<table>
<thead>
<tr>
<th>Department</th>
<th>Governance</th>
<th>Target Audience</th>
<th>Formal/Informal Mandatory/Volun.</th>
<th>Focus</th>
<th>Web resources</th>
<th>Mentor training</th>
<th>Metrics for success</th>
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<tbody>
<tr>
<td>BME</td>
<td>P&amp;T Committee</td>
<td>Untenured Faculty</td>
<td>Informal Voluntary</td>
<td>Tenured Faculty</td>
<td>No</td>
<td>No</td>
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<tr>
<td>Cell Biology</td>
<td>Chair, Faculty Development Committee</td>
<td>Assist. Professor</td>
<td>Formal Voluntary</td>
<td>Grant writing Funding opportunities Lab management Timely Publication Teaching opportunities</td>
<td>No</td>
<td>No</td>
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<tr>
<td>Emergency Medicine</td>
<td>Chair</td>
<td>Junior faculty</td>
<td>Formal Mandatory</td>
<td>Citizenship Criteria, academic support</td>
<td>No</td>
<td>No</td>
<td>Yes (define)</td>
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<tr>
<td>Medicine</td>
<td>Vice chair and Mentoring Committee</td>
<td>Assist. Prof. &lt; 7 years in rank</td>
<td>Formal Mandatory</td>
<td>Career development</td>
<td>Yes</td>
<td>Workshops and posted guidelines</td>
<td>Yes; survey and defined desired endpoints</td>
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<td>Neurology</td>
<td>A &amp; P Committee</td>
<td>New faculty</td>
<td>Formal Mandatory</td>
<td>Career success</td>
<td>No</td>
<td>No</td>
<td>Yes; survey and defined desired endpoints</td>
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<tr>
<td>Ophthalmology</td>
<td>Chair and Mentoring Committee</td>
<td>New faculty and Junior faculty</td>
<td>Informal Voluntary</td>
<td>Promotion Career Development Retention</td>
<td>No</td>
<td>Workshops</td>
<td>Monthly review of awards, publications, grants</td>
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<td>Pathology</td>
<td>Division facilitators</td>
<td>Assist. Prof.</td>
<td>Formal</td>
<td>Career development, retention</td>
<td>In process</td>
<td>No</td>
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<td>Pediatrics</td>
<td>Mentorship committee</td>
<td>Junior faculty and new faculty</td>
<td>Formal</td>
<td>Career development</td>
<td>Yes</td>
<td>No</td>
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<td>Physiology</td>
<td>Faculty chair</td>
<td>Junior faculty</td>
<td>Formal Voluntary</td>
<td>Grant writing</td>
<td>No</td>
<td>Yes</td>
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<td>Position</td>
<td>Training</td>
<td>Focus</td>
<td>Workshops</td>
<td>Events</td>
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<td>Psychiatry</td>
<td>Vice chair and Faculty</td>
<td>Formal Voluntary</td>
<td>Career development</td>
<td>Yes</td>
<td>Printed guidelines, bi-annual workshops</td>
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<td>Development Committee Assist.,</td>
<td>Assoc. Prof.</td>
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<td>Radiology</td>
<td>Chair</td>
<td>Faculty &lt;3 years at Emory</td>
<td>Understanding academic systems,</td>
<td>No</td>
<td>Workshops</td>
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<td></td>
<td></td>
<td>Formal Mandatory</td>
<td>conflicts, issues</td>
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<td>Hematology/ Medical Oncology</td>
<td>Academic Development</td>
<td>Formal Voluntary</td>
<td>Promotion, retention, grant review</td>
<td>No</td>
<td>Workshop Academic Symposium</td>
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<td></td>
<td>Committee</td>
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<td>Quarterly review of awards, publications, grants</td>
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School of Medicine Mentoring Programs

Department:

Biomedical Engineering

Description of program (goals, focus, operational details):

The goal of the GA Tech mentoring program is to help junior faculty members become successful and productive in teaching, service and research.

Governance:

RPT committee

Target Audience:

All untenured faculty members

Resources:

The primary activity is a mentoring lunch sponsored once per month during the academic year. Food is provided and both junior and senior faculty members attend. A topic for discussion is chosen based on suggestions from the faculty (e.g., when do you let a graduate student go?), and faculty members contribute experiences that may provide guidance.

