

Review of Local and National Mentoring Resources and Programs

Report to the
Office of Faculty Affairs and Professional Development
Indiana University School of Medicine

April 2011

This report is a follow-up to the 2009 Report from the Task Force on Mentoring

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This project was supported by NIA K24 AG024078

Background

In August 2009, the Indiana University School of Medicine (IUSM) Task Force on Mentoring concluded that: *“the IUSM could better serve the needs of mentors and mentored-faculty through Institutional (centralized) initiatives that would complement Departmental (local) efforts.”* The Task Force also concluded that other academic medical centers across the country had designed and implemented a wide variety of institutional mentoring initiatives at both the School and University levels. Despite the variety in the content of these initiatives, programs do tend to employ common strategies to improve mentoring. While the Task Force could not identify a single-best strategy that had been demonstrated as a resounding success, the Task Force did recommend that the IUSM: *“develop a menu or tool-kit of mentoring materials and resources that could be adopted at a program level based on needs and interests of individual programs.”*

The current report provides a review of local and national mentoring materials and resources that might be adapted to improve institutional resources for mentoring at the IUSM. The report concludes with recommendations for next steps to be considered by the Office of Faculty Development and Professional Development.

Methods

Throughout this report we refer to “institutional” mentoring resources and efforts that focus on the entire School or Institution as distinct from “local” efforts undertaken by individual faculty or programs. The traditional basic science laboratory with a professor providing mentoring for a range of mentees working in his or her laboratory would be an example of the latter. A mentoring program supported by the School of Medicine and facilitating mentoring excellence throughout the School would be the example of the former. Over the past decade, institutional programs have been viewed as increasingly important, but it is recognized that they cannot replace the traditional one-on-one mentoring relationship or local efforts.

Data was collected through the following activities:

- (1) identifying and reviewing of academic medicine mentoring programs and resources available via the Internet,
- (2) conducting interviews with seasoned mentors and mentoring program leaders for insight and advice on starting a mentoring program, and
- (3) reviewing existing IU School of Medicine mentoring resources, especially those offered via the Office of Faculty Affairs and Professional Development website.

Methods for each of these activities are described below.

1. *Identify and review academic medicine mentoring programs and resources available via the Internet.*

We first sought to identify programs that focused specifically on School of Medicine faculty mentoring programs. We used an iterative bootstrap approach that began with the Faculty Mentoring Program at the University of California, San Francisco- a program that has garnered national recognition. This website listed additional mentoring programs and resources located at other universities. These websites were reviewed and yielded links to other programs’ lists and links which were also examined until the search was saturated. What started as a focused search on School of Medicine programs evolved into a broader review to yield materials and resources that were not necessarily developed or used by School of Medicine mentoring programs (but which could be applicable to such programs). A broadly defined mentoring search via Google® generated additional mentoring resources. Finally, we

visited websites for programs included in the Association of Academic Medical Center's (AAMC) October 2010 list of "Medical School Based Mentoring Programs." This catalog includes programs that voluntarily replied to a solicitation for information on medical school-based career and leadership development programs.

In total, the websites of 51 academic mentoring programs were reviewed. The websites of academic programs often provided links to mentoring resources located within non-academic organizations; thus mentoring materials from 14 additional organizations were also reviewed. The appendix contains a list of websites found in this Internet search as well as samples of some of the resource materials.

2. *Conduct interviews with seasoned mentors and mentoring program leaders for insight and advice on starting a mentoring program.*

We selected three academic faculty members and conducted telephone or face-to-face interviews to glean insight into the challenges and barrier to institutional mentoring programs. Each of these interviews lasted approximately one hour.

- Kenneth Covinsky, MD, MPH, is professor of medicine at the University of California, San Francisco. He is a mentor in the UCSF Faculty Mentoring Program, a large comprehensive program for health sciences faculty, which has garnered national recognition.
 - Mitchell D. Feldman, MD, MPhil, created and directs the Faculty Mentoring Program at UCSF. He is a professor of medicine and associate vice provost in Academic Affairs at the university.
 - Kurt Kroenke, MD, is professor of medicine at the Indiana University School of Medicine and holds Indiana CTSI positions of Associate Director, Executive Committee Member, as well as Research, Education, and Training & Career Development Director. Dr. Kroenke is a local faculty member with both expertise in mentoring and knowledge of mentoring practices at the IUSM, the Regenstrief Institute, the Indiana CTSI and in other national academic settings.
3. *Review existing IU School of Medicine mentoring resources, including those offered via the Office of Faculty Affairs and Professional Development website (OFAPD).*

Over a period of about six months, we repeatedly visited the OFAPD website, reviewed it, searched for content pertinent to mentors and mentees, and steered through the web pages to emulate the experience that would be encountered by potential mentors or mentees visiting the site.

Results

1. *Identify and review academic medicine mentoring programs and resources available via the Internet.*

The list below summarizes a wide variety of websites and mentoring programs by identifying elements that are common across already established programs.

- Institutional leaders publicly endorse mentoring as valuable and demonstrate commitment by providing financial resources to the program. The program has a visible champion.
- Formal mentoring is, overall, more effective than informal mentoring, so mentoring program leaders endorse a core curriculum. Although leaders establish a curriculum, they allow for flexibility by the mentor and mentee based on assessments and individual needs.
- The program's organizing unit (the unit with responsibility for the institutional resources) identifies and communicates program policies, procedures, goals, and expectations.

- The mentoring program supports dyadic mentoring. The mentee and career mentor may incorporate an additional model or a mentoring team to provide the highest likelihood for the mentee's individual career success.
- Workshops, seminars and group events are a part of a mentoring professional development series and offer an opportunity for mentees to network and to discuss common concerns and obstacles to career development. Activities may be organized for specific groups such as a K award community, pre-tenure faculty, clinician-educators, basic scientists, etc.
- The program creates and communicates the:
 - Eligibility criteria for mentees and mentors
 - Mentee registration process
 - Mentee and mentor pairing protocols
 - Mentee orientation course
 - Policies and procedures for handling conflicts, dysfunction and mismatches
- An appropriate structure for mentoring relationships is communicated to mentors and mentees, including information such as their roles and responsibilities, how often they should meet, who makes the first contact, time commitment to the relationship, how to set goals for the relationship and how to enhance communication.
- The organizing unit builds a formalized mentor training program for how to best serve as a mentor and conducts mentor orientation to clarify program goals, expectations and policies.
- The title of the mentoring program is visible on the home webpage of the university's office for professional development. Most mentoring program information and links to its resources are located within the mentoring program's thematic navigation area.
- A downloadable toolkit of mentoring materials and resources is available for both the mentor and for the mentee. The toolkit includes a menu and an ample assortment of materials from which the mentor and mentee may "shop." This includes items such as an Individual Mentee Development Program to facilitate career development; and forms, tips, meeting tools, and agreements to facilitate the organization of their relationship. Links to key program materials and tools are located on the university's webpages rather on an external site whose web address may change.
- The institution acknowledges mentors and mentees who are active participants in the mentoring program. Mentors are formally recognized, celebrated and rewarded by the School for their mentoring service and success.
- The most effective and responsive programs assess the mentor-mentee relationship to ensure that it's meeting the expectations of both parties. Benchmarks and evaluation systems allow the mentor and mentee to judge their progress.
- The most effective and responsive programs incorporate formative and summative evaluation of the mentoring program with established methods and procedures for ongoing assessment for continuous improvement and for tracking and evaluating program progress. All participants have the opportunity to make suggestions for improvement.
- Successful programs become ingrained in the institution by demonstrating program efficacy. Quantitative and qualitative value may be measured in faculty satisfaction, retention, advancement, and promotion; and by quantifiable gains in grants received and papers published.

The following mentoring programs and websites represent a small sample from the 50 programs that were reviewed. They are listed to illustrate variations in website content, appearance, and navigation. The basis for citing the program is formatted in italics.

Boston University, Early Career Faculty Development Program

<http://www.bumc.bu.edu/facdev-medicine/mentoring/ecfdp/>

The Boston University Medical Campus (BUMC) Mentoring Task Force designed a Structured Longitudinal Mentoring Program to support the intellectual and professional growth of assistant professors and began recruiting participants in 2010. In the “Proposal” section, the program’s website links to the document, “Structured Longitudinal Mentoring Program,” a comprehensive description of the process for creating the program, the proposed program implemented in 2010 and its assessment, dissemination and anticipated impact on BUMC. *The document provides framework and may serve as a guide for developing a mentoring program from scratch.*

University of California, San Francisco, Faculty Mentoring Program

<http://academicaffairs.ucsf.edu/mentoring/>

Mentoring facilitators are appointed in each Department/Division or Organized Research Unit to work with the Director of Faculty Mentoring to oversee all aspects of the mentoring program. New and junior faculty in the Schools of Dentistry, Pharmacy, Medicine and Nursing with appointments of more than 50% are eligible and paired with ‘career’ mentors who are senior faculty responsible for providing career guidance and support.

The website is highlighted for its extensive description the program and dissemination of mentoring resources, ranging from an overview, guidelines on eligibility, roles and responsibilities, how to choose a mentor, types of mentors, meeting tools, tips for enhancing the relationship, and recordkeeping forms—most of which are recorded on individual web pages. The largest document, the “Mentoring Toolkit for Facilitators,” is formatted as a pdf for quick download. The site’s navigation is limited to using the “back” button to return to each section’s menu and to the index page.

University of California, Davis, Mentoring Program

<http://www.ucdmc.ucdavis.edu/facultydev/mentoring.html>

The UC Davis Mentoring Program is carried out within the departments in the School of Medicine. Junior faculty are given a senior mentor, usually within their own department. *This mentoring program is noted for its emphasis on support for junior faculty in achieving the institution’s goals in combination with the Mentoring Program; materials in its “Career Mentoring Handbook” and resource guide serve as a primer in the academic series and the merit and promotion process. In addition to standard information about mentoring, the handbook includes extensive information about faculty roles and expectations in research, teaching, and clinical service; criteria for scholarship; academic personnel review process, time periods and evaluation criteria; and dossiers and promotion.*

The university’s Faculty Development Office is playing an integral role in developing a UC Davis Schools of Health Mentorship Academy which will provide key infrastructure support and a centralized system to augment (rather than replace) department-based mentorship activities. The Feb-Mar 2011 newsletter published by the Office describes plans for the Academy.

