



Experience | Commitment | Resources

2019 Report

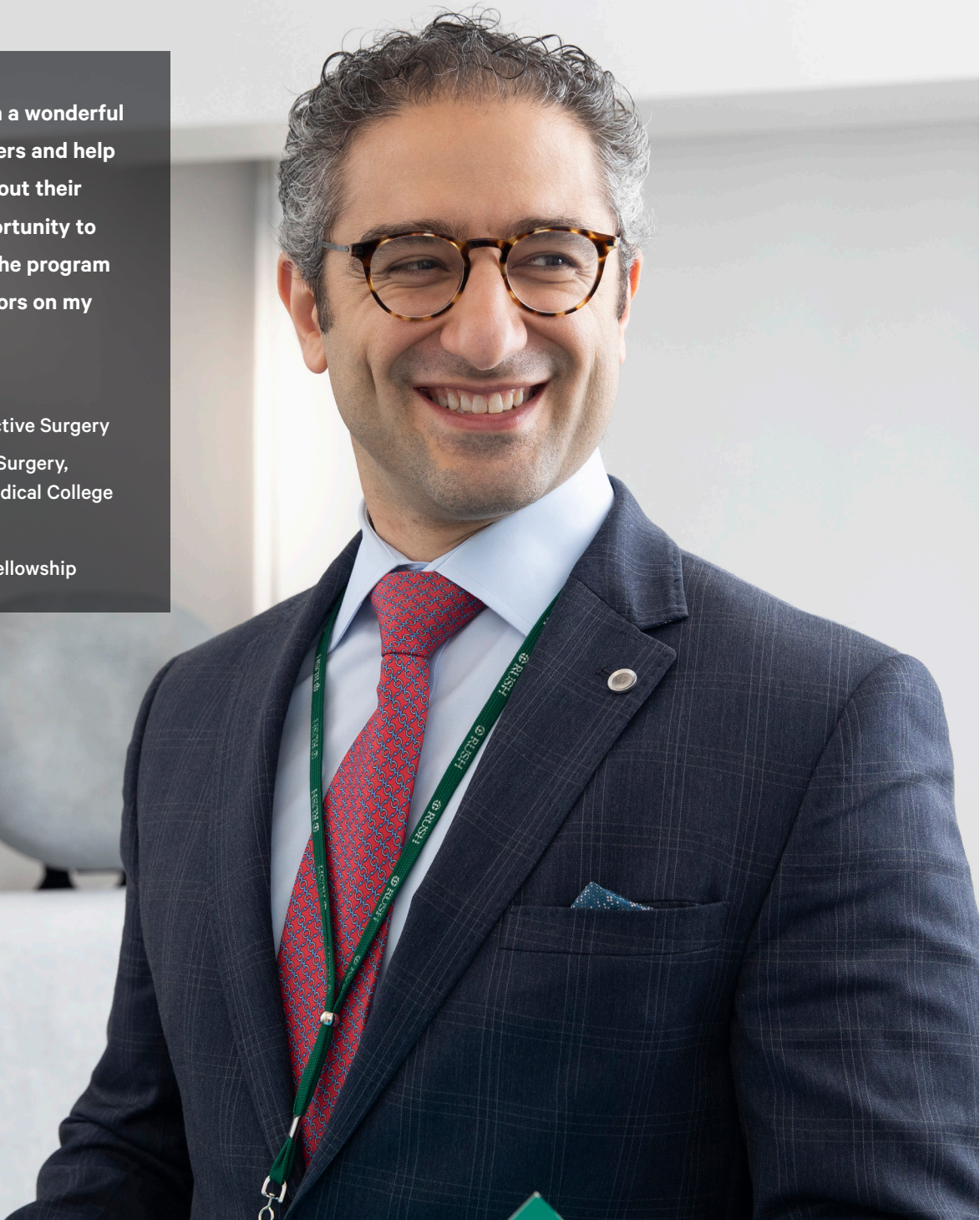
Rush Mentoring Programs

Office of Faculty Affairs

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Being involved in the Mentoring Program has been a wonderful experience. I have gotten to know young researchers and help develop their ideas. I enjoy speaking with them about their research projects, and it provides me with an opportunity to learn about the breadth of the research at Rush. The program also allows me to reach out to potential collaborators on my own research ideas.”

