

Hasbro Children's Hospital

The Pediatric Division of Rhode Island Hospital

A Lifespan Partner



Lifespan

WELCOME!!!



PEDIATRIC MENTORING PROGRAM

We would like to welcome you to the Pediatric Mentoring Program!

In addition to the personal mentoring that mentees will receive, there will be workshops offered throughout the academic year to help junior faculty with writing papers, ideas for getting the most out of your mentoring experience and other topics as they arise.

Through the development of this program, we hope to promote a culture of collaboration between experienced Senior faculty and bright and enthusiastic Junior faculty.

Sincerely,

Daphne Koinis Mitchell, Ph.D

Director, Pediatric Mentorship Program and Faculty Development, Department of Pediatrics Director, Community Asthma Program Hasbro Children's Hospital, Providence RI

Associate Professor (Research)

Department of Psychiatry and Human Behavior Associate Professor of Pediatrics (Research) Division of Biology and Medicine The Warren Alpert Medical School of Brown University



Hasbro Children's Hospital Department of Pediatrics Academic Career Mentoring Program - *Guidelines for Mentors and Mentees*

Why are we initiating a faculty mentoring program?

- Goal: To provide additional support to improve early career faculty member's academic productivity and performance. This initiative will support strong academic mentorship and identify models and processes to ensure implementation across divisions. The ultimate goal of the program is to support the faculty member's independent academic career trajectory. This will assist in enhancing the academic environment of the department and ensure the availability of future mentors for incoming early career faculty. Clear academic goals will be developed that will support the mentee's career trajectory, and will be in line with their academic appointment track.

What's in it for the faculty mentor/advisor?

- Option to receive formal training in mentorship skills
- Academic mentoring is an integral component of enhancing academic and training environment of our department.
- A sense of helping others, and providing service to professional community.
- Knowledge of junior faculty interests may lead to increased opportunities for scholarly collaboration and networking. Enhanced productivity and growth for your own continued academic development
- Letters from advisees could be part of portfolio for promotion

What's in it for the advisee/mentee?

- Assistance/support with professional goal setting, networking, and overall scholarly productivity (grant writing, manuscript preparation), and academic advancement.
- Potential collaborations across the department as a result of increased personal knowledge on the part of both advisors and advisees.
- To develop maximum potential to set career goal and strategies for achieving goals
- Learn new skills to raise your profile
- Help with job applications, advice on career paths/options
- Access to a variety of resources awareness of promotional opportunities
- To expand networks and broaden horizons
- To develop better life perspective.

What's in it for the Department?

- Improved academic, research and training environment, which can enhance overall clinical practice
- Improved collegiality and a sense of community
- Increased collaboration with regard to grants and manuscripts with resulting increased productivity and advancement for faculty.
- Improved faculty retention, with decreased costs for the department for replacing faculty

What is the scope of mentoring/advising within the Departmental Program?

- At least 1 hour of mentorship weekly/every other week (initially). This schedule is based on mentees needs and can become less frequent once faculty mentee becomes more independent.
- Learning partnership between advisor and advisee
- Advisors do more listening and questioning and advice is only offered once the advisee has had the opportunity to explore the options for themselves.
- Mentees are strongly encouraged to take part in mid and end of year reviews with the mentor
- Mentees are strongly encouraged to attend all program events and seminars/workshops when schedule permits
- Submit proposed goals to work on with mentor during academic year to Program office

Mentor's Responsibilities

- To listen, provide constructive feedback and help mentee make progress with academic goals. This is a mentee-centered approach, based on the mentee's specific needs and goals (defined below)
- Refer to resources and facilitate decision making and share experiences.
- Identify areas for development, coach their advisee
- Ask questions to cause exploration of ideas or to challenge advisee's thinking.
- Provide guidance, not direction and do not solve problems but act as a collaborator in the problem solving process.
- Participate in needs assessment that will be sent by email
- Participate in mid and end of year review of progress with mentee's academic goals

Primary responsibilities of a mentor include:

- a. Support the mentees research/academic and professional goals
- b. Maintain confidentiality
- c. Be accessible and available
- d. Listen actively to the advisee
- e. Promote responsible decision-making
- f. Motivate and support the mentee to achieve their goals
- g. Ensure a professional relationship
- h. Act as a role model
- i. Recognize when it is time to relinquish the advising role

Mentees' Roles and Responsibilities

Mentors approach their mentees to discuss issues and ideas. They may want feedback or advice or a chance to vent. Through the questioning of the mentor, the mentee may achieve a greater clarity about a situation or see a different perspective. Whatever is discussed, however, it is the mentee who makes the decisions and takes any actions required.