Brigham and Women’s Hospital, Mentoring Tool Kit

http://www.brighamandwomens.org/medical_professionals/career/cfdd/MentoringToolkit/default.aspx

Brigham and Women’s Hospital is a teaching affiliate of the Harvard Medical School. The hospital’s Center for Faculty Development and Diversity does not call its resources a “program” per se but offers a “Mentoring Tool Kit” which encompasses information on webpages and downloadable pdf resources for mentees and mentors. Although BWH does not have a formal program to match mentors and mentees, it offers to help faculty find a mentor. The site calls its Tool Kit “iterative.” It walks a potential mentee through the process of choosing a mentor and learning about mentoring relationships and responsibilities.

Of note are two elements that augment the iterative content: the site either tells the visitor precisely where to find information or uses the opened topics, which remain open, in the left navigation area to lead the visitor to sub-topics. While these elements are common on many websites, they weren't regular features on mentoring websites.

University of Kansas School of Medicine, Faculty Mentoring Program

<http://www.kumc.edu/som/facdev/mentoringoverview.html>

The School of Medicine offers a department-based schoolwide mentoring program. The department "ambassador," the department chair or designee assists with finding the new faculty member a mentor who is the "go-to person" with professional questions and career issues. In many situations more than one mentor is assigned but only one oversees the career through promotion. The intent of the SoM program is to combine career and research mentoring.

The website's "Helpful Recordkeeping Documents" link is formatted in bold for a reason—it contains a 43-page Faculty Mentoring Program guide as well as 18 other tools and resources, some of which were adapted from UC, Davis. The site notes that the "forms and tools were created as a convenience to faculty members in an effort to save time with reinventing the paperwork wheel....No item on the list is required ...feel free to use, download and customize to fit your personal needs..."

The program also offers the KU School of Medicine Virtual Mentor which uses an Q and A format to feature stories, struggles, advice and tips from members of the faculty. They provide insight into their decision to enter the field of academic medicine and what motivates their work and life. Faculty members who have been the recipients of a prestigious award at the KU School of Medicine are invited to participate.

This mentoring program and website is cited simply because its content and navigation are simple. Other than beginning with a reference to the "pay it forward" theme illustrated by fields of multiplying Kansas sunflowers, the site communicates in a basic bulleted format with black font on white background and keeps the visitor focused on the content.

Columbia University Responsible Conduct of Research education

http://ccnmtl.columbia.edu/projects/rcr/rcr_mentoring/foundation/index.html

Mentoring is one of six courses on the Responsible Conduct of Research education website hosted by the Columbia Center for New Media Teaching and Learning. The site's content focuses on the mentor, featuring the usual description of a mentoring program, the importance of mentoring, and the roles, activities and responsibilities of mentors and trainees who are "science professionals."

The site is noteworthy in two ways. In addition to using what it calls "Foundation Text, the mentoring course employs case studies, annotated cases, Q and A sections, embedded videos and expert commentary by scientists to disseminate program topics. Among the topics of note are promotion of mentoring on ethics and the responsible conduct of research and the ethics of mentoring, including ethical issues that arise in the mentoring relationship.

University of Pittsburgh, Mentoring Resources Website

<http://www.icre.pitt.edu/mentoring/index.aspx>

The Mentoring Resources Website is sponsored by the Institute for Clinical Research Education at the University of Pittsburgh. The site serves as a knowledge base and provides resources for mentees and mentors at every stage of the relationship. The site uses a question and answer format to introduce topics such as effective communication, giving and receiving feedback, specific challenges and problem solving strategies and practical tips for resolving conflict. Rather than provide tools and resources for download, the site uses text on webpages to communicate information.

While the site is unique in using quotes from Lewis Carroll's *Through the Looking Glass* and *Alice's Adventures in Wonderland* to introduce mentoring topics, *it is cited here for covering topics and themes that emerge* in career interactions, communications and relationships—topics that aren't addressed on many mentoring sites.

2. *Insight into mentoring by seasoned mentors and mentoring program leaders.*

- Key components of a mentoring infrastructure are missing at the IU School of Medicine
- There are not many examples of programs on campus (even small scale programs) that we could catalog or that could be made available to other mentors and mentees outside the specific program. Most are examples of excellent mentoring relationships in individual laboratories.
- While important institutional resources exist within the university and in the Office of Faculty Affairs and Professional Development (like LAMP and FEED), there is no current Indiana University mentoring program that is scalable at the IU School of Medicine.
- Central investment is needed to create that infrastructure.
- Career mentoring needs an organized approach. Without structure, mentoring can be very heterogeneous, from “criminal to elegant.” It’s important to create guidelines and expectations, but over-structuring a program may have negative consequences. Assigning mentors doesn’t always work.
- It’s important to continue raising the visibility of a mentoring program. Create mentoring awards. To better communicate its resources, it may be prudent to reorganize the website presentation of mentoring resources.
- During scheduled meetings with mentees, mentors spend time a lot of time providing career counseling. In addition to mentoring infrastructure, there is a need for career counseling as an institutional resource.
- A mentoring model that depends on mentees identifying themselves by applying to the program will miss attracting faculty who believe they don’t need mentoring.
- The faculty members who tend to voluntarily show up for mentor training are the faculty who don’t need it; they are already successful mentors.

3. *Review existing IU School of Medicine mentoring resources, including those offered via the Office of Faculty Affairs and Professional Development website.*

Mentoring resources that are present:

Excellent mentoring relationships in some of the School’s individual laboratories or programs
Seasoned successful mentors capable of training new mentors
OFAPD faculty development workshops, seminars and mixers for mentees
Coaching services for leaders
An OFAPD website that is beginning to build traffic as a single point of information about professional development

Mentoring resources that are missing:

Institutional leaders publicly endorsing mentoring as valuable
Evidence of leadership’s commitment through provision of financial resources
Centralized School-wide mentoring infrastructure

Career counseling for mentees
Formalized documentation of mentorship outcomes
Financial support for faculty in selected mentoring leadership roles
Public recognition for mentoring excellence
A single repository of mentoring materials and resources for faculty and trainees
A mechanism to identify excellent mentors
A mechanism to identify faculty who are “falling between the cracks”

Mentoring resources that may be present:

Decentralized informal mentoring using models other than dyads
Current OFAPD professional development workshops or seminars appropriate for, but not put forward as, resources for mentees
Current OFAPD resources for researchers other than basic scientists
Experienced mentors who could provide career counseling

Recommendations

1. Relatively low cost
 - 1.1. Redesign the OFAPD website to centralize the mentoring content already available there
 - 1.2. Public statement by the Dean of the School of Medicine (SOM) on OFAPD website and other appropriate outlets testifying to the institutional commitment to mentoring
 - 1.3. Public statement by OFAPD detailing current SOM financial support for mentoring
 - 1.4. Begin a School of Medicine Annual Faculty Award for Mentoring Excellence
 - 1.5. Require new tenure track faculty to acquire a critical number of OFAPD “credit hours” as part of their requirements for promotion with a small number of required courses
2. Relatively moderate cost
 - 2.1. Substantively upgrade the OFAPD website to include access to the full range of mentoring resource materials available on the internet and as typified by the best practices websites
 - 2.2. Adapt existing resource materials available on the internet to make them more relevant to IU SOM mentoring activities and more easily obtainable via the OFAPD website
 - 2.3. Identify a small number of IU SOM faculty with extensive mentoring experience to serve as career counselors at the School level and support these efforts financially
3. Relatively high cost
 - 3.1. Develop and implement a plan for assessing all new faculty members for their mentoring and professional development needs
 - 3.2. Develop and implement a plan for providing exceptional professional development and leadership resources to a small number of high potential SOM faculty
 - 3.3. Develop and implement a plan for identifying problem mentors or problem mentees (How do you identify and engage the faculty who do not know they need help?)
 - 3.4. Establish a SOM Czar for Mentoring to oversee a school-wide program emanating from OFAPD and provide substantial FTE support for these activities. Consider rotating this position on an annual or every 2-3 basis.

Appendix

Callahan CM. Project Description for IUSM Mentoring Resource Guide. Aug, 2010.

Buchanan NN. List of Mentoring Websites and Pages Derived from Internet Search. Oct-Mar, 2010-2011.

Association of American Medical Colleges. Medical School Based Mentoring Programs. Oct, 2010.
https://www.aamc.org/members/gwims/recommended_reading/

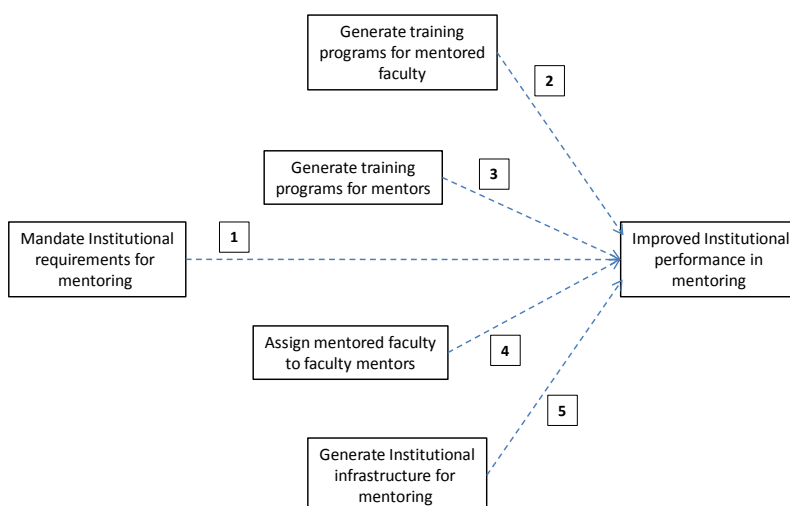
Faculty Development Office. Faculty NEWSLETTER. University of California, Davis. Feb-Mar, 2011.
http://www.ucdmc.ucdavis.edu/facultydev/pdfs/FacDevNLFeb_Mar2011.pdf

Project Description for IUSM Mentoring Resource Guide

Following the completion of the IUSM Task Force of Mentoring report in August 2009, we are moving forward with the production of draft document that might serve as an initial IUSM Mentoring Resource Guide using FTE support and resources through Dr. Callahan's K24 Award. The Task Force on Mentoring concluded that: *“the IUSM could better serve the needs of mentors and mentored-faculty through Institutional (centralized) initiatives that would complement Departmental (local) efforts.”* This proposed project addresses item six from among the six “next step” recommendations in the Task Force Report as repeated below:

6. Develop a menu or tool-kit of mentoring materials and resources that could be adopted at a program level based on needs and interests of individual programs.

