"Maximizing Growth: Key Benefits of Structured Mentorship Program"

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Benefits of Mentoring

- Share knowledge
- Develop specific skills
- Navigate challenges- scientific and personal
- Establish networks, contracts and scientific/professional networks
- Support and value who you are and honor your accomplishments

Why Have a Mentorship Team?

- Required for
  - NIH and other career development awards
  - Tenure track positions

- Good idea for everyone else but with less formality

Who Should be on the Team?

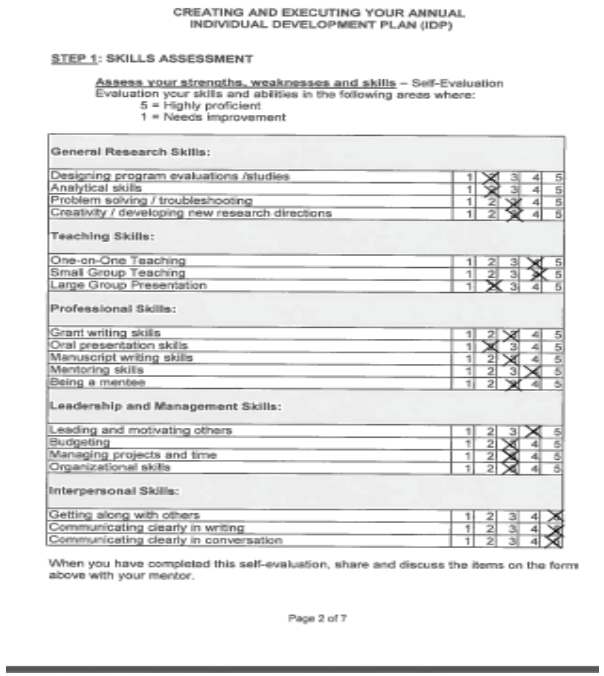
- Department/division chief- sometimes a bad idea
- Internal to institution or external – always a good idea to have an external expert not in competition with your research subject
- Specific skills representative
- Even or uneven number

Our Recommendation

- GW Research Matters
- The Center for Faculty Excellence
  - Mentoring Toolbox

How Can I Ensure Success of the Process?

- Roadmap- IDP, CHRAI, or equivalent
- Mentoring partnership agreement
- Regular meetings with agenda and follow-up
- Focus on the work product
  - NIH/DOD/Foundation submission
  - Publications, especially journal selection
  - Additional skills building
  - Accepted academic work products, workshops, in-person hands-on sessions
- Shared values and enthusiasm
- Knowing when things are "tanking"



CREATING AND EXECUTING YOUR ANNUAL INDIVIDUAL DEVELOPMENT PLAN (IDP)

STEP 1: SKILLS ASSESSMENT

Assess your strengths, weaknesses and skills – Self-Evaluation
Evaluation your skills and abilities in the following areas where:
5 = Highly proficient
1 = Needs improvement

General Research Skills:					
Designing program evaluations /studies	1	X	3	4	5
Analytical skills	1	X	3	4	5
Problem solving / troubleshooting	1	2	X	4	5
Creativity / developing new research directions	1	2	X	4	5
Teaching Skills:					
One-on-One Teaching	1	2	3	X	5
Small Group Teaching	1	2	3	X	5
Large Group Presentation	1	X	3	4	5
Professional Skills:					
Grant writing skills	1	2	X	4	5
Oral presentation skills	1	X	3	4	5
Manuscript writing skills	1	2	X	4	5
Mentoring skills	1	2	3	X	5
Being a mentee	1	2	X	4	5
Leadership and Management Skills:					
Leading and motivating others	1	2	3	X	5
Budgeting	1	2	X	4	5
Managing projects and time	1	2	X	4	5
Organizational skills	1	2	X	4	5
Interpersonal Skills:					
Getting along with others	1	2	3	4	X
Communicating clearly in writing	1	2	3	4	X
Communicating clearly in conversation	1	2	3	4	X

When you have completed this self-evaluation, share and discuss the items on the form above with your mentor.

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Failed or Failing Mentorship: Highlights

- Communication failures → failure of trust
- Lapsing commitment to meetings, 'ghosting'
- Perceived or real competition, and conflicts of interest
- Mentor's experience and guidance over time is no longer as useful
- Mentee's initiatives, accountability and failure to implement advice → disintegrating collaboration

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CTR Workshop & K New Investigator Group Faculty Mentoring Committees: GW Basic Science Perspective (tenure track)

Brett Shook, PhD
Department of Biochemistry and Molecular Medicine, SMHS
December 18, 2025

What is your long-term career objective?