I. GETTING STARTED

A. Setting up the Meetings

The mentor should set up a meeting with the faculty member and discuss a schedule for future meetings. The first task should be to discuss goals and objectives for the academic year (see attached document). The advisor should take the initiative early in the process. Sometimes advisees are uncomfortable about calling the advisor because they feel the advisor is too busy, the task too trivial, or they will appear too needy. Advisors, on the other hand, sometimes fear that if they may appear heavy-handed or intrusive if they pursue the advisee. These miscommunications can be avoided if discussed early in the pairing. As the relationship evolves, experience has shown that the most successful pairings occur when the advisee takes more responsibility for managing the relationship. Be sure advisee knows how to contact you: email address, phone numbers, fax number, and best times. You should also have this information from your advisee.

B. Structure Your First Meeting and Prepare for Your Role

Set aside an hour for the first meeting with your advisee. It can be helpful to structure the first meeting because both partners often begin an advising relationship with high expectations and some uncertainty about how to proceed. Give some thought to how you would like the meeting to go. Use this time to get to know other aspects of your advisee. Share similar information about yourself. You may want to conduct this meeting away from your office.

C. Agree Upon the Duration, Frequency and Length of Meetings

Agree upon when and where you will meet (your office, a breakfast meeting, etc.). Plan to keep your commitments for your meetings with your advisee. If possible have meetings at least once a month. Some conversations could also take place via phone or email.

D. Clarify and Respect Confidentiality

Some advisee and advisor pairs will feel a need for complete confidentiality in their relationship, others will not. It is critical that you and your advisee clarify the limits of confidentiality in your relationship.

Topics for discussion in one-on-one advising meetings should include:

1. Career Goals (setting goals and determining strategies for reaching them)
2. Promotion Process (guidance on merit and promotion criteria, rank, series and accelerated promotion, review of CV and obtaining letters of recommendation)
3. Grants and Contracts (the submission process, the review process and study section comments, and pre-submission review by advisors)
4. Publications (where to submit, the review process and reviewer comments, pre-submission manuscript review)
5. Presentations (abstract submission, which meetings to attend, pre-presentation reviews, funding)
6. Resources (salary, base pay, compensation plans, sources of support, negotiation, research space, staff)
7. Clinical, Research, Teaching, and Administrative Responsibilities (department/division responsibilities, congruence with career goals, competing demands)

8. Social Issues (professionalism, how to achieve success, ethics, politics, collaboration, autonomy)
9. Networking (opportunities, facilitating contacts)
10. Leadership Opportunities and Service Commitments (notification, evaluation of competing activities)
11. Awards (notification, review of applications)
12. Personal Development (personal goals, family, achieving balance)
13. As-needed meetings for advice, discussion of problems and issues, and feedback

II. MANAGING THE EVOLVING MENTOR/MENTEE RELATIONSHIP

A. Assist Your Advisee in Clarifying Interests and Needs

Ask your advisee to identify his or her personal and professional goals for this advising relationship before meeting with you (e.g., questions about such areas as promotion and tenure, publishing, grant writing, time management, teaching, lab management, presenting papers, CV development, institutional politics, and balancing work and family life). Ask for a copy of your advisee's CV before first meeting. When giving feedback, be mindful of preserving your advisee's sense of self-confidence. Use confrontation and feedback skills to give clear, nonjudgmental descriptions of behavior and to show the relationship to results obtained. Assist your advisee in recognizing potential outcomes prior to taking actions.

B. Reach Agreement About the Goals of Your Relationship

He or she should provide additional clarity and background about career goals and aspirations. After learning more about your advisee's professional goals and particular concerns about career development, work together to finalize the list of goals that you feel can be adequately addressed during this experience. The advisee's readiness and willingness to be advised will be a factor that affects the degree of progress in the relationship. The process usually requires a trial and error stage until each determines how to achieve the appropriate quality and quantity of support. The key is to start where the advisee is and move at an agreeable pace.

C. Provide Examples of Good Practice

Prepare to assist your advisee by giving some advance thought to what your own lessons of experience have taught you. What support were you given that you can now pass on to your advisee? Plan to share your experiences, perspectives, and approaches to gaining your status as a Senior Faculty Member. Consider sharing some of the key challenges you were confronted with in terms of research, grantsmanship, publishing, teaching, lab management, work/family balance, etc.; the options you identified for resolving the problem; your decision-making strategy; the actions you took; and the outcomes you obtained.

