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## BACKGROUND

- High quality mentoring for junior faculty is associated with productivity, advancement and faculty satisfaction
- All new offer letters to assistant professors at FSM require a named mentoring committee
- **Challenge:** The success of the mentoring relationship is dependent on the mentors skill level and competency

## OBJECTIVE

- Identify a group of faculty to be trained as facilitators for mentor training workshops

## APPROACH

- We carried out the following two simultaneous activities to meet our objective:

### ACTIVITY 1: SEMI-STRUCTURED INTERVIEWS

- Between January and April, we conducted semi-structured interviews with department chairs, relevant Associate Deans, the Dean, and other selected leaders to assess/identify the following:
  - Perceived mentoring need
  - Areas where junior faculty need mentoring
  - Current mentoring activities
  - Use of incentives to promote mentoring
  - Mentoring leaders who could serve as facilitators

## APPROACH AND OUTCOMES

**Table 1: Results for Activity 1 (Interviews)**

<i>Participants</i>	<ul style="list-style-type: none"> <li>• 15/25 planned interviews completed</li> </ul>
<i>Attitudes</i>	<ul style="list-style-type: none"> <li>• Unanimously positive response to need for mentoring</li> <li>• Mentoring is primarily needed for research and education activities</li> <li>• Junior faculty need training on how to be mentees</li> </ul>
<i>Incentives</i>	<ul style="list-style-type: none"> <li>• No incentive (it is an expectation for senior faculty)</li> <li>• Recognition in certificates or awards</li> <li>• Financial rewards</li> </ul>
<i>Participation</i>	<ul style="list-style-type: none"> <li>• Chairs were able to identify 1-2 faculty to receive facilitation training</li> </ul>

## DISCUSSION

### SUMMARY

- Universal agreement that mentoring contributes to the success of junior faculty

### IMPACT

- Interviews alerted chairs to the availability of mentor training and stimulated excitement about next step

### NEXT STEPS

- Five additional training sessions are scheduled through 12/31/14 (training to ~450 faculty)
- A class of 35 faculty are being invited to train as facilitators
- Mentor development academy to take place in summer 2014

### ACTIVITY 2: PILOT MENTOR TRAINING SESSION

- Three-hour mentor training program in order to refine curriculum in order to tailor training of facilitators for the Mentor Development Academy
- Curriculum was adapted from a previously tested and published 8 hour mentor training curriculum

**Figure: Mentor Development Workshop**



**Table 2: Results for Activity 2 (Training Session)**

<i>Participants</i>	<ul style="list-style-type: none"> <li>• 90 faculty from 3 departments and all ranks participated</li> <li>• 15 facilitators with a range of experience</li> </ul>
<i>Goals</i>	<ul style="list-style-type: none"> <li>• Focused on 3 competencies: Communication, alignment and career development</li> </ul>
<i>Activities</i>	<ul style="list-style-type: none"> <li>• Lecture (40 minutes)</li> <li>• Role plays (1.5 hours)</li> <li>• Discussion (1 hours)</li> </ul>
<i>Outcomes</i>	<ul style="list-style-type: none"> <li>• Overwhelming positive response</li> <li>• Effectiveness of small group activities varied by skill of facilitator</li> <li>• Discussion opportunities and role plays were highlighted</li> </ul>



## **ABSTRACT: 2014 ELAM Institutional Action Project Poster Symposium**

**Project Title:** Mentor Development Academy

**Name and Institution:** Mercedes R. Carnethon, Feinberg School of Medicine at Northwestern University

**Collaborators:** Dr. Michael Fleming, Northwestern University Clinical and Translational Science Institute

**Background, Challenge or Opportunity:** Providing high quality mentoring for junior faculty is a priority given reports that faculty who are mentored are more productive, happier and more likely to advance through the faculty ranks. In response, our institution now requires that all tenure track offer letters for junior faculty include the name of a primary mentor and plans for a mentoring committee. However, the success of the mentoring relationship depends heavily on the ability of the mentor to communicate effectively, work together with the mentee to set appropriate goals and to support the mentee by facilitating opportunities for advancement. Mentor training curriculum has been validated and tested using randomized controlled trials, but a critical mass of trained facilitators is needed to deliver the curriculum on a broad scale.

**Purpose/Objectives:** We surveyed departmental and institutional leadership about the receptiveness to mentor training, the perceived need of their faculty for training, and the areas in which training would be valuable. Our primary objective is to identify a group of faculty who would be willing to be trained as facilitators for future mentor training workshops.

**Methods/Approach:** Between January and April, we are carrying out semi-structured interviews with department chairs, the director of faculty affairs, the Associate and Vice Deans for Faculty Affairs and a random sample of senior and junior faculty. Additionally, we collected feedback from one mentor training carried out for a group of ~100 faculty from three departments in March in order to use the feedback to refine the mentor development academy.

**Outcomes and Evaluation Strategy:** To date, we have completed approximately 70% of planned interviews. The feedback about the value of requiring named mentors for junior faculty has been unanimously positive. The areas where mentorship is cited most valuable has varied by department according to the primary function of the department and focus of most of its faculty (i.e., clinical, education vs. research). All chairs agreed on the need for mentoring in the conduct and development of research. A variety of suggestions were provided on how to incentivize mentoring from expecting it as a responsibility of senior faculty to prizes for highly rated mentoring in the form of certificates or money. A minimum of 1 faculty member per department was identified as a potential facilitator to enter the development academy. Feedback from one mentor training was positive, and 5 additional trainings that will reach approximately 800 faculty by the end of the calendar year have been scheduled. Work to develop the facilitator training curriculum is ongoing with planned implementation in August 2014. Preliminary feedback is that mentorship is considered valuable and mentor training workshops are useful; consequently, the need to develop more facilitators to manage the volume of work is warranted.