- Securing a job is not a long-term goal
- To achieve your goals, systems and structures are needed

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Formal assessments as a faculty member

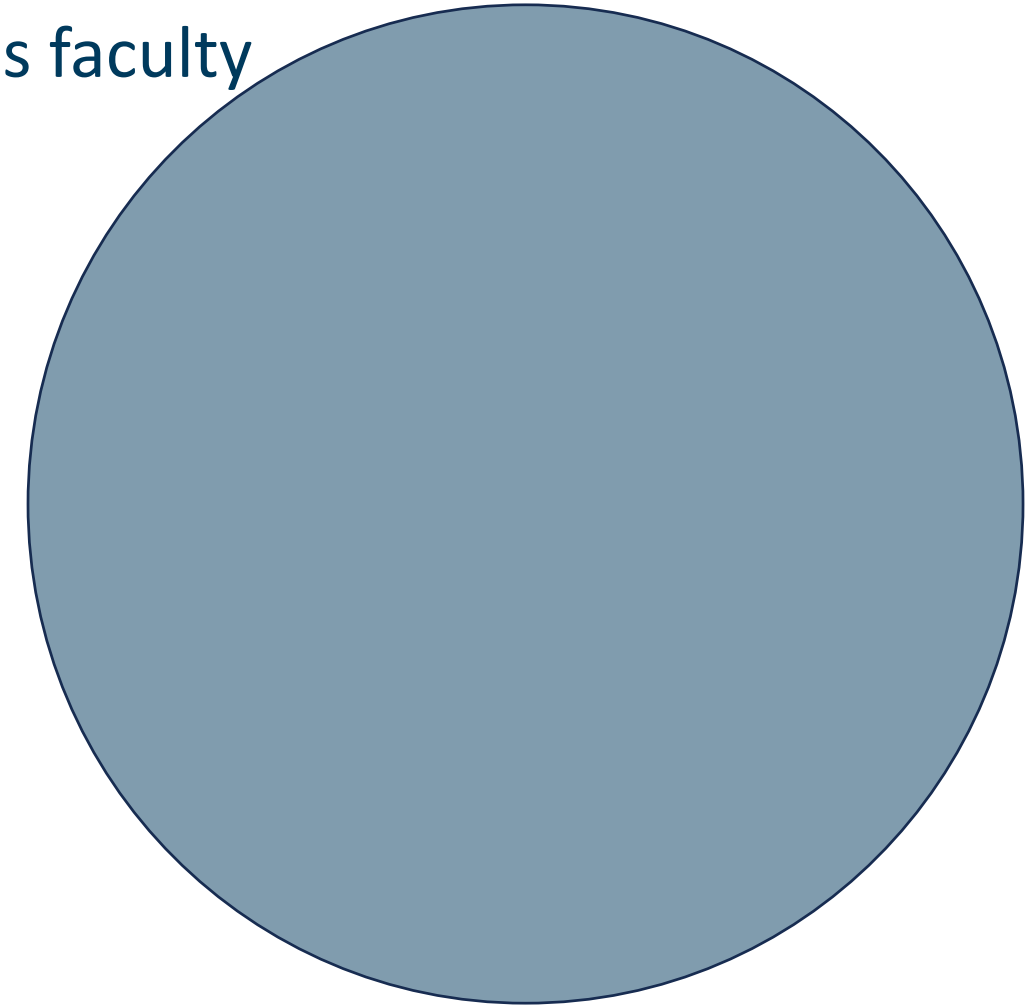
- Annual Reviews
  - Annual form discussed with your department chair
- Mid-tenure review
  - Internal review after 3 years (Departmental APT committee)
- Promotion & Tenure
  - Departmental review, SMHS review, Dean, etc.

These are mechanisms to provide feedback and support your continued growth!

