

**Report on  
Mentorship Retreat for Junior Investigators (and their Mentors)  
Thursday, December 16, 2021 1-4:30 PM**

**AGENDA**

- 1:00-1:15**    **Welcome**—*Drs. Hall/ Streisand*
- 1:15-1:45**    **Joan S. Cranmer, PhD:  
Outcomes from a Faculty Mentoring Model**
- 1:50-2:10**    **Breakouts** (20 min each)  
Breakout 1: Mentor responsibilities—*Dr. Bollard*  
Breakout 2: Mentoring across differences and role models—*Dr. Wilder*  
Breakout 3: How to be a better mentee—*Dr. Cranmer*
- 2:10-2:25**    **Brief report-back from Breakouts** (5 min each)
- 2:25-2:30**    **5 min break**
- 2:30-3:00**    **Jennifer Haythornthwaite, PhD:  
Common issues/solutions in mentor development**
- 3:05-3:25**    **Breakouts** (20 min each)  
Breakout 4: Self-assessment tools in annual review—*Dr. Haythornthwaite*  
Breakout 5: Use your committee to help you say No—*Dr. Streisand*  
Breakout 6: Paying it forward and reasons to mentor—*Dr. Sepulveda*
- 3:25-3:40**    **Brief report-back from Breakouts** (5 min each)
- 3:40-4:00**    **Lessons from Faculty Leadership Programs**—*Dr. Batshaw*  
Dr. Charelle Carter-Brooks, AAMC Minority Leadership Program  
Dr. Rebecca Lynch, AAMC Early Career Women Leadership Program
- 4:00-4:30**    **Open Discussion**—*Drs. Batshaw/ Streisand*

## **PRE-WORK**

Few health professionals currently pursue research careers, leading to a critical shortage of investigators who are prepared to combine clinical expertise with research inquiry intended to advance health and treatment of disease. Clinician scientists offer perspectives that benefit a range of clinical and translational research including the study of basic mechanisms of disease, diagnostic and therapeutic approaches, population and outcomes medicine, health equity and health policy and health services. In the United States, about 600 physicians earn both medical and research doctorates each year. For the other 20,000 MD graduates, an important question remains how to structure additional research training opportunities to increase the likelihood that they will commit to research careers. The answer must address known barriers including limited opportunities for research, protected time, research skill-building and career mentorship.

Mentorship is essential for junior investigators to achieve research success, increases the odds of earning subsequent NIH funding and forms the centerpiece of the CTSI-CN-KL2. Our program builds upon key linked variables essential for academic research success, including *individual commitment and goals*, activities for *research self-efficacy*, and *experiences to achieve expected outcomes*. Scholars pursue 1) self-assessment and regularly review and update goals, 2) a hands-on research project that includes multiple mentors in research and biostatistics and an opportunity to explore team science, and 3) a curriculum and oversight that builds core competencies necessary for a successful, independent CTR career. These activities result in continuous improvement in our KL2 program and common metrics reported for all K programs.

**Participants, review these resources before the retreat:**

- Cranmer et al., (2018) An adaptable pediatrics faculty mentoring model. Pediatrics. 141 (5):e20173202
- The Art of Saying No webinar at the National Center for Faculty Development and Diversity (make an account and search for “The Art of Saying No” and then view webinar)
- Common Mentorship Challenges and suggested resolutions
- AAMC Minority Leadership Development seminar website

**In addition, please reply to a brief Pre-Work REDCap survey:**

- *What three practical steps has a mentor taken to advance your career?*
- *Define the characteristics of a mentor, an ally or a sponsor?*
- *Name three steps to prepare for “annual goals & objectives” meetings?*
- *Identify three obstacles to mentoring, or to being a good mentee?*