Amir H. Dorafshar, MBChB, FACS, FAAP
The John W. Curtin, MD, Chair of Plastic and Reconstructive Surgery
Professor of Surgery and Neurosurgery, Department of Surgery,
Division of Plastic and Reconstructive Surgery, Rush Medical College
Division Chief, Plastic and Reconstructive Surgery
Program Director, Plastic and Reconstructive Surgery Fellowship



Rush Mentoring Programs: Investing in the Future

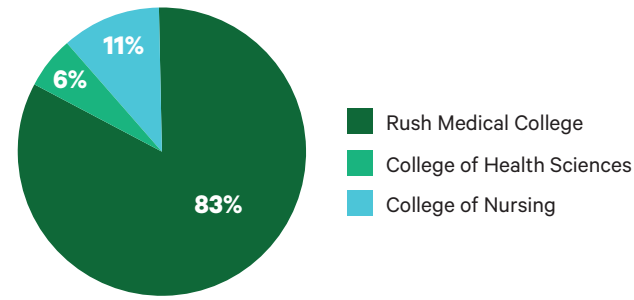
The Office of Mentoring Programs within the Office of Faculty Affairs helps facilitate career development and cultivates research independence. The program’s success is measured by scholarly productivity, extramural funding, retention of junior faculty and placement of postdoctoral research fellows who are prepared for their next career step.

Our program’s mission is to support the success of Rush University’s junior faculty who are working under the guidance of knowledgeable and committed mentors. An effective faculty mentoring program is a major asset in the recruitment of faculty and postdoctoral research fellows and is an essential investment for academic medical centers.

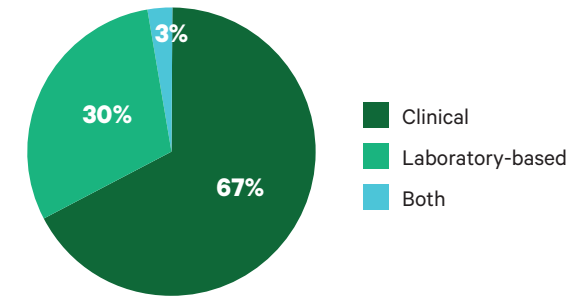
Demographics

Rush Mentoring Programs served 69 mentees from across Rush University during fiscal year 2019. Their demographic information is presented in the following graphs.

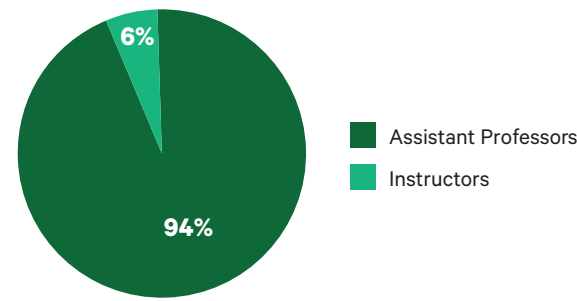
Mentees by College



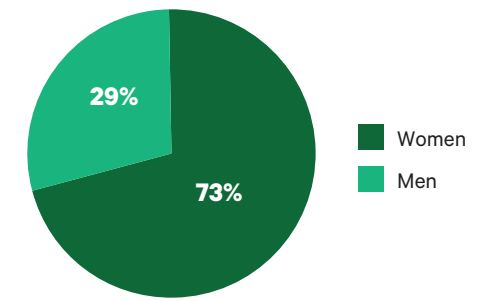
Research Tracks



Mentees by Rank



Mentees by Gender





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People transitioning from clinical careers into faculty roles need mentors to help them understand academic culture and discover educational resources. Mentors can also provide perspectives on the promotion and tenure process, create a safe space to discuss challenges and explore how to balance numerous faculty roles.”

Ellen Becker, PhD, RRT, RRT-NPS, RPFT, AE-C, FAARC
Professor, Department of Cardiopulmonary Sciences,
Division of Respiratory Care, College of Health Sciences

Rush Research Mentoring Program Resources

This program provides a variety of resources to the mentees and mentors in the program, including the following:

Cohn Fellowship grant

The Cohn Family Foundation provides grant support that is distributed equally to five mentees who are selected through a competitive process. The funding allows mentees to gather preliminary data for research proposals and continue engagement in research activities.

