

## Search Strategy

The screenshot shows the Ovid search interface. At the top, there are navigation tabs: Search, Journals, Books, Multimedia, My Workspace, and What's New. The user is logged in as Wolters Kluwer. Below the navigation is a search history section with 4 items:

#	Searches	Results	Type	Actions	Annotations
1	mentor.mp. or exp Mentors/	15995	Advanced	Display Results More ▾	🗨
2	limit 1 to (english language and full text and humans and yr="2015 -Current")	1627	Advanced	Display Results More ▾	🗨
3	*Faculty, Medical/	8502	Advanced	Display Results More ▾	🗨
4	2 and 3	97	Advanced	Display Results More ▾	🗨

Below the search history are buttons for Save, Remove, and Combine with (AND, OR). At the bottom of the search history section are buttons for Save All, Edit, Create RSS, Create Auto-Alert, View Saved, Email All Search History, Copy Search History Link, and Copy Search History Details.

The main search area is titled "Basic Search | Find Citation | Search Tools | Search Fields | **Advanced Search** | Multi-Field Search". It shows "1 Resource selected | Hide | Change" and "Ovid MEDLINE(R)". The search input field is empty. Below the input field are options for Keyword, Author, Title, and Journal. There are also buttons for Search and Expand Term Finder. Below the search input are options for Limits (close), Include Multimedia, and Map Term to Subject Heading. A list of search filters is shown, including Abstracts, Structured Abstracts, English Language, No Language Specified, Evidence Based Medicine Reviews, Article Reviews (ACP Journal Club), Full Text, Review Articles, Article Reviews (DARE), Humans, Topic Reviews (Cochrane), Latest Update, Pharmacologic Actions, Practice Guideline, and COVID-19. There are also dropdown menus for Publication Year.

## Retreat Literature Search 2021

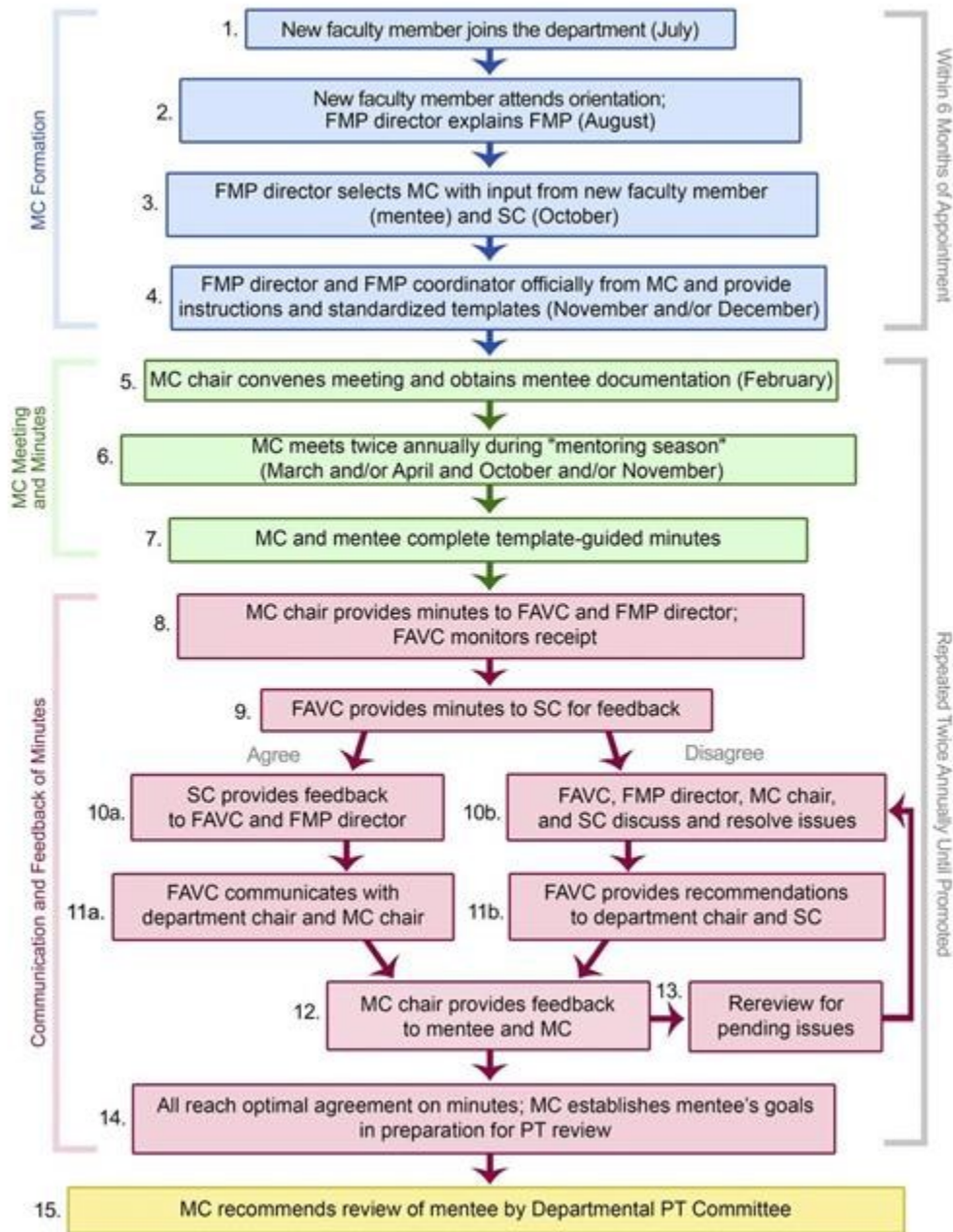
- Cranmer, JM, et al. An Adaptable Pediatrics Faculty Mentoring Model. *Pediatrics* 141(5). May 2018 1-9
- Lee A, Carina D, Campbell P. Nature's Guide for Mentors. *Nature* 447. 14 June 2007. 791-797

