Mentor Training Workshop: Sharing Innovative Mentoring Models and Practices Across Departments

Medical School Master Mentor Program | Office of Faculty Affairs Wednesday, October 30, 2019
Welcome / Goals
Iris Borowsky, MD, PhD | Faculty Director of the Master Mentoring Program, Professor, Department of Pediatrics
Mentor Training Workshop

Master Mentoring Program
Medical School Office of Faculty Affairs

- Iris Borowsky, MD PhD
- William Roberts, MD
Master Mentoring Program
https://hub.med.umn.edu/master-mentoring-program

**Individual faculty short-term consultations**
For individual faculty, at any career stage: Master Mentors will engage in short-term consultations to provide guidance in areas of need, including:

- Building a community of mentors
- Identifying and accessing resources
- Overcoming professional challenges and cultural barriers
- Increasing scholarly output
- Expanding networks
  - Establishing a desired level of work-home integration
- Career advancement opportunities

**Departmental support for assessing, creating, and expanding mentoring models, including:**

- Consultations
- Mentor training tailored to department’s needs
- 2-stage internal grant review (interdepartmental mock study sections)
- Writing groups

**Development support for the Office of Faculty Affairs**

- Obtain data on efficacy of individual mentoring and group mentoring programs across the Medical School
- Determine strategies for refining mentoring programs and make recommendations to the Office of Faculty Affairs
- Develop and disseminate centralized mentoring/professional development resources for faculty and departments
Rethinking Mentoring

Do you get this?

If not, register at:
https://www.facultydiversity.org/join
Ask: What do I need? How do I get it?

- substantive feedback
- professional development
- emotional support
- intellectual community
- access to opportunities
- role models
- other needs
- accountability for what really matters
- sponsorship

This is mentoring!
Mentor Training Workshop

• Selecting the best promotion track
• Mastering time management
• Boosting wellbeing
• Medical School examples of innovative mentoring models
Motivation Through Positive Peer Pressure: Novel Approaches to Encouraging Faculty Productivity by Leveraging Near Peers and Transparency

Michael Pitt, MD | Associate Professor, Department of Pediatrics
Motivation Through Positive Peer Pressure

Novel Approaches to Encouraging Faculty Productivity by Leveraging Near Peers and Transparency
$0.00
No relevant financial disclosures
What is Peer Pressure?

social influence from one’s contemporary group
Requirements for Positive Peer Pressure

Respected Peers
Requirements for Positive Peer Pressure

- Respected Peers
- Transparency
Requirements for Positive Peer Pressure

- Respected Peers
- Transparency
- Psychological Safety
Requirements for Positive Peer Pressure

- Respected Peers
- Psychological Safety
- Transparency
- Stressful Competition
- Silos
- No Inspiration
Peer-to-Peer Sessions

p-quad
positive
peer-pressured productivity
4P
p-quad
positive
peer-pressured
productivity
Traditional incentives reward the top performer(s) and this approach does little to incentivize the bottom/middle.
Positive Peer Pressure via Increased Transparency

Weighted Financial Incentive
• 1 Point: Abstract Submission
• 2 Points: Poster Acceptance or Manuscript Re-Submission
• 3 Points: Podium Acceptance or Workshop Acceptance
• 4 Points: Manuscript Submission
• 6 Points: Manuscript Acceptance
Hospitalist Academic Productivity
(n=15 participants)

- Pre-P-QUAD Year
  - Abstracts Submitted*: 42
  - Posters Accepted: 22
  - Workshops Accepted: 9
  - Platforms Accepted: 11
  - New Manuscript Submissions: 18
  - Manuscript Re-Submissions: 3
  - Manuscripts Accepted: 11
## Hospitalist Academic Productivity

**(n=15 participants)**

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<td>20</td>
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* *p* < 0.05
### Average Scholarship Per Resident Per Year