## SUMMARY OF PRE-WORK SURVEY RESPONSES

### Junior Faculty (19 responses)

| What three practical steps has a mentor taken to advance your career?  |
|--|
| <ul style="list-style-type: none"> <li>• Networking (10)</li> <li>• Assist with writing (6)</li> <li>• Alert to funding opportunities (6)</li> <li>• Sponsorship for talks/awards/promotions etc. (6)</li> <li>• Help me say no (3)</li> <li>• Advocate for me (3)</li> <li>• Offer grant collaboration or data for use (3)</li> <li>• Teach independence (2)</li> <li>• Set aside time to meet regularly (2)</li> <li>• Connect me with training resources (2)</li> <li>• Help find my passion (2)</li> <li>• Study design assistance</li> </ul>                                      |
| Define the characteristics of a mentor, an ally or a sponsor?  |
| <ul style="list-style-type: none"> <li>• Experienced role model (10)</li> <li>• Cheerleader and advocate (8)</li> <li>• Invested in scholar career growth (8)</li> <li>• Available and approachable (7)</li> <li>• Well-connected/ has resources (6)</li> <li>• Offers constructive feedback (5)</li> <li>• Good listener (4)</li> <li>• Empathetic and understanding (4)</li> <li>• Helps set clear goals/realistic expectations (3)</li> <li>• Helps transition you to independence (3)</li> <li>• Passion for mentorship/positive (2)</li> <li>• Mentor for whole person</li> </ul> |
| Name three steps you take/ advise to prepare for 'annual goals & objectives' meetings?   |
| <ul style="list-style-type: none"> <li>• Self-assessment and goal setting(11)</li> <li>• Update CV with accomplishments (6)</li> <li>• Identify challenges associated with goals (4)</li> <li>• Revise 5-year plan (4)</li> <li>• Organize goals according to completion (4)</li> <li>• Review promotion requirements (2)</li> <li>• Send a draft to mentor before the meeting</li> <li>• Consider burnout status</li> </ul>   |
| Identify three obstacles to mentoring, or being a good mentee?   |
| <ul style="list-style-type: none"> <li>• Time (clinical workload/work-life balance) (15)</li> <li>• Commitment (4)</li> <li>• Limited experience or resources (4)</li> <li>• Goals out of alignment with mentor/mentee (3)</li> <li>• Need for clear expectations (2)</li> <li>• Need to understand how/ when to seek guidance (2)</li> <li>• Imposter syndrome/ burnout (2)</li> <li>• Resisting change or feedback/ pride (2)</li> <li>• How/when to identify a second mentor</li> <li>• Being honest w/out negatively impacting relationship</li> <li>• Not prepared</li> </ul>     |

### Mid-level/Senior Faculty (9 responses)

| What three practical steps has a mentor taken to advance your career?   |
|---|
| <ul style="list-style-type: none"> <li>• Set aside time to meet regularly (3)</li> <li>• Networking (3)</li> <li>• Protected research time (2)</li> <li>• Concrete feedback (2)</li> <li>• Nominate me for awards/positions (2)</li> <li>• Formal training</li> <li>• Models good leadership</li> <li>• Alert to new opportunities</li> <li>• Advise me on scientific questions</li> <li>• Involve in clinical trials</li> <li>• Teach manuscript and journal reviews</li> <li>• Critically review papers and grants</li> </ul> |
| Define the characteristics of a mentor, an ally or a sponsor?   |
| <ul style="list-style-type: none"> <li>• Invested in scholar career growth (3)</li> <li>• Available and approachable (3)</li> <li>• Supportive (3)</li> <li>• Put you forward for opportunities (2)</li> <li>• Provides timely review. and feedback (2)</li> <li>• Teacher (2)</li> <li>• Experienced role model</li> <li>• Action-oriented</li> <li>• Introduce you to people they know</li> <li>• Cheerleader and advocate</li> <li>• Relevant experience</li> <li>• Sees big picture</li> </ul>                              |
| Name three steps you take/ advise to prepare for 'annual goals & objectives' meetings?  |
| <ul style="list-style-type: none"> <li>• Review short-term and long-term goals (5)</li> <li>• Reflect on past successes and challenges (3)</li> <li>• Develop new goals (2)</li> <li>• Update CV with accomplishments</li> <li>• Present mistakes as opportunities</li> <li>• Be positive and forward-looking</li> </ul>  |
| Identify three obstacles to mentoring, or being a good mentee?  |
| <ul style="list-style-type: none"> <li>• Time (clinical workload/work-life balance) (5)</li> <li>• Understanding the mentee's goals (2)</li> <li>• Goals out of alignment with mentor/mentee (2)</li> <li>• Poor communication (2)</li> <li>• Availability</li> <li>• How/when to identify a second mentor</li> <li>• Misalignment of 'mental models'</li> <li>• Insecurity/lack of trust</li> <li>• Lack of "chemistry"</li> <li>• Stubbornness</li> <li>• Not prepared</li> </ul>   |