Junior faculty members have also been sent to grant-writing workshops and leadership academies, based upon their area of interest. They are assigned a mentor formally when they first arrive in Atlanta, but the process is not well-defined.

Metrics:

None
Department: Emergency Medicine

Description of program (goals, focus, operational details):

The goal of the EM advocate program is to check in with all faculty at least twice a year on their teaching responsibilities, scholarly productivity, clinical productivity, and wellness. The second goal is for junior faculty to have a voice through a senior level faculty member in the department to air concerns and issues.

The department also has an APT committee that reviews all faculty who have been in rank for 5 years to give feedback on steps to take for promotion.

Governance:

Advocate program: All members of the department’s executive committee have 3-8 assigned faculty, usually based on either clinical site or focus of interest. The executive committee members are assigned to a vice chair or the chair. This program is not designed for formal mentoring, although many of the advocates do also serve in this role.

The Vice Chair for Research is the current APT committee chair for the department. 8 other members of the department were selected for this committee and comprise a range of admin, clinical, and research faculty. The committee meets at least twice a year to review all faculty at least once as well as re-review any faculty that are being considered for promotion.

Target Audience:

All EM faculty with focus on junior faculty

Resources:

Advocate program- department citizenship document
APT committee- all faculty are given example CVs and teaching portfolios as well as the SOM templates

Metrics:

Advocate program- all faculty have minimum citizenship requirements

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Mission and Goals

The overall mission of the HMO mentoring program is to provide guidance and support for the career development and satisfaction of early career faculty members. The program has the following goals:

- To promote academic career of the faculty in a successful way
- To facilitate the development of a mentoring relationship for early career faculty
- To prepare faculty mentors for the mentorship role
- To foster a multidisciplinary approach to cancer care and patient-oriented research through interaction of basic clinical investigators of diverse specialties
- To recognize and reward mentoring

Governance

To accomplish these goals, an Academic Development Committee (ADC) was created. This committee consists of 22 representatives from each division (Medical Oncology, Hematology, Bone Marrow Transplant, Grady Memorial Hospital, VA Hospital) and programs members of Winship Cancer Institute who serve as the mentoring facilitator (usually Division Chief) for the division. Mentoring facilitators are responsible for working with their division directors to help identify mentors for early career faculty and mid-career faculty, following up with mentor-mentee pairs to ensure the relationship is working, and disseminating information on HMO mentoring events. The mentoring committee meets every other month to discuss programs, problems and solutions and to develop infrastructure for the program.

The AD Committee chair is Associate Director of Academic Development the Winship Cancer Institute of that coordinates all faculty development efforts within the HMO. In detail, the AD committee function is to support the academic career development of all faculty members in the Winship Cancer Institute (departments of Hematology and Medical Oncology, Surgical Oncology, Radiation Oncology, and other faculty with cancer relevant research or clinical focus); the committee provides reviews and critique for junior faculty for grant applications prior to their submission and particularly after the first scoring and/or comments; review of faculty for senior promotions on the MEST, clinical, research, and tenure tracks; provides mid-tenure reviews for tenure track faculty to judge their level of readiness for upcoming promotions and provide further mentorship where appropriate; reviews departmental recruitment efforts; reviews submissions and scores internal Winship grants (e.g. Kennedy Awards, Robbins Scholar awards); sponsors joint annual (or approx every 18 months to alternate between Fall and Spring) Scientific Symposium and Academic Development Symposium that includes keynote speakers from outside the institution, and a poster session with awards.

Target Audience

- All instructors and Assistant Professors on staff <7 years.
• All fellows/ Hematology and Medical Oncology
• Associate Professors or Full Professors (as necessary)

Description and Implementation of Program

The goal of the HMO mentoring program is to acquaint faculty who are within 5 years of faculty appointment with the academic culture of Emory University School of Medicine. Particular goals to provide faculty are following:

1. Guide the individual in the nuances of launching a successful academic career
2. Serve as a resource for working through the common problems that might be encountered by a academic faculty
3. Help the faculty member with determining career priorities and establish near-term and long-term goals
4. Discuss the promotions process and acquaint the mentee with the criteria for promotion
5. Discuss about the acquisition of peer review fundings
6. Discuss about the quality of research to aim high impact publications
7. Junior faculty members are requested to meet with their mentor once per quarter.
8. The mentoring relationship generally is intended to officially last 2 years but often the relationship extends beyond that period on an unofficial basis

Metrics

Success of the program is monitored in the following ways. The first is a short survey, sent out each year to all mentees, asking them if they have a mentor, if they met with their mentor at least twice, and if they reviewed their CVs with their mentors. The second method is a long survey, administered every 2-3 years that tracks success of the mentees (publications, grants, courses, teaching, national/ international services (i.e. NIH or ACS, study sessions, leadership activities of ASCO, AACR, ASH, ECOG, RTOG, ACREN promotion, etc) as well as satisfaction with the program.

