

The background features a series of overlapping, wavy, ribbon-like shapes that flow from left to right. The colors transition from a vibrant green on the left, through yellow and light green, to a warm orange and brown on the right. The shapes have a soft, glowing appearance with subtle gradients and shadows, giving them a three-dimensional, liquid-like quality. The overall effect is dynamic and organic.

MFL 2022-2023

Establishing a Mentorship Program at BU Henry M. Goldman School of Dental Medicine (GSDM)



Boston University Henry M. Goldman
School of Dental Medicine

TEAM MEMBERS



Pelin Motro
Dentistry



Colin Sox
Pediatrics



Kevin J Chang
Radiology



Natalia Morone
Medicine



Bharati Sinha
Pediatrics

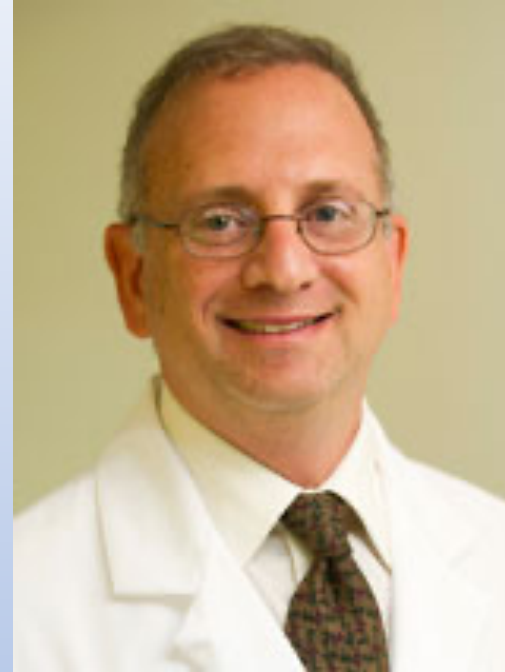


Rivka Ayalon
Nephrology

SPONSORS

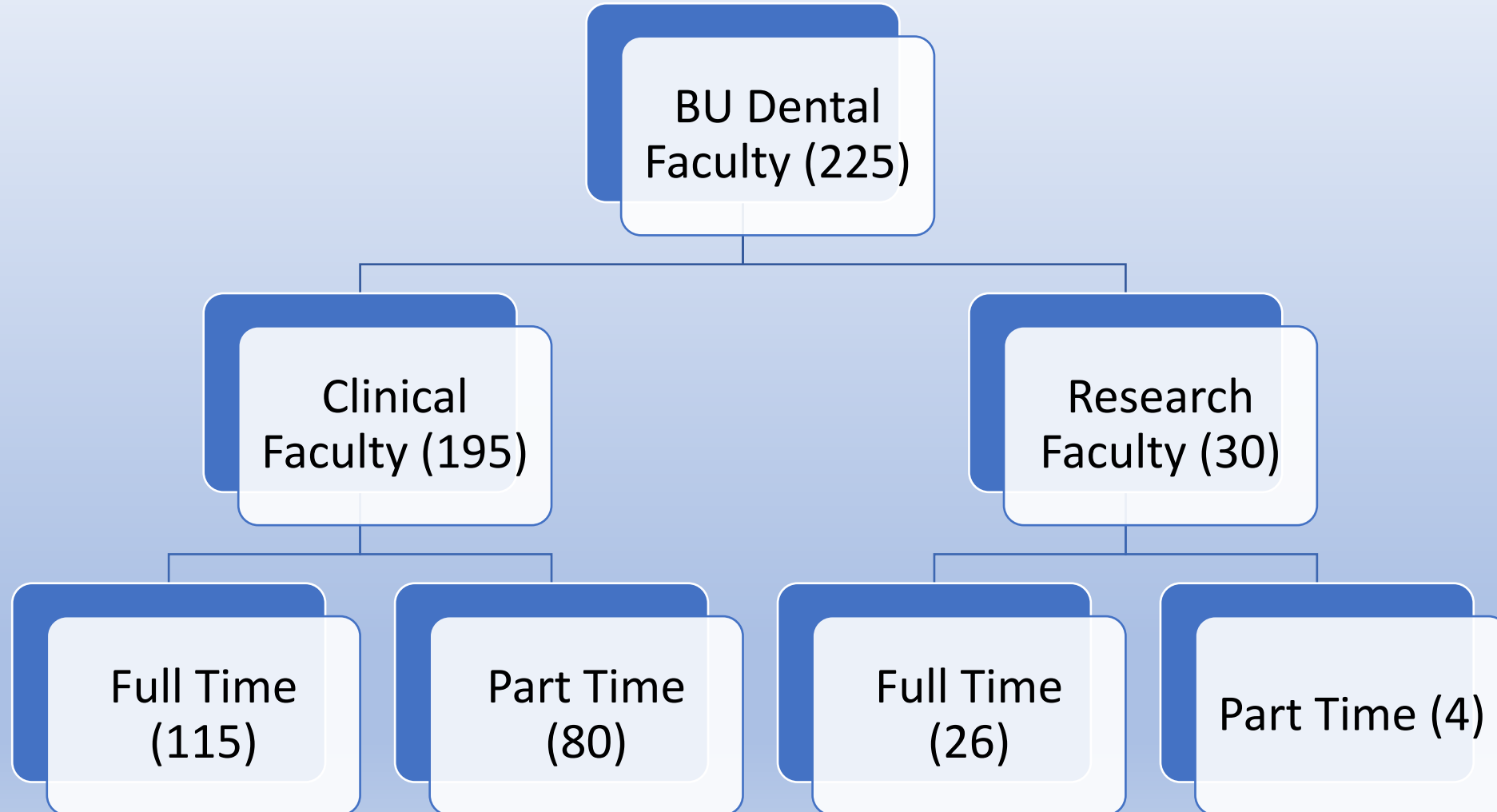


Larry Dunham
Assistant Dean for
Diversity, Equity,
Inclusion, & Belonging



Neal Fleisher
Program Director of
Pre-Doctoral
Periodontology

BACKGROUND



PROBLEM

GSDM faculty need guidance and **mentorship** opportunities to facilitate engagement, collaboration, promotion, personal and professional development

Why is mentorship important?



Satisfaction



Productivity



Retention



Recruitment



Diversity



CODA

METHODS: Study Design

Qualitative semi-structured
group interviews

Guides for interviews of
mentors and mentees
differed

Mentorship Questionnaire

As a part of the Boston University Midcareer Faculty Leadership project, midcareer faculty have been tasked with aiding the Goldman Sachs in setting up a faculty mentorship program. As part of the initial information gathering problem statement, we would be grateful if you could answer the following questions as you can.