## Updated Literature Search 2022

1. **Cranmer, JM, et al. An Adaptable Pediatrics Faculty Mentoring Model. *Pediatrics* 141(5). May 2018 1-9**
  - University of Arkansas Faculty Mentoring Program (FMP)
  - Mentoring Committees – Mentee + 3 faculty members, one of whom chairs the MC.
  - All junior faculty are expected to participate – FMP is a recruitment draw for new faculty
  - Main target: Assistant Professors
  - Senior Faculty are not required to serve as mentors. Newly minted Associate Professors (11/year – they are a big Department) transition from mentee and are invited to serve as a mentor. 100% of invited faculty accept the invitation to serve in what they refer to as a “pay it forward” culture.
  - MC meetings occur 2x/year at a minimum
  - MC provides minutes to faculty affairs vice-chair 2x/year (*this seems excessive – DT*)
  - At UAK, junior faculty see the requirement for mentoring as a recruitment plus.
  - At UAK, a senior faculty mentor may serve on as many as 4 MCs at any time +having 4 mentees)
  - Mentorship Handbook & Archived Workshops
  - MC's are crafted from scratch based upon mentee interests – invitations are offered until 3 people commit.
  - The MC gets copies of the mentee's and interests, CV, academic track (Clinician-Educator, etc.) and job description.
  - Template for minutes: (1) clinical service, (2) teaching, (3) research, (4) administrative service, (5) other scholarly activity, and (6) professional recognition, according to the mentee's job description. I have a

copy – it seems like a more complex version of our annual faculty performance template. Perhaps that template should be used as well? Instead?

- Summary of their process per the figure below:

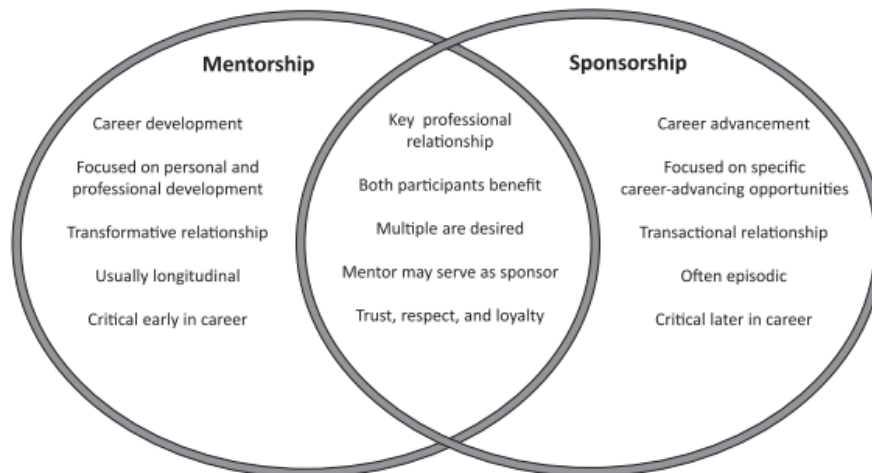


- Lee A, Carina D, Campbell P. Nature's Guide for Mentors. *Nature* 447. 14 June 2007. 791-797
  - A short article which would be a good resource to provide to mentors along with expectations of the role.
  - Features a self-administered quiz to determine if the reader would make a good mentor!
- Fleming GM, Simmons JH, et al. A Facilitated Peer Mentoring Program for Junior Faculty to Promote Professional Development and Peer Networking. *Acad Med.* 2015;90:819–826.
  - Junior faculty volunteered to be part of small groups led by senior faculty meeting monthly to go over a faculty development curriculum over a two year period
  - Focus groups of junior faculty identified the need for (a) mentorship and (b) a curriculum to teach navigation of academic advancement requirements. The topics included:

program. The curriculum covered the following topics: creating a professional portfolio; goal development and preparing for the annual faculty review; mentorship; aligning goals and activities; negotiation; defining scholarly activity; time management; navigating a departmental political landscape; and manager and leader attributes.<sup>27</sup>

- Faculty development/education was the primary goal – discussions were not shared outside the meetings, in contrast to the UAK program.
  - They specifically note that no salary support for participants was requested.
  - All senior faculty wanted to remain in their roles and found it very gratifying; Junior faculty felt the sessions were positive and effective.
  - Research-oriented faculty wanted a faculty development track more specific to their needs.
4. Lewis V, Martina CA, et al. A Randomized Controlled Trial of Mentoring Interventions for Underrepresented Minorities. *Academic Medicine*, Vol. 91, No. 7 / July 2016
    - Short term benefit to mentoring relationship as determined by psychological survey of mentees, speculated to be attributable to proximity to mentor training.
    - Mentees were specifically URiM and women.
  5. Pingleton SK et al. Silent Bias: Challenges, Obstacles, and Strategies for Leadership Development in Academic Medicine—Lessons From Oral Histories of Women Professors at the University of Kansas. *Academic Medicine*, Vol. 91, No. 8 / August 2016
    - Survey by interview of female full professors at University of Kansas
    - Virtually all subjects described valuable support and guidance from a (usually male) individual mentor/sponsor.
  6. Lieberman D. How to Select a Mentor as a Trainee and Junior Faculty. *Gastroenterology* 2016;151:17–19
    - Short narrative thought piece on mentors and mentees.
    - Outlines the qualities necessary for a good Career Development, Content and Life Coach mentor, as well as qualities of a good mentee.
  7. Maisel NC et al. Institutional Incentives for Mentoring at the U.S. Department of Veterans Affairs and Universities: Associations With Mentors' Perceptions and Time Spent Mentoring. *Academic Medicine*, Vol. 92, No. 4 / April 2017
    - Institutional incentives (such as consideration of mentoring activities in promotion) resulted in greater perceived benefits of mentoring in this VA study focusing on researchers.
    - Institutional policies recognizing and rewarding mentoring fostered greater attitudes and time in mentoring activities.
    - Female mentors spent more time in that activity than male counterparts.
    - Incentives included (a) protected time – only when offered by the university, not by the hospital, (b) mentoring requirement, (c) consideration of mentoring activity in performance review and (d) awards.
  8. Catanese L, Shoamanesh A. Identifying the Right Mentor. (*Stroke*. 2017;48:e248-e251. DOI: 10.1161/STROKEAHA.117.018545.)
    - While this is more suited to research grad students and post-docs, it might be good to arm new faculty with this article as part of a packet of articles. This article describes/suggests qualities to seek in a mentor. It may not be as applicable to a program in which mentors are assigned but may guide new faculty in seeking/choosing adjunct mentors.
  9. Chopra V, Arora V et al. Will You Be My Mentor?—Four Archetypes to Help Mentees Succeed in Academic Medicine. *JAMA Internal Medicine* February 2018 Volume 178, Number 2. 175-176.
    - Brief article describing four “flavors” of mentor: traditional, coach, sponsor and connector.
    - Some mentors may exhibit a combination of flavors based on their skills and the needs of their mentees.
  10. Shaheen NJ Sandler RS How to Promote the Academic Success of Junior Faculty Physicians in Gastroenterology. *Gastroenterology* 2018;155:1293–1297.