## DETAILED AGENDA

**Welcome, 1:00-1:15pm**—*Drs. Streisand and Hall*

**Outcomes from a Faculty Mentoring Model, 1:15-1:45pm**—*Dr. Cranmer*

**SPEAKER BIO: Joan M. Cranmer, PhD, ATS <CranmerJoanM@uams.edu>** is Professor of Pediatrics and Toxicology at the University of Arkansas for Medical Sciences. Dr. Cranmer received her PhD from the University of Minnesota, and began her academic career at the University of Virginia, before being recruited to the University of Arkansas for Medical Sciences (UAMS).



Dr. Cranmer is an international leader in the area of toxins and children. Dr. Cranmer has published over 80 collaborative research papers dealing primarily with developmental neurotoxicology, long-term and delayed effects of prenatal or perinatal exposure to toxicants. Dr. Cranmer founded the journal *NeuroToxicology* in 1978, when the discipline was emerging, and served as the Editor-in-Chief for 38 years.

She has served on a large number of study sections, national and international advisory boards, and expert panels and committees, including as member of the National Institute of Environmental Health Advisory Council of the NIH, Board of Directors, Children's Environmental Health Network; Science Advisory Board, Toxic Substances Subcommittee, U.S. EPA; Environmental Research Assessment Committee, and National Academy of Science (NAS)/National Research Council, and many other leadership and advisory roles.

Dr. Cranmer is Director, Office of Faculty Mentoring, Promotion and Tenure in the UAMS Pediatrics department (1987-present). Dr. Cranmer won the 2018 Outstanding Woman Faculty Award by the UAMS Women's Faculty Development Caucus. Recognizing her contributions to mentoring, the Department of Pediatrics has named an annual award in her honor. The Joan Cranmer Mentoring Award is presented to faculty who is a mentor and role model with a record of scholarly endeavors, teaching expertise and strong leadership as demonstrated by administrative skills and professional accomplishments.

### **Breakouts, 1:50-2:10pm (20 minutes)**

**Breakout 1: Mentor responsibilities**—*Dr. Bollard*

- *How can a busy mentor be available temporally and emotionally?*
- *How can mentors help a scholar solve his/her own problem, rather than give direction?*
- *How does a mentor help scholars weigh decisions and follow through with actions?*
- *At what point does a mentor move from mentorship to sponsorship?*

**Breakout 2: Mentoring across differences & intentional role models**—*Dr. Wilder*

- *What can a role model who shares your background provide for your career?*
- *Where might I look professionally for role models like me?*
- *How can I manage power relationships across gender?*

**Breakout 3: How to be a better mentee**—*Dr. Cranmer*

- *How do you open yourself to candid feedback and coaching?*
- *Where does self-assessment fit into being a mentee?*
- *How does the mentee articulate their mentorship needs?*
- *What steps should the mentee initiate for new mentorship relationships?*

## SUMMARY POINTS FROM BREAKOUT GROUPS

### Break Out 1: Mentor Responsibilities—Dr. Bollard

*How can a busy mentor be available temporally and emotionally?*

- Have clear expectations and boundaries for communication and schedule
- Keep "minutes" for review from meeting to meeting
- Be transparent about emotional availability and openness to emotional mentorship
- Be authentic and honest
- Take ownership of one's own responsibilities to make space for a mentee
- Invest in the mentee, don't shop from the mentee
- Put mentee's career ahead of their own

### Breakout 2: Mentoring across differences & Intentional role models—Dr. Wilder

*What can a role model who shares your background provide for your career?*

- Remember that "background" can refer to field, life, career, etc.
- Role model can draw upon experience with some of the same challenges
- A role model of the same gender can make career progress seem achievable.
- Reflect on benefits of both a role model who is like you vs. different from you

