

FACULTY MENTORING PROGRAM

For Mentors: Guiding Principles of the Program

Your accomplishments and contributions to The University of Arizona and academic medicine are strongly regarded and thus, we recognize your potential to serve as a mentor. Your participation is very much appreciated and we thank you in advance for your time, and understanding of how critical a role mentoring is to the recruitment and retention of faculty. Overall, the quality time spent guiding our faculty will allow you to reap the rewards of improved career satisfaction, academic productivity, professional socialization, and creating a legacy of your own. Undoubtedly, your participation will advance the department's goals to develop and nurture our faculty. Philosophy and concepts from John Hopkins School of Medicine, University of California-San Francisco, and recent academic literature regarding mentoring in academic medicine have been thoroughly considered, and specifically adapted for this program, departmental size, structure, and culture. As such, the following guidelines and expectations have been compiled into one cohesive resource designed to initiate and support you in your role as mentor.

PREPARING FOR YOUR ROLE

Advisor or Mentor: Is There a Difference and Why Should I Care?

In practice, yes, there is a difference. An **advisor** is an assigned person with specialized knowledge who delivers necessary and pertinent information at the request of an individual. They often are tasked to monitor progress. In stark contrast, a **mentor** is one with a proven track record of leadership and success, and who serves as a combination of teacher, guide and advocate. Mentors take on the responsibility of seeing out the growth and development of an individual. The exchange between individuals consists of an interplay that is more personal in nature¹.

As a mentor, you should plan to share your experiences, perspective, and strategies for success in academia. Share critical incidents, challenges, decision-making processes, actions you took, and articulate why and how it could be relevant to them. You are not purely an information dispenser, parent or supervisor. You are colleague entrusted with their career development.

You should care about the difference because too often mentors do not understand how their department defines the difference. Defining what this means to our participants and what we expect clarifies your role and allows you to move forward with confidence.

Know Your Stuff!

Not only are mentees eager to learn from you in the realm of medicine, but they are eager to learn the approaches to success and navigation within the socio-professional context of the department, college, and university. As such, mentees must rely on your knowledge of several topics to make informed decisions (e.g. promotion). Do the research and consult with others for updated structures and processes. Also, gain cognizance of appropriate and possible opportunities available for mentees.

Be Open to Learning

Working within the traditional conceptualization of the mentor-mentee relationship can give rise to the assumption that it is only a hierarchical dynamic. In this case, discourse can easily fall into a one-way, top-down path. However, openness toward learning from those we guide and lead can sometimes add refreshing or alternative insight that can equalize this dynamic. Such openness could provide you with some spice for your own approaches toward professional matters.

Getting Started

If you are interested in serving as a faculty mentor, please notify the Department Head. The Department Head will maintain an up-to-date list of faculty willing to serve in the role of mentor along with current CVs.

THE FIRST MEETING

Requests and Scheduling

Studies have shown that partnerships work best when the mentee selects their mentor and manages the partnership. As such, approaching and requesting mentorship is initiated by the mentee. The onus of scheduling the first and subsequent meetings is also on your mentee. Potential mentees may contact you via email, phone or in-person. Please carefully assess your commitments and accept and/or decline professionally.

Expectations & Accountability to Each Other: The Agreement

(See “First Session Guide to Success” and “Academic Activity Plan” attached)

At the first meeting, we encourage partnerships to utilize the “Guide to Success” to give the initial interaction direction and purpose. The mentee is expected to provide these documents for reference and be prepared to discuss. The purpose of this meeting is to familiarize yourself with the professional goals of the mentee. This form will remain with the mentee so they can track and assess their progress throughout the year. This guide will ultimately serve as the official agreement between each partnership and terms for confidentiality, closure or continuance of the partnership.

When working through the agreement be sure to set realistic expectations for yourself! Most importantly, relate how your expectations and those of your mentees relate *or don't*. As you enter into agreement with your mentee realize that this is **you** formally committing to this individual and whether you hold up to your end of the agreement will impact their career trajectory and experience here. If you are going to engage in mentoring, do it with quality. Of course, the same applies to your mentee.

WORKING THROUGH THE PARTNERSHIP

ABCs of Mentoring

In your role as mentor there is an expectation that you offer purposeful guidance based on the mentees self-vision. Accordingly, there are some basics to career guidance that you should be aware of when engaging with your mentee:

- Assess their skill, knowledge, and attitudes when offering advice
- Allow them to fail at times.
- Challenge them.
- Be available when you say you will.
- Introduce them to key contacts/possible collaborators.
- Pay attention to their promotion.
- Recognize them.
- Tailor sessions to individual mentee.
- Lead-don't direct.
- Set high standards and articulate them clearly.
- Give constructive feedback in timely manner.
- Be frank with opinions with your own perspective.
- Foster open communication and be an active listener.
- Collectively set goals and agenda for subsequent meetings.
- Assist with creating and prioritizing their career plan.
- Model professional behavior.
- Discuss “survival skills.”
- Assist them with socio-political navigation.
- Inform them of additional professional development opportunities.
- View them as a respected colleague
- Don't seek to replicate yourself.
- Don't do the work for them.
- Don't be offended if they choose not to take your advice.
- Don't become best friends.