D. Encourage Risk-Taking

Set some immediate goals and activities with short-term benefits, but encourage your advisee to think about the longer career focus

E. Honor Autonomy

Check periodically to see that your advisee remains his/her own person and you are not expecting a friend, student, follower, or clone (unless you have agreed on these roles). Seek your advisee's opinions and views and expect your advisee to disagree or challenge yours. One delicate but essential part of successful advising is that the advisee must move away from the advisor as you become peers.

F. Encourage Networking

Professional socialization into academia relies on whom one knows as well as what one knows. Getting to know other faculty and becoming known in the institution and discipline can enhance the advisee's reputation, visibility, ability to collaborate on research and writing, and to compete for funds. Encourage your junior partner to take part in university activities, committee work, and social activities, etc. If appropriate, integrate your advisee into your own professional networks and make critical contacts.

G. Recognize the Value and Limits of the Relationship

Be judicious in how you spend your time together and clarify the ways in which you will choose to be of support. While sharing your expertise, refrain from telling an advisee what to do, so that you limit their dependency on you. Recognize that one size does not fit all and that your advisee's personality, gender, background, or style may preclude him or her from achieving the results you obtained, using your particular techniques or approach. Assist your advisee in recognizing the options available for action and selecting the one that will work best for him or her. Recognize that some advice you offer may seem irrelevant to your advisee at this time, but may prove to be useful later on.

H. Setting Goals for Each Subsequent Meeting

Advisees should be encouraged to set goals for future meetings. As with all goal-setting, you do not need to strictly adhere to the goals you initially agree to, as other more vital matters or pressing priorities may arise.

I. Participate in Training Activities & Opportunities at Hasbro, other Alpert Medical School-affiliated hospitals, and Brown

J. Bring Closure to Your Relationship

Advising is an ongoing process, but there may be a time when the advising relationship will end. It's important to bring closure to the relationship. Support your advisee in recognizing his or her achievements and encourage your advisee to use resources inside and outside Hasbro, other Alpert Medical School-affiliated hospitals, and Brown to continue to develop his or her career.

III. WHAT IF ADVISING RELATIONSHIP DOESN'T WORK?

Although there are no guarantees, it is helpful to agree at the beginning that if either partner for any reason wants to end the relationship they are free to do so without fault finding, blaming or recriminations. It can also be useful to identify some of the pitfalls of advising and how you might avoid, minimize their impact or effectively handle these pitfalls. Please call/email us anytime for any questions.

NOW THAT YOU ARE PART OF THE PROGRAM:

To Dos/Next Steps: Once mentor and mentee dyads have been identified and both agree to take part in the program, the following next steps are required based on this timeline:

- 1) Attend Open House Meeting of Mentorship Program.
- 2) Mentee should complete needs assessment survey by email (to identify needs/interests for future topics of seminars/workshops)
- 3) Develop Academic/Career Objectives (submit to office by Nov. 1st).
- 4) Complete Mid-Evaluation Process on academic progress
- 5) Complete End of year Evaluation Process on academic progress
- 6) Complete Evaluation on Mentorship Program

Mentor/Mentee Workshops:

When available, it is highly encouraged that mentors/mentees attend the program's workshops/seminars. Topics may be focused on mentoring skills, grant writing, etc. These will be announced through email.

Academic Career Objectives (see examples attached)

We will ask that each mentee fill out a academic objectives plan for the academic year which will be used as a way of keeping track of the mentee's goals and progress. This will reviewed and submitted at the end of the academic year.

This career objective plan will be used in conjunction with the departmental metrics below.

**Departmental of Pediatrics, Hasbro Children’s Hospital and Alpert Medical School
Committee on Medical Faculty Appointments (CMFA) Track-based Recommended Activities for Promotion-**

Activity	(Research)	Research Scholar	Teaching Scholar	Clinician Educator
Publications	<ul style="list-style-type: none"> • First and senior author on high quality publications that have advanced the field, and/or publications from collaborative research that significantly advance biomedical science to which the candidate contributed critical ideas or innovations, having taken the lead on some publications 	<ul style="list-style-type: none"> • First and senior author on high quality publications that have advanced the field, and/or publications from collaborative research that significantly advance biomedical science to which the candidate contributed critical ideas or innovations, having taken the lead on some publications 	<ul style="list-style-type: none"> • First author publications and may also include educational materials in print or other media that have been developed by the candidate and have been adopted locally or regionally • Publications may be original research, reviews, and chapters; educational material in print or other media such as syllabi, curricula, web-based training modules and courses; and/or, educational methods, policy statements, and assessment tools developed. 	<ul style="list-style-type: none"> • Publications may include peer reviewed original articles, review articles, book chapters, case reports, letters to the editor and contributions to position papers for professional organizations. • Other durable products of service or scholarship may include <ul style="list-style-type: none"> ○ development of curricula for Brown core rotations, new courses, electives, syllabi and teaching workshops, ○ development of a core curriculum for a lecture series, ○ development of practice guidelines, and authorship of quality improvement policies recognized by divisions, departments or clinical sites.
Abstracts (Presentations)				