*Where might I look professionally for role models like me?*

- Networking across departments/ divisions
- Professional conferences
- Include valuable peer and "near peer" mentors

*How can I manage power relationships across gender?*

- Choose mentors open to discussions about power and reflect on this issue together
- Let mentees know that you are open to having these types of discussions.
- Explicitly discuss the kinds of 'differences' that might reflect unspoken power or create power differences, e.g., age, race, role

### Breakout 3: How to be a better mentee—Dr. Cranmer

*How do you open yourself to candid feedback and coaching?*

- Have a growth mindset; be your own critic
- Be proactive and prepared
- Set timely goals and know when goals should be retired
- Be flexible

*What is the difference between sponsorship and mentorship?*

- Mentor can help to find a sponsor for mentee
- Mentor and sponsor can both introduce you to leaders in field at meetings
- Consider who will write letter of recommendation
- Different role for senior investigator and demands from participants in the relationship
- It's 'easier to be a sponsor than a mentor'

### Common issues/ solutions in mentor development, 2:30-3:00pm—Dr. Haythornthwaite

**SPEAKER BIO:** Jennifer Haythornthwaite, PhD <jhaytho1@jhmi.edu> is a psychologist and Professor of Psychiatry and Behavioral Sciences at Johns Hopkins University and Director of the Center for Mind-Body Research. Dr. Haythornthwaite received her Ph.D. in Clinical Psychology from the State University of New York at Stony Brook and completed a clinical internship at the West Haven VA Medical Center and a research fellowship at the National Institute on Aging.



Dr. Haythornthwaite's scientific contributions have focused on the study of psychosocial aspects of pain, particularly the impact of negative emotions and pain coping strategies on pain and pain-related disability. Her recent work has examined the impact of negative emotions and pain coping strategies on neuropathic pain, such as diabetic

neuropathy and postherpetic neuralgia. Dr. Haythornthwaite's work also tests treatments using randomized clinical trials of both pharmacological and psychological treatments for persistent pain.

Her research has been funded largely by NIH, including multiple institutes interested in understanding pain, she is a past recipient of a mid-career investigator award (K24) from NINDS, and she recently stepped down as the Co-Director of a T32 grant for post-doctoral training in pain research.

Dr. Haythornthwaite has served in leadership positions at Johns Hopkins University and in the American Pain Society and has worked with a number of groups to enhance the mentoring of early career clinicians and investigators. She speaks frequently to both mentors and mentees at various academic institutions about strategies to improve mentoring relationships and is currently leading the Master Mentor program at Hopkins focused on enhancing the mentoring of clinician investigators.

## Breakouts, 3:05-3:25pm (20 min)

Breakout 4: Self-assessment tools in annual review—*Dr. Haythornthwaite*

- *How does self-assessment prepare you for annual review?*
- *What if your primary responsibilities and training goals don't match?*
- *How do you choose optimal self-assessment tools?*

Breakout 5: Use your committee to help you say No—*Dr. Streisand*

- *How can you decline things that don't help you?*
- *How do you assess the usefulness of requests for your career?*
- *How do you actually say No diplomatically (words, body language, timing)?*

Breakout 6: Paying it forward and reasons to mentor—*Dr. Sepulveda*

- *How does mentorship benefit the mentor?*
- *How is mentorship a form of leadership?*
- *What did you learn from your own mentorship that you will pass on?*

## SUMMARY POINTS FROM BREAKOUT GROUPS

### Breakout 4: Self-assessment tools in annual review—*Dr. Haythornthwaite*

*How does self-assessment prepare you for annual review?*

- Create realistic, well-defined goals, and identify resources needed to reach goals
- Reflect on past goals and obstacles, chance to reframe goals/strategies
- Active review if still passionate about the same things as before, personally and professionally
- Learn your own communication patterns, be up front with what you need
- Think about purpose, meaning, and values

*What if your primary responsibilities and training goals don't match?*

- Reflect on why this is happening.
- Did you sign up for something you're not actually interested in? Do you need to restate your goals? Are you saying yes to too many things?
- Consider opportunity to renegotiate

### Breakout 5: Use your committee to help you say No—*Dr. Streisand*

*How can you decline things that don't help you?*

- Understand that you can't always say yes.
- It's okay to reevaluate your role on a project.