Editing services

Science writers and editors provide editing services to our mentees and mentors for their abstracts, grant applications and manuscripts.

Grant writing workshops

Participants learn the different components of an aims page, understand the logic flow of specific aims, learn critical best writing practices to enhance document readability, understand funding agency criteria and how to connect those criteria directly to their research goals.

Mentees and mentors who have taken the grant writing workshops have a 68 percent success rate in securing funding. We have garnered more than \$20.5 million in funding since the workshops started.

Graphics consultation

A graphic designer helps refine graphs, figures and tables for presentations and publications.

Monthly research track meetings

Monthly research track meetings provide valuable feedback from mentors and peers on aims pages, study design issues, summary statements and grant application revision plans.

Rush Mentoring Programs Annual Research Symposium

Our annual symposium highlights the excellent research conducted at Rush University. It offers a venue to stimulate interdisciplinary and interdepartmental collaboration. Every year, the symposium features approximately 120 attendees, 30 poster presentations and eight podium presentations.

Seminars and workshops

Several seminars and workshops are offered throughout the year to enhance the professional development of mentees and mentors. Seminars and workshops are open to all faculty, staff and students at Rush. In fiscal year 2019, 42 seminars and workshops were offered, with a combined 989 people attending.



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When I moved to Rush after several years as a junior investigator at another institution, I was not initially aware of the Rush Research Mentoring Program. I have found it to be a true hidden gem! As a K awardee, the mentorship has been outstanding, and there have been many opportunities to learn from other program participants. The writing group is a fantastic resource for overcoming the daily obstacles to publication and for collaborating with enthusiastic peers. As I prepare to apply for larger grants, having the structure, offerings and phenomenal staff of the program available — as well as the community of mentors and mentees — is a great advantage.

Jori Fleisher, MD, MSCE
Assistant Professor, Department of Neurological Sciences,
Rush Medical College

Co-Director, Lewy Body Dementia, Association Research
Center of Excellence

Director, CurePSP Center of Care, Section of Movement
Disorders

Statistical consultation

Statistical support helps clarify research, scholarship projects and analytic goals. We also provide consulting on the data and analysis section of applications to help interpret results and contribute to manuscripts.

Travel awards

Mentees and mentors have opportunities to compete for travel awards, which can be used to help pay for any local or international conferences they are interested in attending.

Writing accountability group

Writing groups meet weekly to provide support and accountability for group members as they work toward increasing writing productivity. Group members share strategies for success and help each other set reasonable goals

Extramural Funding

TYPE OF FUNDING	AMOUNT
Mentee as Principal Investigator	
Federal	\$1,318,111
Non-Federal	\$1,104,750
Total	\$2,422,861
Mentee as Co-Investigator	
Federal	\$1,877,710
Non-Federal	\$376,000
Total	\$2,253,710
Total Federal Funding	\$3,195,821
Total Non-Federal Funding	\$1,480,750
TOTAL	\$4,676,571

In fiscal year 2019, 25 mentees (49 total grants) received funding, either as principal investigators or co-investigators. Seventeen of those grants were from the National Institutes of Health.

This table shows the distribution of grants received by mentees as principal investigators and co-investigators. It also shows funding from both federal and non-federal sources.

Additionally, mentees published 80 journal articles and presented 79 podium talks and 79 posters.



Cohn Fellows

Every year the Cohn Family Foundation provides grant support to junior faculty at Rush University who are mentees in the Rush Research Mentoring Program. The Cohn Fellowship allows mentees to gather preliminary data for research proposals and for their continued engagement in research activities.

As of July 31, 2019, 24 mentees completed their fellowship. Learn more about the Class of 2019 Cohn Fellows:

Dawn Bounds, PhD, APRN, PMHNP-BC, is an assistant professor in the Department of Community, Systems and Mental Health Nursing in the College of Nursing and in the Department of Psychiatry and Behavioral Sciences in the Section of Population Behavioral Health in Rush Medical College. Her research is focused on the risk and resilience of youth and has addressed gaps in both policy and practice related to sex trafficking, and exposes the social factors that contribute to the exploitation of vulnerable people. Her Cohn research will adapt and pilot a family re-engagement intervention to focus on preventing recurrent sexual exploitation in homeless youth, with particular attention to African-American and LGBT youth.