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<td><strong>TOTAL P-QUAD SCORE</strong></td>
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<td>8.90</td>
<td>12.20</td>
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Recruit → Promote → Feed & Feedback → Repeat

P2P
Peer-to-Peer Sessions
Paper Writing
Slide Design
IRB & Stats
Phased Retirement
Google Tips
Teaching Toolkit
Teaching Clinical Reasoning
Poster Design
Product Development
Composite Feedback Score 4.9/5
95 Faculty Attendees
9 Different P2P Sessions
1 YEAR
Coffee Coaches - Peer Points of Contact

We are excited to introduce a new opportunity to enhance informal mentorship within the department called Coffee Coaches. New Points of Contact: Coffee Coaches. Are you looking to connect with a mentor or an experienced professional for coffee, chat, or just to catch up? We are hoping to connect with a mentor or someone who has experience in the field. Coffee Coaches can help you find the right mentor or provide guidance on how to approach the mentorship process.

Once you’ve selected a mentor, email Emily Wright at emily.wright@yale.edu to set up a coffee meeting. It’s a casual meeting, so no need to keep track of coffee costs. Just have a cup of coffee and connect with your mentor.

And if you’re looking to be a Coffee Coach, let us know! We are looking for enthusiastic mentors who are willing to help others.

No need to keep receipts. No hassle. Just coffee and connecting.

No need to keep receipts. No hassle. Just coffee and connecting.
Write On Site Groups
At the designated time and place, everyone comes and writes. That's it! There's no discussion during the writing time, just sharing the same physical space and actually engaging in the act of writing. The collective writing energy of the group is energizing and people are free to come early and stay late for socializing.

Writing Accountability Groups
Each person gets 15 minutes to discuss the following:
1. My goals for last week were ________
2. I did/did not meet them ________
3. If I didn't meet them, it's because of ________
4. My writing goals for next week are ________
The group helps to support one another by identifying the limiting beliefs and behaviors that hold members back from productivity as well as celebrating successes. Keeping written documentation of members’ weekly goals and progress is often helpful.

Collaborative Writing Group
Members plan and write papers together, with each person in the lead author role on a paper and co-author roles on other group papers. Group meetings facilitate the process of seeing the papers through to submission and publication in peer-reviewed venues, including the actual writing, feedback, support, and accountability as needed.

Iris Borowsky & Mike Pitt will be the point people for this project; Chris Wright will provide administrative support.

Regardless of the type of peer writing group, the key to success is consistency and accountability; start by setting up the first several times you will meet.
In the first session, we will mine our CVs and identify prior abstracts or presentations that would work well as a paper. We’ll then strategize an individualized writing plan, including what type of article and which journal to shoot for.

After 6 weeks of writing – with remote peer check-ins, we will reconvene to discuss progress, give feedback, and refine our writing plan to get our papers submission ready.

In the final session, we will write on site with the goal of finalizing the submission formatting and hitting submit before we leave the room.

We will cap at 8 participants and will work to find three meeting times that work for everyone. Great food will be provided. If interested, email Mike Pitt at mbpitt@umn.edu.
Peer-to-Peer Sessions

p-quad
positive peer-pressured productivity

Posters ➜ Papers Peer Writing Group

A 3-session mentorship small group to connect or get feedback on a new paper.

We will start with a brainstorming and group ideation session using an ideation tool.

After brainstorming and small group brainstorming and forming a writing plan, we will share our writing plan and brainstorming and outline feedback before we focus on them.

Coaching
e-mail me at...
Mentoring in Biochemistry, Molecular Biology, and Biophysics (BMBB)

David Bernlohr, PhD | Professor and Head, Department of Biochemistry, Molecular Biology, and Biophysics
Mentor Training Workshop

Small Group Mentoring Model

Biochemistry, Molecular Biology and Biophysics (BMBB)

David Bernlohr, Professor and Head
bernl001@umn.edu
BMBB is a large, geographically distributed (two counties and 5 buildings), complex basic science department with 43 tenure/tenure-track faculty in which all are expected to contribute significant amounts of time and energy to research, teaching and service. BMBB resides in both the undergraduate College of Biological Science and the Medical School and because of that, faculty are expected to participate actively and avidly in both Schools and be responsive to the academic goals and governance established by both collegiate units.

