Background
In common with most academic institutions, mentoring at the University of Massachusetts Worcester is supported by discrete programs that focus on the mentoring needs of specific groups to include students, trainees, and faculty. The implementation of these programs occurs in discrete units with the ability to identify strengths as well as gaps in mentoring. A Mentoring Advisory Board: A Vehicle for Institution-wide Collaboration
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Traditional Mentoring Across the Continuum of Education and Training at UMass Worcester occurs in discrete units

Concept
In an effort to create a collaborative mentoring network across academic, academic, schools, and training programs, the Mentoring Advisory Board was formed with key stakeholders and leaders in our student, trainee, and faculty programs. This new initiative seeks to capitalize on the strengths of mentoring across schools and academic missions to meet the needs of mentors and mentees.

Mentors of this institution-wide mentoring advisory board were chosen to represent the major campuses in the University of Massachusetts Medical School, the Graduate School of Nursing, the Graduate School of Biomedical Sciences, our academic partners, and our system-wide programs. The Joy McCann, Director of Diversity Initiatives, chairs the Mentoring Advisory Board that meets monthly to discuss mentoring initiatives.

For the Advisory Board to be representative of an institution-wide collaboration, it was essential to recognize different types of mentoring to adapt a flexible structure to implement mentoring initiatives. The members of the advisory board acknowledged that mentoring should be available throughout the continuum of training and career development and that the need for mentoring was recognized through these initiatives, which were appropriate for all schools, programs, and academic missions.

Purpose of the Advisory Board

The term for membership is one year with the opportunity for annual reappointment. The purpose of the Advisory Board is to provide recommendations, advice, and guidance to the Office of Faculty Affairs and the Joy McCann Professorship on the mentoring needs of the institution.

Mentoring Advisory Board Members

INSTITUTIONAL PROGRAM LEADERS

Students
Professors, Researchers, and Scientists

Faculty

Mentorship Advisory Board Members

Mentoring occurs in many different forms

Mentoring Advisory Board Integrates Mentoring Across the Continuum of Target Groups

Mentoring Advisory Board occupies a central position in the exchange of mentoring information

Mentoring Program Leaders

Mentoring Advisory Board

Mentoring Advisory Board Responsibilities

1. Review and evaluate institutional mentoring initiatives
2. Assist in identifying informational mentoring needs
3. Serve as a forum for sharing and evaluating innovation mentoring initiatives

Joy McCann Professorship Chairs Advisory Board

The Joy McCann Professorship for Women in Medicine chairs the Mentoring Advisory Board in part of her three-year Professorship. The Mentoring Advisory Board is focused on the goal of building a collaborative mentoring network across the university. The Joy McCann Professorship is aligned with the goal of building a collaborative mentoring network across the university. In achieving this goal, the Joy McCann Professorship was formed to build a collaborative mentoring network across the university, and the Joy McCann Professorship was focused on the goal of building a collaborative mentoring network across the university. In achieving this goal, the Joy McCann Professorship was focused on the goal of building a collaborative mentoring network across the university.

The Joy McCann Professorship provided feedback on the mentorship program and the development of database monitoring models and mentoring best practices. Further enhancing our understanding and possibly the effectiveness of mentoring initiatives.

Conclusions

1. There are aspects of mentoring common to all groups in an academic community
2. The Mentoring Advisory Board provided a structure for mentoring leadership in order to share knowledge, expertise, and opportunities in an effort to enhance our mentoring environment
3. A mentoring leader reporting to the academic community is essential to demonstrate the importance of mentoring at the institutional level.