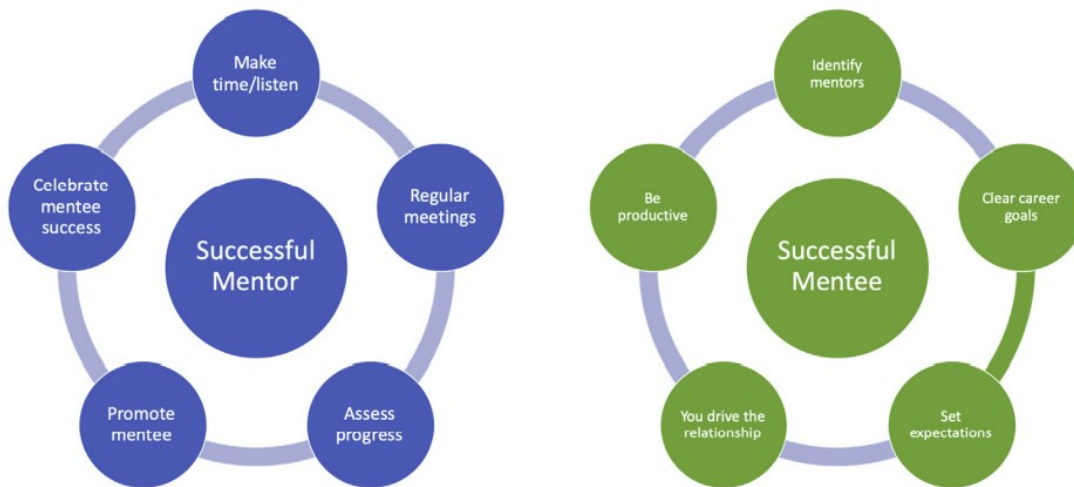
- The authors review obstacles to academic success among junior physician faculty and suggest some strategies to address them – all applicable to GIM as well as GI (differ by only one letter!)
  - The authors address “protected” time, as well as the need for incentives (does serving as a mentor factor into the bonus equation?) and infrastructure (access to statistic support)
  - Is the Academic Gastroenterologist a Vanishing Species?
11. Gottleib AS, Travis EL. Rationale and Models for Career Advancement Sponsorship in Academic Medicine: The Time Is Here; the Time Is Now. *Academic Medicine*, Vol. 93, No. 11 / November 2018
- Introduces concept of “Sponsorship” in which a mentor serves as a “promoter” as well – seeking opportunity and advocating for their mentee.
  - MD Anderson has a program like this and targets URiM and female faculty to help them overcome institutional barriers.
12. Ayyala MS et al. Mentorship Is Not Enough: Exploring Sponsorship and Its Role in Career Advancement in Academic Medicine. *Academic Medicine*, Vol. 94, No. 1 / January 2019
- One of our alumnae is lead author
  - Sponsorship is defined as “*active support by someone appropriately placed in the organization who has significant influence on decision-making processes or structures and who is advocating for, protecting, and fighting for the career advancement of an individual*”. With sponsorship, a protégé is put forward by a sponsor for high-visibility, career-advancing opportunities.
  - This is a cool article – it quotes responses to a survey and enables us to catch a glimpse into strategy and values of the sponsors and mentors/mentees.
  - Mentors and Sponsors overlap:



13. Choi AMK et al. Developing a Culture of Mentorship to Strengthen Academic Medical Centers. *Academic Medicine*, Vol. 94, No. 5 / May 2019
- Describes Cornell experience and outlines how a Department can develop a culture of mentorship and what strategic plan would be needed for its success.
  - Department-wide program.
  - An important step in building a widespread culture of mentorship is establishing a strong base of evidence validating the benefits of mentorship and identifying factors associated with successful programs, which would support making the necessary investments in time and money.
  - How do you evaluate a mentoring program? It may take years to see the fruits of your labors – ie more women successful, etc.
14. Nafiu OO, Haydar B. Mentoring Programs in Academic Anesthesiology: A Case for PROFOUND Mentoring for Underrepresented Minority Faculty. *Anesthesia-Analgesia*. July 2019 • Volume 129 • Number 1
- PROFOUND stands for “Propulsive, Receptive, On the Same Page, Fair, Orienting, Unselfish, Nurturing and Durable”
  - Another article that lists characteristics of successful mentors and also successful mentoring relationships.

15. Nassour I et. Al. Successful Mentor-Mentee Relationship. Journal of Surgical Research Volume 247, March 2020, Pages 332-334

- Nice, short article with tips for mentors and mentees



**Fig – Important elements to optimize mentor-mentee relationship.**

16. Akshay Sood, MD, MPH; Clifford Qualls, PhD; Beth Tigges, PhD; Bronwyn Wilson, MD, MPH, MSEd; Deborah Helitzer, PhD. Effectiveness of a Faculty Mentor Development Program for Scholarship at an Academic Health Center. JCEHP Winter 2020. Volume 40, Number 1.

