Julie Welch, MD
Assistant Dean for Faculty Affairs and Professional Development
Associate Professor of Clinical Emergency Medicine
Co-Director of Mentoring Training, Indiana CTSI
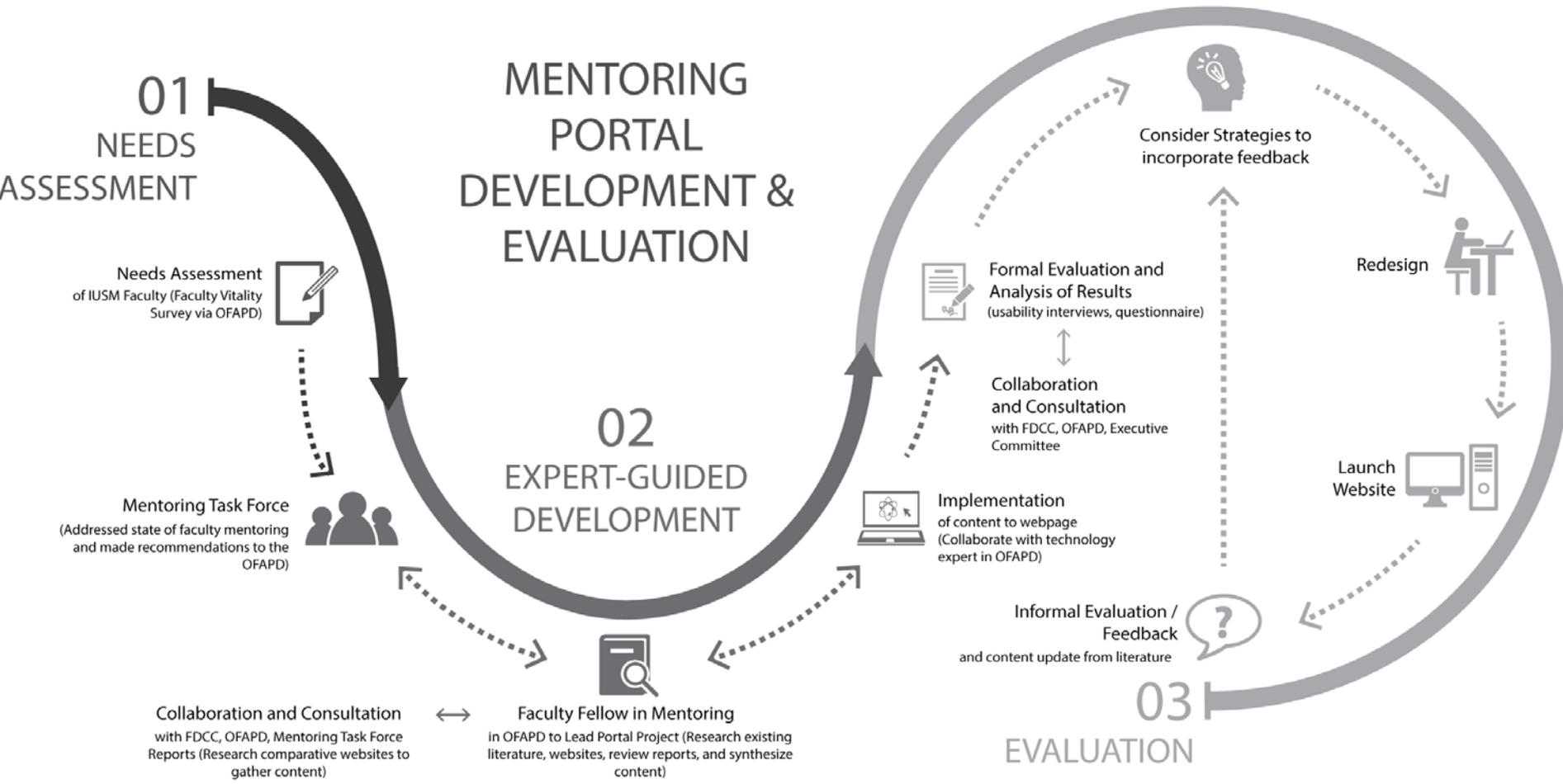Indiana University School of Medicine
(317) 278-3089| jlwelch@iu.edu
http://faculty.medicine.iu.edu/mentoring

