Mentoring in the COM at MUSC

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Professor of Neurology
Associate Dean of Faculty Development, COM
Director CTSA KL2 Program
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

Changing What’s Possible.
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
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.
• 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 (1st and 3rd 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
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 (4th Tuesday of each month at 5pm in BEB 201)
  – Grant writing course
  – Mock study sections

• Program-specific elements
ADVANCEMENT, RECRUITMENT, AND RETENTION OF WOMEN IN SCIENCE (ARROWS)

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LEADERSHIP & PROFESSIONAL DEVELOPMENT
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Changing What’s Possible.
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
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

<table>
<thead>
<tr>
<th>Topic</th>
<th>Speakers</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Tips for NIH grants (post-award, administrator perspective)</td>
<td>Debra Siler</td>
<td>TBA</td>
</tr>
<tr>
<td>What does a successful Mentor-Mentee pair look like?</td>
<td>Tanya Turan/Truman Brown, Jacqueline McGinty/Heather Boger, Gary Gilkeson/Melissa Cunningham</td>
<td>TBA</td>
</tr>
<tr>
<td>Scholarship in Clinical Education Track</td>
<td>Eric Rovner</td>
<td>TBA</td>
</tr>
<tr>
<td>Practical Application Workshop: Professional Networking ?</td>
<td>Ed Krug</td>
<td>TBA</td>
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** Previous topics and recordings can be found on the SCTR website under “Education & Training”.

Changing What’s Possible.
Plans for Other Mentoring Programs

Academy of Medical Educators

Mentor Training Course
Mentor Training Course

- Mentoring Competencies
### Impact of COM Mentoring Program

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

<table>
<thead>
<tr>
<th>Variable</th>
<th>2011</th>
<th>2017</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Faculty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Familiarity with Promotion Criteria</td>
<td>414 (84.8%)</td>
<td>415 (90.6%)</td>
<td>0.008</td>
</tr>
<tr>
<td>Satisfied with Career Progress at MUSC</td>
<td>409 (83.1%)</td>
<td>393 (89.1%)</td>
<td>0.011</td>
</tr>
<tr>
<td>Satisfied with Department’s Support of Career</td>
<td>350 (73.8%)</td>
<td>372 (85.1%)</td>
<td>&lt; 0.001</td>
</tr>
<tr>
<td>Familiarity with Department Mentoring Plan</td>
<td>210 (43.1%)</td>
<td>336 (77.6%)</td>
<td>&lt; 0.001</td>
</tr>
</tbody>
</table>

**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

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

Changing What’s Possible.
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