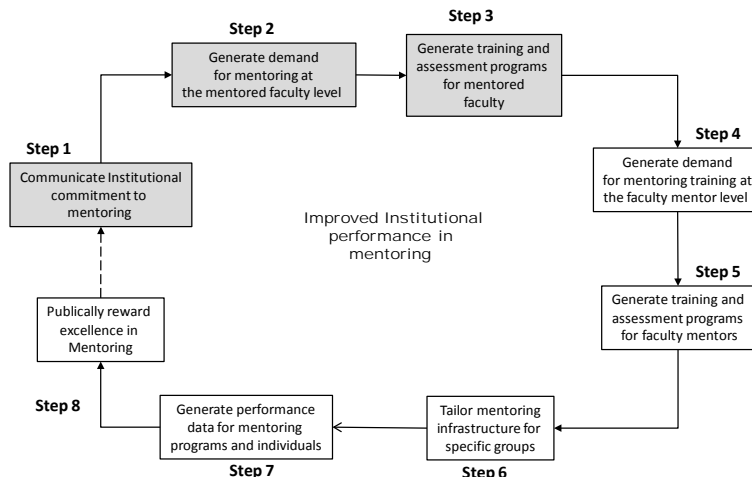
In both the work of the Task Force and in conversations with local and national leaders in mentoring programs, we learned of multiple past or ongoing efforts to improve mentoring at academic medical centers. The figure below depicts five common strategies employed at the Institutional level to improve performance in mentoring.



Some of these strategies (and their combinations) have had limited success in local and national models, but we have not identified a strategy or model that has been demonstrated as a resounding success (nor have most been rigorously evaluated). Among the strategies in the figure above, institutional (unfunded) mandates and structured (forced) assignment of mentor-mentee pairs are regarded as failed strategies. Locally, we also identified the problem that Institutional infrastructure does not always reach the intended audience. There may be problems in the local environment that prevent mentors and mentees from accessing local resources, including each other. Finally, there are limited Institutional resources to support major new programming in mentoring. Based on the findings from the Task Force and our understanding of the strengths and weaknesses of approaches adopted at other Schools of Medicine, we are proposing a framework that focuses first on **generating demand and connecting demand to existing resources**. This strategy addresses the following question:

If there were an IUSM faculty member interested in receiving mentoring, how could we best help this faculty member access currently available resources?

The rationale for this approach is depicted in the conceptual framework on the following page. Our initial efforts would focus on the shadowed boxes (Steps 1-3) in this model.



We believe that important institutional resources for mentoring already exist at the IUSOM but that they are poorly organized and communicated and therefore difficult to access. They are also difficult to access because other institutional priorities block access to interested faculty. The plan is to: (a) inventory local resources; (b) fill important gaps in these local resources; (c) produce a portal to these local resources through the OFAPD website; and (d) widely communicate the availability of this new “portal for mentoring” through a range of media options that target all IU faculty. The approach seeks to generate demand for mentoring at the level of potential faculty mentees and then to steer them to existing resources and in the process celebrate institutional commitment to mentoring through these actions.

The proposed six month timeline is described in the table below:

Deliverable	Timeline
Complete inventory of local resources	October 2010
Gap analysis of local resources based on national best practice models	November 2010
Draft recommendations to remodel OFAPD website to include a tab and materials consistent with a local Mentoring Resource Guide	Decemeber 2010
Distribute drafts to members of former IUSM Task and others for comment	January 2010
Finalize recommendations for IUSM Mentoring Resource Guide to OFAPD	February 2011

Listing of Mentoring Websites and Pages from Internet Search

Organizations	Listed 2010 AAMC	SOM	Unit Name	Comment
AAMC			Medical School Based Mentoring Programs https://www.aamc.org/download/53332/data/mentoringprograms10.pdf	Listing is result of solicitation for information on medical school-based career and leadership development programs; published October 2010
AAMC			AAMC Faculty Vitae https://www.aamc.org/members/gfa/145974/faculty_vitae/	Faculty Vitae is a professional development resource for faculty at medical schools and teaching hospitals; site offer The Educator Portfolio pdf for download
AAMC			Association of American Medical Colleges Mentor Grad Student Compact https://www.aamc.org/initiatives/49782/gradcompact/	
AHA			American Heart Association Mentoring Handbook http://www.americanheart.org/downloadable/heart/1066246125811MentorBook.pdf	117-page handbook for mentors and mentees; cover basic science, clinical science, population health, women, minorities
APA			American Psychological Association http://www.apa.org/research/responsible/mentoring/index.aspx	
APS			The American Physiological Society http://www.the-aps.org/careers/careers1/mentor/guide.htm	
AWIS			Association for Women in Science http://www.awis.org/displaycommon.cfm?an=1&subarticlenbr=37	
HHMI			Howard Hugh Medical Institute http://www.hhmi.org/resources/scientists.html http://www.hhmi.org/resources/labmanagement/	Entering Mentoring: Training Scientist Mentors supported by HHMI
I-TECH			I-TECH, International Education & Training Center on HIV http://www.go2itech.org/HTML/CM08/index.html	Collaboration of the University of Washington and UCSF; supported by HRSA HIV/AIDS Bureau and the CDC
NIH			National Institutes of Health http://www1.od.nih.gov/oir/sourcebook/ethic-conduct/mentor-guide.htm http://sourcebook.od.nih.gov/ethic-conduct/mentor-guide.htm	A Guide to Training and Mentoring in the Intramural Research Program at NIH
NIH			A guide to Training and Mentoring in the Intramural Research Program at HHMI. http://sourcebook.od.nih.gov/ethic-conduct/TrainingMentoringGuide_7.3.02.pdf	
			Advisor, Teacher, Role Model, Friend on Being a Mentor to Students in Science and Engineering http://www.nap.edu/readingroom/books/mentor/#committee	National Academies Press
			MedEd Mentoring http://www.mededmentoring.org/default.asp	MedEd Mentoring is a mentoring and career development initiative providing tools and resources for mentees, mentors, and mentors-in-training in geriatric mental health research.
			MentorNet http://www.mentornet.net/	e-mentoring for diversity in engineering and science
			Pharmacy Now Mentor http://www.pharmacynow.org/mentor/default.asp	Student doctor network forum
			The Mentor Directory http://www.mentors.ca/mentor.html http://www.peer.ca/peer.html	Mentoring via Peer Resources
			Virtual Mentor, American Medical Association Journal of Ethics http://virtualmentor.ama-assn.org/	
Universities	Listed 2010 AAMC	SOM	Unit Name	Comment
Arizona	A	X	University of Arizona College of Medicine http://www.facultyaffairs.med.arizona.edu/careerDevelopment.cfm	Mentoring at the department level in School of Medicine
Arkansas		X	University of Arkansas for Medical Sciences http://www.uams.edu/facultyaffairs/mentoring_resources.asp http://www.uams.edu/facultyaffairs/word%20docs/Measuring%20the%20Effectiveness%20of%20Faculty%20Mentoring%20Relationships.pdf http://www.uams.edu/facultyaffairs/wfcd_files/advising%20program.asp	paper = Measuring the Effectiveness of Faculty Mentoring Relationships Faculty Affairs - Women's Caucus Advising Program UAMS guide is Georgetown's
Baylor	A	X	Baylor College of Medicine http://www.bcm.edu/cfar/index.cfm?PMID=2415 http://www.bcm.edu/neurology/education/program_design/research_mentorship.html http://www.bcm.edu/fac-ed/epcr/index.cfm?PMID=0 http://www.bcm.edu/pediatrics/criticalcare/index.cfm?PMID=16948 http://www.bcm.edu/fac-ed/epcr/index.cfm?pmid=6468	Mentors in departments. Has educator peer coaching and review
Boston	A	X	Boston University School of Medicine http://www.bumc.bu.edu/facdev-medicine/mentoring/ http://www.bumc.bu.edu/facdev-medicine/mentoring/ecfdp/	Excellent online description of how the program was developed; includes executive summary. Early career faculty development program for tenure-track faculty members. Mentor within same division but outside his or her own department. K Community has a Needs Survey