*How do you assess the usefulness of requests for your career?*

- Ask mentors and near-peers for insight; a good mentor will make sure you aren't over-committed
- Get information on the time commitments & responsibilities
- Be transparent about the level of engagement you can commit to
- Ask what will get you promoted and what makes you a good academic citizen.

*How do you actually say No diplomatically (words, body language, timing)?*

- You don't have to say "no," you can say "not right now"
- Mentors can support you to say 'no' to someone else in a position of power
- Ask for more time to consider if you need it

#### **Breakout 6: Paying it forward and reasons to mentor—Dr. Sepulveda**

*How does mentorship benefit the mentor?*

- Mutual respect and listening to one another
- Grow into a peer-to-peer mentorship
- Personal reward in helping others, building skills, prepares for leadership

*What did you learn from your own mentorship that you will pass on?*

- The importance of networking and external national mentors from meetings
- A mentor can be a sponsor by promoting mentee to give a talk in place of mentor

#### **Lessons from Faculty Leadership Programs, 3:40-4:00pm—Dr. Batshaw**

Dr. Carter-Brooks—AAMC Minority Leadership Program

Dr. Lynch—AAMC Early Career Women Faculty Leadership

*Discussion of these and other available leadership programs*

#### **Open Discussion, 4:00-4:30pm—Drs. Streisand/ Hall/ Batshaw**

*Lessons learned from breakouts?*

*How can scholars develop independence during a pandemic?*

*Action steps for mentees and mentors?*

### **MENTORING RETREAT FACILITATORS**

**Mark L. Batshaw, MD** <mbatshaw@childrensnational.org> is a Professor of Pediatrics at Children's National Hospital and The George Washington University. Dr. Batshaw has trained over 20 postdoctoral students and junior faculty members and he was the PI of a K12 laboratory-based career development award.

**Catherine M. Bollard, MD** <cbollard@childrensnational.org> is a Professor of Pediatrics and of Microbiology, Immunology and Tropical Medicine at Children's National Hospital and The George Washington University. She has trained over 50 clinician investigators, four of whom have a current K grant.

**Charelle Carter-Brooks, MD** <chcarterbrooks@mfa.gwu.edu> is an Assistant Professor of Obstetrics and Gynecology at The George Washington University. Dr. Carter-Brooks participated in the AAMC Minority Leadership Program.

**Alison K. Hall, PhD** <akhall@email.gwu.edu> is the Associate Dean for Research Workforce Development at The George Washington University. Dr. Hall has a strong mentoring history and is the co-director of the KL2 program.

**Rebecca Lynch, PhD** <rmlynch@gwu.edu> is Assistant Professor of Microbiology, Immunology, and Tropical Medicine at The George Washington University. Dr. Lynch participated in the AAMC Early Career Women Faculty Leadership and is on the Clara Bliss Hinds Steering Committee.

**Antonia Sepulveda, MD** <asepulveda@mfa.gwu.edu> is a Professor of Pathology at The George Washington University. Dr. Sepulveda has mentored 25 scholars and other trainees, many of whom have continued into research-related careers.

**Randi M. Streisand, PhD** <rstreis@childrensnational.org> is a Professor of Psychiatry and Behavioral Sciences and Pediatrics at Children’s National Hospital and The George Washington University. Dr. Streisand has mentored 13 scholars and has served as a mentor on a KL2 and multiple K23 awards.

**Marcee Wilder, MD** <mwilder@mfa.gwu.edu> is an Assistant Professor of Emergency Medicine at The George Washington University. Dr. Wilder is a “Building Up” participant, and earned a faculty-level diversity supplement for her work with Dr. Melissa McCarthy.