<p>Reputation-Regional (Visibility/ Workshops)</p>	<ul style="list-style-type: none"> • Invitations to speak locally or regionally about research • Service as an ad hoc reviewer for scientific journals • Role in planning sessions for scientific societies locally or regionally • Local and/or regional awards for research and/or innovation 	<ul style="list-style-type: none"> • Invitations to speak locally or regionally about research • Service as an ad hoc reviewer for scientific journals • Role in planning sessions for scientific societies locally or regionally • Local and/or regional awards for research and/or innovation • 	<p>Administrative teaching leadership role (e.g., residency or fellowship director, course or seminar director)</p> <p>Local and/or regional</p> <ul style="list-style-type: none"> • Invitations to speak and teach locally about education, including outside the department • Contributions to local professional educational organizations • Service as a peer reviewer for educational journals • Selection for participation in limited enrollment training programs for educators • Local awards for teaching or mentoring 	<ul style="list-style-type: none"> • Invitations to speak locally or regionally, on issues related to area of clinical expertise • Leadership roles in local or regional professional organizations related to clinical expertise, including leadership in local or regional courses or programs • Service on local or regional committees developing guidelines and policies for management in area of clinical expertise
<p>National lectures (Visibility/ Workshops)</p>				
<p>Grant applications</p>	<ul style="list-style-type: none"> • Evidence of a strong local/regional reputation for contributions to research with an identified focus or area of expertise • Conducts original research that significantly advances biomedical science; may include any or all of the following: <ul style="list-style-type: none"> ○ Basic research ○ Clinical research and/or laboratory or clinically based translational research ○ Quantitative and social 	<ul style="list-style-type: none"> • Evidence of a strong local/regional reputation for contributions to research with an identified focus or area of expertise • Conducts original research that significantly advances biomedical science; may include any or all of the following: <ul style="list-style-type: none"> ○ Basic research ○ Clinical research and/or laboratory or clinically based translational research ○ Quantitative and social 	<ul style="list-style-type: none"> • Apply for funding (foundation, small research grant) to conduct educational research, to develop educational materials, methods, assessment tools or programs 	

	<p>science research</p> <ul style="list-style-type: none"> ○ Novel applications of existing methods and/or technologies 	<p>science research</p> <p>Novel applications of existing methods and/or technologies</p>		
Professional Service		<ul style="list-style-type: none"> • Service on committees at affiliated institutions, such as the IRB, quality improvement committee, physicians' organization, trainee selection committees, or promotion/ search committees • Service on committees of the Faculty of Medicine such as admissions committees or the Medical Faculty Executive Committee • Administrative management of a core laboratory or facility at Brown or an affiliated institution • Development of programs that create diversity by increasing the representation of women and minorities among our students, trainees or faculty 	<ul style="list-style-type: none"> • Service as director of a division, program or clinic in an affiliated institution • Service on committees at affiliated institutions, such as the IRB, quality improvement committee, physicians' organization, trainee selection committees, or promotion/ search committees • Service on committees of the Faculty of Medicine such as admissions committees or the Medical Faculty Executive Committee • Administrative management of a core laboratory or facility at Brown or an affiliated institution • Development of programs that create diversity by increasing the representation of women and minorities among our students, trainees or faculty 	<ul style="list-style-type: none"> • Service as director of a division, program or clinic in an affiliated institution • Service on committees at affiliated institutions, such as the IRB, quality improvement committee, physicians' organization, trainee selection committees, or promotion/ search committees • Service on committees of the Faculty of Medicine such as admissions committees or the Medical Faculty Executive Committee • Administrative management of a clinical service • Development of programs that create diversity by increasing the representation of women and minorities among our students, trainees or faculty
Teaching Role	<ul style="list-style-type: none"> • Teaching may take the form of: <ul style="list-style-type: none"> ○ Research training and mentorship (e.g. mentor for medical student, graduate student, resident, clinical or postdoctoral research fellow or junior faculty projects; service as graduate student 	<ul style="list-style-type: none"> • Evidence of teaching and supervision of trainees • Teaching of medical students and Brown graduate students • Teaching may take the form of: <ul style="list-style-type: none"> ○ Didactic teaching of students, trainees 	<ul style="list-style-type: none"> • Administrative teaching leadership role (e.g., residency or fellowship director, course or seminar director) 	<p>Recognized consistently by students, trainees and/or peers as an outstanding teacher, and has documented mentorship activities.</p> <ul style="list-style-type: none"> • Teaching may take the form of: <ul style="list-style-type: none"> ○ Didactic teaching of