INDIANA UNIVERSITY
OFFICE OF FACULTY AFFAIRS
AND PROFESSIONAL DEVELOPMENT
School of Medicine

MENTORING PORTAL DEVELOPMENT & EVALUATION

01 NEEDS ASSESSMENT

Needs Assessment of IUSM Faculty (Faculty Vitality Survey via OFAPD)

Mentoring Task Force (Addressed state of faculty mentoring and made recommendations to the OFAPD)

Collaboration and Consultation with FDCC, OFAPD, Mentoring Task Force Reports (Research comparative websites to gather content)

Faculty Fellow in Mentoring in OFAPD to Lead Portal Project (Research existing literature, websites, review reports, and synthesize content)

02 EXPERT-GUIDED DEVELOPMENT

Implementation of content to webpage (Collaborate with technology expert in OFAPD)

Collaboration and Consultation with FDCC, OFAPD, Executive Committee

Formal Evaluation and Analysis of Results (usability interviews, questionnaire)

Consider Strategies to incorporate feedback

Redesign

Launch Website

Informal Evaluation / Feedback and content update from literature

03 EVALUATION

Mentoring Program Development Tools

Pre-Program Tools
Consider developing tools for the pre-phase of the program (Time 0). These tools can offer mentors a concrete way to identify their mentee's needs and set goals; to provide your program with some consistent interventions; and to allow a way to track progress.

1. **Individual Development Plan (IDP)** to guide mentee in setting and achieving goals.

2. **Mentee Self Assessment Worksheet** to provide baseline data for mentors and to track program outcomes.

3. **Baseline Mentee Survey** to gather Time 0 data and evaluate the program. See example here: https://redcap.uits.iu.edu/surveys/?s=cnnNQNXiKY.

Meeting Tools
These tools provide mentors and mentees with structure throughout the relationship. They also serve as an excellent way to collect data about your program. You can ask mentors/ mentees to share documents as they feel comfortable.

1. **Mentoring Partnership Agreement** helps to make expectations clear and ensure a mutually rewarding experience.

2. **Meeting resources:**
   - Located under "Meetings" in Mentee Toolkit and Mentor Toolkit
   - For the initial meetings, consider directing participants to the **Meeting Checklists (one each for mentee and mentor)** to guide the relationship.
   - For subsequent meetings, mentees can provide a **Meeting Agenda**.

3. Please visit the IUSM Mentoring Portal and explore the Mentoring Toolkits, designed in parallel for the mentor and mentee, with resources to support the following:
   1) Qualities for Success
   2) Roles and Responsibilities
   3) Goal Setting
   4) Meetings
   5) Evaluation & Feedback

All tools listed above are available on the
Indiana University School of Medicine Mentoring Portal
http://faculty.medicine.iu.edu/mentoring

Office of Faculty Development and Diversity

Mentorship Programs Catered to Department Needs. In academic medicine, culture lives at the local level. Each department or division has its own microculture that must be taken into account when developing new programs. The Office of Faculty Development and Diversity works with departments to understand their own needs as they develop a program that works best for them. Below, we offer tips to departments on the goals of mentoring, with specific topics to consider for effective conversations in the mentoring relationship.

Why Mentoring? *Mentoring benefits individual faculty members, divisions, departments, institutions, and the broader field of academic medicine.* Faculty members who are effectively mentored, are better able to serve their patients and students and contribute to medicine, the community, society, the hospital, and the university. Mentors often transmit specialized knowledge that is otherwise not readily available. This is especially important in academic medicine, where faculty members assume complex roles and success involves accumulation and integration of traditional knowledge and, sometimes, ambiguous criteria for promotion.

Key Mentoring Topics in Academic Medicine. A mentoring relationship should have clarity about goals, skills, and opportunities that a mentee wishes to develop. The following are topics of relevance in academic medicine that can be used to focus the mentoring relationship.