BMBB is currently rated #6/104 in the nation in terms of NIH funding as assessed by the Blue Ridge Medical Institute and its ranking will increase again next year.
BMBB uses a two-component mentoring system. Firstly, each tenure-track assistant professor meets with the Head during Y1 to define a 3-person mentoring committee. Mentoring committees are expected to meet annually with their mentee on a formal basis and to assess teaching. Each mentoring committee is responsible for:

a. annual review of probationary faculty and assistance with summary documents for Form 12
b. annual review of probationary faculty teaching and evaluation using university-based system.
c. annual summary document compilation for senior faculty review that includes research activities (funding and publications), trainees, student-based teaching metrics and service activities both within the university, the community and their scientific discipline
d. development of 5-year P&T summary documents for departmental review.
Secondly, BMBB has generated a small peer group format for informal connectivity and career development. Small groups are developed along the lines used by large companies or churches to integrate new employees/members into a complex culture and environment. Each BMBB small peer group is assembled by the Head to include 2-3 assistant professors and 3-4 more senior associate and full professors forming a 5-7 person small group. The scientific background of each peer group is intentionally assembled to be interdisciplinary but emphasize senior faculty who have been successful in career developments, have served on study sections and leadership groups, have obtained and renewed several NIH grants and who have shown the ability to teach and train effectively. Importantly, each small group agrees to meet together for 60-90 minutes every other week.
Outcomes:

a. To date, every assistant professor that has used the System has received multiple federal and/or foundation awards. Examples include NIH R01 awards, NIH MIRA awards, MNDrive, NSF Career Awards, Pew Foundation Awards, McKnight Land Grant Professorships, or other major research foundation award.

b. Significant positive impact on new faculty recruitment. This has been a major advantage for BMBB in being able to offer faculty candidates a small group peer process and has been met with essential universal acceptance and energy.

c. Senior faculty are enjoying the process immensely and are happy to participate

d. Senior faculty not involved are asking to become part of any new groups that are formed

e. Senior and mid-career faculty are bringing new grant ideas to the small groups for peer review.

f. Other units of the Medical School are asking to have their recruits join BMBB small groups.

g. Small peer groups have been an asset for departmental letters of support.

h. BMBB postdocs have asked unit to create small peer groups for postdocs to assemble in a parallel manner.
**Future:**
Maintain two-component system for BMBB faculty.

Nobody seems to want to get out of their group.

Consider broadening model to become more interdisciplinary. Consider splitting groups once established as vehicle for expansion rather than begin new groups from scratch.

Consider creating hybrid faculty-postdoc small groups to facilitate career advancement

Incorporate into training grant applications.
CWIMS - Early Pathway to Success Program

Rahel Ghebre, MD, MPH | Associate Professor, Department of Obstetrics, Gynecology, and Women’s Health, CWIMS Retention and Recruitment Action Group Member; Sade Spencer, PhD | Assistant Professor, Department of Pharmacology, CWIMS Retention and Recruitment Action Group Member
CWIMS-Early Pathway to Success Program

Recruitment and Retention Action Group Initiative

Rahel Ghebre, MD, MPH,
Associate Professor, Department of Obstetrics, Gynecology and Women’s Health

Sade Spencer, Ph.D.,
Assistant Professor, Department of Pharmacology, Medical Discovery Team on Addiction
CWIMS-Early Pathway to Success Program

Goal: Support women faculty retention and promotion

How: Invest time and resources in building organizational engagement, clear barriers to early career success
Why people leave academic health centers