Resources

Development of Website of Emory University and Emory School of Medicine
Collection of published mentoring resources
Website of Emory Winship Cancer Institute
WCI Annual Academic/ Scientific Symposium

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Mission and Goals

The overall mission of the DOM mentoring program is to provide guidance and support for the career development and satisfaction of early career faculty members. The program has the following goals:

- To facilitate the development of a mentoring relationship for early career faculty
- To prepare faculty mentors for the mentorship role
- To develop web-based resources for mentors and mentees
- To recognize and reward mentoring

Governance

To accomplish these goals, a Mentoring Subcommittee of the Faculty Development Committee (FDC) was created. This committee consists of representatives from each division (for large division, also site-specific representatives) who serve as the mentoring facilitator for the division. Mentoring facilitators are responsible for working with their division directors to help identify mentors for early career faculty, following up with mentor-mentee pairs to ensure the relationship is working, and disseminating information on DOM mentoring events. The mentoring committee meets monthly to discuss programs, problems and solutions and to develop infrastructure for the program.

The Mentoring Subcommittee chair is a member of the FDC that coordinates all faculty development efforts within the DOM. The FDC is chaired by the Vice Chair for Faculty Development, who reports to the chair.

Target Audience

All Assistant Professors on staff <7 years; inclusion of Instructors encouraged but not required

Description and Implementation of Program

Goal 1: To facilitate the development of a mentoring relationship for early career faculty

Mentoring facilitators work with their division directors and the mentee to identify a mentor within 6 months of the initial appointment. Mentors are encouraged to seek out their own mentors, but the facilitator can help to suggest appropriate contacts and will assign a mentor at the end of six months if one is not identified.
Mentors are required to meet with mentees at least twice annually, and the mentee’s cv must be formally reviewed at one of those meetings. More frequent meetings are strongly encouraged. Materials are provided on the website to help guide development of the relationship and to provide a framework for early mentor/mentee meetings.

A mentoring worksheet has been developed for the mentee to take to the Division Director during the annual Career Conference Report to help guide the discussion.

**Goal 2: To prepare faculty mentors for the mentorship role**

The DOM has created web-based tools for mentors describing the characteristics of strong mentors, their roles and responsibilities and tools to facilitate discussion. In addition, mentoring workshops are held annually at each site to discuss important topics in mentoring.

**Goal 3: To develop web-based resources for mentors and mentees**

In addition to the above tools for mentors, the DOM mentoring website has advice on how to choose a mentor, the roles and responsibilities of mentees and a page of published resources on mentoring.

**Goal 4: To recognize and reward mentoring**

The DOM created two annual Silver Pear Mentoring Awards to recognize outstanding mentoring, one for basic science mentors and one for clinical mentors. Nominations for these awards are made by mentees and the awards are presented at the annual Celebratory Grand Rounds. The award comes with a plaque, a monetary prize and inclusion of the mentor’s name on a plaque of all award winners that is housed in the departmental offices.

In addition, a Mentoring Celebration is held each annually to which mentor/mentee pairs are invited. The event has a reception format, with speeches from the past year award winners and introduction of the nominees for the current year.

**Metrics**

Success of the program is monitored in two ways. The first is a short survey, sent out each year to all mentees, asking them if they have a mentor, if they met with their mentor at least twice, and if they reviewed their CVs with their mentor. Any division that receives 75% or better agreement on all three points is awarded funds to be used for faculty development programs within the division. The second method is a long survey, administered every 2-3 years that tracks success of the mentee (publications, grants, courses, promotion, etc) as well as satisfaction with the program.