- University of New Mexico program which had an online as well as a face-to-face component, serving as basis for some of the elements of the DGIM mentoring proposal.
- Stresses the importance of laying groundwork with faculty development efforts/programming – do not assume that people are prepared to be a good mentor or mentee.
- Even in this relatively experienced mentor group, the use of the online component was associated with significant improvement in knowledge scores related to mentoring.

17. Giselle Sandi, PhD; Susan Chubinskaya, PhD A Faculty Development Model that Promotes Success of Early Career Faculty in Academic Medicine. JCEHP Winter 2020 n Volume 40 n Number 1

- Rush Research Mentoring Program is a well-organized, institution-wide program that helps junior faculty develop and lead independent, extramurally funded translational research programs. The Program combines two approaches: experienced and committed research mentors, and a wide resource infrastructure to enhance grant writing, professional skills, and communication abilities.
- Since 2006, 192 mentees have enrolled in the program of whom 64% are self-reported female faculty
- The program has resulted in high faculty retention & promotion, satisfaction, and scholarly productivity of mentees

18. Stacey A. Sakowski, PhD; Eva L. Feldman, MD, PhD, FAAN, FANA; Reshma Jaggi, MD, DPhil; Kanakadurga Singer, MD Energizing the Conversation: How to Identify and Overcome Gender Inequalities in Academic Medicine. JCEHP n Month 2020 n Volume 00 n Number 00.

- Essentially a narrative article describing how the DEI Office at UMich performed needs assessment to determine how to best empower female faculty for success and advancement.

19. Glenn Flores, MD, Fernando Mendoza, MD, MPH, Michael B. Brimacombe, MA, MSc, PhD, and Willie Frazier III, MPH Program Evaluation of the Research in Academic Pediatrics Initiative on Diversity (RAPID): Impact on Career Development and Professional Society Diversity Acad Med. 2021;96:549–556.

- Research in Academic Pediatrics Initiative on Diversity (RAPID) is a research-education program aimed at recruiting, retaining, and professionally advancing early-career URiM research-oriented faculty in general pediatrics
- The program consisted of small research grants, assigned mentoring by a RAPID-participating faculty member, annual career development conference, annual networking breakfast and (I think this is cool)

monthly mentoring conference calls. These calls alternate formats – every other month it is just the mentees sharing ideas and developing agendas for the alternate phone calls with the mentors.

20. Jie Jane Chen, MD, Jonathan J. Kusner, Fidencio Saldaña, MD, MPH, and Jennifer Potter, MD Development of a Novel Mentorship Platform to Foster Relational Mentoring, Empowered Vulnerability, and Professional Identity Formation in Undergraduate Medical Education *Academic Medicine*, Vol. 96, No. 11 / November 2021.
  - From the abstract: *“The authors developed a novel mentorship platform called Weave via a multistep, iterative design process, incorporating in-person and survey-based student and faculty feedback. Features of Weave include clear communication of mentorship offerings and expectations, plus opportunities to engage mentors based on professional and personal (identity-based) attributes. Faculty at Harvard Medical School who created a mentor profile within the first 3 months of launch and students who visited the website within the same period were invited to complete usability surveys in February 2019; students were invited to complete impact surveys in August 2020”*
  - Survey demonstrated that WEAVE was easy to use and demonstrates that online resources can be a convenient way to access information for mentees.
21. Rohrich RJ. Mentors in Medicine. *Plastic and Reconstructive Surgery* • November Supplement 2021
  - A short editorial which makes an argument for faculty to engage in mentoring young faculty by describing the benefits to the mentors.
22. Paige L. Myers, M.D. Ashley N. Amalfi, M.D. Smita R. Ramanadham, M.D Mentorship in Plastic Surgery: A Critical Appraisal of Where We Stand and What We Can Do Better *Plast. Reconstr. Surg.* 148: 667, 2021
  - A needs assessment in a plastic surgery practice-based environment. Mentee respondents note the importance of having multiple mentors, which may be a rationale in favor of the mentor committee “trio” used at University of Arkansas pediatrics.
23. Nicholas Pulos, MD and Alexander Y. Shin, MD. Mentorship: Perspectives Through the Eyes of the Mentee and Mentor. *Techniques in Hand & Upper Extremity Surgery* Volume 25, Number 4, December 2021
  - One page essay with advice for mentor and mentee
  - Advice for mentee to keep an open mind and neither adhere to old practices nor too quickly adopt new fads.
24. Kuc KJ, Roberts DH et al. Training Future International Clinical Academic Leaders Through a Structured Observership Program. *JCEHP*. Winter 2022; 42(1).
  - NA – this does not really apply to our situation.