<table>
<thead>
<tr>
<th>Reason for leaving</th>
<th>Total</th>
<th>Male (n = 107)</th>
<th>Female (n = 52)</th>
<th>Chi-square</th>
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<td>Career/professional advancement</td>
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<td>0.2</td>
<td>28.8</td>
<td>0.1</td>
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<tr>
<td>Low salary</td>
<td>25.5</td>
<td>26.4</td>
<td>25.0</td>
<td>0.1</td>
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<tr>
<td>Chair/department leadership</td>
<td>22.4</td>
<td>17.9</td>
<td>30.8</td>
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<td>19.8</td>
<td>23.1</td>
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<td>Personal/family reasons</td>
<td>16.4</td>
<td>13.2</td>
<td>25.0</td>
<td>3.4**</td>
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<td>Retirement</td>
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<td>18.9</td>
<td>5.8</td>
<td>4.8*</td>
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<td>13.2</td>
<td>11.5</td>
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<td>Workload</td>
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<td>8.5</td>
<td>15.4</td>
<td>1.7</td>
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<tr>
<td>Space/physical environment</td>
<td>9.1</td>
<td>11.3</td>
<td>3.8</td>
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<tr>
<td>Lost position/funding</td>
<td>8.5</td>
<td>6.6</td>
<td>13.5</td>
<td>0.2</td>
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<td>Location/area of country</td>
<td>2.4</td>
<td>2.8</td>
<td>1.9</td>
<td>0.1</td>
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Cropsey et al, 2008 Journal of Women’s Health
• Minority[female] faculty are disadvantaged by comparative isolation within the academic community.

• Minority[female] faculty feel disproportionately obliged to time-consuming engagements: to serve as mentors, participate in committees, and engage in community service.

• Minority[female] faculty view attainment of senior rank as inaccessible similar to other complex social enterprises (glass ceiling)

Cohen et al, 1998 JAMA
Cropsey et al, 2008 Journal of Women's Health
Guiding Assumptions

• When faculty feel connected, supported and a sense of “home,” they are more likely to experience personal wellness and professional success.

• When faculty are engaged with peers and institutional programs they are more likely to be retained in their positions.

• There are key skill sets that can support the success of academic faculty in their careers—some beyond traditional career development topics.
Retention is more cost-effective than recruitment

Up to 5% of the operating budget of an academic medical center may go towards costs associated with replacing faculty.

Waldman, 2004a,b Health Care Management and Human Resources Planning
Skill sets for Success

**Financial**
- Human Resources
- Retirement Benefits (UMN and UMP)
- Loan Burden Strategies
- Salary
- Negotiation Skills

**Work Life Balance**
- FMLA/Sick-time
- Importance of Self-care
- Stress and Mental Health Management
- Stop the Clock Options
- Time-management
- Identifying High Yield Activities

**Academic**
- Promotion and Annual Review
- Mentors
- Individual and Group Networking (Across Units and Departments)
- Leadership
- People and Resource Management
- Conflict Resolution
- Talking-up

*Resources Database*
Program Goals

- Increase average rates of retention for new faculty identifying as women through:
  - Increasing new faculty engagement
  - Creating a sense of small group connection
  - Promoting strategic peer mentoring

- Provide early pathways to success for new faculty identifying as women through:
  - Skills training
  - Demystifying the formula for success
  - Opportunity sharing and peer mentoring

- Increase success of promotion and tenure in women faculty and representation of women faculty in leadership positions.
Program Design

• Small groups
  – First cohort: 12 accepted through self-nomination
  – Faculty within 3 years of current appointment

• Monthly 1.5 hr breakfast meetings over the academic year
  – Guest presenters and panels, interactive break-out sessions, *homework

• Off-line engagement throughout the year
  – Summer book club
Measuring Program Success

• Survey
  – Pre-program:
  – Post-program: impact, topic suggestions/feedback
• Ongoing participation and engagement beyond the first year
  – Mentee becomes the mentor
• Measurable: promotion, retention, engagement survey, other success
CWIMS Retention and Recruitment Action Group Members

