

Marmara University Mentorship Program

**Making Gardens Grow:  
My Journey Learning about the Power of Mentorship and  
Seeding That Learning in an Academic Medical Center**

**February 15, 2024**

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**Senior Program Manager, Center for Faculty Development**

**Considering your personal history of mentorship, what quality best illustrates your definition of excellent mentorship?**

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CONSENSUS STUDY REPORT

The Science of  
**Effective Mentorship**  
in STEMM



**What is mentorship?**  
*-- a professional, working alliance in which individuals work together over time to support the personal and professional growth, development, and success of the relational partners through the provision of **career** and **psychosocial** support.*

- [www.nas.edu/mentoring](http://www.nas.edu/mentoring), *The Science of Effective Mentorship in STEMM*, National Academies of Science

# HMS Department of Ophthalmology Mentoring Program Goals

**Create connections that enrich the department and increase its reputation and impact, in both clinical and research fields.**

**Mentors direct and support junior faculty toward promotion, focusing with mentees on:**

- **clinical or investigative goals**
- **increasing and expanding reach of invited presentations**
- **scholarly publications**
- **teaching opportunities and mentorship of peers**

# Ophthalmology Mentoring Program Administration

- **Manager of Faculty Affairs**

*Administrative lead: meets with all new faculty as part of onboarding to learn about their career aspirations and share that information with MOB*

- **Mentoring Oversight Board (MOB)**

*Includes 5 senior faculty, with input from Chair; assigns 2 mentors to every mentee, noting mentee's general area of expertise and input they have on potential mentors*

- **Mentors and mentees**

*Meetings at least twice a year, agendas generated by mentee*

# Ophthalmology Mentoring Program Survey Results:

## What is best about the program

Survey results: comments from mentors

- *It is fulfilling to give back and help promote the career development of junior faculty. It's also a helpful learning process in how to become a more effective mentor.*
- *It can provide mentees an official approach to mentors previously unknown to them and thereby widen perspective.*
- *It is simply the Right Thing to Do.*

# Ophthalmology Mentoring Program Survey Results: What is best about the program

Survey results: comments from mentees

- *It formalizes a channel for communication.*
- *It sets up the expectation that I meet with people regularly whom I might not seek out otherwise.*
- *It allows for interaction with a colleague in a professional and personal pathway to provide insight that I would not have had the experience to detect on my own.*

# Ophthalmology Mentoring Awards

## Harvard Ophthalmology Excellence in Mentoring Award

*Annual award to recognize mentoring and emphasize the importance of the mentoring program to Ophthalmology leadership. The recipient is considered a rising star in mentoring whose commitment to mentoring junior faculty is an inspiring model that others will want to emulate.*

## Harvard Ophthalmology Lifetime Achievement Award in Mentoring

*Given at the discretion of the Mentoring Oversight Board to recognize a career-long commitment to mentoring through the fostering of multiple generations of students, trainees, and faculty to enable them to attain their full potential. The recipient will have provided valuable support, encouragement, and sponsorship that have led to meaningful career and personal development of many trainees and fellow faculty.*

# Ophthalmology Mentoring Program Impact

- Increased rhythm of promotions
- Selection of Department of Ophthalmology Faculty for HMS Excellence in Mentoring Awards
- Junior faculty feel that they are truly an integral part of the department, and they are excited to contribute to the department. Peer mentoring and eagerness to connect with faculty throughout the department are visible outgrowths.

# Ophthalmology Mentoring Program 2019 Recipient of HMS PACEM Award

## Program Award for Culture of Excellence in Mentoring (PACEM)

*Harvard Medical School established this mentoring award to recognize the efforts of a department, division, office or program to foster innovation and sustainability in mentoring while building a culture of mentoring. This award provides an opportunity to learn from successful formal mentoring programs and allows others in the community to adopt model programs.*

## Department of Ophthalmology Mentoring Program

*Mass Eye and Ear, Boston Children's Hospital, Joslin Diabetes Center,  
Beth Israel Deaconess Medical Center*