Listing of Mentoring Websites and Pages from Internet Search

Brigham and Women's Hospital	A	<p>Brigham and Women's Hospital Center for Faculty Development & Diversity http://www.brighamandwomens.org/medical_professionals/career/cfdd/EventsandPrograms/Mentoring.aspx?subID=submenu3 http://www.brighamandwomens.org/medical_professionals/career/cfdd/MentoringToolkit/default.aspx http://www.brighamandwomens.org/medical_professionals/career/cfdd/FMLP/default.aspx http://www.brighamandwomens.org/Medical_Professionals/career/CFDD/EventsandPrograms/BLP.aspx</p>	<p>Faculty Mentoring Program and Faculty Mentoring Leadership Program. The Community of Mentors: 3 Tiers of Support; published mentor and junior faculty guidelines in pdfs. Sample of where to add mentoring activities to their CV template. Section on Managing Complex Mentoring Situations</p>
British Columbia	X	<p>University of British Columbia Faculty of Medicine http://www.med.ubc.ca/faculty_staff/Professional_Development/For_Faculty/mentoring.htm http://www.med.ubc.ca/_shared/assets/Early_Career_Mentoring_Handbook14506.pdf</p>	<p>25 page guide Early Career Faculty Mentoring Handbook</p>
Brown	X	<p>Brown University collaborating with Division of Biology and Medicine http://www.brown.edu/Administration/Provost/Advance/mentor.html https://wiki.brown.edu/confluence/display/advance/Mentoring+Resources</p>	<p>One-on-One Faculty Mentoring Program Guide for Participants ADVANCE Program</p>
Children's Boston	A	<p>Children's Hospital Boston Office of Faculty Development http://www.childrenshospital.org/cfapps/research/data_admin/Site2209/mainpageS2209P1.html</p>	<p>Same mentor and junior faculty guides as Brigham and Women's</p>
Cleveland Clinic		<p>Cleveland Clinic - Cleveland Clinic Academy http://academy.clevelandclinic.org/StaffMentoring/tabid/1800/Default.aspx</p>	<p>Cleveland Clinic calls program "Staff Mentorship" (MDs, DOs, PhDs). Organizers interview K award recipients to identify their concerns about professional advancement. Both mentors and protégés participate in ten monthly discussions organized around those themes. Department chairs include mentoring in annual reviews of faculty.</p>
Columbia		<p>Columbia University Responsible Conduct of Research education http://ccnmtl.columbia.edu/projects/rcr/rcr_mentoring/foundation/index.html http://ccnmtl.columbia.edu/projects/rcr/index.html</p>	<p>Mentoring is one of six courses on Responsible Conduct of Research website portal; promotes awareness of ethics; each course offers intro, case study, Q & A, Annotated Case, Foundation Text, Resources, Conclusion; most content is for mentor. Mentoring on ethics and ethics in mentoring. Embedded videos by faculty highlight the value of mentoring.</p>
Connecticut		<p>Connecticut Children's Medical Center http://199.231.18.154/professionals/development.asp</p>	<p>Faculty Development and Academic Affairs</p>
Drexel University	X	<p>Drexel University College of Medicine http://www.drexelmed.edu/ http://www.drexelmed.edu/Home/OtherPrograms/ExecutiveLeadershipinAcademicMedicine.aspx</p>	<p>Mentoring through ELAM Executive Leadership in Academic Medicine program</p>
Duke University	X	<p>Duke University School of Medicine http://medschool.duke.edu/modules/som_facdev/index.php?id=2 https://www.dtmi.duke.edu/for-researchers/training-education/mcrsp</p>	<p>Faculty Mentoring Guide is VCU Feb 2011 Due to financial issues, we are unable to accept applications for the MCRSP KL2 this year.</p>
East Carolina University	X	<p>East Carolina University Brody School of Medicine http://www.ecu.edu/cs-dhs/bsomaa/development.cfm http://www.ecu.edu/cs-dhs/bsomfacdev/index.cfm http://www.ecu.edu/cs-acad/ofe/mentoring.cfm</p>	<p>Office of Faculty Development and Office for Faculty Excellence mentoring through Allied Health</p>
Eastern Virginia	X	<p>Eastern Virginia Medical School http://www.evms.edu/women/wim.html</p>	<p>Website not updated; Office of Faculty Development</p>
Emory University	A X	<p>Emory University School of Medicine http://med.emory.edu/dean/faculty_dev.cfm http://med.emory.edu/faculty_dev/training/faculty_courses/jr_faculty_dev.html http://www.hr.emory.edu/eu/employeestoolkit/professionaldevelopment/mentoremary/index.html</p>	<p>Junior Faculty Development Course for instructors and asst prof by nomination for SOM and business school; Mentoring Program tab is empty. "Mentor Emory" program through Human Resources in Division of Finance and Administration</p>
Georgetown	X	<p>Georgetown Medical School Mentoring Program http://gumc.georgetown.edu/evp/facultyaffairs/mentoringprogram/</p>	<p>Guidelines for Mentor and Mentees</p>
Harvard	X	<p>Harvard Medical School http://www.hms.harvard.edu/gradprograms/scsp/mentoring.html http://www.faculty.harvard.edu/development-and-mentoring/faculty-mentoring-resources http://www.alumni.hbs.edu/volunteers/mentoring/</p>	<p>Scholars in Clinical Science Program two-year post-graduate training program in clinical investigation, formal didactic course work, longitudinal clinical research seminar series, mentored clinical research project. Development and mentoring through HU Faculty Development and Diversity; CHADD: Consortium of Harvard Affiliated Offices of Faculty Development and Diversity; Women's Mentoring Program through Harvard usiness School</p>
Hawaii	X	<p>University of Hawaii Manoa John A. Burns School of Medicine http://www.fmp.hawaii.edu/index.html http://www.fmp.hawaii.edu/fac_dev.html</p>	<p>Faculty Mentoring Program through Office of Faculty Development and Academic Support; very small site; Manoa offers medical school</p>

Listing of Mentoring Websites and Pages from Internet Search

Iowa		X	University of Iowa Carver College of Medicine http://www.medicine.uiowa.edu/faculty/facultyaffairs/mentoring.html http://www.provost.uiowa.edu/mentoring/faculty.htm	Small site, links to a few tools
Johns Hopkins		X	Johns Hopkins Medicine http://www.hopkinsmedicine.org/fac_development/career/general/ http://www.hopkinsmedicine.org/gim/core_resources/CEMSP.html http://www.hopkinsmedicine.org/mdphd/Academics/Mentoring.html http://www.jhsph.edu/mindbodyresearch/mentoring_program/	Johns Hopkins Medicine Career and Professional Development Johns Hopkins School of Public Health Center for Mind-Body Research
Kansas		X	University of Kansas School of Medicine http://www.kumc.edu/som/facdev/ http://www.kumc.edu/som/facdev/Introduction.html http://www.kumc.edu/som/facdev/mentoringoverview.html http://www.kumc.edu/som/facdev/mentoring_tools.html	Faculty Mentoring Program 43 pages pdf Documents and Tools page Uses UCSF and UC Davis forms
Massachusetts	A	X	University of Massachusetts Medical School http://www.umassmed.edu/ofa/develop/junior.aspx http://www.umassmed.edu/ofa/mentoring/overview.aspx http://www.umass.edu/ofd/mentoring/index.html = Amherst	Webpages offer mentor toolbox and mentee toolbox- each are one webpage long. Umass also offers Faculty Development Program; some pages are Amherst, some Worcester.
Miami		X	University of Miami School of Medicine http://researchedu.med.miami.edu/x16.xml	Office of Research Education and Training; mentoring not mentioned
Michigan		X	University of Michigan Medical School http://med.umich.edu/medschool/faculty/career_dev.htm http://sitemaker.umich.edu/advance/career_advising http://sitemaker.umich.edu/advance/career_advising_mentoring_for_faculty http://www.advance.rackham.umich.edu/career%20advising.pdf http://www.crlt.umich.edu/faculty/facment.php	ADVANCE Career Advising ADVANCE Giving and Getting Career Advice: A Guide for Junior and Senior Faculty (career vs mentoring) Discipline-specific resources listed on website for University of Michigan Center for Teaching and Learning
Michigan State		X	Michigan State University College of Human Medicine http://fod.msu.edu/LeadershipResources/mentoring/index.asp http://www.hr.msu.edu/documents/facacadhandbooks/facultyhandbook/mentoring.htm http://www.adapp-advance.msu.edu/project/faculty-mentoring	Mentoring through Office of Faculty and Organizational Development
Minnesota		X	University of Minnesota Medical School http://www1.umn.edu/ohr/teachlearn/graduate/pft/mentoring/ http://www.academic.umn.edu/provost/faculty/pdf/plead.ppt	Center for Teaching and Learning mentoring slides by Dr. Carole J. Bland
Mount Sinai		X	Mount Sinai School of Medicine http://www.mssm.edu/education/institute-for-medical-education/mentorship-and-scholarship http://www.mssm.edu/education/institute-for-medical-education/resources	New initiative to guide faculty through the process of turning educator activities into scholarly activities and then into scholarship; slides by CJ Bland
North Carolina		X	University of North Carolina School of Medicine http://www.psychiatry.unc.edu/policies-and-procedures/faculty-mentoring/unc-department-of-psychiatry-mentoring-plan?searchterm=faculty+mentoring http://pharmacy.unc.edu/faculty/bill-and-karen-campbell-faculty-mentoring-program/tips-for-mentors-and-mentees	Faculty mentoring at the department level Department of Psychiatry Chapel Hill Eschelman School of Pharmacy
Northeastern Ohio	A	X	Northeastern Ohio Universities College of Medicine and College of Pharmacy http://www.neoucom.edu/mentormatch/ http://www.neoucom.edu/audience/faculty/FacStaffServices/FacultyAffairs/ProspectiveFaculty	NEUCOM Northeastern Ohio Universities Colleges of Medicine and Pharmacy
Penn State		X	Penn State Hershey College of Medicine http://www.pennstatehershey.org/web/opd/home/programs/mentoring http://www.pennstatehershey.org/web/opd/home/programs/junior	Junior Faculty Development Program and Mentoring Academy for mentors; functional mentoring
Pennsylvania	A	X	University of Pennsylvania School of Medicine http://www.med.upenn.edu/fapd/professional.shtml http://somapps.med.upenn.edu/fapd/documents/pl00021.pdf http://www.med.upenn.edu/fapd/	Penn Medicine Faculty Affairs & Professional Development - ADVANCE pdf from 1999 - source?
Pittsburgh		x	University of Pittsburgh School of Medicine http://www.icre.pitt.edu/mentoring/index.aspx http://www.ame.pitt.edu/	Institute for Clinical Research Education - addresses conflicts, problem solving, effective communication, problem-solving strategies, ethics in mentoring. Academy for Master Educators
Rush	A		Rush University Medical Center http://www.rushu.rush.edu/researchmentoringprogram http://www.rushu.rush.edu/servlet/Satellite?MetaAttrName=meta_audience_portal&ParentId=1280151411592&ParentType=RushUnivLevel2Page&c=content_block&cid=1280754295273&level1-p=2&level1-pp=1229277694983&level1-ppp=1229277694983&pagename=Rush%2Fcontent_block%2FContentBlockDetail&rendermode=preview	The Research Mentoring Program was established in 2006 to prepare junior investigators to lead funded translational research programs: 3 tracks. See fall and spring course schedules. Hosts Mentee Writing Accountability Group.

