

# Junior Faculty Mentorship in Physical Therapy Education

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I was able to grow as a professional due to the mentorship I was fortunate enough to have.

n:

What is scholarship and how do I even start a study?

I thought transitioning to faculty would primarily focus around teaching

I did not understand the time monopoly related to faculty and student meetings.

# Our questions/purpose:

What does mentorship look like across institutions?

*Which topics are actually included in mentorship?*

*Which topics do junior faculty mentees prefer?*

- Are there differences between female and male?
- Do preferences change based on demographics?

*What stressors are attributed to transitioning from clinician to academia?*

# Methods:

The Health Sciences Faculty Mentoring Survey, developed by Falzarano (2011)

- Volunteer participants were asked
  - To rate level of stress from none to extreme for 7 stressors
  - Mentorship characteristics
  - To rate 26 mentoring topics to rate as preferred or not preferred

## Statistics:

- Mann Whitney U test for differences of stressors experienced between men and women
- Chi square test to look at differences of preferred vs actual preferences between men and women

# Methods

## Section I: Level of stress

- Rate the level of stress, if any, you experienced from the following factors (none, some, minimal, moderate, extreme)
  - Example: transitioning from the role of a clinician to the role of a faculty member

## Section II: Mentorship

- Do you have a faculty mentor (yes/no)?
  - If yes, clarifying questions follow, such as:
    - Is your mentor a faculty mentor from the PT department on your campus?
    - On average, how often did you meet with your mentor
- How are mentoring relationships formed in your department?
- What topics have you discussed with your mentor?

## Section III: Preferences

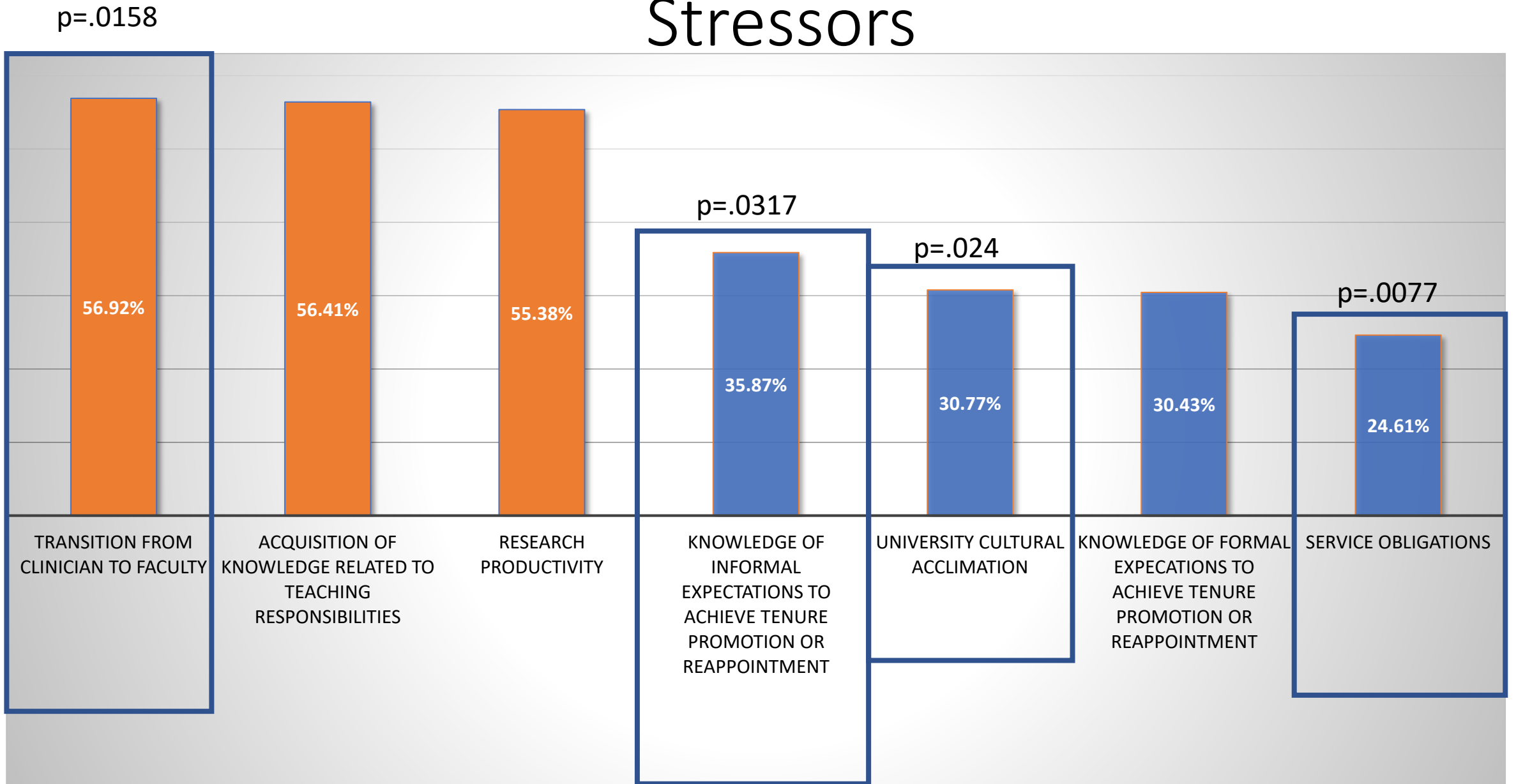
- Actual, Preferred, Not Preferred, No Mentor BUT Preferred, No Mentor NOT Preferred
  - Example: Provides me with support and encouragement