PERSONAL REFLECTION AND FORMAL EVALUATION

There will be two evaluations. First, you will have the opportunity to reflect on your experience with your mentee. You will receive a survey and set of prompt questions so can confidentially express your subjective experience. This is NOT an evaluation of the person you mentored and thus, a document that will follow the individual. Instead, this is an evaluation of your personal experience mentoring overall. Second, you will have the opportunity to annually assess the program itself (i.e. structure, available resources and support).

For Mentees: Guiding Principles of the Program

The goal of this program is to implement a support structure for faculty within the department as we understand that a variety of skills are needed to develop a successful career in academia. Our program strives to enhance your academic experience by providing you with a discussion series and faculty mentors from inside and outside the department ready to assist you with career development. Philosophy and concepts from John Hopkins School of Medicine, University of California-San Francisco, and recent academic literature regarding mentoring in academic medicine have been thoroughly considered, and specifically adapted for this program, departmental size, structure, and culture. As such, the following guidelines and expectations have been compiled to initiate and support your experience.

PREPARING FOR YOUR ROLE and UNDERSTANDING OTHERS

Advisor or Mentor: Is There a Difference and Why Should I Care?

In practice, yes, there is a difference. An **advisor** is an assigned person with specialized knowledge who delivers necessary and pertinent information at the request of an individual. They often are tasked to monitor progress. In stark contrast, a **mentor** is a colleague with a proven track record of leadership and success, and who serves as a combination of teacher, guide and advocate. Mentors take on the responsibility of seeing out the growth and development of an individual. The exchange between individuals consists of an interplay that is more personal in nature. As such, a **mentee** is one actively seeking practical guidance for dealing with professional dilemmas and strategies for career progression.

You should care because too often mentors do not understand how their department defines the difference. Defining what this means to our participants clarifies the roles and allows you to move forward with confidence and clear expectations.

The department expects your mentor to share their experiences, perspectives, and strategies for success in academia. We anticipate that they will discuss encountered challenges, their decision-making processes, actions they took and we encourage them to articulate why and how their examples relate to your current situation. Your mentor is NOT simply an information disposal, parent, supervisor, collaborator, or grant magnet. Instead, they are your guiding light, trusted teacher and ally. Respond and tap into their experience and knowledge accordingly.

Communication and Partnership Dynamics

Working within the traditional conceptualization of the mentor-mentee partnership can give rise to the assumption that it is only a hierarchical dynamic. In this case, discourse can easily fall into a one-way, top-down path. When appropriate, the department encourages mentors to embrace an openness toward learning from those they guide and lead. We believe that such openness could add refreshing or alternative insight that can equalize this dynamic and give rise to bidirectional communication.

Getting Started

You should discuss with the Department Head your personal goals and work with him/her to identify potential mentors.

THE FIRST MEETING

Requests and Scheduling

Studies have shown that partnerships work best when the mentee selects their mentor and manages the partnership. As such, approaching and requesting mentorship is initiated by the mentee. The onus of scheduling the first and subsequent meetings is also on the mentee. Mentees may contact potential mentors via email, phone or in-person approach. If you have provided your information to the Education Office and authorized an online professional profile for use on the Mentor Match software, you may research, assess possible compatibility/shared interests, and contact potential mentors via email for mentorship.

Expectations & Accountability to Each Other: The Agreement

(See “First Session Guide to Success” and “Academic Activity Plan” attached)

At the first meeting, we encourage partnerships to utilize the “Guide to Success” to give the initial interaction direction and purpose. The mentee is expected to provide these documents for reference and be prepared to discuss. The purpose of this meeting is to communicate your professional goals to your mentor and allow them time to familiarize themselves your goals. The original form will remain with you so you can track and assess progress throughout the year. It is suggested that you leave a copy with your mentor for their reference. This guide will ultimately serve as the official agreement with terms for confidentiality, closure or continuance of the partnership addressed.