**Resources**

- Website
- Mentoring agreement
- Mentoring worksheet
- Track specific Topics for Discussion
- Collection of published mentoring resources

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Department

Ophthalmology

Mission and Goals

The overall mission of the department of Ophthalmology mentoring program is to provide guidance and support for the career development and satisfaction of new faculty members, as well as facilitate promotion and career satisfaction of junior faculty.

Governance

To accomplish these goals, a Faculty Development and Mentoring Committee (FDMC) was created in 2010. This committee consists of 7 Faculty (4 MDs, one OD, and 2 PhDs) representing various areas of Ophthalmology (all from different divisions). Additionally, each division director is in charge of helping identify mentors for new faculty. The mentoring committee is overseen by the department chair who makes regular suggestions for meetings to discuss problems and solutions, or to facilitate promotion and grant applications.

The FDMC chair is a member of the committee that coordinates most faculty development efforts within the department of Ophthalmology. The FDMC reports to the chair.

Target Audience

All new faculty (MDs, ODs, and PhDs) and all Assistant Professors and Associate Professors

Description and Implementation of Program

The department of Ophthalmology is small and divided into very small divisions (for example, there are 3 faculty members in Neuro-Ophthalmology, pediatrics, and oculoplastic, 4 faculty members in glaucoma, 8 faculty in retina, one faculty in pathology, etc... Some divisions have a surgical activity, whereas some do not. There are major differences among each division in terms of type of practice, education opportunities and scholarly activities (for example, retina trains 4 clinical fellows and many residents each year and the main focus is surgery; pathology has an almost exclusive research activity, whereas comprehensive ophthalmology is almost exclusively clinically oriented and has almost no research activity. This is why most direct mentoring is left to the division directors.

FDMC members work directly with the new faculty to help identify a mentor and to discuss career goals within 3 months of the initial appointment. Mentees are encouraged to seek out their own mentors, but FDMC members can help to suggest appropriate contacts.

Division directors are asked to meet with new faculty and junior faculty (or anybody who might be eligible for / interested in promotion) at least twice annually. There is a mandatory annual meeting with the department chair at which time all faculties’ cv are formally reviewed. More frequent meetings with
the department chair and/or with any of the FDMC members (usually with the FDMC chair) are strongly encouraged, but are not mandatory unless specifically requested by the department chair.

Lectures on mentoring and promotion are organized once a year during the monthly faculty meeting and occasionally during the weekly grand rounds. Links to materials relevant to mentoring, career success, grant applications and promotion are provided to each new faculty and those considering promotion (the department of ophthalmology does not have any specific material on the departmental website).

Metrics

Scholarly success (publications, awards, and grants) is recognized at each of our monthly faculty meeting by the chair; in addition the chair offers the “Pie Award” once a year to faculty with the most publications, the most awards, the most $ in grants, the most $ in clinical (and surgical) service, and the most teaching initiatives.

Success of the program is mostly assessed during the yearly evaluation of each Faculty by the department Chair. The CV of each Faculty is reviewed by the department Chair every year in October/November, as well as career satisfaction and short and long term goals. Based on this yearly review the Chair might suggest specific meetings with the division director and/or the Faculty Development and Mentoring Committee.

Resources

-Department of Pediatrics website that provides links to most documents relating to promotion
-Emory University and Emory Medical School Faculty Development websites

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Description of program  (goals, focus, operational details):

The goal of the Department of Pathology mentoring program is to assist in the academic career development of newly hired junior faculty with the goal of promotion and retention. The program consists of 3 mentoring facilitators for each division within the department. These facilitators are responsible for making first contact with newly hired junior faculty to determine what their need and interests are. The facilitator will help identify a mentor best suited to the needs of the junior faculty for career development.

Governance:

To accomplish these goals a Mentoring Subcommittee was created at the request of the Chairman. This committee consists of representatives who serve as facilitators from the 3 departmental divisions: Anatomic, Clinical and Experimental Pathology. One of these facilitators is appointed as the lead facilitator to ensure seamless coordination between administration and faculty mentors. The facilitators for each division will be responsible for identifying appropriate mentors for junior faculty and to follow up with the mentor-mentee pairs to ensure that the relationship is beneficial.

Target Audience:

Newly hired junior faculty, both at the Assistant Professor and Instructor level. Current Assistant Professors <5 years in rank

Resources:

Website under development; currently email communication to junior faculty to inform/remind of SOM and University resources.