# Response rate of 11.5% (200 out of 1733 respondents)

Gender	
Female	70%
Male	30%
Race/Ethnicity	
White	85.4%
Non-White	14.6%
Highest level of EDU	
DPT	58.5%
PhD	25.5%
Other	
Tenure/non tenure	
Tenure	54%
Non tenure	40%

Mentorship	
Has	61.5%
Does Not Have	38.5%
How mentorship was formed	
Formally assigned	36.4%
Informally	56.4%
Other/Wrote in	7.2%
Academic Rank of Mentor	
Full Professors	42%
Associate Professor	40%
Assistant Professor	12.61%

# Stressors



Graph represents the percent of survey participants rating the following categories as causing moderate to extreme stress

# Mentoring Topics

## Preferred

- “Assistance with external funding
- “Grant writing”
- “Offers assistance with publications”

## Actual

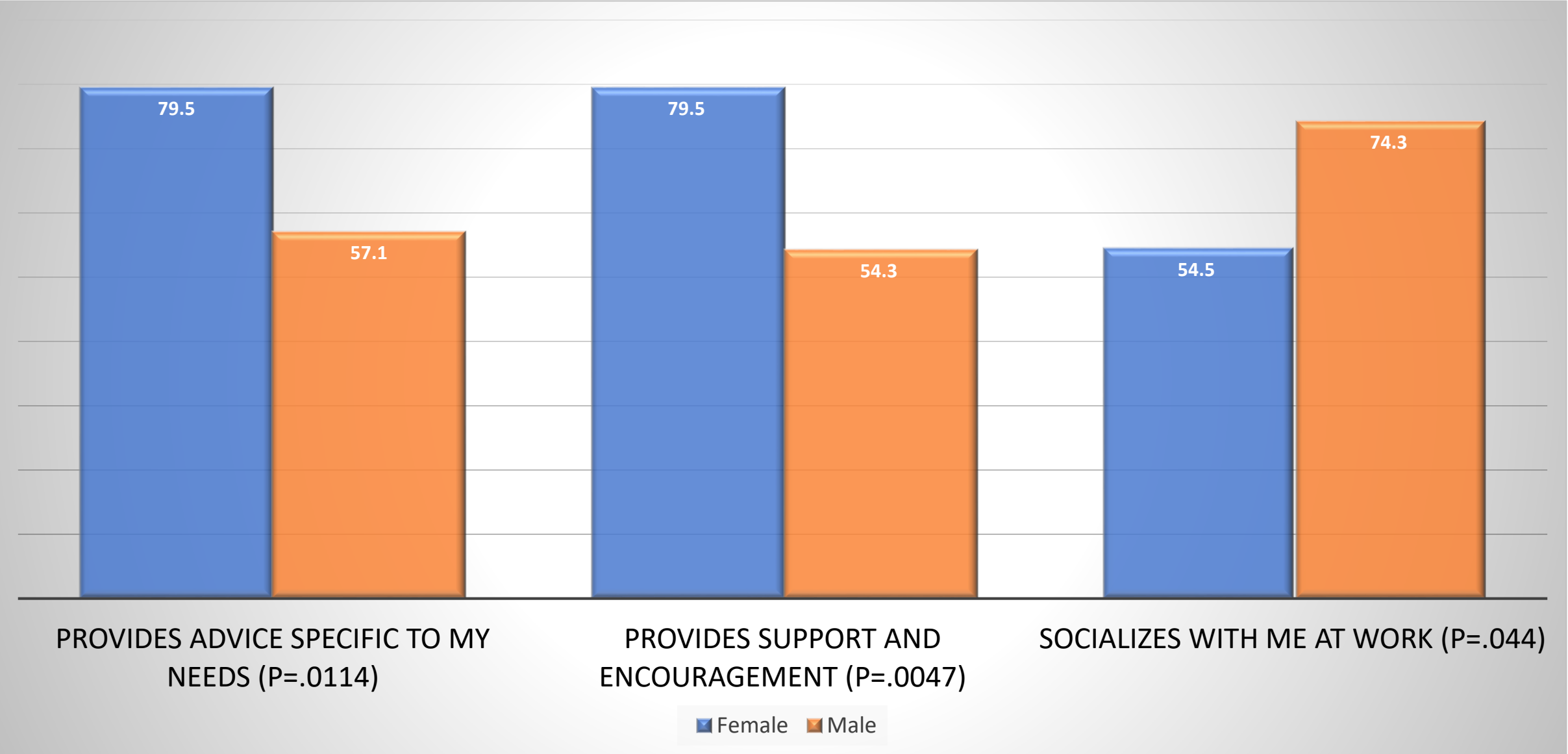
- Teaching Strategies 14.9%
- Research Projects 13.6%
- Service 11.3%

