

# Mentoring in the COM at MUSC



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Changing What's Possible.

# Benefits of Effective Mentoring For Faculty and Institution

- **Mentee:** Critical for career development/satisfaction, and professional stimulation.
- **Mentor:** Professionally stimulating, giving back
- **Department and Institution:** Faculty perception of department and institutional support, less attrition, more success

# Overall Mentoring Goals

- Improve the quality of mentoring, career development, & job satisfaction of faculty
- Develop mentoring programs that will attract excellent faculty to MUSC
- Increase # of funded junior investigators (K, 1st R01, VA career development, VA Merit)
- Improve scholarly, teaching and clinical activities of clinician educators
- Train current and next generation of mentors

# Mentoring Programs



Associate Deans of Faculty  
Development and Mentor  
Leadership Council



Department Mentoring  
Plans



K to R Club



SOCRATES



ARROW and ARROWS



Mentor Training

# Departmental Mentoring and Career Development– Best Practices and Guidelines

- Departments have adapted guidelines developed by Mentor Leadership Council to create specific plans
- Plans include: Promotion info, resources, documenting career development, choosing mentors, mentee–mentor agreements, metrics

# Departmental Mentoring Plans

- Each COM department has one:

[http://academicdepartments.musc.edu/com/faculty/dept\\_mentoring.htm](http://academicdepartments.musc.edu/com/faculty/dept_mentoring.htm)

[College of Medicine](#)

[COM Departments & Centers](#)

[Faculty Directory](#)

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## COLLEGE OF MEDICINE

COM : Faculty Affairs

### Mentoring Plans

Mentoring is an important resource for faculty at every stage of their careers. Each department has developed a mentoring plan and identified a mentoring champion(s) who will work at the department chair's direction to implement the mentoring plan. Faculty should review their department's plan and consult with the appropriate mentoring champion as needed. Faculty Development associate deans are also available to discuss mentoring.

#### [Anesthesia and Perioperative Medicine](#)

Contact: [Latha Hebbar, M.B.B.S.](#)

#### [Biochemistry and Molecular Biology](#)

Contact: [Besim Ogretmen, Ph.D.](#)

#### [Cell and Molecular Pharmacology and Experimental Therapeutics](#)

Contact: [Richard Drake, Ph.D.](#)

#### [Dermatology](#)

Contact: [John Maize, Sr. M.D.](#)

#### [Family Medicine](#)

Contact: [Barry Hainer, M.D.](#)

#### [Medicine](#)

Contacts: [Gerard Silvestri, M.D., M.S.](#); [Jeff Wong, M.D.](#)

# Mentoring Champions

- Each department has a Mentoring Champion to oversee implementation and progress of plan
- Find yours, meet
- Mentoring Champions meet quarterly with Assoc. Deans to solve mentoring problems and strategize
- One Associate Dean responsible for monitoring implementation of mentoring in each department



# Some Specifics of Mentoring Plans

- All Assistant & Associate Professors required to have a mentor, regardless of track
- Strongly suggest that faculty find their own mentors (with Chair/Champion help); can be outside dept.
- Focus on both career development and content (e.g., research, clinical, education)

# Society of Clinical Research and Translational Early Scientists (SOCRATES)

- Faculty Present Research Projects in Front of Peers, Senior Researchers, Statisticians (1<sup>st</sup> and 3<sup>rd</sup> Wednesday of each month at 5pm in BEB 201)
- Opportunity to Foster Collaboration Across Multiple Subspecialties at MUSC
- Listserv: Research Updates (e.g., grant announcements, courses, lectures)

**contact: Katie Henze – [henze@musc.edu](mailto:henze@musc.edu)**

# K to R Club

## Institutional K Awards

- BIRCWH –research careers in women’s health
- CTSA KL2 –translational research training
- COM K12 –clinical to translational research
- NIDA K-12 – clinician scientists in substance abuse
- HCC K-12 – career development for clinical & translational oncology program

# Institutional K Awards

- Common elements
  - 40-75% minimum time for research
  - Research/travel budget
  - 2-3 years funding (accelerated trajectory)
  - Orientation
  - K to R club (4<sup>th</sup> Tuesday of each month at 5pm in BEB 201)
  - Grant writing course
  - Mock study sections
- Program-specific elements

# ARROWS

Advancement, Recruitment  
and Retention of Women in Science

ADVANCEMENT, RECRUITMENT, AND RETENTION OF WOMEN IN SCIENCE (ARROWS)



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## ADVANCEMENT, RECRUITMENT, AND RETENTION OF WOMEN IN SCIENCE (ARROWS)

Women Scholars Initiative : Arrows

### Contact Us

[Carol Feghali-Bostwick, Ph.D.](#)

Director, Center for ARROWS

Principal Investigator, NSF ADVANCE PAID Award

[Tamara Nowling, Ph.D.](#)

Co-Principal Investigator, NSF ADVANCE PAID Award

[Rosalie Crouch, Ph.D.](#)

Co-Principal Investigator, NSF ADVANCE PAID Award

[Megan McDonough, BA](#)

Program Coordinator, Center for ARROWS

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# SCTR Annual Mentor Training Symposium

- Began in 2010
- Half day – Open to all faculty
- Keynote Address
- Different focus each year:
  - 2017: Professional Communication Skills
  - 2016: Negotiation Skills for Mentors and Mentees
  - 2015: Team Science and Mentoring
  - 2014: Promotion

# Mentor (and Mentee) Training

## Tools for Mentors & Mentees

Topic	Speakers	Date
<b>Budget Tips for NIH grants (post-award, administrator perspective)</b>	Debra Siler	TBA
<b>What does a successful Mentor-Mentee pair look like?</b>	Tanya Turan/Truman Brown, Jacqueline McGinty/Heather Boger, Gary Gilkeson/Melissa Cunningham	TBA
<b>Scholarship in Clinical Education Track</b>	Eric Rovner	TBA
<b>Practical Application Workshop: Professional Networking ?</b>	Ed Krug	TBA

\*\* Previous topics and recordings can be found on the SCTR website under “Education & Training”.