## Program Leaders:

David G. Hunter, MD, PhD, Professor of Ophthalmology, BCH

Patrica A. D'Amore, PhD, MBA, Charles L. Schepens Professor of Ophthalmology, MEE

# Ophthalmology Mentoring Program

## Limits of Program / Lessons Learned

- Some senior faculty, who are already seasoned and highly capable mentors, are overtaxed in mentee assignments.
- Some senior faculty are not as committed to mentorship yet do not necessarily recognize that they could improve / be better trained.
- Not all mentor-mentee matches mesh, and the dyadic nature of the mentorship is limited by its very nature.
- Not all mentees take their role seriously enough, due to perceived or real lack of time.

# Ophthalmology Mentoring Program Limits of Program / Lessons Learned

**What did I learn from this experience  
tending to the Department of  
Ophthalmology mentoring program and  
helping it grow?**





# Center for Faculty Development, Massachusetts General Hospital Mentoring Programs

*The CFD functions as a center of excellence to support current mentoring activities and to promote new ones.*



# MGH Mentoring Leader Round Table

- *Convenes representatives from all hospital departments*
- *Shares mentoring structures, successes, and challenges*
- *Encourages departments without mentoring programs to initiate their own model*
- *Invites expert mentors from other institutions to share insights*
- *Brainstorms projects to further mentoring excellence at MGH*



# MGH Departmental Mentoring Programs

## Formal structures include:

- Mentor(s) assigned within department/division based on clinical/intellectual interests
- Cross-division/discipline mentorship
- Mentoring boards/committees, including mentors outside the department
- ACCs that include input from mentors
- Required number of meetings/year

## Added dimensions include:

- Mentorship newsletters
- Departmental mentorship awards
- Senior leadership-mentor consultations to ensure equal attention to all faculty
- Surveys to gauge success of program and make improvements to it
- Mock study sections to review and provide feedback on K and first R level grants
- Programs to encourage greater collaboration and community

# Department Mentoring Program Example: Mentee Personal Board of Directors

One mentor cannot do it all, so help your mentee create a mentorship “Board of Directors” for different needs:

- *Allows for diversity, a wide range of perspectives, and pertinent feedback*
- *Develops networking and successful and reciprocal mentoring relations—network community leads to sponsorship and more new connections*



# Annual MGH Celebration of Mentoring

*“The Center for Faculty Development takes pride in its focus on cultivating a culture of mentorship and recognizing the many outstanding mentors at MGH.”*

- Purposefully scheduled in January, National Mentoring Month
- Announces recipients of the 5 CFD Excellence in Mentoring Awards
- Recognizes MGH departmental mentoring award and HMS mentoring award recipients
- Includes keynote presentation:
  - 2024: “Making Mentorship Matter,” Angela Byars-Winston, PhD, Professor of Medicine at University of Wisconsin-Madison and CIMER leader



# *A* CELEBRATION *of* MENTORING AT MGH

Sponsored by the MGH Center for Faculty Development



**Monday, January 22, 2024**

12:00 - 1:30 pm EST

***Simches 3.110 Auditorium, rsvp required***



# John T. Potts, Jr., MD

## Faculty Mentoring Award

*oldest CFD Mentoring Award*

The MGH Center for Faculty Development inaugurated the **John T. Potts, Jr., MD, Faculty Mentoring Award** in 2011 to recognize and honor senior faculty members with 10 or more years of mentoring experience at MGH, in the spirit of further building a culture of mentoring at our hospital.

# Other CFD Mentoring Awards

1<sup>st</sup> 4 conceived in 2022 to expand recognition of mentoring

- **Rising Mentor Award**  
(1 clinician and 1 investigator)
- **Ally for Women Faculty Award**
- **Outstanding Mentor of URiM Faculty Award**
- **Outstanding Research Fellow Mentor Award**