Listing of Mentoring Websites and Pages from Internet Search

RWJ		X	Robert Wood Johnson Medical School http://rwjms.umdnj.edu/faculty/faculty_development/mentoring.html	Formal program proposed in 2002
Southern Illinois		x	Southern Illinois University School of Medicine http://www.siumed.edu/edaff/mppee/	Mentored Professional Enrichment Experience MPEE is for medical students; didn't locate faculty mentoring program
Stanford	A	X	Stanford University School of Medicine Faculty Mentoring Program http://facultymentoring.stanford.edu/ http://med.stanford.edu/diversity/leaders/fellows.html	Temp mentor assigned; may change. Mentor-mentee matching by research interest. Faculty Fellows Leadership Program offered to selected mid-level faculty members on track to become high-level leaders
Texas Tech		X	Texas Tech Paul L Foster School of Medicine http://www.ttuhscc.edu/elpaso/admin/documents/manual_for_faculty_mentoring.pdf	Link is to 48-page manual
UC Berkeley			UC Berkeley Academic Affairs and Faculty Welfare http://vpaafw.chance.berkeley.edu/mentoring/	
UC Davis		X	University of California Davis School of Medicine http://www.ucdmc.ucdavis.edu/facultydev/mentoring.html	Career Mentoring Handbook 2009-2010. Helpful in setting up a program.
UC LA			UCLA Council of Advisors Program http://www.faculty.diversity.ucla.edu/mentor/index.htm http://www.faculty.diversity.ucla.edu/mentor/docs/CareerAdvHndbook.pdf	UCLA Council of Advisors creates Faculty Advising Handbook; includes info about mentoring
UC San Diego	A	x	University of California San Diego Academic Affairs http://nclam.ucsd.edu/ http://somapps.med.upenn.edu/fapd/documents/pl00021.pdf http://academicaffairs.ucsd.edu/faculty/programs/fmp/default.htm#INTRODUCTION	NCLAM-National Center of Leadership in Academic Medicine. Junior faculty for a seven-month program, faculty development workshops, a junior/senior mentoring relationship based on a professional development contract, academic strategic career planning, and individual academic performance counseling sessions; emphasizes understanding of the UCSD Health Sciences educational mission as well as the research and clinical practice. SOM mentoring links to U Penn document.
UC San Diego		X	University of California San Diego National Center of Leadership in Academic Medicine http://nclam.ucsd.edu/	Health Sciences Junior Faculty Members 7-month program that involves faculty mentoring; NCLAM lists faculty mentors as "participants." Open to SOM departments.
UC San Francisco	A	X	University of California, San Francisco Faculty Mentoring Program http://academicaffairs.ucsf.edu/mentoring/ TIP-TOP Teaching Improvement - Teaching Observation Program http://medschool.ucsf.edu/academy/faculty_development/tip-top.aspx	Faculty Mentoring Program for new and junior faculty who are paired with career mentor in their depts/divisions; facilitators in each d/d. M Feldman noted in late 2010 website being reorganized. TIP-TOP is in Academy of Medical Educators; voluntary; mentor and training workshops will be replaced by online training module with new materials and 24/7 access; expected spring 2011.
UC SF CTSI			UC San Francisco Clinical and Translational Science http://ctsi.ucsf.edu/training/mdp-announcement http://ctsi.ucsf.edu/training/mdp-materials http://ctsi.ucsf.edu/training/grants-library	Offers Mentor Development Program with course materials. Site offers K proposal library.
Virginia Commonwealth University	A	X	Virginia Commonwealth University School of Medicine http://www.medschool.vcu.edu/facultyaffairs/career_dev/mentoring.html http://www.medschool.vcu.edu/facultyaffairs/career_dev/facultymentoringguide/index-2.html Academy of Mentors http://www.cctr.vcu.edu/education/mentors.html	VCU Faculty Mentoring Guide pdf revised 2002? Formal mentoring pool identified by the VCU Center for Clinical and Translational Research as faculty likely to provide exemplary mentoring.
Washington			University of Washington Graduate School http://www.grad.washington.edu/mentoring/gradfacultymentor.pdf http://www.engr.washington.edu/advance/mentoring/ http://www.engr.washington.edu/advance/mentoring/pretenure.html	How to Mentor Graduate Students 52-page manual. UW ADVANC program for women. Has webpage for mentoring pre-tenure women.
Washington State University			Washington State University http://provost.wsu.edu/faculty_mentoring/guidelines.html	Faculty Mentoring Guidelines - webpage applicable to introducing faculty to a new program
Washington University	A	X	Washington University School of Medicine http://medofa.wustl.edu/medofa/ofa.nsf/WV/A2A7BC2B3A1F3E4886257482005D3734?OpenDocument	Piloting peer mentoring program; may expand 2011. Mentoring page blank on 3/31/2011
Wisconsin Madison			University of Wisconsin - Madison http://www.secfac.wisc.edu/wfmp/resources.htm http://www.secfac.wisc.edu/wfmp/resources3b.htm	Women Faculty Mentoring Program
Wisconsin Madison CTSI			University of Wisconsin Madison https://ictr.wisc.edu/MentorTrainingStudy	Institute for Clinical and Translational Research. Describes mentor training study
Wisconsin Oshkosh			University of Wisconsin, Oshkosh ACES Mentoring Network http://www.uwosh.edu/mentoring/ http://www.provost.wisc.edu/women/mentor.html	Totally new program and pages are coming online by the day...but continue to use drop down boxes at top; links at bottom. ACES=Academic & Classified Employee Support. Appears to target faculty, staff and students. Women Faculty Mentoring Program at the University of Wisconsin-Madison



Medical School Based Mentoring Programs

For updates to this document, please email: old@aamc.org

Last updated: October 2010

Medical School Based Mentoring Programs

Medical School Based [Mentoring Programs](#) are highly useful in developing faculty careers; particularly those of women and minority faculty who are exposed to cultural barriers. Mentoring programs provide junior faculty the opportunity to share an informal and non-evaluative relationship with a senior faculty member. These relationships are priceless; they foster and guide career growth, nourish skill sets, and give junior faculty the extra “push” they need to launch their careers.

The mentoring programs described in this catalog are a result of solicitations for information on medical school based career and leadership development programs. The descriptions for mentoring programs are to assist other medical schools in developing similar programs for faculty.

If you wish to add your school’s mentoring program to the catalog, please contact Jarod Field at old@aamc.org.

Medical School Listing

Baylor College of Medicine
Brigham and Women’s Hospital
Boston University School of Medicine
Children’s Hospital Boston
Emory University School of Medicine
Northeastern Ohio Universities College of Medicine
New York University School of Medicine
Rush University Medical Center

Stanford University School of Medicine
University of Arizona College of Medicine
University of California, San Diego School of Medicine
University of California, San Francisco
University of Massachusetts Medical School
University of Pennsylvania School of Medicine
Virginia Commonwealth University School of Medicine
Washington University

MENTORING PROGRAMS

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Sponsor	Program	Program Description & Website	Audience	Contact Information
Baylor College of Medicine	Peer mentoring	Educator peer coaching and review is a valuable mechanism for the continuing improvement of faculty educational skills. Two models are taught and can be used as a formative or summative evaluation. One is a self-initiated technique, Critical Pairs, where interested faculty can pair up to provide reciprocal reviews. Through a second model, the Educator Consultation Program, faculty members can request a confidential peer consult for a particular area of interest and select a specific volunteer reviewer with advanced training in that area. http://www.bcm.edu/fac-ed/epcr/	Medical educators: clinical or basic science	Anne C. Gill, DrPH, MS, RN Assistant Professor, Pediatrics Co-Director, Educator Consultation Program Office of Curriculum One Baylor Plaza, M301 Houston, Texas 77030-3498 Tel: 713-798-7817 Fax: 713-798-8522 gill@bcm.tmc.edu
Brigham and Women's Hospital	Faculty Mentoring Leadership Program	The Faculty Mentoring Leadership Training Program is a year-long seminar, meeting monthly, to foster a collaborative atmosphere among faculty who are mentors, while they simultaneously acquire skills through advanced faculty development. Participants learn from facilitators, guest speakers and one another in a peer learning context with a goal of becoming effective mentors as well as future facilitators to broaden the impact of the program across all BWH faculty. http://www.brighamandwomens.org/CFDD/fmlp/	Mid to Late Career Physicians and Scientists with 5-plus years of Mentoring Experience	Audrey Haas Executive Director Center for Faculty Development & Diversity Brigham and Women's Hospital 1620 Tremont Street, 3-014 Boston, MA 02120 617-525-7646 BWHCFDD@partners.org
Boston University School of Medicine	Early Career Mentorship Program	Yearlong, structured mentoring program solicits applications from junior faculty who seek guidance on an intellectual project. The 16 participants chosen receive didactic training, peer mentoring, and one-on-one functional mentoring to achieve their goal. http://www.bumc.bu.edu/facdev-medicine/mentoring/	Assistant Professors	Peter S. Cahn, Ph.D. Director of Faculty Development and Diversity Department of Medicine, Boston University Evans 123, 75 East Newton Street Boston, MA 02118 617-414-1508 617-638-7199

<p>Children’s Hospital Boston</p>	<p>Beyond the dyadic model of mentoring - Community of Mentors and Developmental Networks</p>	<p>Recognizing the value of mentoring for clinical, teaching, and research careers, the Community of Mentors was developed at Children’s Hospital Boston (CHB) so that all junior faculty would have access to a mentor or a mentor team. Community of Mentors is a three-tier system, running the spectrum from providing logistical panels in Tier 2, to enabling committed personal and professional relationships in Tier 3. The Community of Mentors framework has been expanded to highlight Developmental Networks (based on the works of Kram, Higgins and Thomas). These simultaneously held relationships, which include one's Community of Mentors as well as colleagues, juniors, mentees, family, and friends provide access to knowledge, opportunities, and resources across institutions and cultures. The CHB Office of Faculty Development provides comprehensive Guidelines for Mentors and Junior Faculty (available on our website). We also co-sponsor (with other Harvard Medical School affiliated hospitals) annual faculty leadership and mentoring courses. CHB faculty mentors are recognized for excellence in mentoring at an annual Harvard Medical School Mentoring Awards ceremony, and featured in our the CHB Faculty Newsletter <i>Perspectives</i>.</p> <p>http://www.childrenshospital.org/research/ofd</p>	<p>Junior faculty</p>	<p>Maxine Milstein, MBA Administrative Director Office of Faculty Development Children's Hospital Boston 300 Longwood Avenue, LO637 617-355-2922 FAX: 617-730-0343</p> <p>maxine.milstein@childrens.harvard.edu</p>
<p>Emory University School of Medicine</p>	<p>Junior Faculty Development Course</p>	<p>The Junior Faculty Development Course is a 5 month course designed for instructors and assistant professors which features faculty from both the SOM and Goizueta Business School. The course presents a large body of information in a variety of formats such as didactic presentations, panel discussions, group and individual exercises, and case-based problem solving.</p> <p>http://med.emory.edu/dean/faculty_dev.cfm</p>	<p>Instructors and assistant professors in the SOM by nomination</p>	<p>Sharon Weiss, MD Associate Dean for Faculty Development 404-727-7395 sweiss@emory.edu</p>

