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*Creating an Infrastructure for Professional
Development and Mentoring in the School
of Health and Rehabilitation Sciences*

Brief Description and Goals

- With more than 50% of non-administrative faculty in tenure earning, clinical without long term contract, and lecturer positions, the school is in great need of an infrastructure to support formal mentoring.
- Goals were to:
 - 1) create a formal professional development mentoring infrastructure.
 - 2) foster area of excellence mentoring via this infrastructure.
- The proposed infrastructure is based on the philosophy that the mentorship relationship is mutually beneficial and holds many positive benefits for both parties.
- This will be facilitated by Knowledge Brokers who are individuals or collections of individuals who are known for their reputation in their area of excellence.



Outcomes and Ongoing Efforts

- Outcomes
 - Development of a faculty orientation manual specific to SHRS.
 - Identification of knowledge brokers to facilitate and support mentor-mentee relationships in academia.
 - Establishment of formal mentor-mentee relationships in academia and area of excellence.
 - Several professional development series aimed at SHRS faculty needs (research trajectories, scholarship of teaching, P&T for clinical tracks, informal Q&A's).
- Ongoing efforts
 - An identification that clinical rank faculty in SHRS have the highest current mentoring needs.
 - SoTL specific workshops.
 - Individual meetings to mentor clinical rank faculty throughout the summer in CV formatting, dossier preparation, and teaching statement development.
 - A future plan is to form a “teaching circle” in SHRS to enhance mentoring to clinical rank faculty.