## POST-RETREAT SURVEY SUMMARY

*(18 responses)*

**11 Junior Faculty Respondents**

**5 Mid-level/Senior Faculty Respondents**

**2 Other/ Unknown Status Respondent**

### Feedback on presentations

|   |  |   |   |   |   |   |
|---|--|---|---|---|---|---|
| <b>Key</b><br>Not at all – 1<br>Somewhat – 2<br>Very Much – 3<br>Completely – 4 | <b>Dr. Cranmer - Outcomes from a Faculty Mentoring Model:</b> I can describe the components of a formal Faculty Mentoring Program (17 responses) | <b>Dr. Cranmer - Outcomes from a Faculty Mentoring Model:</b> This talk was engaging (16 responses) | <b>Dr. Haythornthwaite - Common issues/solutions in mentor development:</b> I can list common issues in mentor development (16 responses) | <b>Dr. Haythornthwaite - Common issues/solutions in mentor development:</b> This talk was engaging (16 responses) | <b>Lessons from Faculty Leadership Programs:</b> This session was engaging (17 responses) | <b>Did the pre-work focus your thoughts for the retreat?</b> (18 responses) |
| <b>avg.</b>   | 2.8  | 3.3   | 2.9   | 3.3   | 3.4   | 2.3   |

### Feedback on Breakout Sessions

#### Breakout Session 1: Mentor Responsibilities

|   |  |  |
|---|--|--|
| <b>Key</b><br>Not at all – 1<br>Somewhat – 2<br>Very Much – 3<br>Completely – 4 | <b>I can describe how mentors help a scholar solve their own problems, rather than give direction. (5 responses)</b> | <b>I can describe how a mentor can help scholars weigh decisions and follow through with actions (6 responses)</b> |
| <b>avg.</b>   | 3.0  | 3.2  |

#### Breakout Session 2: Mentoring Across Differences and Role Models

|   |  |  |
|---|--|--|
| <b>Key</b><br>Not at all – 1<br>Somewhat – 2<br>Very Much – 3<br>Completely – 4 | <b>I understand what a role model who shares my background can provide for my career (7 responses)</b> | <b>I know where to look professionally for role models like me (7 responses)</b> |
| <b>avg.</b>   | 2.9  | 2.7  |

#### Breakout Session 3: How To Be a Better Mentee

|   |   |   |
|---|---|---|
| <b>Key</b><br>Not at all – 1<br>Somewhat – 2<br>Very Much – 3<br>Completely – 4 | <b>I understand how mentees can articulate their mentorship needs (6 responses)</b> | <b>I can list steps the mentee should initiate for new mentorship relationships (6 responses)</b> |
| <b>avg.</b>   | 3.3   | 3.2   |

#### Breakout Session 4: Self-assessment Tools in Annual Review

|   |   |   |
|---|---|---|
| <b>Key</b><br>Not at all – 1<br>Somewhat – 2<br>Very Much – 3<br>Completely – 4 | <b>I can describe how self-assessment prepares me for annual review (4 responses)</b> | <b>I know how to choose optimal self-assessment tools (4 responses)</b> |
| <b>avg.</b>   | 2.8   | 1.8   |

### Breakout Session 5: Using Your Committee to Help You Say No

| <b>Key</b><br>Not at all – 1<br>Somewhat – 2<br>Very Much – 3<br>Completely – 4 | <b>I know how to decline things that don't help me (9 responses)</b> | <b>I know how to assess the usefulness of requests for my career (9 responses)</b> |
|---|--|--|
| <b>avg.</b>   | 2.9  | 2.7  |

### Breakout Session 6: Paying it Forward and Reasons to Mentor

| <b>Key</b><br>Not at all – 1<br>Somewhat – 2<br>Very Much – 3<br>Completely – 4 | <b>I know how mentorship benefits the mentor (1 response)</b> | <b>I know what I have learned from my own mentorship that I will pass on (1 response)</b> |
|---|---|---|
| <b>avg.</b>   | 3.0   | 3.0   |