- Catherine Bendel, MD, Associate Professor, Department of Pediatrics
- Jerica Berge, PhD, Professor, Department of Family Medicine and Community Health
- Briar Duffy, MD, Associate Professor, Department of Medicine
- Rahel Ghebre, MD, Associate Professor, Department of Obstetrics, Gynecology and Women’s Health
- Sarah Hutto, MD, Assistant Professor, Department of Obstetrics, Gynecology and Women’s Health
- Mojca Remskar Konia, MD, PhD, Professor, Department of Anesthesiology
- Kait Macheledt, MPH, Project Specialist, Center for Women in Medicine and Science
- Catherine McCarty, PhD, Professor, Department of Family Medicine and BioBehavioral Health
- Rebekah Pratt, PhD, Assistant Professor, Department of Family Medicine and Community Health
- Sade Spencer, PhD, Assistant Professor, Department of Pharmacology
Mentoring Groups and Building an Information-Sharing (web-based) Infrastructure Using Canvas and Intranet for Faculty Development

Joss Thomas, MBBS, MPH | Associate Professor and Vice Chair of Clinical Affairs, Department of Anesthesiology
Faculty Development and Wellness: Using a Canvas (web based) infrastructure to share information

Joss Thomas, MBBS, MPH, FCCP, MHA
Vice Chair of Education,
Faculty Development and Wellness
Department of Anesthesiology
Department of Anesthesiology

Number of faculty: 57
Number of Assistant Professors: 43
Number of Associate Professors: 5
Number of Professors: 9

Full time faculty work 186 clinical days per year

Average Academic Time: 32 academic days (Additional academic and administrative days given based on academic productivity, and other responsibilities)
Faculty Development Program

• Voluntary program was initiated 2 years ago
• Two year cycle, rolling admission process, Revamping this year to include Maintenance of certification activities (American Board of Anesthesiology)
• Three components:
  • Faculty development activities
  • Mentorship
  • Faculty Wellness
• Established Mentor/Mentee Groups during orientation
• Junior faculty remain in academic track for at least 3 years
• Academic productivity monitored over three years
Mentorship Program

• Senior Faculty serve as Mentors (Professors and Associate Professors)
• Faculty or mentors can change groups at will
• Each Mentor/Mentee group work independently or in collaboration. Department admin typically facilitates meetings.
• Master sheet (maintained by the Chair’s Office): List of Research and Quality initiatives are accessible to faculty on INTRANET
• Three faculty members enrolled in the “Faculty Success Program” (funded by Department)
• Mentorship Maps are being completed by each faculty (voluntarily)
• All faculty are encouraged to become members
• Monday Morning Motivator is sent to all faculty via email
• Department will fund one or two faculty for “14 day writing challenge”
• All faculty are expected to complete the 10 skills webinars within a year ([https://www.facultydiversity.org/webinars/semesterplan19](https://www.facultydiversity.org/webinars/semesterplan19))
• Practice Management conference of the American Society of Anesthesiologists (two faculty attend every year)
Leadership Training and Other Pathways

• American Society of Anesthesia (ASA Executive Leadership program) with Kellogg School of Management: 4 faculty
• Rothenberger Leadership Course: 2 faculty
• MHA Program: 1 faculty (3 faculty have already completed the program)
• Masters in Education program (Cincinnati, OH): 1 Faculty
• Currently working to create combined pathway programs for residents who will eventually work in the department as faculty (MHA, MBA and Masters in Academic Medicine)
Components of Faculty Development and Wellness

- **Faculty skills activities**:  
  - Citation manager training, Excel training, teaching methods
- **Professionalism**:  
  - Director of Organizational Effectiveness and Leadership Development provides 10 minute blurbs during faculty meetings.
- **Situational Leadership training** (SLII)
- **Clinical Trials Course**:  
  - Canvas based online course
- **New writing Course**:  
  - For all faculty and fellows
- **Faculty wellness activities**:  
  - Time Management, Cooking classes, Family Day
Online Curriculum and Resources

Anesthesiology Faculty Development

Department of Anesthesiology

Faculty Development and Mentorship Program

The mission of this course is to help faculty improve their academic and scholarly productivity. The course spans over 2 years (with a rolling admission basis). The course uses several modalities to achieve this goal: Workshops, presentations by experts, group activities with Mentors and Mentees, online forum discussions, online instructional videos, information on education, promotion, and faculty well-being.

