

Formal Faculty Mentoring Programs at the Columbia University College of Dental Medicine

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BACKGROUND

- **Mentoring in the academic setting is described as a strategy to support faculty members' success & satisfaction across their career**
- Formal/structured mentoring often translates to a more dynamic and productive working and learning environment
- Informal mentoring relationships among CDM faculty have existed for years; formal mentoring programs have never been implemented
- The Office of the Provost & the Medical Center's Office of Faculty Affairs have asked schools to consider formal faculty mentoring programs

OBJECTIVES

- To launch a **formal mentoring effort at CDM** that provides faculty members with **opportunities for effective learning and sharing**
- To enhance faculty members' **professional success & satisfaction** through career guidance, skill development, and relationship-building

APPROACH

- Engaged 2 trusted faculty members as **co-leads**
- Met stakeholders, designed **2 distinct programs**
- Received approval/support by leadership
- Annual membership, by application
- **Provided content but also opportunities to reflect, discuss, and learn from each other** and from senior members in each program

OUTCOMES



- **Peer & near-peer mentoring model**
- Special attention to trends and challenges for women in Higher Ed
- 11 accepted applicants + 3 facilitators
- 90 min evening sessions
- Three broad thematic areas: **Manage Yourself, Manage Others, Manage the Institution**
- Session topics: **mentoring women in academic medicine; the "confidence gap"; the science of well-being; building teams & workplace engagement; aligning personal & institutional goals**
- Attendance: 71-86%
- Final eval survey response rate: 91%



- **Group mentoring model**
- Support faculty with a passion for the scholarship and practice of teaching & learning, and promote excellence in teaching at CDM
- 17 accepted applicants + 3 facilitators
- 60 min lunchtime sessions
- Session topics: **challenges in clinical teaching & the one-minute preceptor set of skills; student assessment; competence-based curriculum development; educational research & scholarship**
- Attendance: 60-90%
- Final eval survey response rate: 88%

- All academic ranks & departments represented; most participants junior faculty
- Held 5 sessions/program; launched with an "intro/planning" session for each
- Session materials, pre-/further reading + discussion board on Canvas; hard copies in a program binder
- Anonymous survey after each session & at end of program (via Qualtrics)
- Funding to 2 members per cohort for individual career advancement activities
- **Survey responses reflected an overall positive experience: members commented that sessions were relevant and well-organized, with useful materials; most reported gaining helpful skills or attitudes, and many felt more motivated in the workplace**

DISCUSSION/IMPACT

- Nearly all **MNW** members reported seeing more opportunities for learning or professional growth; appreciated networking & community-building; commented that diversity of participant experiences enhanced discussions & supported growth
- Many **EA** participants would have liked more time to delve into topics; some requested additional meetings; many appreciated focus on clinical teaching & dental school perspective; most saw opportunities for growth, gained stronger feeling of community, reported expanded skills/knowledge, and appreciated chance to reflect on their teaching philosophy & goals
- **Successful pilot year, effort embraced**
- **Completed a detailed program assessment & review of feedback**
- **Y2 planning in process; changes to be implemented based on feedback**
- **CDM & program leads committed to providing the framework and support**
- **How to expand and sustain?**

Presented at the 2020 ELAM® Leaders Forum