### Based on today's retreat I will take the following steps for my career development:

#### IDENTIFY MENTORS AND SPONSORS:

- Identify more than one mentor
- Understand my mentors' priorities and values and see where they overlap with mine (or not)
- Search for a suitable mentor with a clearer goal and expectation
- Identify both good mentors and good role models
- Practice discussing what I need from mentor and build my confidence with this area

#### USE MENTOR COMMITTEE BETTER:

- Look into structured faculty mentoring programs and self-reflecting/assessment tools
- Explore steps to develop MC in the absence of the formal mentoring process
- Plan meaningful steps and action items for mentorship meetings
- Set up formal mentors for all faculty in my dept

#### PRACTICE SELF ASSESSMENT:

- Plan time to complete self-assessment,
- Re-visit and re-assess my priorities and values intermittently
- Annually create personal and professional goals

#### BE A BETTER MENTEE:

- Prepare for mentor-mentee meetings more effectively - provide goals, timelines, bring questions
- Ask for help as soon as possible when roadblocks arise
- Augment agenda for mentor meetings to be more explicit about promotions guidelines

#### PRACTICE SAYING NO (and YES):

- Consider how to say no to an opportunity, or yes to an opportunity consistent with my goals.

#### NETWORKING AND LEADERSHIP:

- Use opportunities for networking at conferences
- Apply to leadership courses or coaching, and discuss executive coaches.
- Look for continued tools to improve as a mentor,

### Please share any other overall comments or thoughts about this retreat.

- This was great! Useful resources and tools, and speakers were scintillating.
- This was wonderful and I would like a follow-up.
- It was helpful for me since I have not yet identified local mentors. Great opportunity to meet others
- I appreciated having exposure to dedicated mentors who are able to show their strong hearts for their mentees as examples for us to find in others.
- I enjoyed the use of the shared Jamboard
- Consider future talks by young faculty members to on how they are actively overcoming barriers like gender, race or resourceful networking to secure grants to complete projects.
- Set up platforms to foster more interdisciplinary collaboration between young faculty members who share common research interest or would like to do something novel together
- Describe opportunities to establish mentoring support in my small division. Can there be a cross departmental process? mentoring assistance? Who should I talk to?
- Consider another retreat devoted to how to seek mentorship during COVID, and more seminars about how to say no!
- It was difficult to give feedback about mentorship when my mentor was in the session. While its helpful to have mentors and mentees present, try to avoid pairs in the same session.

- Consider more time for breakout sessions and resulting feedback and less to the lectures
- The wrap up ending was difficult to follow, it jumped around from resources specific to minorities, then to women, and then to an open forum discussion on leadership workshops

## **TOOLS AND RESOURCES FOR CAREER DEVELOPMENT**

**AAMC Leadership Opportunities and Resources for Women and Minorities in Medicine**. AAMC has a list of education programs, scholarships, and organizations that promote their mission of increasing the number of underrepresented minorities in medical education, [website](#)

The **American Medical Women's Association (AMWA)** is a national organization that deals with the academic and personal situations of women pursuing a career in medicine, and includes presentations by female physicians who serve as role models and mentors. Participation by male students is encouraged, [website](#)

**The Association for Academic Minority Physicians, Inc.** The AAMP is dedicated to working on behalf of those underrepresented to increase the diversity of academic medicine and the nation's biomedical workforce, [website](#)

**Association of Medical School Pediatric Department Chairs (AMSPDC), Pediatric Leadership Development Program (PLDP)**. The PLDP fellowship program aims to help develop the next generation of pediatric chairs in North America, ensuring that they will be well poised to lead our profession through the rapidly changing environment of academic medicine and health care in general. Dr. Roberta Debiasi alumna, [website](#)

**Building the Next Generation of Academic Physicians (BNGAP)**. National academic medicine conference and DC consortium of GW, CNH, Georgetown, Howard and the University of Maryland, [website](#)

**Building up a Diverse Pipeline for the Biomedical Research Workforce** study led by Doris Rubio at Univ. Pittsburgh is designed to jump-start the careers of underrepresented junior investigators with mentoring, skills and knowledge needed for successful research careers. GW/CNH Peer mentor Janice Blanchard, MD PhD.