<p>Northeastern Ohio Universities College of Medicine</p>	<p>Mentor Match</p>	<p>Opportunity for NEOUCOM faculty to register online as a faculty mentor and/or faculty mentee. Process and guide for establishing a time-limited mentoring relationship with a faculty colleague who has expertise/interest in the mentee’s specific learning objective. Online mentoring contracts and feedback forms provide tracking for mentoring outcomes and program evaluation.</p> <p>http://www.neoucom.edu/audience/continuingeducation/resources/masterteachers/mentormatch</p>	<p>Junior, mid-level and senior clinical and basic sciences faculty in medicine and pharmacy</p>	<p>Ellen Whiting, M.Ed. Assistant Professor of Family Medicine Director of Faculty Development Northeastern Ohio Universities Colleges of Medicine and Pharmacy 4209 State Route 44 PO Box 95 Rootstown OH 44272-0095 330-325-6775 Fax: 330-325-5903</p> <p>ewhiting@neoucom.edu</p>
<p>New York University School of Medicine</p>	<p>Dean’s Committee on Women Mentoring Program</p>	<p>The Mentoring Program addresses concerns of women medical and graduate students to improve the environment for women students. The mentoring program was established to facilitate interaction between women students and women faculty and house staff. Self-identified women medical and graduate students, are paired with women physicians at all levels, from senior residents to heads of departments, in a field in which the student expresses interest.</p> <p>http://dcw.med.nyu.edu</p>	<p>Women medical and graduate students</p>	<p>Carol Bernstein, MD 212-263-6152</p> <p>Carol.bernstein@nyumc.org</p> <p>dcw@nyumc.org</p>
<p>Rush University Medical Center</p>	<p>Research Mentoring Program</p>	<p>The Research Mentoring Program was established to prepare junior investigators with the ability to lead funded programs of translational research. The program has three translational research tracks: clinical (outcomes, behavioral interventions, decision making, communication, and patient safety); population-based (epidemiologic); and laboratory-based. A wide range of resources is available, including: statistical support, data management, professional grant writing and manuscript editing, graphics consulting, and research support. The program also provides regular workshops, seminars, and numerous research meetings in a variety of areas.</p> <p>http://www.rushu.rush.edu/researchmentoringprogram</p>	<p>All investigators (e.g., residents, interns, fellows, instructors, all faculty members)</p>	<p>Kimberly Skarupski, PhD, MPH Director, Rush Research Mentoring Program Kidston House 630 S. Hermitage, Suite 606 Chicago, IL 60612 312-563-3146 Kimberly_skarupski@rush.edu</p> <p>Sandra Mata Research Coordinator (312) 563-3130</p>

Medical School Based Mentoring Programs



<p>Stanford University School of Medicine</p>	<p>Faculty Fellows Program</p>	<p>The Faculty Fellows program focuses on a select group of Assistant and Associate Professors. The purpose of the Faculty Fellows program is to identify and develop a diverse group of faculty who has the potential to become our future leaders. During the year-long program, Fellows will attend a monthly dinner with key University leaders such as President John Hennessey, Provost John Etchemendy and Dean Philip Pizzo. Fellows will engage in discussion with these individuals about leadership philosophy, strategy and style—“Personal Leadership Lessons.” Fellows will interact in discussion with colleagues and explore their own ideas on how to address leadership challenges as their careers develop. On a monthly basis they will also meet in small groups with a senior professor, who will be their mentor. For more information, please visit our website.</p> <p>http://med.stanford.edu/diversity/leaders/fellows.html</p>	<p>Assistant and Associate Professors</p>	<p>Jennifer Scanlin Program Manager, Office of Diversity and Leadership Stanford University School of Medicine Li Ka Shing Center (LKSC) 291 Campus Drive West, LK3C14 MC: 5216 Stanford, CA 94305-5101 Phone- (650) 725-0052 Fax- (650) 725-0062</p> <p>jscanlin@stanford.edu</p> <p>http://med.stanford.edu/diversity</p>
<p>University of Arizona College of Medicine</p>	<p>Conversations with Colleagues</p>	<p>Conversations with Colleagues provides an opportunity for informal via roundtable discussions over the lunch hour. Two more senior faculty members, a clinician and a basic scientist, start the conversation around a topic chosen for the session. The invited faculty members each talk for a few minutes on the theme, based on their personal experiences, and then discussion is opened to all participants in a question and answer format. The series provides a venue for junior faculty to learn more about how to forge a successful career in academic medicine, as well as a unique opportunity for identifying both senior faculty and peers who could serve as mentors.</p> <p>http://www.facultyaffairs.med.arizona.edu/careerDevelopment.cfm</p>	<p>Junior and Mid-Level Faculty</p>	<p>Anne Wright PhD Associate Dean for Faculty Affairs University of Arizona College of Medicine PO Box 245017 1501 No. Campbell Ave Tucson, AZ 85724 520-626-6686 520-626-6604 (Fax)</p> <p>awright@arc.arizona.edu</p>

Medical School Based Mentoring Programs

<p>University of California, San Diego School of Medicine</p>	<p>National Center of Leadership in Academic Medicine (NCLAM)</p>	<p>This two-part program is designed to equip junior faculty participants with the knowledge, skills, and resources necessary to succeed in academic medicine. NCLAM begins with sixteen half-day workshops focused on leadership development and skill-building. During the second part of the program, each class member chooses an individual professional development project and works with a specially matched senior mentor.</p> <p>http://nclam.ucsd.edu/</p>	<p>UCSD Health Sciences Junior Faculty Members</p>	<p>Vivian Reznik, M.D., M.P.H. Associate Dean for Faculty Affairs Professor of Pediatrics and Family and Preventive Medicine UC San Diego School of Medicine 9500 Gilman Drive, 0602 92093-0602 858 822-3255</p> <p>vreznik@ucsd.edu</p>
<p>University of California, San Francisco</p>	<p>Faculty Mentoring Program for New and Junior Faculty</p>	<p>Mentoring facilitators are appointed in each Department/Division to work with the Director of Faculty Mentoring to oversee all aspects of the mentoring program. New and junior faculty are paired with at least one “career mentor”, a senior faculty member responsible for providing career guidance and support, in their home Department/Division. Faculty mentors can contribute significantly to the development of their mentees’ research, teaching and clinical skills, particularly with respect to career satisfaction, career management and collegial networking. Awards for excellence in mentoring have been established to recognize the importance of mentoring for UCSF faculty career development</p> <p>http://academicaffairs.ucsf.edu/mentoring/</p>	<p>Junior faculty (up to associate level) and new faculty (at UCSF for three years or fewer)</p>	<p>Sarah Zins Mentoring Program Coordinator Academic Affairs Analyst Office of the Vice Provost, Academic Affairs University of California, San Francisco 3333 California Street, Suite 295 San Francisco, CA 94143-0652 T 415.476.2015 F 415.476.5989</p> <p>sarah.zins2@ucsf.edu</p>
<p>University of California, San Francisco</p>	<p>Teaching Improvement-Teaching Observation Program</p>	<p>TIP-TOP is a voluntary peer mentorship program participated in by faculty of all levels and consists of observation of teaching followed by a feedback session. Established in 2005 and directed by the Faculty Development Working Group, TIP-TOP serves faculty across the School of Medicine, and working group members have given workshops on TIP-TOP to faculty and administrators of the School of Nursing, which is now piloting the program in the Masters Entry Program in Nursing (MEPN). Faculty from across UCSF are welcome to attend the TIP-TOP mentor orientation and training workshops given by working group members several times each year</p> <p>http://medschool.ucsf.edu/academy/faculty_development/tip-top.aspx</p>	<p>All Faculty</p>	<p>Kathleen Land Programs Analyst The Haile T. Debas Academy of Medical Educators UCSF School of Medicine 4 Koret Way, LR-102, Box 0563 San Francisco, CA 94143-0563 Tel. 415/514/2282 Fax 415/514/9264</p>

<p>University of Massachusetts Medical School</p>	<p>Faculty Mentoring Program</p>	<p>The Mentoring Program supports mentoring for professional and personal development in teaching, research, patient care and leadership. Mentees and mentors are supported through online resources, individual consultations, and professional development programs designed to enhance mentoring skills.</p> <p>http://www.umassmed.edu/ofa/mentoring/overview.aspx</p>	<p>Faculty seeking professional and personal development.</p>	<p>Robert J. Milner, PhD Associate Vice Provost for Professional Development UMass Medical School 55 Lake Avenue North Worcester, MA 01655 Phone: 508-856-1301 Fax: 508-856-2129</p> <p>robert.milner@umassmed.edu</p>
<p>University of Pennsylvania School of Medicine</p>	<p>Advance Faculty Professional Development Program</p>	<p>We encourage faculty to form a network of mentoring relationships with other faculty in the School of Medicine. As an initial step in forming these relationships, we advise them to search the online Faculty Expertise Database System (FEDS) to find colleagues with whom they may want to undertake specific projects. Faculty enter keywords for their research interests to discover other faculty with the same keywords in their research interest statements. These collaborations often develop into long-term mentoring relationships.</p> <p>The Advance program constitutes a form of group mentoring. Sessions fall into one of five domains: research, scientific writing, teaching excellence, career management and technology training.</p> <p>http://www.med.upenn.edu/fapd/advance</p>	<p>The Advance program targets faculty at the rank of Assistant Professor</p>	<p>Rachael J. Berget, M.Ed. Associate Director rberget@mail.med.upenn.edu 215 898-7160</p>
<p>Virginia Commonwealth University School of Medicine</p>	<p>Faculty Mentoring Guide</p>	<p>The Faculty Mentoring Guide is a printed guide to encourage mentoring activities. The guide contains a series of suggestions based on research, and includes template forms to assess need and monitor mentoring relations. There are suggestions for departments and divisions in devising mentoring programs.</p> <p>http://www.medschool.vcu.edu/facultyaffairs/career_dev/mentoring.html</p>	<p>Faculty clinicians, basic scientists, researchers, teachers, administrators or combination thereof; mentees and mentors</p>	<p>PonJola Coney, M.D. Senior Associate Dean for Faculty Affairs VCU School of Medicine P.O. Box 980565 Richmond, VA 23298-0565 804-628-2353 Fax 804-628-9978</p> <p>pconey@vcu.edu</p>