Shannon Halloway, PhD, RN, is an assistant professor in the Department of Community, Systems and Mental Health Nursing at Rush University's College of Nursing. Her research aims to reduce cognitive decline in at-risk older adult populations through lifestyle health behaviors. Her diverse clinical experiences and community-based research experience working with midlife and older women allow her to focus on the care of older adults across the health care spectrum. Halloway's Cohn Fellowship will focus on testing a combined lifestyle physical activity and cognitive training intervention to improve memory in older women with cardiovascular disease.

Meghan Moran, PhD, joined Rush University Medical Center as a postdoctoral fellow and instructor in the Department of Cell and Molecular Medicine in Rush Medical College. She began teaching first-year medical students in the gross anatomy laboratory and conducting bone regeneration research in the Sumner Lab. She will become an assistant professor in this department in July 2018. Currently, her research focuses on modifying the gut microbiome as a potential pathway to dampening the loss of orthopedic implant fixation due to aseptic osteolysis (the loss of bone surrounding an implant). Her Cohn Fellowship will support her research goals to develop a mechanistic understanding of gut-bone interaction and potentially discover novel therapeutic approaches to preventing or delaying osteolysis, thereby decreasing the need for implant revision surgery.

Robin Pourzal, PhD, is an assistant professor in the Department of Orthopedic Surgery in Rush Medical College. His field of expertise is materials science and engineering. He conducts implant failure analysis of total joint replacements and particle characterization at the Biocompatibility and Implant Pathology Laboratory and the Tribology Laboratory at Rush. His current research focuses on corrosion within modular taper junctions of total hip replacements and how corrosion products affect the patient. His Cohn Fellowship project will use infrared spectroscopic imaging and Raman spectroscopy to detect and characterize wear and corrosion products from total hip replacements within periprosthetic and remote organ tissue.

Class of 2019 Cohn Fellows

(from left): Shannon Halloway, PhD, RN; Meghan Moran, PhD; Robin Pourzal, PhD; Dawn Bounds, PhD, APRN, PMHNP-BC



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The Rush Research Mentoring Program is designed to help junior investigators succeed. It provides access to unique services, such as grant writing, statistical analysis, monthly track meetings and an annual symposium. As a mentee, presenting at a track meeting allowed me to get feedback on my research studies and proposals from senior researchers. Through the program, I have access to statisticians for grant applications. I am using this tremendous network of expertise and experience to identify future collaborations and improve my writing skills for publications and grant applications. Every junior faculty should consider this program as a vital resource for their career and funding applications.

Lionel Clement, PhD

Assistant Professor, Department of Internal Medicine,
Rush Medical College

Additional Mentoring Programs

The Office of Mentoring Programs offers three programs that complement the Rush Research Mentoring Program, providing additional professional development and resources to faculty.

Rush Educational Mentoring Program

The Rush Educational Mentoring Program provides mentorship to educators and educational scholars who engage in scholarly activities that support Rush University's mission. The program supports educational scholarship and offers a comprehensive range of resources designed to strengthen the educator's teaching portfolio.

In 2019, the Offices of Faculty Affairs and Mentoring Programs offered a three-day teaching excellence boot camp course. Faculty members from all four of Rush's colleges lead the lectures and discussions, which help faculty create effective instructional programs and reach teaching objectives.

This course is open to all Rush University and John H. Stroger, Jr. Hospital of Cook County faculty members. All participants who complete the course receive continuing education credits and a certificate. More than 150 faculty members have taken the teaching excellence course.

The outcomes of the course are directly related to Rush's I CARE values:

I: Innovation — Participants are given the opportunity to bring new ideas and methods to their teaching.

C: Collaboration — Participants work in multidisciplinary teams throughout the program.

A: Accountability — Participants complete individual and group projects, demonstrating their learning and ability to implement it in practice.

R: Respect — Participants with diverse backgrounds and experiences learn about, and respect, different opinions.

E: Excellence — Program excellence is ensured through the promotion and modeling of best practices.



