

## Career Mentoring Program for General Internal Medicine Faculty

**A. Participating Divisions/Departments(s):** Division of General Internal Medicine, Department of Medicine

**B. Mentoring Coordinators:** William N. Robiner, PhD, Professor of Medicine; Anne Marie Weber-Main, PhD, Associate Professor of Medicine

**C. Program Start Date:** October 2013

**D. Program Description:** The division developed a new, structured, Career Mentoring Program for all junior faculty (rank of Assistant Professor, regardless of time in rank), driven in part by the influx of a large cohort of early career internists who became members of the division's new hospitalist program and by the division's overall goal of enabling all faculty members to thrive in their academic careers.

- **Goals:**
  - Ensure that all assistant professors in the division are (1) socialized to the local and national culture of academic medicine and (2) fully supported in their early-career development, including the creation of collegial networks and strong portfolios in education and research/scholarship.
  - Enhance the faculty's creativity, productivity, advancement, satisfaction, and retention, while fostering a sustained and division-wide culture of mentoring.
- **Process for matching mentors and mentees:** We created a mentoring committee composed of the two mentoring coordinators, division head, two additional faculty members (one assistant, one associate), and two administrative staff members. The committee matched each junior faculty mentee with a mid-career or senior mentor to provide more systematic career guidance and support. Matching decisions were based on similarities in mentors' and mentee's areas of scholarly interest and clinical practice (as assessed by a brief survey), academic track, and pre-existing mentoring relationships. In year 1, 28 mentee/mentor dyads were created.
- **Expectations for mentors/mentees:**
  - Mentors and mentees are expected to meet with one another at least 3 times/year and to co-create and routinely review an Individualized Development Plan (IDP) for the mentee.
  - Mentor expectations:
    - Review and provide feedback on mentees' goals, plans, timelines (IDPs)
    - Help set priorities, address work-life challenges
    - Broker opportunities for mentee to grow professionally, assume leadership roles, collaborate, apply for project funds, etc
    - Connect mentee to additional mentors or coaches as warranted
    - Acculturate mentees to the institution and profession/discipline
    - Serve as a sounding board, role model, and advocate
    - Help prepare mentee for advancement and promotion
  - Mentee expectations:
    - Develop and use IDP for ongoing career management
    - Be receptive to constructive feedback, new ideas and perspectives, challenges
    - Take initiative (prepare for meetings, ask productive questions, seek out information)
    - Share feedback with mentor
    - Follow through on commitments
- **Program activities:**
  - Mentors participated in a 2-hour training session to learn about program expectations, become familiar with the IDP format, and discuss their mentoring approaches.

- Mentors and mentees together participated in an orientation session at which the program was described, mentor/mentee expectations were outlined, and mentors engaged in semi-structured small-group discussions with their assigned mentees.
  - Shared folders were created on Google Drive to facilitate communication between mentors and mentees (sharing of IDPs, CVs) and disseminate resources related to mentoring (literature, templates for IDPs and CVs, promotion criteria for academic tracks).
  - Mentors participated in a mid-year dinner meeting with the mentoring coordinators to share successful practices and address challenges related to their mentoring relationships.
  - The division sponsored a series of professional development workshops for faculty to augment individual mentoring. These included an educational scholarship boot camp, a quality improvement scholarship boot camp, monthly scholarship-in-progress meetings, and a seminar on grantsmanship and the division's/university's grant infrastructure.
  - The mentoring committee administered pre- and post-measures for program evaluation, and is creating plans to track faculty productivity, satisfaction, and retention over time.
- **Adaptations made in year 1 or planning to make in the future.** Two newly-promoted faculty members will move from being mentees to serving as mentors. Two junior faculty members will be brought on to the mentoring committee, at least one of whom is a hospitalist, so that the program can evolve to meet their needs. Mentees will have the opportunity to switch mentors if they wish during the year. Recently hired faculty will be paired with mentors and given an orientation to the program. Mentoring metrics are being identified for inclusion in the division's dashboard. Division-wide faculty development programs will continue to be offered and new ones developed.
  - **Resources needed:** The division is fortunate to have a moderately sized cohort of mid level and senior faculty who can serve as mentors and are generous with their time. In year 2, division funding is being allocated to support some time for the mentoring coordinators and for administrative staff who are vital to scheduling meetings of mentoring dyads, supporting the activities of the mentoring committee (meetings, evaluation, new programming) and providing technical support for the program (Google Drive, dashboard).
  - **Outcomes:** Evaluation is underway to assess potential changes from baseline to the present (12 months) in the type and extent of mentoring received/given by participating faculty; their mentoring attitudes, knowledge, and skills; their career management skills; and their job satisfaction. We are also gathering data on faculty's perceptions of how they have benefited from their mentoring relationships and the overall mentoring program, and how both might be improved. Our primary longer-term outcomes are faculty retention and increased participation in scholarly endeavors.
  - **Challenges:** It has been a hurdle for our program to encourage and support scholarship through mentoring in a division with a large number of Teaching Track and Clinician Scholar faculty, most with heavy clinical loads, and in a context of shifting school-level expectations for scholarly outcomes (particularly peer-reviewed publications) within these tracks. Standardizing expectations and building this culture has been a positive yet challenging component of the work.
  - **Plans for continuation, sustainability:** The division is continuing the mentoring program, as it is seen as a vital way of cultivating the human capital of the division and increasing our overall scholarly productivity. In year 2, mentors will be asked to help mentees prepare for annual reviews.

#### E. Contact for more information:

William Robiner, PhD  
 (612) 624-1479  
 robin005@umn.edu

Anne Marie Weber-Main, PhD  
 (612) 625-7433  
 weber005@umn.edu

**Report Date:** November 25, 2014