed lower scores compared to national data in several categories, including perception of institutional commitment to faculty advancement. Major drivers of dissatisfaction were the quantity and quality of available mentoring at the school. A subsequent inventory of available mentoring programs demonstrated many mentoring opportunities, but few tailored for clinician educators (CE), who make up 60% of the faculty and are integral to the success of the institution. The Miller School of Medicine is keenly focused on the development of the faculty. The ***Moving Forward Mentoring Program for Clinician Educators*** will increase morale and demonstrate strong institutional support for their career advancement.

Purpose/Objectives: The purpose of this project is to develop programs to support career development needs, expand opportunities for and improve quality of mentoring of junior CEs. The objectives include academic advancement of these faculty through improved scholarly work and sense of belonging, and development of sustainable programs that reflect high institutional support for their career development.

Methods/Approach/Evaluation Strategy: The methods and approach included: **(a)** identification of non-mentored CE junior faculty and comparison of this cohort to mentored faculty by specialty, gender, race and ethnicity; **(b)** a needs assessment including focus groups of non-mentored CE faculty and interviews of department chairs; **(c)** a literature review of best practices for mentoring of CEs; **(d)** development of two year-long mentoring programs: a mentor/mentee education series to expand and improve the quality of one-on-one mentoring and a peer group mentoring program aimed at improving scholarly activity and sense of belonging among participants. The evaluation strategy developed focuses on three periods. Short term includes completion of the needs assessment, and the development and launch of the mentoring program. Medium term includes comparison between the two programs; yearly over year change in the percentage of CEs engaged in mentoring on the Annual Faculty Evaluation; satisfaction with opportunities for and quality of mentoring measured on a repeat faculty survey. Long term evaluation includes the number of submitted abstracts and manuscripts of participating faculty, and percentage of participants promoted to associate professor within three to five years.

Discussion/Conclusion: The Miller School of Medicine faculty have identified mentoring and career development as necessary areas for institutional action. This project addresses this need for junior CEs, a group who are often overlooked, but play a vital role in fulfilling our mission.

Statement of Impact/Potential Impact: Intentionally investing in improved career development and mentoring opportunities underlines the commitment of the Miller School of Medicine to its faculty's success. This demonstrable support enhances the vitality and sense of belonging of faculty, creating an environment for successful achievement of the important missions of the school.