Metrics:

The program is 6 months old and no formal metrics exist
Department:

Pediatrics

Description of program (goals, focus, operational details):

The goal of the DOP mentoring program:
- To facilitate the development of a mentoring relationship for early career faculty
- To develop web-based resources for mentors and mentees
- To develop a mentoring program that will support career progression and advancement for the mentee and the mentor
- To recognize and reward mentoring
- To identify appropriate mentors across all SOM departments

Governance:

The Mentoring Subcommittee of the Faculty Development Committee was created. The committee consists of 10 DOP faculty members representing all academic tracks (tenure, research, clinical and medical educator and service).

The responsibility for identifying/assigning mentors should rest with the Divisional leadership. Given the many other responsibilities of Division Chiefs, in most cases, it will be best if someone other than the Division Director serves as a mentor for division faculty.

Division leadership will ensure that each faculty member at the academic rank of assistant professor or lower and all new faculty members, regardless of academic rank, have an appropriate mentor. The mentee should identify or participate in identifying the mentor. Other more senior faculty members are also encouraged to identify a mentor(s).

The mentee should accept responsibility for driving the mentoring relationship including scheduling regular meetings and use of mentoring and planning tools.

The Mentoring Subcommittee meets on a monthly basis to discuss implementation, programs, problems and solutions and to develop infrastructure for the program.

The Mentoring Subcommittee chair is a member of the DOP Faculty Development Committee.

Target Audience:

It is anticipated that every faculty member at the academic rank of assistant professor and below and every new faculty member, regardless of academic rank, would be assigned a mentor by their division director at the time they join our Department. All other faculty are also highly encouraged to identify a mentor(s).
Description and Implementation of Program:

We have considered the following issues in developing this plan:

1. **The mentee is the primary beneficiary of and should drive the mentoring relationship.** The purpose this program is to help the mentee succeed in developing this relationship.

2. There are a variety of situations when a mentor can provide guidance to faculty and one mentor is unlikely to be able to address the various needs of an individual faculty member. For example, one mentor may help with a specific project, another mentor may provide career planning, another may provide guidance on teaching, and another provide assistance in the struggle of balancing work and home life.

3. Although mentoring can be beneficial throughout one’s career, it is often most critical early in a career and with faculty members who have just joined our institution. It is anticipated that every faculty member at the academic rank of assistant professor and below and every new faculty member, regardless of academic rank, would be assigned a mentor by their division director at the time they join our Department. All other faculty are also highly encouraged to identify a mentor(s).

4. Potential sources of mentors include faculty in the Department of Pediatrics as well as faculty in other departments in the School of Medicine and throughout the University. Given the broad array of potential needs, we will likely need to identify potential mentors from other departments within the School of Medicine, other parts of the University, and other local institutions such as CDC, Georgia Tech, Georgia State University, the Morehouse School of Medicine and others.

5. Mentoring is optimal when the mentor and mentee understand roles, responsibilities, and have access to resources that help the mentoring process. The Department of Pediatrics’ web-based resource: [http://www.pediatrics.emory.edu/resources/mentoring/index.html](http://www.pediatrics.emory.edu/resources/mentoring/index.html) provides very useful information about mentoring and being mentored and also includes links to other resources such as the Department of Medicine’s mentoring web site.

6. The responsibility for identifying/assigning mentors should rest with the Divisional leadership. Given the many other responsibilities of Division Chiefs, in most cases, it will be best if someone other than the Division Director serves as a mentor for division faculty.

7. A simple system to track mentoring activities in the department can serve as a reminder and incentive to divisions to develop, maintain, and optimize their mentoring programs.

Recommendations:

1. Division leadership will ensure that each faculty member at the academic rank of assistant professor or lower and all new faculty members, regardless of academic rank, have an appropriate mentor. The mentee should identify or participate in identifying the mentor. Other more senior faculty members are also encouraged to identify a mentor(s).

2. Mentor and mentee should document their relationship with a signed mentor agreement (document can be found on the Web site) and signed documentation of 2 or more meetings per year (see (pending) on Mentoring Web site for suggestions on topics for this meeting). This information should be provided to Division leadership as part of the annual faculty review.

3. **The mentee should accept responsibility for driving the mentoring relationship** including scheduling regular meetings and use of mentoring and planning tools.

