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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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:
  o Eligibility criteria for mentees and mentors
  o Mentee registration process
  o Mentee and mentor pairing protocols
  o Mentee orientation course
  o 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 than 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.b 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 and 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
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


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


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:

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<thead>
<tr>
<th>Delivereable</th>
<th>Timeline</th>
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<tbody>
<tr>
<td>Complete inventory of local resources</td>
<td>October 2010</td>
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<tr>
<td>Gap analysis of local resources based on national best practice models</td>
<td>November 2010</td>
</tr>
<tr>
<td>Draft recommendations to remodel OFAPD website to include a tab and materials consistent with a local Mentoring Resource Guide</td>
<td>December 2010</td>
</tr>
<tr>
<td>Distribute drafts to members of former IUSM Task and others for comment</td>
<td>January 2010</td>
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<tr>
<td>Finalize recommendations for IUSM Mentoring Resource Guide to OFAPD</td>
<td>February 2011</td>
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### Listing of Mentoring Websites and Pages from Internet Search

<table>
<thead>
<tr>
<th>Organizations</th>
<th>Listed 2010 AAMC</th>
<th>SOM</th>
<th>Unit Name</th>
<th>Comment</th>
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<tr>
<td>AAMC</td>
<td>X</td>
<td>AAMC</td>
<td>Medical School Based Mentoring Programs</td>
<td>Listing is result of solicitation for information on medical school-based career and leadership development programs; published October 2010</td>
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<tr>
<td></td>
<td>X</td>
<td>AAMC</td>
<td>Faculty Vitae</td>
<td>Faculty Vitae is a professional development resource for faculty at medical schools and teaching hospitals; site offer The Educator Portfolio</td>
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<td>AAMC</td>
<td>X</td>
<td></td>
<td>Association of American Medical Colleges Mentor Grad Student Compact</td>
<td>pdf for download</td>
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<td>AHA</td>
<td></td>
<td>AHA</td>
<td>American Heart Association Mentoring Handbook</td>
<td>117-page handbook for mentors and mentees; cover basic science, clinical science, population health, women, minorities</td>
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<td>APA</td>
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<td>APA</td>
<td>American Psychological Association</td>
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<td>APS</td>
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<td>APS</td>
<td>The American Physiological Society</td>
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<td>Association for Women in Science</td>
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<td>Howard Hugh Medical Institute</td>
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<td>HHMI</td>
<td>Entering Mentoring: Training Scientist Mentors supported by HHMI</td>
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<td>i-TECH</td>
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<td>i-TECH</td>
<td>i-TECH, International Education &amp; Training Center on HIV</td>
<td>Collaboration of the University of Washington and UCSF; supported by HRSA HIV/AIDS Bureau and the CDC</td>
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<td>National Institutes of Health</td>
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<td>NIH</td>
<td>A Guide to Training and Mentoring in the Intramural Research Program at NIH</td>
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<td>NIH</td>
<td>Advisor, Teacher, Role Model, Friend on Being a Mentor to Students in Science and Engineering</td>
<td>National Academies Press</td>
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<td></td>
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<td>MedEd Mentoring</td>
<td>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.</td>
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<td>Student doctor network forum</td>
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<td>The Mentor Directory</td>
<td>Mentoring via Peer Resources</td>
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<td>NIH</td>
<td>Virtual Mentor, American Medical Association Journal of Ethics</td>
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<td>University of Arizona College of Medicine</td>
<td>Mentoring at the department level in School of Medicine</td>
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<td>University of Arizona for Medical Sciences</td>
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<td>Arkansas</td>
<td>X</td>
<td>Arkansas</td>
<td>Baylor College of Medicine</td>
<td>Mentors in departments. Has educator peer coaching and review</td>
</tr>
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<td></td>
<td>X</td>
<td>Arkansas</td>
<td>University of Arkansas for Medical Sciences</td>
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<tr>
<td>Baylor</td>
<td>A</td>
<td>Baylor</td>
<td>Baylor University School of Medicine</td>
<td>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</td>
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<td>Boston</td>
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<td>Boston University School of Medicine</td>
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<td>Institution</td>