Please forward this document by e-mail to: _____. We thank you for your time.

Note that the material you share with us will remain confidential to the project group and will not be shared with BUSDM administrative staff or the project group.

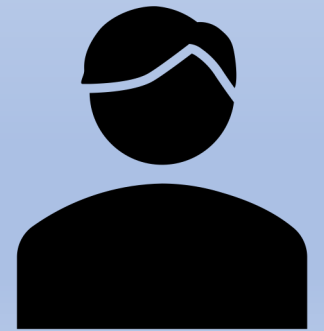
1. How long have you been in practice?
How long have you been on faculty at BUSDM?
2. At what point in your career would you describe yourself as a mentor?
Which academic track are you on?
3. Do you see yourself as a mentor or a mentee (or both)?
4. Are you interested in mentorship? Why or why not?
What are the barriers to mentorship?

METHODS: Study Population

BU Dental Faculty Members

- Mentees and Mentors
- Early through Late Career faculty
- Clinician-Educators and Clinician-Scientists
- GSDM leadership

Dental Faculty at another institution



RESULTS: Mentee Needs

- Trained mentors
 - Clinical Education, Service, Research, & Career guidance
- Networking opportunities
- Protected Time
- Need is greater among clinician educators

RESULTS: Mentor Needs

- Protected Time
- Funding
- Mentorship Training
- Recognition in academic promotion

Proposal

SMILE



**Structured Mentoring Integrated
into the Learning Environment**

SMILE



Structured **M**entoring **I**ntegrated into the **L**earning **E**nvironment

1. One-to-One Mentor/Mentee Match
2. Group Cohorts


One-to-One Mentoring

- Finding a mentor
- Faculty Connector
 - Orient during onboarding
 - Oversee mentoring
 - Identify resources
- Annual survey to identify gaps
- BU Profiles



Increase Use of BU Profiles

BOSTON UNIVERSITY PROFILES Search Features **2020** Edit BU CTSI Help Logou



Search Results (11)

Find People Find Mentors Find Everything

Search Criteria [\(Modify\)](#)