4. Division leadership will be responsible for providing the information in the Table below to the department each year. The data on departmental mentoring will be reviewed by the department and the mentoring committee to assess and improve the mentoring activities.
5. The Department of Pediatrics and the Mentoring Committee will develop a system to recognize mentors and successful mentor/mentee relationships.

Resources:

- Website
- Mentoring Worksheet
- Mentoring Agreement
- Topics for discussion - clinical track, research/tenure track, mes track
- Support programs – Emory+Children’s Pediatric K-Club; ACTSI; The Atlanta Pediatric Scholars Program

Metrics:

In development...

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Description of program (goals, focus, operational details):

Goal and Focus: Successfully mentor junior faculty in obtaining external grant support.
Operational details:
   Two-tiered structure: 1) assigning mentors, and 2) facilitating good grantsmanship.

Governance:

Faculty mentoring program is run by Shawn Hochman, PhD, Associate Professor in consultation with Physiology Department Chair (Doug Eaton, PhD).

Target Audience:

All Assistant and Research Assistant Professors
   Enrollment is currently voluntary but strongly encouraged

Description and Implementation of Program

Assigning mentors

a) Faculty mentor(s). In consultation with Dept. Chair, each junior faculty is assigned a faculty mentor or mentors to aid in their professional development. These individuals are expected to meet twice yearly to assure junior faculty are counseled in their career development. Ideally, the mentor(s) should also have sufficient expertise in the faculty’s research area to critically appraise it. I do not see why this mentor need necessarily be within the Physiology Department.

b) External research mentor. Ideally, junior faculty should identify at least one expert in the field whose critical judgment is greatly respected. This mentor would be solicited to help preparing grant application(s) [facilitated by providing an honorarium]. This is outlined in a subsection of the Grantsmanship section below [Phase III].

Grantsmanship: Mentoring

i) Writing Strategy: First, it is strongly recommended you purchase “The Grant Application Writer’s Workbook” by Stephen W. Russell & David C. Morrison. There are 3 versions with agency-appropriate templates: NIH, NSF, and generic. For our purposes you should order the NIH version at: http://www.grantcentral.com/workbook_nih_sf424_shortened.html.
ii) **Presenting your Research Proposal:** This is envisioned as occurring in phases but in reality the process should be highly flexible and cater to the wishes of the individual.

a) **Phase I** [Prepare a “Summary of Proposal”]. A ‘Summary of Proposal’ is written, preferably undertaken in consultation with your mentors. It needn’t be as structured or the same length as a submitted Specific Aims page. Much more important is that sufficient information is provided to your mentors (then also Phase II attendees: see below) to understand what you are proposing. I would subtitle sections to follow the logical structure of the inevitable grant application: (i) Significance (with sufficient Background), (ii) Innovation, and (iii) Approach.

b) **Phase II** [Casting a wider net to maximize feedback]. In order to get broader feedback in the development of your ideas, I have hijacked some slots from the Spinal Cord Seminar Series (that I run). These reserved slots are in the seminar room (600 Whitehead) on Wednesday morning’s beginning at 8:30. We have the room reserved at least until 10:30 to allow for additional one-on-one discussions (or if you can’t start until 9 a.m.). The sign-up sheet is through our Department website under Seminars/Spinal Cord Seminar Series/Spring 2010 (https://som.emory.org/physiology/indexsp2.cfm). If there is a problem signing up, let me know. The signup site will likely change to an independent html link if this process is well utilized.

   i) **Attendees:** An announcement will be made by Department administrative staff via the Physiology Faculty list-serve. Additional notification will be at the discretion of the faculty member presenting or advice of others. At this time the faculty member presenting will provide date, title, and the “Summary of Proposal” document as an attachment. In total this will allow attending faculty to pre-acquaint with the subject matter as well as limit attendance to faculty that feel they can contribute intellectually.

   ii) **Expectation of faculty member presenting:** While no format is written in stone, obviously the preferred format is a PowerPoint presentation that goes over their research proposal: (i) Significance (with sufficient Background), (ii) Innovation, and (iii) Approach. Your own perceived concerns, areas of weakness, ideas for strengthening (e.g. a needed collaboration) should be highlighted to help direct your colleagues to consider these concerns.