The course is focusing on the Core Curriculum materials from the National Center for Faculty Development & Diversity, a website that provides information and advice, and sets a foundation for academic faculty.

Course prerequisite(s): Must be a full-time faculty member of the Department of Anesthesiology.

Course expectations: Participating faculty are expected to complete all 10 presentations within one year of start.

Criteria for grading and grading standards: One "point" will be awarded per Faculty Development meeting attended. One "point" will be awarded per Mentor meeting attended.

Course Content

- Faculty Wellbeing
- NCFFD Skills Resources
- Faculty Development Recordings
- Writing Course
- Professionalism Resources
- Discussions
Departmental CANVAS Based Curriculum and Online Resources

• https://canvas.umn.edu/courses/57843
• https://canvas.umn.edu/courses/57843/pages/faculty-development-recordings
• https://canvas.umn.edu/courses/57843/pages/faculty-wellbeing
• https://canvas.umn.edu/courses/57843/pages/professionalism-resources
• https://canvas.umn.edu/courses/57843/pages/nsfdd-skills
• https://canvas.umn.edu/courses/120203
Faculty Wellness Program
Family Day: January 11th 2020

• Currently organizing a Family Day:
  • A day to showcase to all spouses and children of faculty, residents and administrative staff what we do as Anesthesiologists

• Different workstations which include:
  • Simulation, ultrasound, OR equipment, IV and central line access, cardiac ultrasound

• Human resources will have a workstation to help with spouses to discuss:
  • Benefits, Retirement, Family resources such as nanny/daycare support

• Children’s activities station:
  • Face painting, coloring and puzzles activities, tattoos etc

• Access to leadership of the Department
Faculty Wellness Assessment Questionnaire

• What is most important for you in terms of job satisfaction?
• What are aspects of your current job that would make you want to stay in your present position?
• What makes you feel supported in a position?
• If you had a wish list, what are the components that you would wish to keep in your current job; what components would you want changed or removed?
• Who do you spend time with most at your workplace?
• Do you feel comfortable talking to Faculty that you report to? If not, why?
• Provided that some stress may be systemic, what support could the Department provide to reduce systemic stressors?
Acknowledgements

• Canvas development and maintenance: Nancy Gauthier & Y Yan
• Situational Leadership Training: Rosie Ward
• Calendar and event planner: Nancy Gauthier
• Clinical Trials Course: Mike Todd
• Writing Course: Paul Casella (Iowa Writers workshop)
• Mentors/Mentee Program: Kay Anderson & Academic Affairs Committee
• Administrative Support: Amy Fisher and Nancy Gauthier
• Faculty Wellness: Wendy Nguyen, Ilana Fromer, Tjorvi Perry
• Chair, Department of Anesthesiology: Michael Wall
Peer Mentorship

Tanner Nissly, DO | Assistant Professor, Department of Family Medicine and Community Health
New Faculty Peer Group

Tanner Nissly, DO
Carrie Link, MD

Assistant Professors
Department of Family Medicine & Community Health

October 30, 2019
Outline

• Background
• Supporting Evidence
• Group Structure
• Pitfalls/Portability
Background

• Expectations in transition to Faculty
  – Skills & experience
    • Medical knowledge, clinical efficiency, scope of practice, etc
  – Teaching, scholarship, leadership
  – Service to our programs and department
  – Mentoring & career advice
    • Expectations, promotion & tenure
    • Work-life balance
Background

• Demands of becoming faculty
  – Publishing/research
  – Leadership
• Changing personal life
Background