Name	Institution	Department
Abdallah, Ali	BU GSDM	Restorative Sciences & Biomaterials
Fan, Yuwei	BU GSDM	Restorative Sciences & Biomaterials
Harp Ruiz, Fernando	BU GSDM	General Dentistry
Henry, Andrew	BU GSDM	Oral & Maxillofacial Surgery
Jones, Judith	BU GSDM	General Dentistry
Keohane, Ana	BU GSDM	General Dentistry
Liao, Peixi	BU GSDM	Restorative Sciences & Biomaterials
Motro, Melih	BU GSDM	Orthodontics & Dentofacial Orthopaedics
Rawal, Kadambari	BU GSDM	General Dentistry
Wehler, Carolyn	BU GSDM	General Dentistry
Yu, Ya-Ting	BU GSDM	Periodontology

First Prev Page 1 of 1 Next Last Per Page 100

Highlights

Media Mentions [3](#)

- [Glantz, Leonard](#)
- [Galea, Sandro](#)
- [Kinney, Patrick](#)
- [Gergen Barnett, Katherine](#)
- [Assoumou, Sabrina](#)
- [Assoumou, Sabrina](#)
- [Taylor, Jessica](#)
- [Antman, Karen](#)
- [Stein, Thor](#)
- [White, Katharine](#)

Most viewed (today)

- [global health](#)
- [health](#)
- [immigrant](#)
- [biofilm](#)
- [drug](#)
- [antibiotic resistance](#)
- [balloons](#)
- [Adversarial](#)
- [alterations](#)
- [Clinic](#)

Most viewed (month)

- [alert](#)
- [mitochondria](#)
- [advocacy](#)
- [parkinson](#)
- [antibiotics](#)
- [tobacco](#)
- [metabolomics](#)
- [Emergency Medicine](#)
- [Global health](#)
- [immigrant](#)

Example CASOM Profile

Christopher Conley, MD




Clinical Associate Professor

Boston University Chobanian & Avedisian
School of Medicine
Anesthesiology
General Anesthesiology

MD, Columbia University College of Physicians
and Surgeons
BA, Amherst College

Pronouns: he/him/his

Websites

-  [Boston Medical Center Provider Profile](#)
-  [Boston Children's Hospital](#)
-  [LinkedIn](#)
-  [School of Medicine Faculty](#)

ORCID  : 0000-0002-6446-2832

- Overview
- DEIA
- Other Positions
- Publications
- Honors
- Mentoring**
- Contact Info

Available to Mentor as: [\(Review Mentor Role Definitions\)](#):

- Career Mentor

Contact for Mentoring:

- Email (see 'Contact Info')

Conley's Networks

Click the "See All" links for more information and interactive visualizations

Concepts

- Anesthesia, Inhalation
- Hospitals, Pediatric
- Neuromuscular Blocking Agents
- Neuromuscular Monitoring
- Safety-net Providers

[See all \(43\) concept\(s\)](#)

Co-Authors

- Nozari, Ala
- Brook, Karolina
- Ortega, Rafael
- O'Brien, Sharon
- Louca, Joseph

[See all \(11\) people](#)

Similar People

- Siracuse, Jeffrey
- Slanetz, Priscilla
- Jha, Ashish Kumar
- Sorensen, Henrik
- Farber, Alik

[See all \(60\) people](#)

Same Department

- Espanola, Cynthia

Group Cohorts

- Small faculty groups meet quarterly for 1 hour
 - Grouped by promotional tracks & full-time vs. part-time
 - Ensure diversity of group members
 - Topics:
 - Understanding academia & promotion
 - How to engage in research & community projects
- Faculty retreats, dinners, conferences



Mentorship Training

- Effective mentoring can be learned
- Existing evidence-based mentoring programs are available

Requires:

- Faculty need dedicated and protected time for mentor training
- Funding needed for faculty mentor training



"Entering Mentoring" Curricula

Center for Mentorship Education in Research (CIMER)
University of Wisconsin-Madison

- Customizable evidence-based curricula
- Structured around competencies & learning objectives
- Many elements apply to clinician-educator mentors
- Faculty Connector to lead



Entering Mentoring-Example

Maintaining Effective Communication (60m)

- Review of case: Giving Feedback
- Communication style test
- Active Listening through role play
- Share strategies for overcoming barriers to communication



Sample 8-hour Training

- 8-hours of training divided into two 4-hour sessions
- Entering Mentoring Curriculum
- Organized and led by Faculty Connector



Metrics and Methods to Measure Success

- Monitor mentorship relationships over time
- Satisfaction surveys
- Productivity: Publications and grants
- Feedback
- Promotions
- Retention & Recruitment of diverse Faculty