*Award already existent:*

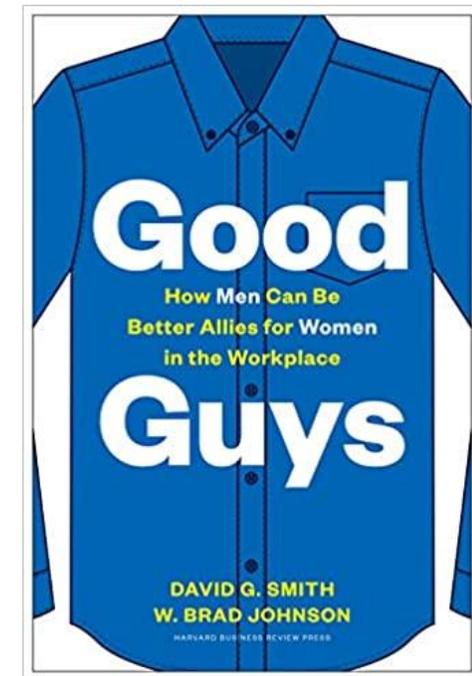
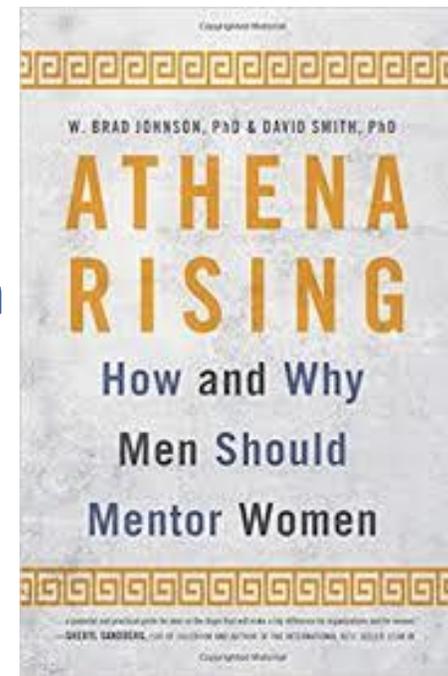
- **Outstanding Principal Investigator Mentor of Graduate Students Award**





# CFD Office for Women's Careers: Men Advocates in Action

- Session with MGH Chiefs to introduce idea and get leadership support
- **2 2-hour training sessions** by authors David Smith, PhD and Brad Johnson, PhD to create a cohort of men faculty facilitators to train other men faculty to become better advocates for their women colleagues and spur institutional change at MGH (32 faculty, chosen by Department heads and/or suggested by senior faculty women)
- **2<sup>nd</sup> training planned for fall 2024**



Center for Faculty Development

# Speed Mentoring Sessions

- Open to all MGH trainees and faculty
- Offers opportunity to ask mentor leaders for advice on any aspect of mentoring or being mentored in a safe space
- Attendees learn not only from the senior mentoring leaders but also from fellow attendees.

*Launched in March 2021: 16 sessions to date, with 67 participants ranging from trainees to Full Professors from ≈20 disciplines; 21 senior faculty have participated in leading sessions (in pairs)*



# Speed Mentoring Sessions

Unsolicited feedback confirms need for spontaneous opportunities to ask for advice

- *“I really appreciate the insight and help—mentorship at the mid and higher career level is very hard to come by.”*
- *“What a helpful and productive conversation! I appreciated the advice on how to raise frustrating issues with a positive mindset.”*
- *“What a great opportunity to facilitate mentorship discussions within the MGH community!”*



# Peer Mentoring for Senior, Mid Career, and Early Career Faculty Women Faculty

- *Empowers learning and problem solving in a space of trust*
- *Offers practical and emotional support*
- *Results in collaboration and teamwork, including nominating peers for awards*
- *Helps to identify and launch initiatives to support women faculty*
- *Spurs search for and access to resources*



# Peer Mentoring for Senior, Mid Career, and Early Career Faculty Women Faculty

- **Senior women faculty (30 Full Professors)**  
*launched Feb 2021: 15 meetings to date*
- **Mid-career women faculty (80 Associate Professors)**  
*launched Feb 2021: 15 meetings to date*
- **Assistant Professor women faculty (99)**  
*launched Nov 2021: 15 meetings to date*