<td>Website/Links</td>
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<tr>
<td>Brigham and Women's Hospital</td>
<td><a href="http://www.brighamandwomens.org/medical_professionals/career/cfdd/EventsandPrograms/mentoring.aspx">Faculty Mentoring Program</a></td>
<td>A 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.</td>
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<td>British Columbia</td>
<td><a href="http://www.med.ubc.ca/faculty_staff/professional_development/for_faculty/mentoring.htm">University of British Columbia Faculty of Medicine</a></td>
<td>X University not updated; faculty development and office for faculty excellence mentoring through allied health.</td>
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<td>Brown</td>
<td><a href="http://www.brown.edu/Administration/Provost/Advance/mentor.html">Brown University</a></td>
<td>X One-on-One Faculty Mentoring Program guide for participants.</td>
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<td>Children's Boston</td>
<td>[Children's Hospital Boston Office of Faculty Development](<a href="http://www.childrens">http://www.childrens</a> hospital.org/cfapps/research/data_admin/site2209/mainpageS2209P1.html)</td>
<td>A same mentor and junior faculty guides as Brigham and Women's.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cleveland Clinic</td>
<td><a href="http://academy.clevelandclinic.org/staffmentoring/tabid/1800/Default.aspx">Cleveland Clinic - Cleveland Clinic Academy</a></td>
<td>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.</td>
<td></td>
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</tr>
<tr>
<td>Columbia</td>
<td><a href="http://ccrmt.columbia.edu/projects/rcr/index.html">Columbia University Responsible Conduct of Research education</a></td>
<td>Mentoring is one of six courses on Responsible Conduct of Research website portal; promotes awareness of ethics; each course offers intro, case study, Q &amp; 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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connecticut</td>
<td><a href="http://199.231.18.154/professionals/development.asp">Connecticut Children’s Medical Center</a></td>
<td>Faculty Development and Academic Affairs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drexel University</td>
<td><a href="http://www.drexelmed.edu/">Drexel University College of Medicine</a></td>
<td>X Mentoring through ELAM Executive Leadership in Academic Medicine program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duke University</td>
<td><a href="https://www.dtni.duke.edu/for-researchers/training-education/mcrsp">Duke University School of Medicine</a></td>
<td>X Faculty Mentoring Guide is VCU Feb 2011. Due to financial issues, we are unable to accept applications for the MCRSP KL2 this year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>East Carolina University</td>
<td><a href="http://www.eccu.edu/cs-dhs/bsomfa/index.cfm">East Carolina University Brody School of Medicine</a></td>
<td>X Office of Faculty Development and Office for Faculty Excellence mentoring through allied health.</td>
<td></td>
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</tr>
<tr>
<td>Eastern Virginia</td>
<td><a href="http://www.evms.edu/women/wim.html">Eastern Virginia Medical School</a></td>
<td>X Website not updated; Office of Faculty Development.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emory University</td>
<td><a href="http://med.emory.edu/%E8%9B%B2/mentoring.html">Emory University School of Medicine</a></td>
<td>A Junior Faculty Development Course for instructors and assistant professors by nomination for SOM and business school; Mentoring Program tab is empty. &quot;Mentor Emory&quot; program through Human Resources in Division of Finance and Administration.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Georgetown</td>
<td><a href="http://gumc.georgetown.edu/evp/facultyaffairs/mentoringprogram/">Georgetown Medical School Mentoring Program</a></td>
<td>X Guidelines for mentor and mentees.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Harvard</td>
<td><a href="http://www.hms.harvard.edu/gradprograms/scsp/mentoring.html">Harvard Medical School</a></td>
<td>X 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 business school.</td>
<td></td>
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</tr>
<tr>
<td>Hawaii</td>
<td><a href="http://www.fmp.hawaii.edu/index.html">University of Hawaii Manoa John A. Burns School of Medicine</a></td>
<td>X Faculty Mentoring Program through Office of Faculty Development and Academic Support; very small site; Manoa offers medical school.</td>
<td></td>
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<tr>
<td>Institution</td>
<td>Website</td>
<td>Notes</td>
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<tr>
<td>Iowa</td>
<td><a href="http://www.medicine.uiowa.edu/faculty/facultyaffairs/mentoring.html">University of Iowa Carver College of Medicine</a></td>
<td>Small site, links to a few tools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Johns Hopkins</td>
<td><a href="http://www.hopkinsmedicine.org/hasd/scholarship/MentorAlliance.html">Johns Hopkins Medicine</a></td>
<td>Johns Hopkins Medicine Career and Professional Development</td>
<td></td>
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<tr>
<td>Kansas</td>
<td><a href="http://www.kumc.edu/sofm/facdev/introduction.html">University of Kansas School of Medicine</a></td>
<td>Faculty Mentoring Program 43 pages pdf</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Massachusetts</td>
<td><a href="http://www.umassmed.edu/lf/mentoring.html">University of Massachusetts Medical School</a></td>
<td>Webpages offer mentor toolbox and mentee toolbox - each are one webpage long.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miami</td>
<td><a href="http://researchedu.med.miami.edu/x16.xml">University of Miami School of Medicine</a></td>
