**Clinical and Translational Science Institute**

**2023 Mentor Academy**

**Request for Applications**

**Application deadline: FRIDAY, October 28, 2022**

**OVERVIEW**

The Wake Forest Clinical and Translational Science Institute (CTSI) is accepting applications for the 2023 CTSI Mentor Academy,a formal, evidence-based, 6-month didactic and experiential training program to enhance the mentoring skills of mid-career and early senior clinical and translational researchers. Early career investigators with significant mentoring responsibilities are also invited to apply. The 2023 Mentor Academy will begin in January 2023 and end in June 2023.

Mentor development is critical to our research enterprise as satisfaction in mentoring has been linked with mentee productivity, self-efficacy, and career satisfaction for both mentor and mentee, and is an important predictor of the academic success of scientists in training1-6. The goal of the CTSI Mentor Academy is to provide evidence-based, culturally-responsive training to investigators and expand their competencies specific to research mentoring. The program is an integral part of CTSI initiatives for improving and expanding the research environment at Wake Forest University School of Medicine, and meant to be complementary to other institutional mentoring initiatives that focus on overall mentoring in leadership and career development. The Mentor Academy satisfies the requirement for formal faculty mentoring training, as required by many NIH training grants.

**ELIGIBILITY**

Mid-level or early senior investigators, or early career investigators with significant research mentoring responsibilities from any Atrium Health Region or regional academic institutions currently involved or interested in mentoring researchers at all career stages are eligible to apply. Women and underrepresented minorities are encouraged to apply. We plan to accept 15 participants into the Mentor Academy, based on applications received.

**CURRICULUM**

The evidence-based curriculum follows a nationally vetted curriculum7-8 and includes 20 contact hours of didactic and experiential training, complemented with outside readings and assignments. Content will focus on core competencies for research mentoring:

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| * Aligning Expectations | * Fostering Independence |
| * Addressing Equity and Inclusion | * Maintaining Effective Communication |
| * Articulating Your Mentoring Philosophy and Plan | * Promoting Mentee Research Self-Efficacy |
| * Assessing Understanding | * Promoting Professional Development |
| * Cultivating Ethical Behavior | * Fostering Wellbeing |
| * Enhancing Work-Life Integration |  |

**EXPECTATIONS**

Participants selected for the Mentor Academy are expected to attend >80% of the Mentor Academy sessions, complete a variety of self-assessment and evaluation activities, and actively engage and share mentoring experiences with fellow participants. Participants are also expected to complete a Pre-Academy self-evaluation and follow-up assessments at the conclusion of the Academy, and again about 6 months later. Participating faculty who enroll in the Mentor Academy are eligible to receive up to 5% salary support during the duration of the Academy.



**APPLICATION**

Applications will be accepted online. Click on <https://redcap.link/2023MentorAcademy>

to submit an application, or scan the QR code. **Note that a Letter of Support from the Department Chair is required and must be uploaded as part of the online application.** Applications must be submitted by **Friday, October 28, 2022.**

A *SAVE AND RETURN* option will be available on the submission form.

**The application must include:**

1. *Description of your current engagement in research*
2. *Description of your experience in mentoring*
3. *Completion of mentee information (number and career level for current and past mentees)*
4. *Statement of why you are interested in participating in the Mentor Academy*
5. *Description of any prior formal or informal mentor training*
6. *Explanation of the specific mentoring knowledge and skills you seek to advance by participating in the Mentor Academy*
7. *Letter of Support from your Department Chair agreeing to the 5% commitment of effort over the 6-month period. Please upload in your REDCap application.*

**REVIEW OF APPLICATIONS**

Applications will be reviewed by members of the CTSI Education Administration and Oversight Committee. We plan to **notify applicants of the status of their application by Friday, November 18,2022.**

**INFORMATION**

If you would like more information about the CTSI Mentor Academy, please contact Claudia Olivier, Director, CTSI Education Program Director, at [colivier@wakehealth.edu](mailto:apulley@wakehealth.edu), or Debra Diz, Mentor Academy Faculty Leader at [ddiz@wakehealth.edu](mailto:ddiz@wakehealth.edu) or Ph 336-716-3512. For technical assistance with your application, please contact Jasmine Malachi at [jlmalach@wakehealth.edu](mailto:jlmalach@wakehealth.edu)

**References:**

1. Feldman MD, Arean PA, Marshall SJ, Lovett M, O'Sullivan P. Does mentoring matter: Results from a survey of faculty mentees at a large health sciences university. Med Educ Online. 2010;15:10.3402/meo.v15i0.5063.
2. Ramanan RA, Phillips RS, Davis RB, Silen W, Reede JY. Mentoring in medicine: Keys to satisfaction. Am J Med. 2002;112(4):336-341.
3. Sambunjak D, Straus SE, Marusic A. A systematic review of qualitative research on the meaning and characteristics of mentoring in academic medicine. JGIM: Journal of General Internal Medicine. 2010;25(1):72-78.
4. Steiner JF, Curtis P, Lanphear BP, Vu KO, Main DS. Assessing the role of influential mentors in the research development of primary care fellows. Acad Med. 2004;79(9):865-872.
5. Nagda, BA, Gregerman, SR, Jonides, J, Hippel, Wv, & Lerner, JS (1998) Undergraduate student-faculty research partnerships affect student retention. Review of Higher Education, 22, 55–72.
6. Seymour, E, Hunter, A-B, Laursen, SL, & DeAntoni, T. (2004). Establishing the benefits of undergraduate research for undergraduates in the sciences: First findings from a three-year study. Science Education, 88, 493–594.
7. Pfund C, House SC, Asquith P, Fleming M, Buhr KA, Burnham EL, Eichenberger Gilmore J, Huskins WC, McGee R, Schurr K, Shapiro E.D., MD; Spencer KS, Sorkness CA. Training Mentors of Clinical and Translational Research Scholars: A Randomized Controlled Trial. Acad Med., 2014;89(5):774-782.
8. Pfund, C, House S, Spencer K, Asquith P, Carney P, Masters K, McGee R, Shanedling J, Vecchiarell S, and Fleming M. A Research Mentor Training Curriculum for Clinical and Translational Researchers. Clin Transl Sci. 2013;6(1):26-33.