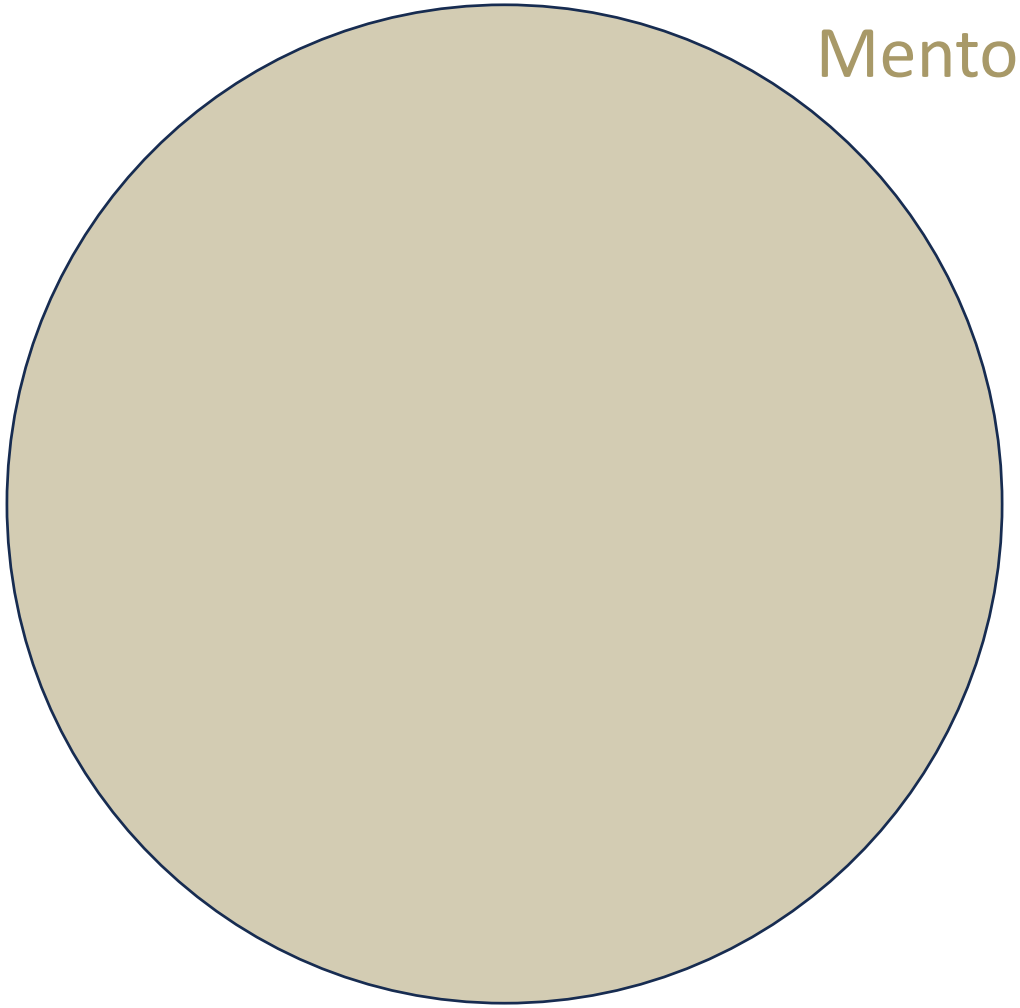
These assessments are insufficient to support your rapid development

You're independent but not alone!

Tasks as faculty



Mentorship



Mentorship is essential to your success

- What is a mentor?
- A mentor is different from an advisor
  - Two-way relationship with personal connection
    - An advisor may provide one-time feedback
    - Mentor have a longer relationship with a deeper, personal investment in your development
  - One person can fill both roles
  - Advisors are easy to find: everyone has an opinion
  - Mentors can be hard to find: it is a deeper relationship
    - They need to want to be a mentor
    - You need to feel a connection

Where do I even start?!?

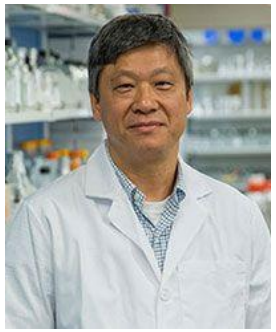
Questions to ask yourself when seeking mentorship

- How many different mentors do I need?
  - Mentors from different career stages are encouraged – Same, next and long-term career stages
- What are you expecting from your mentors?
  - Specifics can and should vary from mentor to mentor
  - What are your needs (i.e., recruiting, leading a team, finding funding)?
  - How often do you need to communicate?
- How many different opinions do you need?
- Who will provide your mentorship?
- Where can I go if I need more help?