*Meetings via Zoom or in-person  
(dinners at faculty homes)*





# Peer Mentoring for Parents

in conjunction with MGH Faculty Parental Wellness Program

- **Parents of newborns through age 5 who identify as mothers**  
35 faculty
- **Parents of newborns through age 5 who identify as fathers**  
6 faculty
- **Parents of elementary school-age children**  
13 faculty
- **Parents of middle and high school age children**  
17 faculty

*Each cohort is facilitated by 2 volunteer faculty members and meets bi-monthly except in July and August. A CFD staffer attends to take notes and share with the entire group.*

# Anne Klibanski Visiting Scholars Award

- Scholars serve as Virtual Visiting Professors at national/international institutions thanks to AK “champions”
- Scholars provided with strong connections at other institutions to build their network, collaborations, and impact
- Scholars receive one-on-one mentoring from senior faculty champions, professional coaching, and leadership training



# Anne Klibanski Visiting Scholars Award

*“It is with great pleasure that we congratulate the Anne Klibanski Visiting Scholars Award at Massachusetts General Hospital on being selected as the recipient of the 2023 AAMC (Association of American Medical Colleges) Group on Women in Medicine and Science Leadership Award for an Organization (Emerging).*

*Your organization clearly demonstrates its commitment to advocating for the professional advancement of women in medicine and science, and helping all to realize their potential.”*



# Shifting the Challenge of Mentorship toward Ever-Better Practices: Key Resources

- The major [National Academy of Sciences report](#) on The Science of Effective Mentorship in STEMM

*PDF can be downloaded for free, with links to the [brief summary](#) report and the companion [online guide](#) with excellent tools and resources.*

- [CIMER](#)



# Center for the Improvement of Mentored Experiences in Research (CIMER)



Wisconsin Center for Education Research  
SCHOOL OF EDUCATION | UNIVERSITY OF WISCONSIN-MADISON

## **CIMER Mission**

Improve the research mentoring relationships for mentees and mentors at all career stages and disciplines through the development, implementation, and study of evidence-based and culturally-responsive interventions.

## **CIMER History**

A UW-Madison team led by Dr. Christine Pfund established CIMER in 2015 with support from the Wisconsin Center for Education Research to begin the work of expanding efforts to investigate and implement ways to improve research mentoring relationships in higher education settings.



# Value of CIMER Mentor Training

A mentored research experience and strong mentorship has been linked to:

- *Enhanced science identity, sense of belonging, and self efficacy*
- *Persistence*
- *Research productivity*
- *Higher career satisfaction*

**"Even a single half-day of evidence-based training on how to be a mentor can make an impact."**

(Douglas Ziedonis, Mary S Ahn. Professional Development for Clinical Faculty in Academia: Focus on Teaching, Research, and Leadership, <https://pubmed.ncbi.nlm.nih.gov/31358119/>)



