**example 10: MASTER EDUCATOR**

**ADVISING/MENTORING WORKSHEET**

This faculty member applied in 2 categories, but Advising/Mentoring was this faculty’s main category of teaching excellence.

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| **Your advising/mentoring role** | I have been primary PhD advisor for 5 MSTP students and 2 PhD Students in 11 years; I also attend annually on the inpatient service and serve as a primary advisor to 4 junior clinical and scientific faculty in my Division |
| **Level of learner** | Medical student, graduate student, resident, fellow, faculty |
| **Contact with Learners (Quantity)** | Indicate:  1. 10 mentees/year  2. 1 hour per week/mentee  3. 500 hours/year |
| **# Years in Role** | 23 Years (Year X – Present) |
| **Goals** | Mentoring is one of my personal passions. I read about it regularly and constantly try to improve. I have tried hard to define my personal principles of mentoring which include the following ten priorities:  1) Always make clear to trainees through word and deed that they are a top priority.  2) Emphasize your lifelong commitment to trainees regardless of their current career choice or institution.  3) Expect laboratory trainees to think on their own, pose challenging questions, and seek their own solutions, before asking for help.  4) Insist that the work environment remains open and fully collaborative, making clear that “there are no solo artists.” Data, ideas and problems must be shared and collective solutions are encouraged.  5) Require trainees to finish what they start and remain focused.  6) Encourage individuals to seek expertise and collaboration wherever these are available, rather than being resistant to assimilating new methods.  7) Teach young investigators to follow the data wherever it leads and not narrowly define themselves in terms of their current interests or expertise, while remaining focused on their underlying question.  8) Convince trainees that writing and presenting one’s work are essential career skills that require constant practice.  9) Remain cognizant that the ultimate currencies of success in academic medicine are papers and grants, and thus work that is neither published nor funded will rarely achieve sufficient recognition.  10) Help trainees to recognize that tenacity and persistence are vital in overcoming obstacles and are among the most important determinants of success. |
| **Evidence of Quality** | I have directly trained over 50 students and postdocs, whose accomplishments to date include the following: 5 Howard Hughes Medical Institute Medical Student Research Awards, 1 Doris Duke Foundation Medical Student Research Award, 3 Student Research Prizes in my specialty, the Fellowship Research Prize in my specialty, a Glaxo Smith Kline Senior Fellowship/Faculty Transition award in the United Kingdom (2 awarded nationwide), a Senior Fulbright Fellowship Scholar, NIH/AMSA Student Research Prize, Mount Sinai School of Medicine Student Research Day Prize, 3 Summer Research Fellowship, the Silver Medal in the 2002 Best Dissertation Award by the Hong Kong College of Physicians, a Translational Research Award, three NIH KO8 awards, a UCLA Star Program PhD Awardee, and most recently a Howard Hughes Medical Institute Physician Scientist Early Career Award. |
| **Evidence of Dissemination** | * I recently devoted my specialty’s national Presidential Newsletter entirely to the importance of mentoring * I participated in 2 national Career Development Workshops in my specialty, lecturing on mentoring skills in Year X & Year Y. * I recently received an Senior Mentoring Grant for 5 years entitled “Mentoring Junior Faculty in XXX Disease” * Chair of the Working Group on Career Development and Mentoring in my department (Year 18-Year 22) |