	<p>thesis advisor or committee member)</p>	<p>and peers (e.g., lectures, continuing medical education courses, grand rounds, professional development programs, seminars, tutorials)</p> <ul style="list-style-type: none"> ○ Research training and mentorship (e.g. mentor for medical student, graduate student, resident, clinical or postdoctoral research fellow or junior faculty projects; service as graduate student thesis advisor or committee member) <p>Clinical teaching and mentorship (e.g., teaching in the clinic or hospital including bedside teaching, preceptor in clinic)</p>	<ul style="list-style-type: none"> ● Teaching of medical students and Brown graduate students ● Teaching may take the form of: <ul style="list-style-type: none"> ○ Didactic teaching of students, trainees and peers (e.g., lectures, continuing medical education courses, grand rounds, professional development programs, seminars, tutorials) ○ Research training and mentorship (e.g. mentor for medical student, graduate student, resident, clinical or postdoctoral research fellow or junior faculty projects; service as graduate student thesis advisor or committee member) <p>Clinical teaching and mentorship (e.g., teaching in the clinic or hospital including bedside teaching, preceptor in clinic)</p>	<p>students, trainees and peers (e.g., lectures, continuing medical education courses, grand rounds, professional development programs, seminars, tutorials)</p> <ul style="list-style-type: none"> ○ Clinical teaching and mentorship (e.g., teaching in the clinic or hospital including bedside teaching, preceptor in clinic) ○ Administrative teaching leadership role (e.g., residency or fellowship director, course or seminar director)
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IV. THE PROGRAM EVALUATION PROCESS & AFTERWORD

As part of the Mentoring program, mentors and mentees will be asked to complete evaluation forms; these forms will both guide advising program objectives and provide feedback on the effectiveness of the program. The Mentoring Program relies on this feedback to improve the program each year.

Pediatric Mentorship Program Individualized Goals PROFESSIONAL DEVELOPMENT

EXAMPLE OF A PROFESSIONAL GOAL DEVELOPMENT TEMPLATE

FACULTY:XXXXXX

YEAR: 2019-2020

MENTOR/ADVISOR(S): XXXX

Please identify 3-5 academic/career goals. These goals should be in support of advancement on academic track

Individualized Academic/Career Goals

		Rating
1.	Will attend an academic conference on medical education	
2	Will write up and submit a paper focused on medical education	
3	Will lead a medical education workshop with trainees at Hasbro	
4	Will prepare materials for academic promotion to be submitted by (date)	
5	Will submit a small grant focused on medical education	

1-Has not completed goal

2-Making Satisfactory Progress towards goal (mid or end of year eval)

3-Achieved Goal

Comments on Progress:

Mentor (Signature)_____ **Date**_____

Mentee (Signature)_____ **Date**_____

Program Review_____ **Date**_____

Pediatric Mentorship Program Individualized Goals

RESEARCH FOCUSED GOALS

EXAMPLE OF A GOAL DEVELOPMENT TEMPLATE

FACULTY: XXXXXX

YEAR: **2019-2020**

MENTOR/ADVISOR(S): Daphne Koinis Mitchell, Ph.D

Please identify 3-5 academic/career goals. These goals should be in support of advancement on academic track

Individualized Academic/Career Goals

		Rating
1.	Will obtain mentorship on pediatric health disparities and socio-cultural processes related to racial and ethnic minority families through hands on discussions regarding relevant data, results, and literature with mentors (e.g., Dr. Daphne Koinis Mitchell)	
2	Will analyze and write up results on immune biomarkers and asthma clinical indicators in urban children for first author publication from the NAPS project	
3	Will submit one R21 application focusing on pediatric health disparities	
4	Will prepare and submit a research poster presentation submission to ATS	
5	Will collaborate on one manuscript as a co-author focused on social, emotional, and family aspects related to health disparities in pediatric asthma	
6	Will complete a training course on Structural Equation Modeling at (location) on (date)	

1-Has not completed goal

2-Making Satisfactory Progress towards goal (mid or end of year eval)

3-Achieved Goal

Comments on Progress:

Mentor (Signature) _____ **Date** _____

Mentee (Signature) _____ **Date** _____

Program Review _____ **Date** _____