• Faculty for Tomorrow
  – Improve recruitment & retention
  – Decreased costs of faculty turnover

• HOW do we support young faculty to flourish in their careers?
Supporting Evidence

- U Washington Peer Mentoring 4yr cohort
  - 6 junior faculty <6 years into career, Met 30 times over 4 yrs, no protected time
  - Benefits: diversity of thought, navigating institution, collaboration, feedback, accountability, opportunities, collegiality, networking, motivation, productivity
  - Drawbacks: Loss of group focus, lack of hierarchy, no external catalyst, absence of curriculum, competing interests, scheduling, group functionality

- University of Indiana 2 yr cohort
  - 10 jr faculty, facilitated peer mentoring, 22 jr faculty control, no protected time
  - Academic activities increased 4x in group members

- Vanderbilt Department of Pediatrics
  - 102 Jr faculty in facilitated peer mentoring program, jr faculty with one senior mentor
  - Set curriculum
  - Outcomes: KSA improvements, activity alignment with career goals, prominent changes with women faculty, increased interconnectedness

Group Structure

• Who?
  – 10 members 1-5 years out of residency
    • All transitioned directly from residency to faculty
    • 4 UMN DFMCH programs represented
• When?
  – Started meeting every other month
  – 12:30-5 PM
  – Currently meeting quarterly
  – Protected time – during our admin time
Group Structure

• What?
  – Meeting agenda set by the group
  – Current structure includes:
    • Rotating guest & internal speakers on topics of interest
    • Projects & updates
    • Ekstasis Peer Consultation
    • Member Presentations
    • Collaborative Work
Examples of Collaboration

• RELAY project
• Discovery Fund Chronic Pain Patient Experience
• OB workshop
• OB care site coordination - St John’s & St Joe’s
• Encourage uptake of MAT education
Is this Portable?

• In short – yes
• How?
  – Resource commitment, time!
  – Early group goal setting
  – Set structure, expectations for each meeting
  – Revisiting/refining goals & activities of group
AHC Duluth Women’s Mentoring Program

Jean Regal, PhD | Professor, Department of Biomedical Sciences - Duluth Campus
AHC Duluth Women’s Mentoring Program

Jean F. Regal, PhD
Professor, Pharmacology
Department of Biomedical Sciences

October 30, 2019

University of Minnesota
Medical School
DULUTH CAMPUS
History

- Began in 2000
  - Program established before the Medical School faculty mentoring policies existed
  - Grass roots movement - Conceived and directed by 3 women professors in Medical School Duluth
    - Regal, Heller, Elliott

- In 2003
  - Added College of Pharmacy Duluth women faculty
Medical School Duluth 2000

Bringing Women Faculty Together to Succeed

Women’s Mentoring Program

- Microbiology
- Family Medicine
- Pathology
- Biochemistry
- Behavioral Science
- Pharmacology
- Anatomy
- Physiology
- Women’s Mentoring Program

Bringing Women Faculty Together to Succeed
Assumptions

▪ Achieving a critical mass of women faculty is a good thing

▪ We all need more than one mentor
Objective

*Promote community and prevent isolation*

- To promote a supportive and positive environment for the career development of women faculty
- To assist participants in career development and achieving balance between career and personal life
- Provide opportunities to learn new skills, exchange ideas and advice, network, and problem solve
Components of Women’s Mentoring Program

- Mentoring of Assistant Professors
  - Each Assistant Professor pairs with two professors for consultation on career development and the tenure process

- Programs and Events
  - Regular programs for all women faculty, with select programs open to all Medical School Duluth faculty
Mechanism

- Lunch meetings
  - No competition with family time
  - Food provided – no extra work

- Opportunity for women faculty to get to know each other
  - Build relationships
  - Provide a safe academic and intellectual community
Mechanism

- Specific topic for each lunch meeting
  - Visiting scientists
    - Discussion of strategies for a successful career
  - Regular meetings with Regional Campus Deans
    - Informal information exchange
  - Skill building sessions - presented by peers
    - Time management
    - Improving your writing
    - Promoting your accomplishments
    - Professionalism
Measure of Success

PARTICIPATION!