<td>Office of Research Education and Training; mentoring not mentioned</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michigan</td>
<td><a href="http://www.med.umich.edu/faculty/facultydev/mentoringtools.html">University of Michigan Medical School</a></td>
<td>ADVANCE Career Advising</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michigan State</td>
<td><a href="http://www1.umn.edu/ohr/teachlearn/graduate/pf/mentoring/">University of Minnesota Medical School</a></td>
<td>Center for Teaching and Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minnesota</td>
<td><a href="http://www.mssm.edu/education/institute-for-medical-education/mentorship-and-scholarship/resources">Mount Sinai School of Medicine</a></td>
<td>New initiative to guide faculty through the process of turning educator activities into scholarly activities and then into scholarship; slides by CJ Bland</td>
<td></td>
<td></td>
</tr>
<tr>
<td>North Carolina</td>
<td><a href="http://www.psychiatry.unc.edu/policies-and-procedures/faculty-mentoringunc-department-of-psychiatry-mentoring-plan">University of North Carolina School of Medicine</a></td>
<td>Faculty mentoring at the department level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northeastern Ohio</td>
<td><a href="http://www.neoucom.edu/mentormatch/">Northeastern Ohio Universities College of Medicine and College of Pharmacy</a></td>
<td>NEUCOM Northeastern Ohio Universities Colleges of Medicine and Pharmacy</td>
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<tr>
<td>Penn State</td>
<td><a href="http://www.pennstatehershey.org/web/opd/home/programs/mentoring">Penn State Hershey College of Medicine</a></td>
<td>Junior Faculty Development Program and Mentoring Academy for mentors; functional mentoring</td>
<td></td>
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</tr>
<tr>
<td>Pennsylvania</td>
<td><a href="http://www.med.upenn.edu/fapd/professional.shtml">University of Pennsylvania School of Medicine</a></td>
<td>Penn Medicine Faculty Affairs &amp; Professional Development - ADVANCE pdf from 1999 - source?</td>
<td></td>
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<tr>
<td>Pittsburgh</td>
<td><a href="http://www.ame.pitt.edu/mentoring/index.aspx">University of Pittsburgh School of Medicine</a></td>
<td>Institute for Clinical Research Education - addresses conflicts, problem solving, effective communication, problem-solving strategies, ethics in mentoring. Academy for Master Educators</td>
<td></td>
<td></td>
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<tr>
<td>Rush</td>
<td><a href="http://www.rushrush.edu/research/mentoring/index.aspx">Rush University Medical Center</a></td>
<td>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.</td>
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<tr>
<td>Institution</td>
<td>Program/Website</td>
<td>Notes</td>
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<tr>
<td>RWJ</td>
<td>x</td>
<td><a href="http://provost.wisc.edu/women/mentor.html">http://provost.wisc.edu/women/mentor.html</a></td>
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<tr>
<td>Southern Illinois University</td>
<td>x</td>
<td><a href="http://www.ui.umn.edu/faculty/development/mentoring.html">http://www.ui.umn.edu/faculty/development/mentoring.html</a></td>
<td></td>
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<tr>
<td>Stanford University</td>
<td>A</td>
<td><a href="http://med.stanford.edu/diversity/mentoring.html">http://med.stanford.edu/diversity/mentoring.html</a></td>
<td></td>
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<tr>
<td>Texas Tech University</td>
<td>x</td>
<td><a href="http://www.ttuhscc.edu/appadmin/documents/manual_for_faculty_mentoring.pdf">http://www.ttuhscc.edu/appadmin/documents/manual_for_faculty_mentoring.pdf</a></td>
<td></td>
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<tr>
<td>UC Berkeley</td>
<td></td>
<td><a href="http://vpaaw.chance.berkeley.edu/mentoring/">http://vpaaw.chance.berkeley.edu/mentoring/</a></td>
<td></td>
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<tr>
<td>UC Davis</td>
<td></td>
<td><a href="http://www.ucdmc.ucdavis.edu/mentoring.html">http://www.ucdmc.ucdavis.edu/mentoring.html</a></td>
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<tr>
<td>UC San Diego</td>
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<tr>
<td>UC San Diego: University Of California San Diego</td>
<td>penny. ucsm.edu/faculty/development/mentoring.html</td>
<td>A X</td>
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<tr>
<td>UC SF CTSI</td>
<td></td>
<td><a href="http://ctsi.ucsf.edu/training/mentorship/">http://ctsi.ucsf.edu/training/mentorship/</a></td>
<td></td>
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<tr>
<td>Virginia Commonwealth University</td>
<td>A</td>
<td><a href="http://www.medschool.vcu.edu/faculty/mentors/carhd/2.html">http://www.medschool.vcu.edu/faculty/mentors/carhd/2.html</a></td>
<td></td>
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<tr>
<td>Washington State University</td>
<td></td>
<td><a href="http://provost.wsu.edu/faculty_mentoring_guidelines.html">http://provost.wsu.edu/faculty_mentoring_guidelines.html</a></td>
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<tr>
<td>Wisconsin Madison</td>
<td>A</td>
<td><a href="http://www.sswisc.edu/wfms/mentoring.html">http://www.sswisc.edu/wfms/mentoring.html</a></td>
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<tr>
<td>Wisconsin Madison CTSI</td>
<td></td>
<td>University of Wisconsin Madison</td>
<td></td>
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<tr>
<td>University Of Wisconsin, Oshkosh</td>
<td></td>
<td><a href="http://www.provost.wisc.edu/women/mentor.html">http://www.provost.wisc.edu/women/mentor.html</a></td>
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</table>
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