Center for Faculty Development

# How to become a better mentor - Optimizing the Mentor-Mentee Relationship

**June 2023**

**Miriam Bredella, Anne Levy, Marjorie Oettinger**

**November 2023**

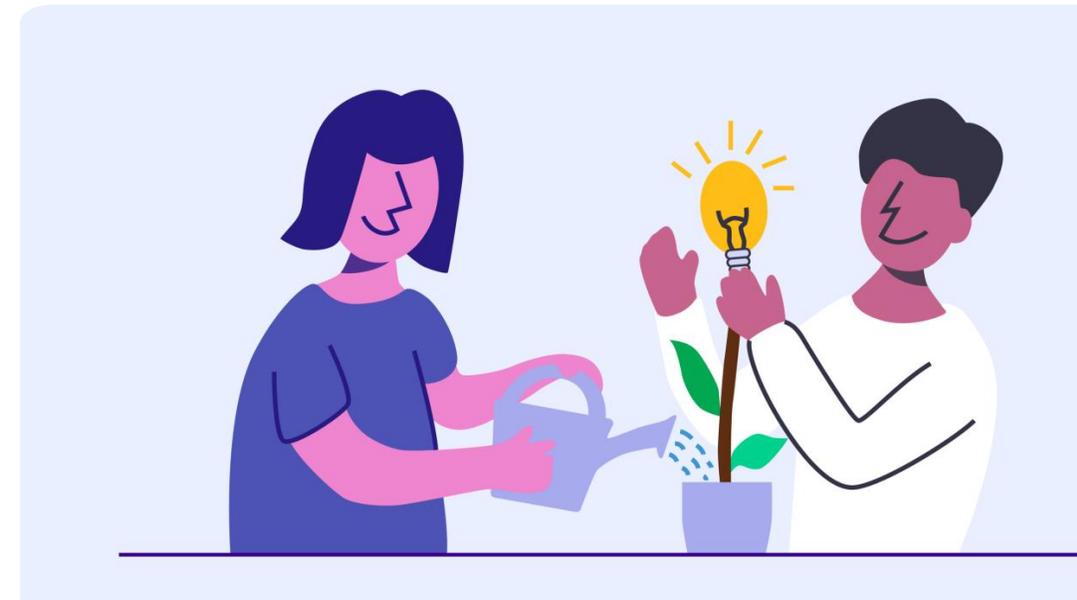
**Anne Levy, Marjorie Oettinger**

*In each case, 2 x 2-hour workshop for faculty via Zoom*



# CIMER Mentor Training: Core Competencies

- Maintaining effective communication
- Assessing understanding
- Aligning expectations
- Fostering independence
- Promoting professional dev't
- Addressing equity and inclusion
- Fostering well-being



# Competency: Maintaining Effective Communication

## Learning Objectives:

Mentors will increase their knowledge and skills to:

- Provide constructive feedback
- Identify different communication styles
- Engage in active listening

# Competency: Fostering Independence

## Learning Objectives

Mentors will have the knowledge and skills to:

- Define independence, its core elements, and how those elements change over the course of a mentoring relationship
- Employ various strategies to build mentee confidence, establish trust, and foster independence
- Identify the benefits and challenges of fostering independence, including the sometimes conflicting goals of fostering independence and achieving grant-funded research objectives

# Addressing Equity and Inclusion

## Learning Objectives

Mentors will have the knowledge and skills to:

- Increase and refine practice of conversations on issues of equity and inclusion to improve and expand understanding of their influence on mentor-mentee interactions
- Recognize the potential impact of conscious and unconscious assumptions, preconceptions, biases, and prejudices have on the mentor-mentee relationship and acquire skills to manage them
- Identify concrete strategies for learning about, recognizing, and addressing issues of equity and inclusion in order to engage in conversations about diversity with mentees and foster a sense of belonging

# Competency: Aligning Expectations

## Learning Objectives

Mentors will have the knowledge and skills to:

- Effectively establish mutual expectations for the mentoring relationship
- Clearly communicate expectations for the mentoring relationship in writing
- Align mentee and mentor expectations

## Case Study: Running Out of Patience

A fellow in my group is adept at performing experiments and analyzing data. However, I was shocked when they produced such a weak draft of their prelim exam right before the planned date and that they did not have the presentation ready either.

At the same time, their results are stunning, and are worthy of a high profile publication. Given how critical it is to publish these results, I feel I need to take the lead in writing this manuscript. However, I realize that they must be able to write manuscripts and grants, themselves.

Encouragement hasn't worked. Veiled threats don't seem professional. What should I do?





# Elements of Thriving Mentorship Ecosystems

*The CFD functions as a center of excellence to support current mentoring activities and to promote new ones.*

***Definitions and Examples***

# ACCESS:

In a thriving mentorship ecosystem, individuals have access to multiple mentors.

**An institution or training program ...**

- *Connects mentees to mentors through a variety of mechanisms such as a directory of mentors within a program and more broadly across campus (with areas of expertise and role they are willing to play as mentors for trainees)*
- *Educates trainees about technology-supported mentoring networks (for example, NRMN, National Research Mentoring Network)*
- *Educates and supports trainee participation in discipline society-sponsored mentoring programs.*

These materials may be used for instructional, educational, and administrative purposes at your own institution/organization.

