

Junior Faculty Mentor Program (JUMP)

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What is the Junior Faculty Mentor Program (JUMP)

- Integrated series of workshops designed to enhance the experience of junior faculty members who have recently begun or will soon start working with their first mentee
- Goal is to give the junior faculty member the skills needed to determine whether to mentor a project and how to achieve a “successful” outcome



7 JUMP Cohorts (2015-2021)

- 178 Participants
 - Average amount of time devoted to research: 49% (range 0-100%)
 - 42% currently or had previously been supported by a career development award (NIH, VA, professional society, foundation, etc.)
 - Approximately half of participants had been an assistant professor between 3 and 6 years at the time of participation
- After completing JUMP, 95-100% of participants reported:
 - Increased confidence to be an effective mentor
 - Increased confidence to establish mutually agreed upon goals and expectations at the beginning of the mentoring relationship
 - They would recommend JUMP to a colleague



Rationale for JUMP

- Residents and Fellows often approach junior faculty members to be their research mentor:
 - CCTSI CO-Mentor: 20% of the mentors were at the Assistant Professor level
 - Reasons Mentees approach junior faculty members to be mentors:
 - Perceived to be more available
 - Easier to relate to as they are closer in age
 - Potentially greater clinical exposure to trainees



Target Audience for JUMP

- Junior faculty members without any formal training on how to be a mentor who are currently serving as (or are considering becoming) a primary research or scholarly (e.g., medical education, QI/QA) mentor.
 - Mostly focused on those at the Assistant Professor level
 - However, open to any faculty member (regardless of faculty rank) who does not have any formal training on mentoring and has limited or no prior mentoring experience
- Focus will be on relationships in which the mentee is a resident or fellow (but also applicable to medical/graduate students or any other potential mentee)



Rationale for JUMP

- Potential pitfalls of having a junior faculty member as a mentor:
 - Mentor
 - Potential distraction in terms of time and energy as he/she is still developing career focus
 - May not have the expertise/resources necessary for project completion
 - Mentee
 - This will be their first research experience for many of the mentees, and a poor research experience will turn them off to having research be a significant part of their future career.



JUMP Topics

- Should you take on a Mentee (or at least the specific mentee who approaches asking for mentoring)
 - How do you assess skillset, time availability, and goals of the mentee
 - How to say NO while still being helpful
- What is the appropriate project in regards to content, scope, and methodology?
 - Will you need additional expertise for successful project completion?
 - How important is the project to the academic career of the junior faculty mentor?
- Project management
 - COMIRB application
 - Data Extraction/Collection/Analysis
 - Abstract Submission Deadline (for specific meeting)
 - Manuscript?
- Mentoring Skills
 - Improved Communication
 - Aligning Expectations
 - Setting Goals



8th JUMP Cohort for 2022

- Integrated series of 3 workshops: Participants attend all 3. Plan is for in-person workshop
 - 1-5 pm: Wednesday, January 26th, 2022
 - 2:30-4:30 pm: Wednesday, March 23rd, 2022
 - 2:30-4:30 pm: Wednesday, April 27th, 2022
- Individual Coaching Sessions in Spring 2022



Please e-mail Greg Austin with nominations and any questions:
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