

**Clinical and Translational Science Institute**  
**2024 Mentor Academy**  
**Request for Applications**

**APPLICATION DEADLINE: OCTOBER 27, 2023**

### **OVERVIEW**

The Wake Forest Clinical and Translational Science Institute (CTSI) is accepting applications for the 2024 CTSI Mentor Academy, a formal, evidence-based, 6-month didactic and experiential training program to enhance the mentoring skills of mid-level and senior clinical and translational researchers. Early-career investigators with significant mentoring responsibilities are also invited to apply. The 2024 Mentor Academy will begin in January 2024 and end in June 2024.

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 training<sup>1-6</sup>. The goal of the CTSI Mentor Academy is to provide evidence-based, culturally responsive training to investigators and expand 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 senior investigators, or early-career investigators with significant research mentoring responsibilities from the southeast region (which includes Charlotte and Winston-Salem markets), or other 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.

### **FORMAT**

Sessions will be held in synchronous virtual format, except the first and last sessions anticipated to be held in person. The exact dates of sessions will be determined based on participant availability.

### **CURRICULUM**

The evidence-based research mentoring program follows a nationally vetted curriculum<sup>7-8</sup> and includes 20 contact hours of training. The program sessions are designed for an active exchange of mentoring experiences and best practices, plus additional readings and assignments between sessions. Content will focus on core competency domains relevant to research mentoring:

- Aligning Expectations
- Addressing Equity and Inclusion
- Fostering Independence
- Maintaining Effective Communication

- Articulating Your Mentoring Philosophy and Plan
- Assessing Understanding
- Cultivating Ethical Behavior
- Enhancing Work-Life Integration
- Promoting Mentee Research Self-Efficacy
- Promoting Professional Development
- Fostering Wellbeing

## EXPECTATIONS

Participants selected for the Mentor Academy are expected to attend at least **80%** of the Mentor Academy sessions (8 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 Mentor 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 6-month duration of the Academy.

## APPLICATION

Applications will be accepted online. Click on <https://redcap.link/2024MentorAcademy> to submit an application, or scan the QR code. **Note that a Letter of Support for the required time commitment is required from the Department Chair and must be uploaded as part of the online application.** Applications must be submitted by **October 27, 2023**.



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

### The application must include:

- Description of your current engagement in research*
- Description of your experience in mentoring*
- Completion of mentee information (number and career level for current and past mentees)*
- Statement of why you are interested in participating in the Mentor Academy*
- Description of any prior formal or informal mentor training*
- Explanation of the specific mentoring knowledge and skills you seek to advance by participating in the Mentor Academy*
- 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 November 20, 2023**.

## INFORMATION

If you would like more information about the CTSI Mentor Academy, please contact Debra Diz, PhD, Mentor Academy Faculty Leader, at [ddiz@wakehealth.edu](mailto:ddiz@wakehealth.edu) (Ph 336-716-2150), or Claudia Olivier, PhD (CTSI Education Program Director) at [colivier@wakehealth.edu](mailto:colivier@wakehealth.edu). For technical assistance with your application, please contact [CTSIeducation@wakehealth.edu](mailto:CTSIeducation@wakehealth.edu).

## References:

1. Feldman MD, Arian 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. Establishing the benefits of undergraduate research for undergraduates in the sciences: First findings from a three-year study. *Science Education*, 2004;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.