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Prior to joining the Rush Research Mentoring Program, I did not know much about the research and resources at Rush outside of my own department. Through the Mentoring Program’s various events, I have learned about the exciting research and opportunities all around me — not only at Rush but also in Chicago overall. There are so many benefits to joining this research mentorship community: Aside from the excellent grant writing workshops, it has been a pleasure to learn from my fellow mentees and mentors, get feedback on my own work, learn about different funding opportunities and navigate early career challenges.”

Kevin Jones, PhD
Instructor, Department of Radiation Oncology, Rush Medical College

Rush Postdoctoral Mentoring Program

The Rush Postdoctoral Mentoring Program facilitates community building for postdoctoral scholars at Rush University. At the local level, it provides education to assist new postdoctoral scholars transitioning to Rush, and supports those who are leaving Rush as they embark on new careers. It is a community where postdoctoral scholars can share ideas and socialize with their peers.

This programs has a postdoctoral committee that comprises of Rush postdocs who meet once a month to organize career development seminars, workshops and social events. They collaborate with institutions such as the University of Illinois at Chicago, Northwestern University and the University of Chicago to create a Chicagoland postdoc community.

We are the Rush University representative for the National Postdoctoral Association (NPA). The Office of Mentoring Programs supports the national goals of NPA. Since Rush is a sustaining member of the NPA, all postdoctoral scholars and research fellows are encouraged to join the NPA free of charge.

What is the National Postdoctoral Association?

The National Postdoctoral Association is a member-driven, nonprofit organization that provides a unique, national voice for postdoctoral scholars. Since 2003, the organization has committed to enhance the quality of the postdoctoral experience in the United States. Visit the National Postdoctoral Association’s website for full details: www.nationalpostdoc.org.



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Rush Mentoring Programs serve as powerful accelerators to eliciting, developing and expanding the contributions of Rush faculty. By creating intentional connections between mentors and faculty with shared goals, it facilitates engagement and resilience, and productivity increases.

Mentors guide in ways to help refocus toward achieving what is most meaningful, reminding each person of the unique value they can share with the University, the communities around us and the world beyond. Getting this focused guidance and support in my professional development is a major key to keeping me connected with my greater purpose and achieving excellence in the most important areas.

Naomi Parrella, MD, FAAFP, Dipl. ABOM
Medical Director, Center for Weight Loss and Lifestyle Medicine
Assistant Professor, Department of Family Medicine and Department of Surgery, Division of MIS and Bariatric Surgery, Rush Medical College

Rush Women Mentoring Program

The Offices of Faculty Affairs and Mentoring Programs established the Rush Women Mentoring Program to sustain a comprehensive program that helps Rush’s female faculty pursue career goals within a supportive and engaging environment.

The program prepares female faculty members with the skills needed to help them manage a wide range of interpersonal and professional interactions. This program meets the following goals:

- Assists female faculty in their promotion through the academic ranks and into leadership positions
- Facilitates development of policies and concrete tools to promote work flexibility and work-life balance
- Fosters a coherent system of professional development that accounts for individual needs and career pathways
- Increases visibility of female faculty and their successes within the Rush community
- Uses peer mentoring to nurture a sense of community among female faculty members
- Uses reinforcement of infrastructure to add to the scholarly knowledge of learning styles in the medical sciences

The program has two facets:

1. Junior female faculty are matched with senior female faculty based on their profile preferences survey. Guidelines are provided to help maximize their meeting productivity and create objectives based on mentees’ specific needs. The relationship is driven by the junior faculty. Currently, 59 junior-senior faculty pairs participate in the program. The group meets every six months to celebrate successes, and discuss challenges and how the program can improve.
2. The program enhances a sense of belonging among female faculty by bringing together program members and the Rush community once a month for a seminar series focused on professional development. More than 1,000 people have been in attendance at the seminar series since the program started. The RWMP is starting new initiatives to retain and advance more women at Rush.

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Mentoring is a precious gift that is grounded in the mutual exchange of time and talent among mentors and the mentees. Mentoring is also a balancing act. In order to facilitate the growth of the next generation of researchers, educators and clinicians, mentors must maintain their own scholarship activities. The best way to juggle competing demands is to recognize that you must continue to learn in order to teach. I learn something from my mentees every time we meet!