   iii) **Further feedback from attendees:** It is likely that continued feedback will occur after the presentation as suggestions for improvement may take some time to form in your colleagues’ minds. You are also encouraged to seek out faculty whose comments could be further fleshed out by a subsequent face-to-face meeting.

c) **Phase III** [The completed grant application for mock review]. Phase I and II feedback may need to be recursive until achieving the end goal of crafting a sufficiently significant and innovative proposal worthy of a highly competitive submission. Once accomplished, the faculty member should construct a complete grant application of near-submission to submission quality for mock review. This should be completed a minimum of 1 month prior to the official submission deadline; the earlier the better.

   i) A minimum of three reviewers are chosen to review the application. The composition of this review trio is at the discretion of the faculty member and agreement of those solicited, but junior faculty may want to include their mentor(s) and consult with Doug if additional advice in selection is desired. Ideally, one reviewer should be an external expert in the field of study [your external research mentor] (preferably with study section experience).

   ii) **Reviewers will be given at least 1 month lead time before submission, then two weeks after submission to critique the application.** Since the internally reviewed submission has to be provided at least 1 month prior to the official submission, will give afford you 2 weeks to revise your application prior to submission.
(1) Reviewers will use the critique template Word file used by NIH CSR study sections supplemental (rpg_r01critique_template.doc). The review format for scoring should also be comparable to that used at Study Section. However, rather than short bullet point reviews, more informative detailed reviews are preferred (communicated on paper/verbally or both) to better enable clarity of revisions required.

d) **Phase IV** [Post-submission: appraisal of reviewer critiques] In the highly likely event that the first submission is not funded, you will provide NIH study section reviewer comments to your mock review panel for debriefing and further guidance. If the grant application is triaged, serious consideration must be given toward significantly changing the research proposal of a magnitude sufficient to be submitted subsequently as a new submission.

**Metrics:**

Junior faculty annual progress report and meeting with Dept. Chair

Prior to meeting with Chair faculty are required to:

1) Prepare/update Emory formatted CV.
2) Have your mentors fill out and sign the research progress report sheets.
3) List accomplishments and concerns in terms of:
   a) Research – funding, publications, collaborations
   b) Teaching
   c) Service

**Resources:**

Faculty Mentoring Program Handbook
- Physiology Junior Faculty Career Development
- Assigning mentors
- Grantsmanship
- Grantsmanship: Preamble
- Grantsmanship: Mentoring
  i) Writing Strategy:
  ii) Presenting your Research Proposal
     (1) Phase I [Prepare a “Summary of Proposal”]
     (2) Phase II [Casting a wider net to maximize feedback]
     (3) Phase III [The completed grant application for mock review]
     (4) Phase IV [Post-submission: appraisal of reviewer critiques]

Mentee Goals and Timelines
Tracks:
- Research track
- Tenure-track

Minimal requirement:
Recommended minimal funding goals:
Teaching and Service
Junior faculty progress report
Strategies for submitting grant applications
   Specific Aims Template
      1) Private foundation, internal calls for applications, and drug company IIRs
      2) What type of NIH grant should you submit: R21 or R01?
      Possible strategy on use of the R21 application
      Further strategic advice: know your study section members
Supplement 1: The NIH Grant Application Scoring System
Supplement 2: Critique Template Used by Study Section Reviewers
Supplement 3: Top TEN things junior faculty should know
Supplement 4: Mentor Biannual Evaluation Sheet
Supplement 5: Mentee bi-annual progress and evaluation sheet
Supplement 6: Other funding opportunities
Supplement 7: Guidelines for Appointments, Promotion and Tenure Emory University School of Medicine

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Mission and Goals

The overall mission of the Department of Psychiatry and Behavioral Sciences mentoring program is to provide guidance and support for the career development and satisfaction of faculty members at all ranks and on all tracks, with a particular focus on early and mid-career faculty. To program has the following goals:

- To facilitate the development of a mentoring relationship for early and mid-career faculty
- To prepare faculty mentors for the mentorship role
- To develop web-based resources for mentors and mentees
- To recognize and reward mentoring

Governance

To accomplish these goals, the Vice Chair for Faculty Development proposes to the Executive Committee of the department mentor-mentee pairs and these are discussed and finalized at the Executive Committee level. In addition, the Vice Chair for Faculty Development works with the Faculty Development Committee, which consists of faculty at all ranks and on all tracks based at each of the different sites within the department, to create mentoring materials and programs. The Vice Chair for Faculty Development follows up annually with mentor-mentee pairs to ensure the relationship is working satisfactorily for both parties, assists in improving such relationships, and makes changes when indicated. The Vice Chair for Faculty Development also disseminates information on Department of Psychiatry and Behavioral Sciences mentoring events.