Medical School Based Mentoring Programs



<p>Virginia Commonwealth University School of Medicine</p>	<p>Academy of Mentors, VCU Center for Clinical and Translational Research (CCTR)</p>	<p>The Academy of Mentors is a formal mentoring pool identified by the VCU Center for Clinical and Translational Research as faculty likely to provide exemplary mentoring. Membership in the Academy is based on:</p> <ul style="list-style-type: none"> • Mentor credentials • Mentor characteristics • Mentor skills <p>A multidisciplinary committee selects the 30 top candidates based on breadth and quality of clinical and translational research and faculty mentoring record. Commitment to and enthusiasm for the CCTR program, membership from a cross section of schools and academic interests congruent with programmatic areas of strength (including significant representation from women’s health, rehabilitation science and substance abuse) and those highlighted in the university’s strategic plan also weighed in the decision.</p> <p>http://www.cctr.vcu.edu/education/mentors.html</p>	<p>Faculty</p>	<p>PonJola Coney, M.D. Director, VCU Academy of Mentors VCU School of Medicine P.O. Box 980565 Richmond, VA 23298-0565 804-628-1701 Fax: 804-828-4048</p> <p>pconey@vcu.edu</p>
<p>Washington University</p>	<p>Career Development and Mentor Program</p>	<p>Multi-faceted career development program for faculty to promote academic growth and development in the areas of research, patient care, teaching, mentorship, and leadership. The program includes education, resources, and services on a multitude of topics, including publishing, grantsmanship and teaching skills. This year, we are piloting a peer mentoring program in a clinical department and if it is successful, we will expand it school-wide in 2011.</p>	<p>Faculty from the School of Medicine</p>	<p>Karen L. Dodson Coordinator of Faculty Development and Academic Publishing Services Phone: 314-362-4181</p> <p>Karen.Dodson@wustl.edu</p> <p>http://medofa.wustl.edu</p>

faculty NEWSLETTER

Published by the Faculty Development Office

FEBRUARY – MARCH 2011

eventsCALENDAR

Workshops and other activities

You are invited! We encourage you to enroll in one of the various workshops, programs and events sponsored by the Faculty Development Office. For more event details and to register, visit www.ucdmc.ucdavis.edu/facultydev/ and click *Enroll Online*. (Event co-sponsors are indicated within parentheses.)

Volunteer Clinical Faculty members are also welcome and encouraged to attend faculty development events.

February

- 3** Breakfast with the Dean
- 8** Workshop: Putting Together Your Academic Packet
- 11** Mental Models (JCLP)
- 23** Workshop: Family-Friendly and Career Flexibility Policies

March

- 1** Dean's Recognition Reception
- 11** Leadership and Management Skills: Using the Myers-Briggs Personality Type Indicator to Your Advantage (JCLP)
- 17** Workshop: How to Give Effective Feedback
- 31** Workshop: Faculty Merits, Promotions and Tenure

April CONTINUED ON PAGE 6

MENTORING ACADEMY PLAN EMERGES

Schools of health faculty invited to participate in planning process

The UC Davis Schools of Health have begun laying the groundwork for a Mentoring Academy designed to bolster the careers of junior as well as senior faculty members. The Mentoring Academy would establish an infrastructure not only to nurture research, teaching and clinical skills of young faculty members, postdoctoral fellows, and clinical and research fellows, but also to recognize and reward the contributions of senior faculty members who serve as mentors.

Developmental work on the Mentoring Academy began early last year, when Frederick J. Meyers, executive associate dean, asked Judith Turgeon to take a lead role in collaborating with Julie Schweitzer and Richard L. Kravitz in creation of a conceptual plan. Their proposal led

to formation of a steering committee, which began meeting this past January.

"This initiative is a component of the academies at UC Davis, also encompassing development of an Academy for Master Educators. UC Davis already has many incredibly talented individuals who are mentors, and we have the ambition to create a centralized system through which to recognize and reward them, in order to make their efforts effectual and contagious," Meyers said. The Mentoring Academy will augment, rather than replace, existing department-based mentorship activities, and will furnish key infrastructure support for research education programs.

CONTINUED ON PAGE 5



Mentoring Academy steering committee members include (from left) Jennifer Greenier, manager of research education and training for the Clinical and Translational Science Center; Cameron Carter, director of the UC Davis Imaging Research Center and professor of psychiatry and psychology; Julie Schweitzer, associate professor of clinical psychiatry; Marco Molinaro, chief education officer, Center for Biophotonics and Technology; Fred Meyers, executive associate dean of the UC Davis School of Medicine; Judith Turgeon, professor of internal medicine; and Lydia Howell, chair of the Department of Pathology and Laboratory Medicine.

BRAIN TRAUMA EXPERT BENNET OMALU TEACHES FORENSIC NEUROPATHOLOGY

Forensic pathologist, neuropathologist and epidemiologist Bennet I. Omalu, who captured worldwide attention through his discovery of a condition he named chronic traumatic encephalopathy (CTE), has begun volunteering as a UC Davis associate clinical professor of pathology. Omalu, the chief medical examiner for the San Joaquin County Coroner's Office, is co-founder and co-director of the Brain Injury Research Institute (BIRI) at West Virginia University.

Omalu, who earned M.D., MBA and MPH degrees, has board certifications in four subspecialties – anatomic pathology, clinical pathology, forensic pathology and neuropathology. He soon will add a certification in medical management conferred by the American College of Physician Executives.

Omalu came to prominence in 2002 for his discovery of evidence linking football-related brain injury and dementia, following his examination of the brain of former Pittsburgh Steelers center Mike Webster, who died at age 50. The NFL Hall of Fame member, who developed amnesia, dementia and depression, had been living in his pickup truck or sleeping in an Amtrak train station in the months preceding his death. Omalu took heat from the National Football League organization and teams, which disputed his findings. Omalu persisted with his research, about which he wrote a book titled *Play Hard, Die Young* (Neo Forenxis Books, 2008). The book warns players, parents and coaches about the dangers of what Omalu calls "gridiron dementia" – permanent brain damage caused by repeated concussions during practice sessions and games.

Bennet Omalu himself emerged from physical danger. He was born a refugee in secessionist Biafra amid an air raid during



the Nigerian civil war of the late 1960s.

"When I was born my father was on a hospital bed with shrapnel wounds after being hit in a bomb raid. For the first three years of my life I relied on food handouts from the WHO and UNICEF," Omalu said. His father, a mining engineer, survived his injuries and resumed his career, becoming director in the federal ministry of mines and power in Nigeria. Omalu's mother was a self-employed clothing designer who created garments for well-to-do women.

"My father believed in the power of education, so he spent all his earnings to send my six brothers and sisters and me to school," Omalu said. Although he had dreamed of becoming an airline pilot, he assented to his parents' wishes for him to study medicine at the University of Nigeria, where he obtained his M.D. degree in 1990. Because he found clinical medicine unappealing, he decided to pursue forensic pathology. During his fellowship training he became fascinated with the human brain.

"I delved into neuropathology with every enthusiasm, with a focus on forensic neuropathology and brain trauma," Omalu said. He came to the United States in 1994, when he was awarded a

World Health Organization scholarship as a visiting research scholar in cancer epidemiology at the University of Washington's Graduate School of Public Health in Seattle. The following year he served a Columbia University residency in anatomic and clinical pathology at Harlem Hospital Center in New York City.

Subsequent MPH studies and fellowship training in forensic pathology and neuropathology at the University of Pittsburgh led to a position as a clinical associate professor of pathology in the University of Pittsburgh's Department of Pathology. He also was a forensic pathologist with the Allegheny County Coroner's Office, with which he remained until he took the position with San Joaquin County in 2007. The Coroner's Office routinely investigates about half the deaths in the county for legal and public health purposes.

"Autopsy is a useful scientific tool through which discoveries are made, as is true of my discovery of CTE," Omalu said.

Since becoming a UC Davis associate clinical professor in May 2008, Omalu has been conducting histologic slide reviews, lectures and brain-cutting workshops for residents, fellows and medical students. He discusses brain maladies, including stroke, epilepsy, meningitis, abscesses, schizophrenia, post-traumatic syndrome and, of course, CTE.

"While I was a medical student I was not exposed to brain pathology. I think such instruction is important, and I strongly believe that every physician should have some degree of academic affiliation," Omalu explained. "Not every doctor can be an academic physician, but each has something to offer to training doctors about day-to-day practice in the community."

A WELCOME TO NEW FACULTY COLLEAGUES



Mrinal Dutia



Ming-Sing Si

Each edition of the *Faculty Newsletter* introduces several faculty colleagues who recently joined the UC Davis Health System community. Watch for more new clinical and research staff members in the next issue.

Mrinal Dutia investigates treatment for indolent non-Hodgkin's lymphoma

Hematologist and oncologist **Mrinal Dutia, M.D.**, an assistant professor of medicine, is investigating the efficacy of cancer drugs with less toxicity than conventional chemotherapy formulations. Dutia, who is board-certified in internal medicine, hematology and medical oncology, specializes in care of patients with lymphomas and myelomas. She is seeking novel approaches to treatment of patients with complex hematological problems and cancers.

In collaboration with Joseph Tuscano, M.D., she is conducting clinical trials of a combination of lenalidomide with rituximab for patients with indolent non-Hodgkin's lymphoma. They have found that combination of drugs fairly successful in treatment of indolent lymphomas after multiple prior treatments have failed. She and her colleagues are studying molecular changes in tumors of patients following treatment with those drugs. Their findings may help guide selection of patients who can benefit from these medications, thereby personalizing therapy.

Ming-Sing Si surgically repairs pediatric heart defects, researches therapies

In his pediatric practice, cardiac surgeon **Ming-Sing Si, M.D.**, rectifies congenital heart defects, including septal and atrioventricular septal defects, partial and total anomalous pulmonary venous return, transposition of the great arteries, left ventricular outflow tract obstruction (Konno procedure), atrioventricular valve atresia, hypoplastic left-heart syndrome,

pulmonary atresia, and unbalanced complete atrioventricular septal defects. He also treats pediatric and adult patients with acquired heart disease, including endocarditis and aortic aneurysmal disease.

Si, an assistant professor of surgery in the Division of Cardiothoracic Surgery, is board-certified in general and thoracic surgery. At the UC Davis Institute of Regenerative Cures under the mentorship of Dr. Jan Nolte, he is researching cardiovascular regenerative therapies, including stem cell, gene and extracellular matrix therapies. He also is working on the development of a novel coating for heart valves and vascular stents.