BUDGET

Training

Faculty Connector

Courses

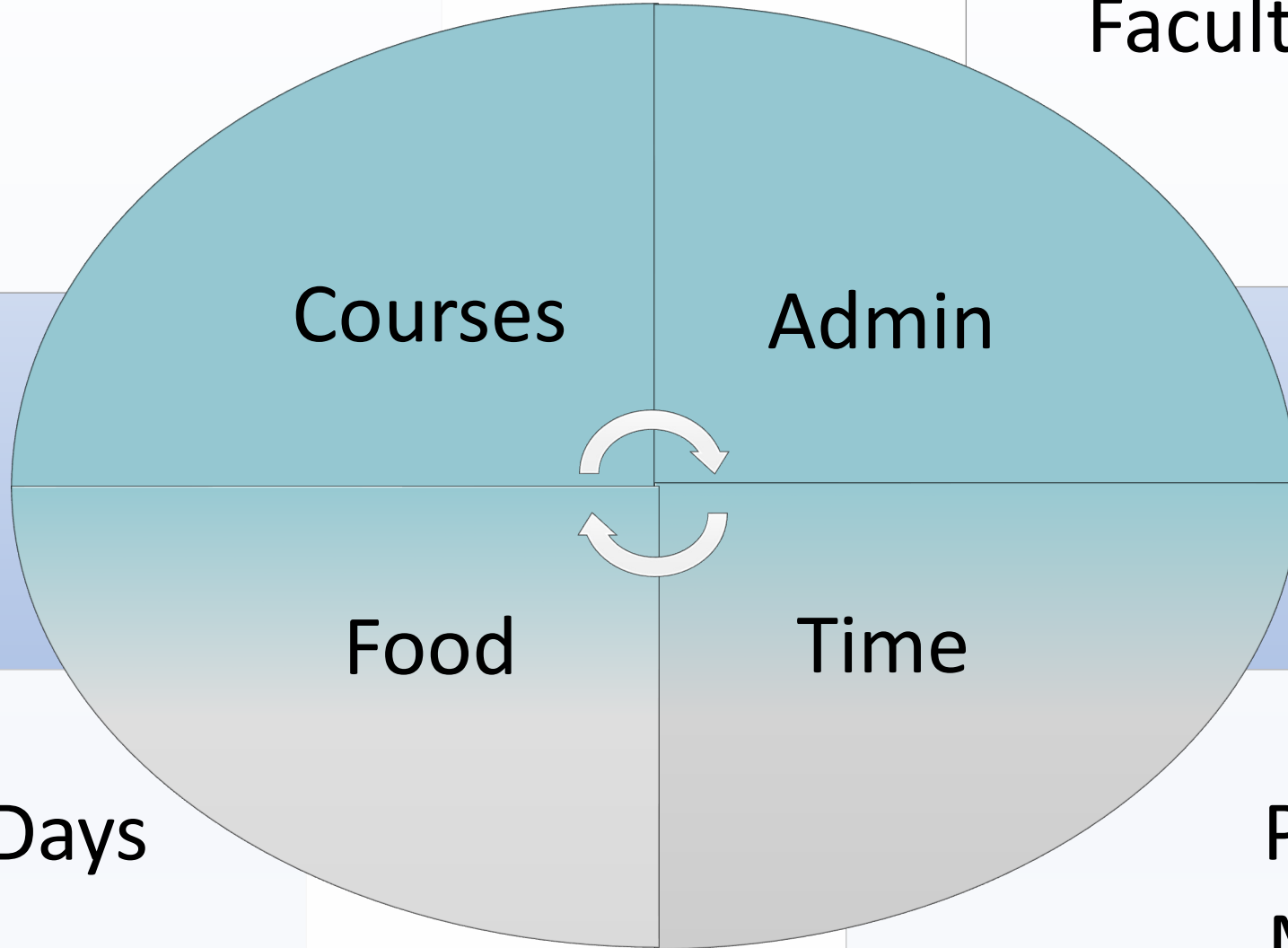
Admin

Food

Time

Education Days

Protected Meeting Time



Potential Challenges

- Protecting time
- Setting expectations
- Implementing incentives
- Training mentors
- Matching mentors & mentees
- Creating networking opportunities



Benefits

Collegiality

Sustainability

Inclusiveness

Innovation

Pride &
belonging

Satisfaction

Productivity

Retention &
Recruitment

...ultimately academically and financially benefit
the institution





The SMILE program

- Encourage senior faculty involvement in advancing junior faculty careers
- Encourage junior faculty to set goals and express areas of required support
- Mentoring will eventually become a valued part of the institution's culture and will contribute to success



Acknowledgements

- Neal Fleisher
- Larry Dunham
- Emelia Benjamin
- Chris Conley
- Ann Zumwalt
- Alyssa DiNicola
- Teresa Acosta
- Mid-career Faculty Leadership program colleagues