Target Audience

All Assistant and Associate Professors (required) and optional, but encouraged for Professors.

Description and Implementation of Program

Goal 1: To facilitate the development of a mentoring relationship for early and mid-career faculty

The Vice Chair for Faculty Development sends an email annually to each early and mid-career faculty member indicating who his/her mentors are. Such an email also is sent to all new hires. An email is sent to all senior faculty members who serve as mentors indicating who their mentees are. Mentor-mentee pairs can be self-selected or recommended by the Vice Chair for Faculty Development. Mentoring guidelines and a Mentoring Agreement have been created to guide these relationships.

Goal 2: To prepare faculty mentors for the mentorship role
The Department of Psychiatry and Behavioral Sciences has created web-based tools for mentors describing the characteristics of strong mentors, their roles and responsibilities and tools to facilitate discussion. In addition, mentoring workshops are held annually to discuss important topics in mentoring.

**Goal 3: To develop web-based resources for mentors and mentees**

In addition to the above tools for mentors, the DOM mentoring website has slides on being an effective mentor and mentee and a detailed reference list.

**Goal 4: To recognize and reward mentoring**

The Department of Psychiatry and Behavioral Sciences offers two mentoring awards: (1) Mentoring Award: Research, and (2) Mentoring Award: Clinical and Service. The Mentoring Award: Research recognizes a faculty member who has served as an outstanding mentor to departmental faculty or trainees in the research domain. The Mentoring Award: Clinical and Service recognizes a faculty member who has served as an outstanding mentor to departmental faculty or trainees in the clinical and service domain. Nominations for these awards are made by mentees and the awards are presented at the annual Celebratory Grand Rounds. The award comes with inclusion of the mentor’s name on a plaque of all award winners that is housed in the departmental offices plus the opportunity to provide Grand Rounds.

**Metrics**

Success of the program is monitored annually. All department members receive a survey asking about their participation as a mentor and/or mentee in the Mentoring Program, the frequency of meetings, what was accomplished during meetings, and their view about the effectiveness and satisfaction level with the mentoring relationships.

**Resources**

- Website
- Mentoring agreement
- Collection of published mentoring resources

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Description of program (goals, focus, operational details):

The goal of the Radiology mentoring program is to acquaint faculty who are within 3 years of faculty appointment with the academic culture of Emory University School of Medicine and that of the Emory Radiology Department. Particular goals are to provide new faculty with a mentor who can:

1. Guide the individual in the nuances of launching a successful academic career
2. Serve as a resource for working through the common problems that might be encountered by a young academic physician
3. Help the young faculty member with determining career priorities and establish near-term and long-term goals
4. Discuss the promotions process and acquaint the mentee with the criteria for promotion
5. Junior faculty members are requested to meet with their mentor once per quarter.
6. The mentoring relationship generally is intended to officially last 2 years but often the relationship extends beyond that period on an unofficial basis

Governance:

Oversight consists of two faculty members (Department Chair and another faculty member, who serve as co-directors of the program) and a mentoring coordinator who tracks whether the meetings between mentor and mentee are occurring on a regular basis (i.e., for the period outlined in #6 above). The coordinator contacts mentors at 3 month intervals to determine whether mentoring sessions are being regularly held (thereby reminding mentors to schedule a session for that quarter if they have not already done so).

Target Audience:

Faculty members who are within 3 years of faculty appointment

Resources:

1. The department hosts a junior faculty retreat every other year, which consists of a day dedicated to presentation of topics of importance to junior faculty as well as small group discussions of issues important to junior faculty.
2. The department hosts a “kick-off” session each year to which all mentors and junior faculty are invited.

Metrics:
The only metric is the oversight of regular scheduling of sessions by the department. Individuals are not specifically graded on performance as an advisee or as a mentor. However, informal feedback is given by both groups of individuals. Specifically, if mentors are not generally perceived to provide a valuable experience, they are not invited to continue to serve as a mentor in subsequent years.