Forming your mentorship and advisory groups

Formal mentorship committee






Peer mentors




Mentorship meetings

Structured mentorship committee

- Structured and formal
- Every 6 months
- Research update
- Brought up areas of concern / requested feedback
- Provided projections for APT-relevant topics
  - Grants, publications, trainees, teaching, service, etc.

Helped keep me focused on what's important

- Don't spread yourself too thin
- Big picture view

Peer mentorship

- Causal and fluid
- Met whenever needed
- Coffee, lunch or an office drop-in
- Discussed ground-level, day-to-day topics
  - Facilities, mentoring, & personal matters (work-life balance, parenting, etc.)

Helped keep me sane

- Navigating new tasks for the first time
- Thinking about the next smaller step

What if your needs change?

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As your needs change, so should your mentors

- Think about how your needs will change and prepare
  - (just not too soon)
- The formal mentorship committee may be consistent, but peer mentorship should change over time
  - External peers become more important
  - Networking is essential, involvement in a society can help
- You must be your biggest advocate

Tips for receiving effective mentorship

- Build an effective faculty mentorship committee
  - Diversity of career stages and perspectives (with APT experience)
- Find trustworthy and reliable peer mentors
  - At the same and the next career stage
  - Within and outside of your institution
- Be proactive
- As your career develops, your mentor must fit your needs
  - Different mentors will be right for you at different times
  - Being a mentor can help you be a better mentee

What if your needs aren't being met?

- Be proactive!!
- Generate an Individual Development Plan (IDP)
  - This will help you stay goal focused on what is important
- Set aside time for thoughtful reflection and planning
- Focus on goal setting
  - SMART goals
  - Short-, medium- and long-term goals

Where else can you go for help?

- SMHS Research Workforce Development
  - Self assessment and mentoring committees
    https://smhs.gwu.edu/self-assessments-and-mentor-committees
  - CTR Workshops & K New Investigator Group Webinars
    https://smhs.gwu.edu/research/research-smhs/clinical-translational-research/ctr-workshops-retreats

- SMHS Center for Faculty Excellence
  - Teaching & Learning, Leadership, Career Development, and Educational Research
  - https://cfe.smhs.gwu.edu

Role of Mentorship in the Advancement of a Physician Scientist

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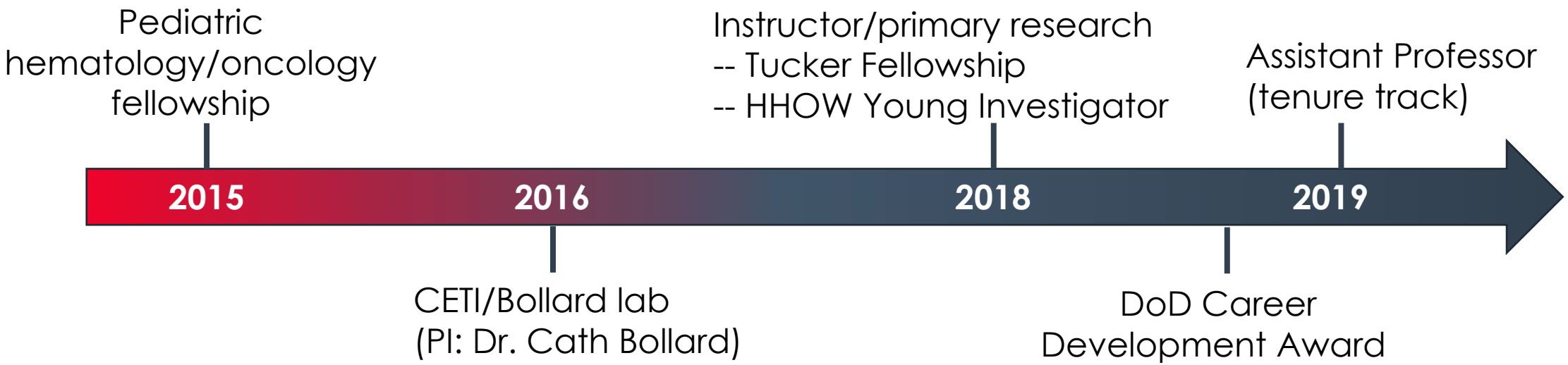
Children's National Hospital

New Investigator Workshop

December 18, 2025

Path to Physician Scientist



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Role of Mentorship: Overview