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# QUALITY:

**In a thriving mentorship ecosystem, evidence-based approaches are used to support high quality mentoring relationships.**

**An institution or training program ...**

- Offers and strongly encourages participation in evidence-based mentor and mentee training for mentors and trainees***
- Has mentoring partnership agreements (“compacts”) that are formally documented in writing***
- Makes mentorship tools and training materials available***
- Ensures that the quality of mentoring relationships are discussed at faculty orientations, meetings, and during the annual review process***

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# Mentoring Compacts: An Overview

## Description:

- A written document used to articulate expectations between mentors and mentees
- Differs from an Individual development Plan (IDP) which focuses on short and long-term career plans;
- Focused on expectations for the working relationship
- Compacts vary in their format and level of detail

## Rationale:

- Provides written documentation of expectations which can be revisited and revised over time
- Serves as a shared reference point for regular progress reviews
- Makes invisible expectations, visible
- Levels the playing field among mentees

**Compacts provides mentors *and* mentees an opportunity to reflect upon, and articulate, their expectations and bring them into alignment**

# CONTINUOUS QUALITY IMPROVEMENT:

In a thriving mentorship ecosystem, training programs regularly assess access the quality of training and mentorship and address areas for growth and improvement

An institution or training program ...

- *Develops policies/guidelines that delineate criteria for evaluating mentoring success*
- *Develops policies/guidelines about managing conflict in the mentor-mentee relationship*

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# VALUE AND VISIBILITY:

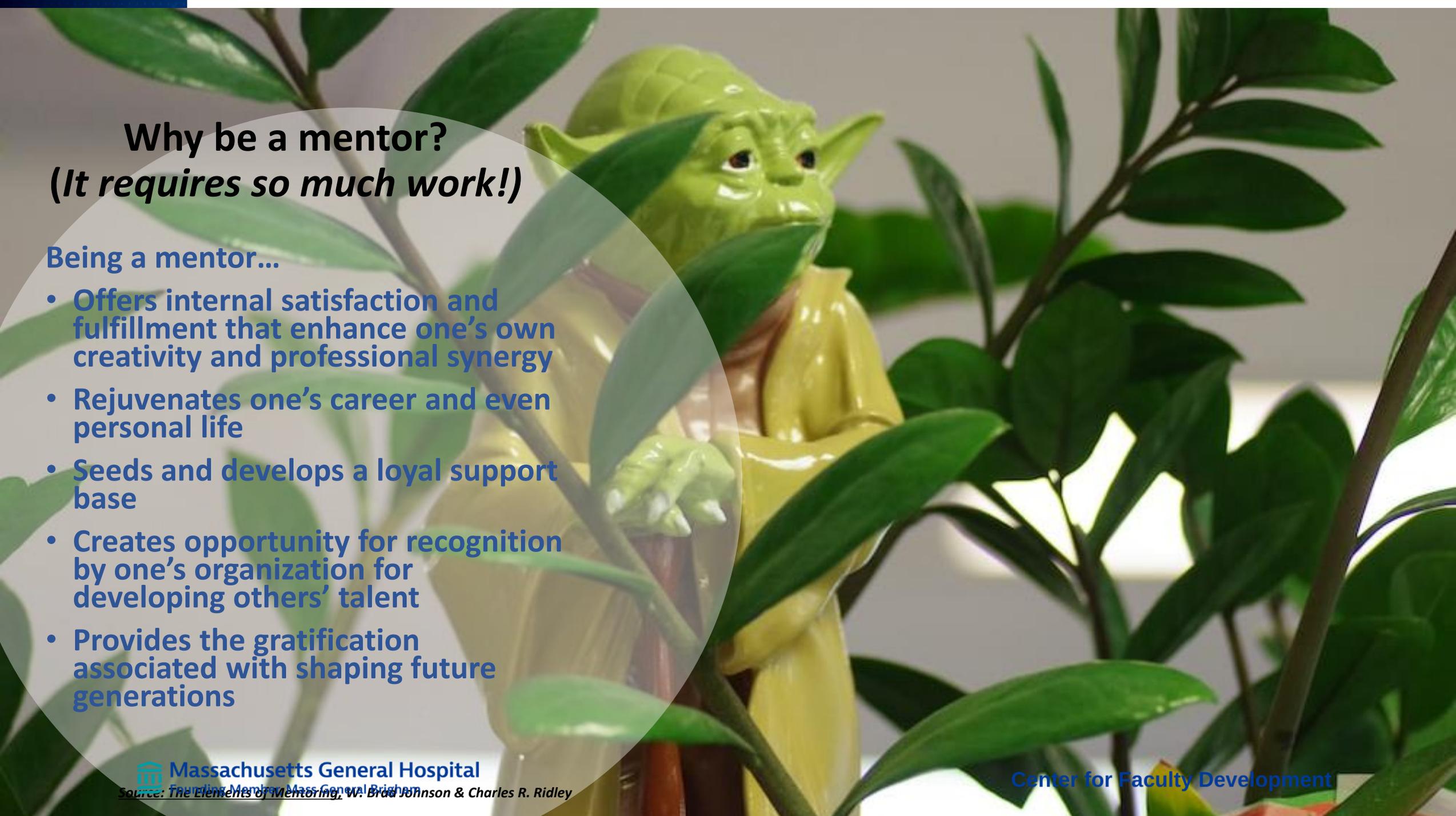
**In a thriving mentorship ecosystem, training programs reward and amplify effective mentorship**