## Not Preferred

- “Provides me with challenging work assignments to foster my professional growth”
- “Nominates me for awards”
- Women reported “Socializes with me at work”



# Gender: Actual Mentorship Differences



# Conclusions:

What does mentorship look like across institutions?

- ~40% do NOT have mentorship
- Inconsistencies in how mentorship is formed
- Some mentorship is also coming from junior faculty

*Which topics are actually included in mentorship?*

- Teaching strategies, research projects and service

*Which topics do junior faculty mentees prefer?*

- Are there differences between female and male? Yes
- Do preferences change based on demographics? Unable to answer

*What stressors are attributed to transitioning from clinician to academia?*

- The transition from clinic to academia, promotion/tenure and research expectations

# Limitations

- Low response rate of 11.5% (200 out of 1733 respondents)
- Decreased heterogeneity of respondents
- Potential bias of sample due to being a voluntary survey that occurs at one point in time
- Survey fatigue bias

# Bringing it home



Our next steps...

## Analyze

- ✓ Relationship between mentorship and stress
- ✓ Perception of influence of mentorship
- ✓ Qualitative responses

## Discover

- ✓ Nuances behind mentorship

## Develop

- ✓ A mentorship blueprint

# Questions



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# Stressors

- Transitioning from the role of a clinician to the role of a faculty member.
- Knowledge regarding teaching responsibilities when you were first hired.
- Knowledge regarding research productivity when you were first hired.
- Information about service obligations when you were first hired.
- Information regarding university culture when you were first hired.
- Information regarding the formal rules/expectations to achieve tenure, promotion, or reappointment when you were first hired.
- Information regarding the informal or unspoken rules/expectations to achieve tenure, promotion, or reappointment when you were first hired.



# Topics (list all)

- Teaching
- Research projects
- Research funding
- Service
- Tenure (if applicable)
- Promotion
- Reappointment (if applicable)
- Time management
- Team building
- University policies and procedures
- Personal issues
- Other

# Mann Whitney U vs Chi Square

## **Mann Whitney U**

- Ordinal data
  - Ordered categories
  - None, Some, Min, Mod, Extreme stress
- Independent variable
  - Gender

## **Chi Square**

- Nominal data
  - Unordered categories
  - Frequency of actual vs. preferred
- Independent variable
  - Gender

# Results: Actual Mentorship Differences

- The relation between gender and “Provides advice specific to my needs” was significant,  $X^2 (1, N = 123) = 6.4, p = .0114$ 
  - Women were more likely to report that their mentor’s advice met their needs.
- The relation between gender and "Provides support and encouragement" was significant,  $X^2 (1, N = 123) = 8.0, p = .0047$ 
  - Women were more likely to report that their mentor’s advice met their needs.
- The relation between gender and “Socializes with me at work” was also significant,  $X^2 (1, N = 123) = 4.1, p = .044$ 
  - Men were more likely to report that their mentor socializes with them at work.
- Preferred mentorship did not statistically vary between genders

- A Mann Whitney test indicated that the amount of stress experienced due to “Transitioning from the role of a clinician to the role of a faculty member” was significantly greater for women (median = 85) than for men (median = 30),  $U = 4725$ ,  $p = .016$ .
- A Mann Whitney test indicated that the amount of stress experienced due to “Information about service obligations when you were first hired” was significantly greater for women (median = 46) than for men (median = 20),  $U = 4821.5$ ,  $p = .008$ .
- A Mann Whitney test indicated that the amount of stress experienced due to “Information regarding university culture when you were first hired” was significantly greater for women (median = 54) than for men (median = 28),  $U = 4696$ ,  $p = .024$ .
- A Mann Whitney test indicated that the amount of stress experienced due to “Information regarding the informal or unspoken rules/expectations to achieve tenure, promotion, or reappointment when you were first hired” was significantly greater for women (median = 81) than for men (median = 17),  $U = 4659$ ,  $p = .032$ .