*(back to top)*

<table>
<thead>
<tr>
<th>Sponsor</th>
<th>Program</th>
<th>Program Description &amp; Website</th>
<th>Audience</th>
<th>Contact Information</th>
</tr>
</thead>
</table>
| 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/](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/fmplp/](http://www.brighamandwomens.org/CFDD/fmplp/) | 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/](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 |
### Children’s Hospital Boston

**Beyond the dyadic model of mentoring - Community of Mentors and Developmental Networks**

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 *Perspectives.*

http://www.childrenshospital.org/research/ofd

<table>
<thead>
<tr>
<th>Junior faculty</th>
</tr>
</thead>
</table>
| Maxine Milstein, MBA  
Administrative Director  
Office of Faculty Development  
Children's Hospital Boston  
300 Longwood Avenue, LO637  
617-355-2922  
FAX: 617-730-0343  
maxine.milstein@childrens.harvard.edu |

### Emory University School of Medicine

**Junior Faculty Development Course**

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.

http://med.emory.edu/dean/faculty_dev.cfm

<table>
<thead>
<tr>
<th>Instructors and assistant professors in the SOM by nomination</th>
</tr>
</thead>
</table>
| Sharon Weiss, MD  
Associate Dean for Faculty Development  
404-727-7395  
swweiss@emory.edu |
### Northeastern Ohio Universities College of Medicine

**Mentor Match**

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.

**http://www.neoucom.edu/audience/continuingeducation/resources/masterteachers/mentormatch**

Junior, mid-level and senior clinical and basic sciences faculty in medicine and pharmacy

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
ewhiting@neoucom.edu

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### New York University School of Medicine

**Dean’s Committee on Women Mentoring Program**

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.