Primary mentor in the lab (Bollard)

SOC during fellowship:

Lab mentor
Informal secondary mentors*
Clinical mentor
Fellowship director
Objective/external member

Junior Faculty

Lab mentor
Informal secondary mentors*
Clinical team director
Clinical division director
Collaborators**

*Informal **secondary mentors** in the lab – scientists, post-docs, technicians
**can be internal or external

Mentorship for a Physician Scientist

Balanced mentor team

Clinically: protecting research time while maintaining valuable clinical experience

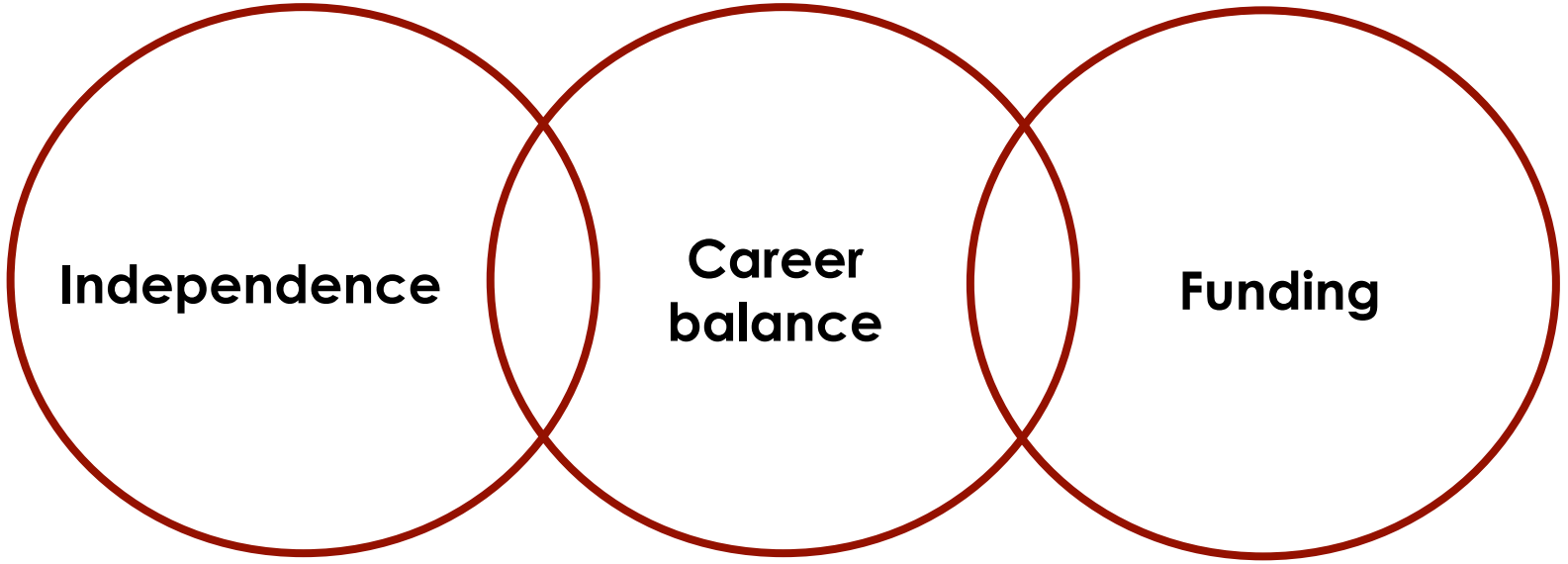
- Division chief
- Team lead
- Other clinical mentors/peers

Research: protecting research time, career promotion & opportunities, sponsored grants & manuscripts

- Primary lab mentor
- Another senior member familiar with but not related to your project
- Informal mentor team
- Value of external lab member?

Goal: to provide support, challenge to advance, and model career balance

Trainee to Junior Faculty: Challenges



Career Development

Pathways to Independence

- Specific mentorship
- Building a team & effective collaborations
- Funding mechanisms

Grant and Funding Guidance:

- Bridge awards
- Career development awards
- Maintaining long timeline for funding (e.g., first R01 milestone)

Negotiation and Advocacy

- salary, lab space, and institutional support.