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# Plans for Other Mentoring Programs

Academy of Medical Educators



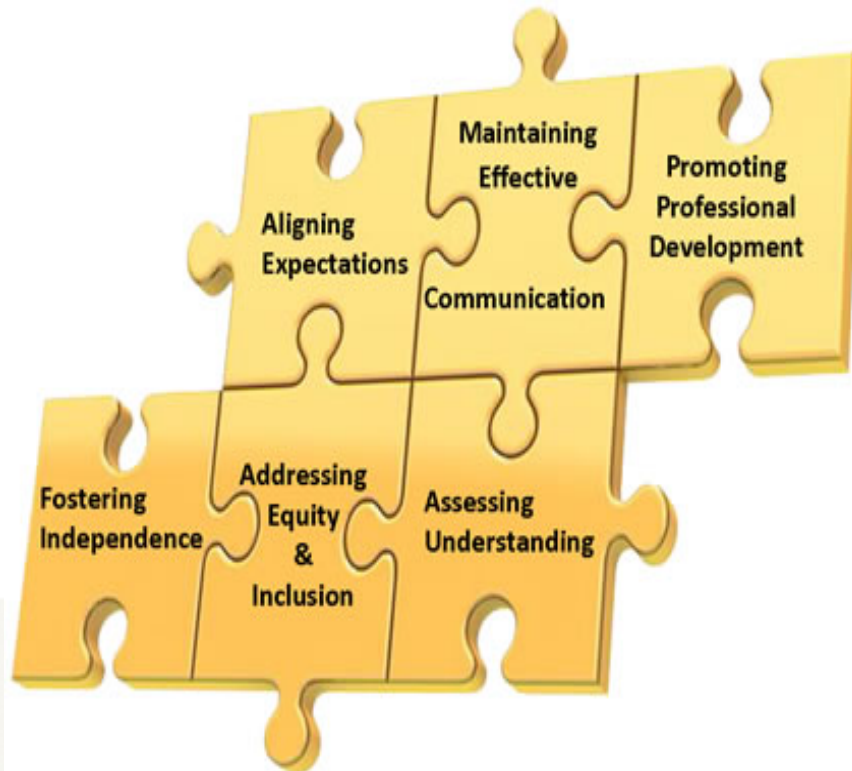
Mentor Training Course



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# Mentor Training Course

- Mentoring Competencies



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# Impact of COM Mentoring Program

## College of Medicine

*Number answering at least some part of the survey: 2011 (n = 496); 2017 (n = 508)*

Variable	2011	2017	p
All Faculty			
Familiarity with Promotion Criteria	414 ( 84.8%)	415 ( 90.6%)	0.008
Satisfied with Career Progress at MUSC	409 ( 83.1%)	393 ( 89.1%)	0.011
Satisfied with Department's Support of Career	350 ( 73.8%)	372 ( 85.1%)	< 0.001
Familiarity with Department Mentoring Plan	210 ( 43.1%)	336 ( 77.6%)	< 0.001
Instructors and Assistant Professors Only			
Do You Have a Mentor? (yes)	110 ( 57%)	114 ( 71.3%)	0.008
Full Professors Only			
Serve as a Mentor	59 ( 52.2%)	83 ( 70.9%)	0.004
Mentoring is a Very Satisfying Part of My Job	59 ( 98.3%)	79 ( 96.3%)	0.638

# Impact of COM Mentoring Program

	2011	2017	
Satisfaction with Research Mentoring	88 ( 83.8%)	88 ( 83.8%)	1
Satisfaction with Teaching / Education Mentoring	54 ( 76.1%)	72 ( 86.7%)	0.097
Satisfaction with Clinical Mentoring	44 ( 81.5%)	69 ( 90.8%)	0.186
Satisfaction with Administration Mentoring	58 ( 82.9%)	69 ( 90.8%)	0.218
Satisfaction with Career Development Mentoring	78 ( 75.7%)	94 ( 84.7%)	0.121
Satisfaction with Balancing Work and Personal Life Mentoring	56 ( 66.7%)	76 ( 85.4%)	0.004



Slide Courtesy of Dr. Mitchell Feldman, UCSF

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# Take Charge of the Mentee – Mentor Relationship

- *“The mentee is not an empty vessel receiving the mentor’s advice and wisdom but, rather, an active participant, shaping the relationship”*

Zerzan et al. 2009

# “Manage Up”

- “Managing up” -- *the mentee takes ownership of and directs the relationship, letting the mentor know what he or she needs . . . Managing up makes it easier for a mentor to help a mentee*