**An institution or training program ...**

- ***Acknowledges mentors on program websites; offers prominent mentoring awards; provides a small amount of travel/ professional development funds for their effort***
- ***Rewrites tenure, promotion, and other review documents to value mentorship***
- ***Institutionalizes best practices in workforce development and mentorship***

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A green Yoda figurine is positioned in the center of the image, standing amidst the branches and leaves of a potted plant. The figurine is wearing its characteristic yellow robe and has its hands clasped in front of it. The background is a soft-focus indoor setting with more greenery.

## Why be a mentor? *(It requires so much work!)*

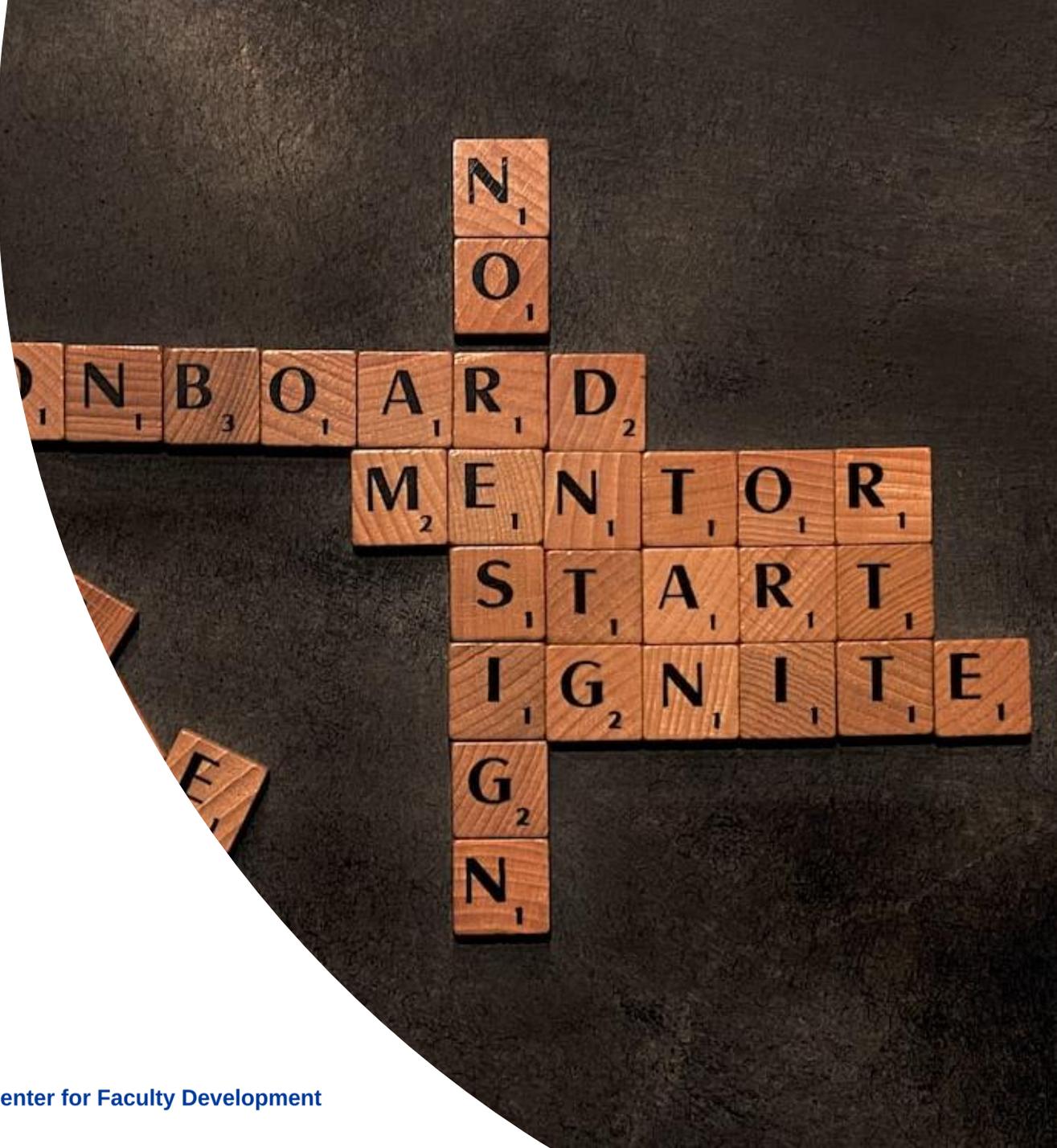
### Being a mentor...