**Career Advancement and Leadership Skills for Women in Healthcare**, Harvard Medical School, [website](#)

**Clara Bliss Hinds Society** Group on Women in Medicine and Science. To facilitate career & leadership skill development; mentoring; and networking; enhance the work environment for women; promote equity in promotion, tenure, and recognition, [website](#)

**CTSI-CN Grants Enhancement Program (GEP)** assists with grant proposal development, with internal feedback on Aims by successfully funded faculty, an **OpenStudio** for input on project formation, and a library of successful proposals, [website](#)

**Executive Leadership in Academic Medicine (ELAM)**, Drexel University is a year-long part time fellowship for women faculty in schools of medicine, dentistry, public health and pharmacy, dedicated to developing the professional and personal skills required to lead and manage today's complex health care environment. Drs. Lisa Guay-Woodford, Alison Hall, Randi Streisand are alumnae, [website](#)

**GW Center for Faculty Excellence (CFE)** offers leadership programs for investigators to promote career development, including the Master Teacher Leadership Development Program, Fundamentals of Leadership Program, Junior Faculty Career Exploration & Development Program, [website](#)

The **GW Diversity Network** co-chaired by **Chavon Onumah, MD** and **Pedro Covas, MD** recruits trainees from underrepresented groups in Internal Medicine and fosters an inclusive environment, [website](#)

**GW Resiliency and Well-being Center** supports individual, departmental, and institutional level purpose, which is the foundation of whole person health, [website](#)

**Harold Amos Medical Faculty Development Program** created to increase the number of faculty from historically disadvantaged backgrounds who can achieve senior rank in academic medicine, dentistry, or nursing, [website](#)

**Harvard Division of Continuing Education**, Professional Development programs, [website](#)

**TH Chan School of Public Health** Faculty Development Programs, Harvard Medical School, [website](#)

**Josiah Macy Jr. Foundation**, is the only national foundation dedicated solely to improving the education of health professionals, [website](#)

**KL2 sample documents**, including mentor/mentee contract, Mentor Self-Assessment, Individual Development Plan (IDP), Clinical Research Appraisal Inventory (CRAI), [website](#)

**K-Special Interest Group Meetings** (monthly, usually third Thursday at noon). Recent topics have included Developing a Successful Career Development Plan, Your K Biosketch, Loan Repayment Program, Mock Grant Review, Data Use Agreements, Mentorship Challenges, etc. To be on the mailing list, please contact Dr. Allison Lansverk [allisonlansverk@gwu.edu](mailto:allisonlansverk@gwu.edu)

**Leadership Institute for Women in Psychology**, American Psychological Association. A major focus of the institute is to ensure that leadership training opportunities are available for mid-career and senior women psychologists in all of their diversities, [website](#)

**National Black Nurses Association**: Organized in 1971; 80 chapters represent more than 150,000 African American nurses in the US, Caribbean and Africa, [website](#)

**National Center for Faculty Development and Diversity**. GW is an institutional member, which means that all faculty, postdocs etc. have access to member resources at no cost, including push email motivators, core webinars, multiweek courses etc., [website](#)

Faculty: Please activate your confidential, personal membership by completing the following steps: 1). Go to <http://www.FacultyDiversity.org/Join> 2) Choose your institution from the drop-down menu, 3) Select "Activate my Membership", 4) Complete the registration form using your institutional email address (i.e. @gwu.edu), 5) Go to your institution email to find a confirmation email. Click "Activate Account" in the confirmation email. For folks at CNH, you will need to access your gwu.edu accounts; if you access reminders, set up to forward your GW mail to CNH mail or an account you visit often.

**National Medical Association**: The oldest (founded 1895) and largest national professional organization for African American physicians. A leading force for parity in medicine, it provides educational programs and conducts outreach efforts, [website](#)

**Research Matters** mentor matching and research teams searchable database listing research interest, translational level, publications and contact information, as well as weekly "push" [funding alert](#) emails of federal and foundation funding opportunities every week, [website](#)

**W@TCH** (Women (Physicians and Scientists) @ Children's Hospital) led by Naomi Luban, MD to help address the specific needs of women in academic medicine, [website](#)