***** Administrative support for grant submissions & other admin tasks**

Maintaining progress

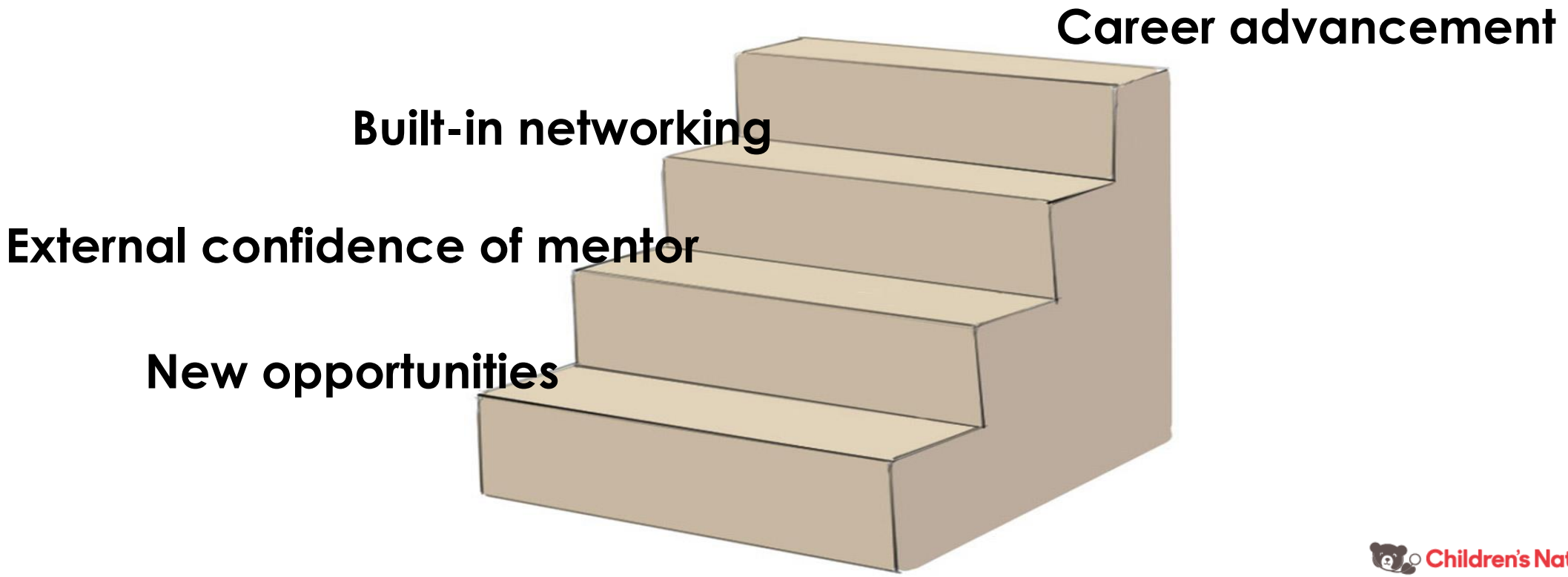
Structures in place as mentorship reflection points

- Goals & objectives
- Annual reviews
- Grant writing & progress reports
- Professional societies -- networking

- Mentorship of new trainees

Career Sponsorship

Advancement and connections through internal recommendations



Transitioning to mentor

- Self-initiated, initiated by your mentor, or sought out be mentee
- Requires objective perspective
- Identifying gaps in feedback
  - Forming more deliberate mentorship committees to objectively assess progress and projects
  - Seeking out opportunities (papers, grants, etc)

Effective Mentoring

Alignment of Expectations

- Structured meetings to align goals on experiments/data, independence levels, time commitments

Mentor-mentee Relationship

- Collaborative relationship where both parties are active participants and learners.

Feedback and Communication

- Regular, honest, and constructive feedback to identify and bridge gaps in skills
- Includes feedback for mentor when appropriate
- External/objective mentor team mentor can be useful

Effective Mentor/Mentee Relationships

- Keeping commitments
- Meeting deadlines
- Seeking out opportunities (grants, speaking, papers) to bring to mentor (or mentee)
- Taking initiative
  - Research plans
  - Opportunities
  - External feedback

Effective Mentor/Mentee Relationships

Supporting Diversity and Wellbeing → Holistic Support

Part of the mentorship team should serve to discuss non-academic stressors

- mental health
- financial stress
- work-life balance

Combatting Imposter Syndrome

- Meeting progressive miles builds merit

Thank You!