Other new colleagues

- Neonatologist **Albert Chan, M.D.**, a board-certified assistant professor of pediatrics, is investigating central nervous system injury. At the Institute for Pediatric Regenerative Medicine – a program that UC Davis and Shriners Hospitals for Children, Northern California operate jointly – he is studying oligodendrocyte precursor cells to identify possible therapies for periventricular leukomalacia, an ischemic brain injury in premature infants.
- **Heather Hall, M.D.**, associate clinical professor of psychiatry, is medical director of Turning Point Community Programs' Pathways to Success after Homelessness, which furnishes supportive housing and mental health services. Certified by the American Board of Psychiatry and Neurology, she specializes in diagnosis and treatment of trauma in her psychiatry and psychotherapy practice. Her research interests include ways to improve diagnostic accuracy for patients with a history of trauma. Hall also is working to better understand and eliminate mental health disparities.
- Hematologist and oncologist **Thomas J. Semrad, M.D., M.A.S.**, an assistant professor of medicine, is investigating novel therapeutics in oncology and developing predictive and prognostic markers to individualize patient treatment. Affiliated with the VA Northern California Health Care System in Sacramento, Semrad practices gastrointestinal medical oncology and thyroid medical oncology.
- **Kia Shahlaie, M.D., Ph.D.**, assistant professor of neurological surgery, is fellowship-trained in minimally invasive and skull base neurosurgery; neurotrauma and neurocritical care; and epilepsy and deep-brain stimulation surgery. He is investigating treatment of traumatic brain injury using novel pharmacological agents, including sea snail-derivative drugs that block calcium channels, and deep-brain electrode implantation into the hippocampus to enhance memory and learning.
- Perinatologist **Véronique Taché, M.D.**, an assistant professor of clinical obstetrics and gynecology with expertise in maternal-fetal medicine, oversees high-risk pregnancies in her practice. Board certified in obstetrics and gynecology, Taché is researching the cause of certain placental-based diseases. A one-year research training grant from California Institute of Regenerative Medicine supported her recent research.

viewPOINT

BY EDWARD CALAHAN

Associate Dean for Academic Personnel
Acting Director, Faculty Development

IDEAS SOUGHT TO GUIDE EVOLUTION OF FACULTY DEVELOPMENT OFFICE



The Faculty Development Office is entering a transitional juncture as it marks the onset of its ninth year of operation. The office, which presents workshops, seminars and other functions that support professional and career development of faculty members, will play an integral role in the development of the UC Davis Schools of Health Mentorship Academy (described in the article on page 1). In concert with the launch of the Mentorship Academy, the Faculty Development Office is committed to broadening and updating its offerings; over time, we wish to expand to serving future faculty by hosting presentations that encourage participation of medical residents, fellows, and nursing and medical students.

In recent years, the Faculty Development program has been nurtured under the guidance of Gregg Servis, working in tandem with Cheryl Busman, program representative. Gregg's departure from the university in December to launch a consulting business is a serious loss for us. Fortunately, Gregg left the program with a sound infrastructure upon which we are continuing to build. Working with Cheryl, I am overseeing the Faculty Development Office as we make preparations to recruit its new director.

The continued success of Faculty Development events and activities – including the New Faculty Orientation, the Mid-Career Leadership Program, Junior Career Leadership Program, the Dean's Recognition Reception with accompanying mission-based team awards, and the *Faculty Newsletter* – solidly rests upon the

generous contributions of time, energy and expertise of more than 100 volunteer staff and faculty contributors and presenters; to each of you, I extend my heartfelt gratitude.

The Faculty Development Office is continuing to coordinate analysis and dissemination of data from the comprehensive Faculty Forward satisfaction survey that we initiated in conjunction with the Association of American Medical Colleges. I am chairing the Faculty Forward committee, which is working with departments as they seek consultation in responding to the collective suggestions of faculty members.

I encourage the involvement of others in determining the further evolution of the Faculty Development program. The Faculty Development Office can play a pivotal role in strengthening and refining our ability to train our own leaders of the future. By expanding our offerings strategically, perhaps through collaborations with other UC Davis academic units, leadership development will infuse itself in the culture of our schools of health.

An intimate relationship will exist between the Faculty Development Office and the planned Mentorship Academy. This critically important juncture gives us an opportunity to cultivate the maturation of an already exceptional Faculty Development program.

We continue to solicit ideas from faculty members about how the Faculty Development Office can best meet your career needs. Cheryl and I look forward to working with you to bring your ideas to life.

advisoryTEAM

Faculty Forward Advisory Committee

The Advisory Committee is responsible for assisting with the implementation of the Faculty Forward survey, interpreting the results and delivering a set of recommendations to Health System leadership.

Faculty Forward Advisory Committee members

Claire Pomeroy, M.D., M.B.A., Vice Chancellor for Human Health Sciences and Dean (ex-officio member)

Frederick J. Meyers, M.D., Executive Associate Dean

Edward Callahan, Ph.D., Associate Dean, Academic Personnel

Mark Servis, M.D., Associate Dean, Curriculum and Competency Development

Joseph Antognini, M.D., Anesthesiology and Pain Medicine

Hilary Brodie, M.D, Ph.D., Otolaryngology

Peter Cala, Ph.D., Physiology and Membrane Biology

Stephen Chilcott, J.D., Human Resources

Michael Condrin, M.B.A., Dean's Office

W. Suzanne Eidson-Ton, M.D., M.S., Family and Community Medicine

Jeffrey Gauvin, M.D., Surgery

Estella Geraghty, M.D., M.S., M.P.H., Internal Medicine

Donald W. Hilty, M.D., Psychiatry and Behavioral Sciences

Lydia P. Howell, M.D., Pathology and Laboratory Medicine

Karnjit Johl, M.D., Internal Medicine

Vincent L. Johnson, M.B.A., Hospital Administration

Daniel J. Tancredi, Ph.D. Pediatrics

Invitation for participation

“This announcement is an invitation seeking the active participation of our Schools of Health faculty and department chairs. The Mentoring Academy will build upon our initial, well-received efforts in centralizing mentorship through Faculty Development Office programs and research activities,” Meyers added. “We will create a formal structure within the merit and promotions packet to recognize and reward faculty members who offer their services as mentors.”

Julie Schweitzer said that the UC Davis Mentoring Academy will operate with two tiers of membership – a regular level and a master mentor level, which would recognize scholarly achievement. The Mentoring Academy also will build upon experience gained from a nationwide NIH-funded study of mentor education curricula and techniques being conducted at the UC Davis Clinical and Translational Science Center (CTSC) and 15 other biomedical education institutions. Schweitzer, an associate professor of clinical psychiatry, is UC Davis’ lead investigator in the study.

“Half of our research subjects are senior faculty undergoing education in mentoring skills, while the other half receive no education. We are evaluating the progress of their mentees as well, in order to determine if mentor education matters and, if so, which mentorship skills are necessary,” Schweitzer explained.

“No junior faculty are admitted into the formal CTSC education programs without a mentor plan in place,” she added. “We hope that the Mentoring Academy will instill that approach throughout the UC Davis Schools of Health, ensuring that mentoring will be

in place every time a new junior faculty member is hired.”

The Mentoring Academy will offer mentorship education, assistance with mentoring evaluations, and a searchable database through which to identify compatibility among mentees and two or more mentors.

Judith Turgeon, who has been appointed director of the Mentoring Academy, said that high-quality mentoring is essential for institutional as well as personal growth.

“Our goal is to change the culture so that mentoring is more valued among faculty and administration and in the promotion process,” Turgeon said.

“We envision the Mentoring Academy as a resource for departments, and a clearinghouse for mentoring curriculum and education, resources and programs, and evaluations,” explained Turgeon, a professor in the Department of Internal Medicine’s Division of Endocrinology, Diabetes and Metabolism.

The Mentoring Academy will integrate closely with the Faculty Development Office (which publishes this newsletter) and the CTSC, as well as with mentoring activities in academic departments.

‘Mentoring mosaic’

Turgeon uses the term “mentoring mosaic” to describe the plan to link each junior Academic Senate and Academic Federation faculty member with teams of two or more mentors with specialized expertise – in securing research grants, in publication strategies, in clinical, teaching and administrative skills, and in long-range career development. The Mentoring Academy will work with departmental mentoring directors to determine how to help configure the mentoring teams for each existing junior faculty member.

“In addition, we will develop metrics for outcome analyses and benchmarks for success, to help us determine the effectiveness of Mentoring Academy programs,” Turgeon said.

The Mentoring Academy will function by establishing “economies of scale,” in the view of internist and geriatrician Richard Kravitz, who is co-vice chair for research in the Department of Internal Medicine and a member of the executive committee of the Center for Healthcare Policy and Research.

“The academy will support, reward and enhance mentoring. It will lend support by more easily enabling faculty members to become mentors, and will reward participating faculty members through recognition,” Kravitz said. Criteria for membership in the Academy will include completion of a basic mentoring course – but more advanced courses would be offered as well. “The Mentoring Academy will enhance activities by creating continuing education programs that explicitly support mentoring.”

Kravitz notes that the Mentoring Academy can serve as a resource by offering support for midcareer faculty members seeking K24 awards, and as a reviewer pool for grant applications. Awards may be established to honor meritorious health sciences mentoring. Protected time will be encouraged to accommodate mentorship, and the concept conceivably might encompass endowed chairs in mentoring excellence.

The Academy’s newly formed central steering committee includes representatives from the schools of medicine and nursing, clinical and basic sciences, CTSC and the Faculty Development Office. Discussions are focusing on the mentor development curriculum, terms of the mentor-mentee contract, website development and mentor evaluation and critiques. Office space and staffing probably will be allocated to the Mentoring Academy, which could begin operating later this year.

“We will do whatever is necessary to make this plan successful,” Meyers said. “We are committed to the Mentoring Academy concept, because it will fortify our ability to develop our next generation of faculty members.”

For information about participation in the planning process, please contact Judy Turgeon or Julie Schweitzer.



Mentoring Academy planning committee members Fred Meyers, Judy Turgeon and Julie Schweitzer.

events**CALENDAR** (CONTINUED FROM PAGE 1)

April

9 Negotiation Skills (JCLP)

14 Workshop: Health Sciences Clinical Professors (HSCP) Faculty Promotions Process

Event co-sponsor

JCLP: Junior Career Leadership Program

faculty**NEWSLETTER**

Published by the **Faculty Development Office**, which administers and coordinates programs that respond to the professional and career development needs of UC Davis Health System faculty members.

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