- Offers internal satisfaction and fulfillment that enhance one's own creativity and professional synergy
- Rejuvenates one's career and even personal life
- Seeds and develops a loyal support base
- Creates opportunity for recognition by one's organization for developing others' talent
- Provides the gratification associated with shaping future generations



# Mentorship matters

- Mentees' successes are the mentor's successes:
  - Mentees' careers are impacted in major ways by how mentors support and promote them.
  - Data show a correlation between the amount and diversity of mentoring input and the future research success of a mentee.
- Planting little seeds makes a difference—words, actions, small amounts of timely support, recognition of issues even if there is no obvious solution.



# The Mentor's Approach Matters

- **Demonstrate Care**
  - *Show curiosity, listen deeply.*
  - *Follow through on commitments.*
  - *Maintain confidentiality.*
- **Inspire Your Mentee to Take Action**
  - *Encourage clear and compelling goals.*
  - *Encourage focused action toward those goals.*
  - *Ask for a commitment to action.*
- **Expand Your Mentee's Awareness**
  - *Ask open-ended questions.*
  - *Explore your mentee's strengths and values.*
  - *Explore your mentee's obstacles.*
  - *Reframe difficult situations.*
  - *Provide useful information and feedback.*



Source: Mentoring Playbook, CBRE V1 March 2017

**Having heard this presentation, what quality  
now best illustrates your definition of  
excellent mentorship?**

**(Maybe it hasn't changed, maybe it has!)**

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Acknowledgments to

**MGH CFD Directors:**

- Miriam Bredella, MD, MBA
- Joshua Goldstein, MD, PhD
- Maire Leyne, MBA

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- Christine Pfund, PhD
- Melissa McDaniels, PhD

**MGH Faculty:**

- Margie Oettinger, PhD

**CFD colleague:**

- Lauren Olson, MPH

**Leonard Bernstein**

- Candide, source of song  
“Make Our Garden Grow”

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**THANK YOU FOR  
YOUR ATTENTION!**

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**Massachusetts General Hospital  
Center for Faculty Development**

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***You will receive a copy of these slides  
and a PDF of resources.***