**http://dcw.med.nyu.edu**

Women medical and graduate students

Carol Bernstein, MD
212-263-6152
Carol.bernstein@nyumc.org
dcw@nyumc.org

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### Rush University Medical Center

**Research Mentoring Program**

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.

**http://www.rushu.rush.edu/researchmentoringprogram**

All investigators (e.g., residents, interns, fellows, instructors, all faculty members)

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

Sandra Mata
Research Coordinator
(312) 563-3130
### Stanford University School of Medicine

**Faculty Fellows Program**

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.

http://med.stanford.edu/diversity/leaders/fellows.html

**Assistant and Associate Professors**

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  
jscanlin@stanford.edu

http://med.stanford.edu/diversity

### University of Arizona College of Medicine

**Conversations with Colleagues**

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.

http://www.facultyaffairs.med.arizona.edu/careerDevelopment.cfm

**Junior and Mid-Level Faculty**

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)  
awright@arc.arizona.edu

http://med.stanford.edu/diversity
| University of California, San Diego School of Medicine | National Center of Leadership in Academic Medicine (NCLAM) | 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. [http://nclam.ucsd.edu/](http://nclam.ucsd.edu/) | UCSD Health Sciences Junior Faculty Members | 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 vreznik@ucsd.edu |
| University of California, San Francisco | Faculty Mentoring Program for New and Junior Faculty | 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 [http://academicaffairs.ucsf.edu/mentoring/](http://academicaffairs.ucsf.edu/mentoring/) | Junior faculty (up to associate level) and new faculty (at UCSF for three years or fewer) | 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 sarah.zins2@ucsf.edu |
| University of California, San Francisco | Teaching Improvement-Teaching Observation Program | 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 [http://medschool.ucsf.edu/academy/faculty_development/tip-top.aspx](http://medschool.ucsf.edu/academy/faculty_development/tip-top.aspx) | All Faculty | 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 |
| University of Massachusetts Medical School | Faculty Mentoring Program | 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. | Faculty seeking professional and personal development. | 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  
robert.milner@umassmed.edu |
| University of Pennsylvania School of Medicine | Advance Faculty Professional Development Program | 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. 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. | The Advance program targets faculty at the rank of Assistant Professor | Rachael J. Berget, M.Ed.  
Associate Director  
rberget@mail.med.upenn.edu  
215 898-7160 |
| Virginia Commonwealth University School of Medicine | Faculty Mentoring Guide | 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. | Faculty clinicians, basic scientists, researchers, teachers, administrators or combination thereof; mentees and mentors | 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  
pconey@vcu.edu |
| **Virginia Commonwealth University School of Medicine** | **Academy of Mentors, VCU Center for Clinical and Translational Research (CCTR)** | 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:  
- Mentor credentials  
- Mentor characteristics  
- Mentor skills  

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.  

http://www.cctr.vcu.edu/education/mentors.html | **Faculty** | 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  
pconey@vcu.edu |
| **Washington University** | **Career Development and Mentor Program** | 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. | **Faculty from the School of Medicine** | Karen L. Dodson  
Coordinator of Faculty Development and Academic Publishing Services  
Phone: 314-362-4181  
Karen.Dodson@wustl.edu  
http://medofa.wustl.edu |
The Mentoring Academy will operate with two tiers of membership— a regular level and a master mentor level, which would recognize compatibility among members and two or more mentors. The Mentoring Academy will function as a resource for departments, and a steering committee includes representatives from the Academic Senate and Academic Federation, the Office of the President, which administers and coordinates faculty development events. You are invited! We encourage you to participate in these workshops and other activities offered at the Faculty Development Office. For more information about participation in Faculty Development Office programs, contact Judy Turgeon or Julie Schweitzer.
BRAIN TRAUMA EXPERT BENEFITS OMALU TEACHES FORENSIC NEUROPATHOLOGY

Forensic pathologist, neuropathologist and epidemiologist Bennett O. Omalu, who captured worldwide attention through his discovery of a condition he named chronic traumatic encephalopathy (CTE), has begun volunteering at a UC Davis academic medical center and private clinic in downtown Sacramento. 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 the University of Texas at San Antonio.