Career planning and milestones
- Defining a career vision and establishing short, medium, and long-term goals
- Increasing one's regional, national, and international reputation
- Integrating career and personal life goals within career planning

Clinical
- Developing needed clinical skills
- Managing clinical load
- Maintaining clinical proficiency
- Establishing one's clinical reputation
- Innovation in clinical care
- Navigating relationships in the clinical setting
- Understanding clinical quality metrics
- Focusing on the right clinical outcomes for advancement
- Medical informatics

Research (educational, basic, translational)
- Producing the right kind of publications
- Obtaining grant funding (K and R awards, all other sources)
- Obtaining and managing protected research time by position
- Obtaining laboratory space
- "Buying out" clinical time
- Attending and presenting at the right research conferences
- Lab management and communication
- Delegating effectively
- Team science: managing multidisciplinary research
- IRB activities
- Data management
- Effective grant writing
- Authorship
- Navigating the paper review process
- Collaboration and authorship

Teaching
- Mentoring medical students/residents
- Teaching older practitioners
- Teaching allied health professionals
- Teaching laypersons
- Designing new teaching methods
- Obtaining funds and protected time for teaching
- Leveraging technology in teaching
- Making the most of student and peer feedback in teaching
- Best practices in bedside teaching
- Improving an existing course or designing a new course
- Teaching others to teach
- Assessing course outcomes

Work and work-life
- Managing work-life fit
- Avoiding burnout
- Time management: managing clinical versus other missions; managing personal responsibilities versus work
- Working on the important versus the urgent
- Outsourcing and delegating the right things
- Project management
- Increasing one's sense of belonging and forming stronger collegial relationships
- Increasing self-confidence and resiliency
- Dealing with rejection

Administrative and institutional service
- Saying "yes" and "no" to the right service and leadership opportunities within and outside the institution
- Promoting projects
- Delegating effectively
- Effective committee management

Leadership
- Communication and presentation skills
- Managing others
- Leading distributed projects and teams
- Influencing without authority
- Negotiation
- Effective collaboration
- Appropriate risk-taking
- Preparing or advocating for promotion
- Navigating "unwritten rules"
- Effective networking
- Increasing one's visibility
- Intellectual property and consulting
- Presentation skills
- Academic "politics"
- Conflict management

Supporting Programs. In addition to effective mentoring relationships, it is important to foster the career development of junior faculty via multiple methods. The Office of Faculty Development and Diversity works to support junior faculty through several programs that work hand in hand with the mentoring relationship. Mentors are often called upon to nominate mentees for the various programs and to support mentee development through these programs as much as possible. Supporting programs include:

- ❖ Leadership Training
- ❖ Managing Effective Science Teams
- ❖ Networking Lunches
- ❖ Research and Grantwriting Workshops
- ❖ Skills-Building Workshops (E.g., Public Speaking/Presence, Negotiations)

Washington University in St. Louis
SCHOOL OF MEDICINE

The Family-Wise Mentor Program at Washington University School of Medicine assists junior-level faculty members as they navigate the professional world of academic medicine while balancing their personal lives. In this innovative program, junior faculty 'mentees' are paired with more experienced senior faculty 'mentors.' Each mentor is trained to offer guidance on School of Medicine policies, support systems, benefits and other pertinent issues. To better facilitate a lasting, rewarding relationship, mentees are able to choose their mentor from a pool of prospective mentors. Mentees apply to the program, and mentee-mentor pairs are matched by the Office of Faculty Affairs.

Family-Wise Mentor Program Fast Facts:

➢ Alfred P. Sloan Foundation provides generous support to create innovative mentoring program at Washington University School of Medicine

➢ Mentorship at other Academic Medical Centers is studied and a model for WUSM is adopted

➢ Family-Wise Mentor Program officially launches in April 2014

➢ 28 faculty mentors are recruited

➢ Mentors are trained by an external consultant with expertise in mentorship in academic medical settings, including policies and practices specific to WUSM

➢ A training template is established to be used in the future with the program

➢ 24 mentees are admitted into the program and matched with mentors, based on career interests, lifestyle, and other factors

➢ Mentors and mentees are surveyed throughout the 2-year program

Examples of what our mentees are saying:

"My wife is also a physician, and Dr. X, who is my Family-Wise Mentor, is very tuned in to the challenges faced by dual-career couples. He has been a wonderful resource to me."

"I am so happy that I was matched with my mentor, it was a perfect match."

"I think that it's a great program and I was very happy with my match for mentor!"

Diana L. Gray, M.D.
Professor, Obstetrics & Gynecology, Radiology
Associate Dean for Faculty Affairs
Washington University School of Medicine
314-747-0808

Faculty Mentoring at the University of Massachusetts Medical School
Mentoring is a key initiative of the University of Massachusetts Medical School (UMMS) and the Office of Faculty Affairs (OFA). There are many opportunities for faculty to obtain mentoring through formal programs, as well as individual guidance for mentees and mentors.