- 4-5 events/year
- 9-13 women/event
- 70-100% participation
AHC Duluth 2019

College of Pharmacy Duluth
Pharmacy Practice & Pharmaceutical Sciences
- Pink: 9
- Blue: 12

Medical School Duluth
Family Medicine & Biobehavioral Health
- Pink: 10
- Blue: 10

Biomedical Sciences
- Pink: 13
- Blue: 14

Women’s Mentoring Program
Women Faculty Served

- **Medical School Duluth - 30**
  - 10 tenured/tenure track faculty
  - 13 academic track faculty (clinical, research & teaching track)
  - 7 Postdoc/PhD research staff

- **College of Pharmacy Duluth – 9**
  - 1 tenured/tenure track
  - 8 clinical faculty
2019 Programming

- Program is directed and organized by
  - Jean Regal, Professor
  - Michelle Statz, Assistant Professor

- Mentoring of individual assistant professors discontinued in 2008 when formal mentoring policies were instituted
Mechanism

- Specific topic for each lunch meeting
  - Visiting scientists
    - Discussion of strategies for a successful career
  - Regular meetings with Regional Campus Deans
    - Informal information exchange
  - Skill building sessions - presented by peers
    - How to publish
    - Reviewing manuscripts
    - The New NIH biosketch
    - Collaborations and Networking
  - Invitation of external speakers recruited to speak to gender equity issues
Select external speakers

- Helen Moore PhD, Professor, University of Nebraska-Lincoln, "ADVANCing Women in the Sciences: Interrogating the Gendered Academy"
- Jenn Sheridan, PhD, University of Wisconsin, "More Women in Science: The Institutional Challenge"
- Tamara Schneider, PhD, Wright State University/NSF, “Moving beyond bias in STEMM”
Current Participation

- 9-12 events per year
  - Visiting seminar speakers through our AHC Duluth Research Seminar series
  - Skill building sessions
  - 1-2 External speakers related to gender issues

- **Attendance:**
  - Average 17
  - Range 14-24
  - 35-60% participation
Peer Mentoring Model

- Capitalizes on the common challenges faced by faculty regardless of rank or track
- Relies on combined wisdom and experience across ranks and tracks
- Success across colleges and departments with buy-in at both levels
- Provides a safe academic and intellectual community

https://hub.med.umn.edu/professional-development/ahc-duluth-womens-mentoring-program
Acknowledgements

- Funding
  - Regional Campus Deans of Pharmacy and Medical School
  - Commission on Women
  - Office of Faculty Affairs and CWIMS

Lois Heller Barb
Elliott
~ Break ~

15 Minutes
6 Small Group Breakout Sessions

1 group for each model with the presenter & department mentoring lead facilitator available to learn more about the topics being covered. Choose 4 and spend 15 min. in each group:

- **GROUP 1:** Paula Ludewig, Rehabilitation Medicine & Michael Pitt, Pediatrics
- **GROUP 2:** David Rothenberger, Surgery & Rahel Ghebre, OBGYN; Sade Spencer, Pharmacology
- **GROUP 3:** Deborah Ferrington, Ophthalmology & David Bernlohr, Biochemistry, Molecular Biology, and Biophysics
- **GROUP 4:** Anne Marie Weber-Main, Medicine & Jean Regal, Biomedical Sciences
- **GROUP 5:** Joan Bechtold, Orthopaedic Surgery & Tanner Nissly, Family Medicine & Community Health
- **GROUP 6:** Carrie Terrell, OBGYN & Joss Thomas, Anesthesiology
Wrap-up

Iris Borowsky, MD, PhD | Faculty Director of the Master Mentoring Program, Professor, Department of Pediatrics