Wrenetha A. Julion, PhD, MPH, RN, FAAN
Department Chair and Professor, Department of Women, Children and Family Nursing, College of Nursing



The Mentoring Programs were critical for my development as a clinician-scholar. The Rush Research Mentoring Program has allowed me to return this service to others. It has been instrumental in providing time, education and resources to support junior faculty here at Rush and to all the early stage researchers that I have mentored and supported.

Niranjan S. Karnik, MD, PhD

The Cynthia Oudejans Harris, MD, Professor of Psychiatry

Associate Dean for Community Behavioral Health, Rush Medical College

Vice Chair for Innovation, Department of Psychiatry and Behavioral Sciences, Rush Medical College

Director, Great Lakes Node, National Drug Abuse Treatment Clinical Trials Network



Education/Research Training Curriculum for Junior Faculty

The Rush Center of Excellence on Disparities in HIV and Aging received the support of the Rush Scientific Leadership Council to convene research and education design experts from the Offices of Faculty Affairs and Mentoring Programs and the Library of Rush University Medical Center to create a curriculum that all junior researchers at Rush use to develop a research career development plan.

Modules were created to provide refreshers on library science resources and to orient mentors as they engage in junior faculty support. These eight modules were created with the following objectives and learning outcomes in mind:

Module one: Quick start

Module two: Course introduction

Module three: Knowing yourself

Module four: Developing an area of inquiry

Module five: Building your research support team

Module six: Putting together a research proposal

Module seven: Introduction to resources at the Library of Rush University Medical Center

Module eight: Being a career mentor

A logic model describing inputs, outcomes and impact goals for the curriculum development was developed and shared with junior faculty who successfully received career development awards from the National Institutes of Health. A focus group of junior faculty validated the model. Their feedback was incorporated, and module templates were developed and added to Moodle.

Online courses are designed and evaluated using standards set by Quality Matters, an independent, national program that uses benchmarks grounded in research to measures the quality of web-based courses. Each module contains objectives, an introduction to the unit, learning activities tied to the objectives and a to-do list by the faculty completing the module. An assessment piece is incorporated within the learning activity, and the curriculum design has been fully documented following instructional design process.

To date, the curriculum has been piloted with 35 faculty who joined the Research Mentoring Program. Additionally, a mentor training module has been made available to all Rush faculty and can be found on the Mentoring Programs' webpage: www.rushu.rush.edu/mentoringprogram.

Faculty Development Workshops

To support the professional growth of our faculty, Faculty Affairs and the Office of Mentoring Programs offered programs designed for all stages of an academic career. The Faculty Development Workshops are facilitated for both early career (instructors and assistant professors) and midcareer (associate professors and professors) faculty members. The courses focused on gaining leadership skills and experience, creating a strong portfolio of academic achievement and finding balance between one's professional and personal life. More than 70 faculty members participated in the first cohort, and these workshops will continue to be offered on an annual basis.



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The Rush Mentoring Program has been invaluable to my success. I have benefited from assistance with data gathering, statistical support, help with grant application, regular seminars on major topics for research and funding success, and monthly clinical and research track meetings to discuss each other’s research ideas and methodologies. The curriculum promotes interdisciplinary collaborations, and the pairing of mentors and mentees helps foster growth. I feel really lucky to be a part of this invaluable program.

Tochukwu M. Okwuosa, DO, FACC, FAHA
Associate Professor of Medicine and Cardiology
Director, Cardio-Oncology Program

National Recognition

The Offices of Faculty Affairs and Mentoring Programs have been honored with the 2019 Group on Women in Medicine and Science Leadership Award for an organization. The national award recognizes individuals and organizations for their successful commitment to advancing women faculty in academic medicine and science. The award committee noted the Rush programs’ advocacy for professional advancement of women faculty to help them to realize their potential.

The director of Mentoring Programs, Giselle Sandi, PhD, was selected by Great Minds in STEM to receive the 2019 Hispanic Engineer National Achievement Award for Education. This prestigious award honors her lifelong commitment to promote STEM education for underrepresented minority groups. Her efforts have had a sustained regional and national impact for STEM education at all levels from elementary to higher level education.

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