Mentoring Advisory Board
The UMass Worcester Mentoring Advisory Board provides recommendations, advice and guidance to the Provost and Office of Faculty Affairs on the mentoring needs of students, trainees and faculty across UMMS. Members represent mentoring of students, trainees and faculty in the medical, graduate and nursing schools.

Faculty Mentoring Programs Sponsored by the Office of Faculty Affairs (OFA)
The OFA provides mentoring for faculty through programs targeted to specific groups of faculty. Mentoring is also a required component of several OFA-sponsored faculty award programs. The OFA website has extensive resources on mentoring, including guidance for both mentees and mentors. For more information about Mentoring at UMMS, see: http://www.umassmed.edu/ofa/mentoring

Junior Faculty Development Program (JFDP)
An intensive faculty development program for junior faculty: in addition, to a curriculum on academic development, research and education, faculty complete a scholarly project with the guidance of a faculty mentor. More information: http://www.umassmed.edu/ofa/development/JFDP

Onboarding Mentor Program
The goal of this program is to provide new faculty with immediate guidance to the department and institution by matching each individual with a more experienced faculty member. An orientation session on mentoring is provided for the Onboarding Mentors.
More information: http://www.umassmed.edu/ofa/career/onboarding/mentoring

Peers for Promotion
A facilitated peer-mentoring group for faculty seeking promotion to Associate Professor.
More information: http://www.umassmed.edu/ofa/mentoring/peers-for-promotion

Pathway to Tenure
The Pathway to Tenure program includes a facilitated peer-mentoring group for tenure track faculty.
More information: http://www.umassmed.edu/ofa/development/pathwaytotenure

Faculty Diversity Scholars Program (FDSP)
The goal of the FDSP is to recruit new faculty from underrepresented groups in the health sciences and to support their successful academic career advancement. FDSP scholars must define project with a mentoring plan that includes a mentoring team.
More information: http://www.umassmed.edu/ofa/equity-diversity/faculty-diversity-scholar-program

Faculty Scholar Award
This award provides up to $30,000 to enable a faculty member to continue research and scholarly activities while they address a finite period of increased family care responsibilities; a mentor is required to support the activities of the awardee.
More information: http://www.umassmed.edu/ofa/equity-diversity/faculty-scholar-award

Faculty Vitality Award
This award provides support for a mid-career or senior faculty member to pursue a career objective in a new area of research, education or clinical practice; a mentor is required to support the activities of the awardee. More information: http://www.umassmed.edu/ofa/career/vitalityaward

Faculty Mentoring Network
The Faculty Mentoring Network provides resources and guidance for individual faculty seeking mentors and is available through online resources, workshops and individual consultations.
More information: http://www.umassmed.edu/ofa/mentoring/findmentor

Individual Mentoring Consultations
Faculty may schedule an individual consultation with an OFA faculty professional for guidance on identifying a mentor or other mentoring issues.
More information: http://www.umassmed.edu/ofa/mentoring/consultations1

Other Faculty Mentoring Programs at UMMS

Departmental Mentoring Programs
Several UMMS departments have established formal mentoring programs, including the Departments of Biochemistry and Molecular Pharmacology, Family Medicine and Community Health, Pediatrics and Quantitative Health Sciences.

Clinical Research Scholars (K12) Program
Mentored training for faculty in clinical and translational research supported by the UMass Center for Clinical and Translational Science (UMCCTS).
More information: http://www.umassmed.edu/ccts/clinical-research-scholars-kl2-program

Masters in Clinical Science Investigation (MSCI)
This program provides MD and PhD trainees with skills that will enable them to design, conduct, and analyze the results of clinical, public health, and translational research investigations. The program includes a mentored research project. More information: http://umassmed.edu/msci

Research Career & Writing Group ("K-Club")
Support for faculty who are planning to submit applications for career development ("K") awards, through a monthly meeting with faculty mentors.
More information: http://www.umassmed.edu/ccts/education/k-club

Center for AIDS Research (CFAR) Mentoring Program
Junior faculty pursuing research in HIV/AIDS related topics may apply for or be suggested for mentorship in research, grants, and career development with an established faculty mentor.
More information:http://www.umassmed.edu/cfar/Developmental-Core/mentoring