Omalu’s move provides the opportunity for him to continue his work in promoting in 2002 for his discovery of evidence linking football to brain injury and for his efforts in research and education. In 2008, following his nomination of the brain of former Pittsburgh Steelers center Mike Webster, who died at 50. The NFL Hall of Fame, who named dementia, dynamics and depression. Wounded in his life to the neck or in a man’s main artery in the heart, 45 years after he died. He was 61 from the National Football League office. In another name, which he changed. Omalu printed with his name, research about which he wrote a book titled Play Hard, Die Young: The NFL’s Long History of Misconduct. Its data reveals that one-third of people with mild cognitive impairment, of which one-fifth has mild brain injury. Omalu said.

"My father believed in the power of education, and so his ultimate endeavors included teaching. My mother and I never stopped dreaming of becoming an aircraft pilot," Omalu said. "We would one day make our mark on the world."

With a medical student of general practice in 1990, Omalu decided to continue studying in medicine. He became a chief medical examiner in 2001. Before he died, medical examiner, retired from the NFL and remained retired. His father was an athlete and a doctor who, in turn, became an athlete and a doctor. Omalu’s father, who was a professional boxer, remained a physician in Nigeria. Omalu was a self-employed clothing designer who, among other things, was a woman’s fashion designer.

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Faculty, Family Medicine, OSU-COM - Oregon Health & Science University

Miriadutfel

 Faculty Search, UI - Mid Career Academic Development, OHSU Faculty Affairs

IDEAS SOUGHT TO GUIDE FACULTY DEVELOPMENT OFFICE

The Faculty Development Office is a unit within the Division of Community Affairs that works in the interest of faculty and community and promotes the goals of the division.

We continue to solicit ideas from faculty members about how the Faculty Development Office can best meet your career needs.

An intimate relationship will exist between the Faculty Development Office and the faculty. This mutually beneficial relationship will support the development of a culture of support and continuous improvement.

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The UC Davis School of Health have begun laying the groundwork for a lifelong Academy designed to benefit the careers of junior as well as senior faculty members. The Mentoring Academy was established as a way to augment, rather than replace, existing department-based mentoring programs that respond to the professional and educational needs of faculty members. The Academy will support, reward and recognize the mentorship education, assistance with career development. The Mentoring Academy will function with a conceptual plan. Their proposed lead investigator in the study.

Half of our research subjects are senior faculty undergoing education in mentoring skills, while the other half receive no training. "We are committed to the Mentoring Academy concept, because it will fortify the faculty development efforts probably will be allocated to the workforce probably will be allocated to the new junior faculty members," Meyers said. "We will do whatever is necessary to make this plan workable." Meyers said. "We are committed to the Mentoring Academy concept, because it will foster our ability to develop our next generations of faculty members. For information about participation in the planning process, please contact Judy Turgeon or Julie Schweitzer.
The Mentoring Academy will work with a departmental mentoring director to establish a conceptual plan. Their proposal led to formation of a steering committee, and we have the ambition to create a contagious, "Mentor mosaic" to make their efforts effectual and recognize and reward them, in order to determine the effectiveness of mentoring Academy concept, because it will fortify and we have the ambition to create a

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Mentoring Academy Plan Emerges UC Davis Health has begun laying the groundwork for a new program that will support and recognize faculty members for their mentoring efforts, and we have the ambition to create a contagious, "Mentor mosaic" to make their efforts effectual and recognize and reward them, in order to determine the effectiveness of mentoring Academy concept, because it will fortify and we have the ambition to create a contagious, "Mentor mosaic" to make their efforts effectual and recognize and reward them, in order to determine the effectiveness of mentoring Academy concept, because it will fortify and we have the ambition to create a contagious, "Mentor mosaic" to make their efforts effectual and recognize and reward them, in order to determine the effectiveness of mentoring Academy concept, because it will fortify and we have the ambition to create a contagious, "Mentor mosaic" to make their efforts effectual and recognize and reward them, in order to determine the 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