Recognize Values and Limitations

Realize that your mentor will be giving their time to share their “lessons learned” and assisting you with the expansion of your networks. Come to your meetings prepared and be cognizant of their time. Be open to the information offered. Recognize that some of their guidance may not seem directly related at this time, but it could prove useful at a later point. Also, some guidance may not coincide with your work style or approach. This happens. Ultimately, it will be your choice as to how you will incorporate your mentor’s insights and tailor them to your own approach. Finally, realize that all of your needs cannot be address by one person for the entire duration of your career here. Consider the time you want to spend with your mentor and realize when it is time to move on. Expand your support team and utilize others formally or informally to address your additional needs.

When working through the agreement be sure to set realistic expectations of yourself! As you enter into agreement with your mentor realize that this is a formal commit to a partnership. Hold up your end of the agreement. If you are going to engage in it, do it with quality, self-direct, and take initiative to maintain the partnership.

WORKING THROUGH THE PARTNERSHIP

ABCs of Being Mentored

We expect mentors to offer purposeful career guidance based on your self-vision. Accordingly, there are some basics to career guidance that you should be aware of when engaging with your mentor:

- **Set your own goals.**
- **Actively seek feedback and ask questions.**
- **Keep accurate record of your progress and reflect on what happens.**
- **Own your failures and share your thoughts.**
- **Use recommendations and information to improve your performance.**
- **Observe your mentor solve problems, make decisions, manage others.**
- **Respectfully give reasons as to why you choose not to adopt recommendations.**
- **Be receptive of feedback**
- **Show your appreciation of their time.**
- **Be sensitive about their background and differences.**
- **Discuss “survival skills.”**
- **Inquire about additional professional development opportunities.**
- **Don’t take advantage or abuse your mentors time and trust.**
- **Don’t make assumptions, ask for clarification.**
- **Don’t expect them to do the work for you.**
- **Don’t become best friends or try to force a friendship.**

PERSONAL REFLECTION AND FORMAL EVALUATION

There will be two evaluations. First, you will have the opportunity to reflect on your experience with your mentor. You will receive a survey and set of prompt questions so can confidentially express your subjective experience. This is NOT an evaluation your mentor and thus, a document that will follow the individual. Instead, this is an evaluation of your personal experience mentoring overall. Second, you will have the opportunity to bi-annually assess the program itself (i.e. structure, available resources and support).

FIRST SESSION GUIDE

Getting Started: Maximizing your Experience and Taking Steps towards Success

Instructions: Within your first 90 days of employment, you as a mentee can utilize the guided questions below to formulate your annual mentoring agreement and academic career plan. This guide should be used once you have matched with a primary mentor. The purpose of this guide is to assist mentors and mentees reach and document a clear understanding of what they expect from each other. Please note, if mentees choose to have multiple mentors and mentees can easily add mentors to create teams and share the same agreement or modify the document as need using the matching software. Program participants can inquire within the Education Office if further assistance is needed.

Mentee’s Primary Short Term Goals	What goals do you hope to achieve within the year related to teaching (students, residents), research (case reports, abstracts, funding), and service (committees)?
Mentee’s Long Term Goals	What long term career goals do you have?
Mentor’s Responsibilities & the Mentee’s Expectations of them	Mentors cannot make promises, but they can offer supportive guidance, constructive criticism, and encouragement. The mentor should provide informal advice to the new faculty member on aspects of teaching, research and committee work and/or be able to direct the new faculty member to appropriate other individuals. Are there additional or perhaps, more specific expectations that you have of your mentor?
Mentor’s Primary Goals & Expectations	What do you hope to accomplish and take away from the pairing either personally or professionally?
Policy on Scheduling and Meetings	As the mentee you will be responsible for the scheduling/re-scheduling of appointments. The Department strongly recommends, but does not limit participants to the following points: <ul style="list-style-type: none"> • The duration of the mentoring relationship to be a minimum of one year • The frequency of meetings be monthly • The duration of meetings range between a half hour to one hour • The location of meetings to be at the office of the mentor • Face-to-face communication for formal session • Phone or skype communication for informal sessions
Progress Notes, Reflection, and Evaluation	The department strongly encourages that progress notes and assessment regarding mentee’s progress, mentors and mentee’s relationship, satisfaction, and overall program take place. Below we ask that you consider setting target dates for such assessment and reflection. <ul style="list-style-type: none"> • Projected Date for Progress Report • Projected Date for Annual Review
Defining Success	What criterion defines a successful relationship to you and your mentor?
Confidentiality Clause	The Department believes that a mentoring relationship should be one that this grounded in mutual trust and respect. How do you expect personal and professional confidence to be handled?
Request for Termination of Relationship	The Department strongly advises that you decide whether there will be an “Agreement to a No Fault Conclusion.” This is where a relationship concludes if either party feels that the intended goal is not being achieved, without either blaming the other. Will you consider this agreement?

ANNUAL ACADEMIC ACTIVITY PLAN

Research/Scholarly Activity

_____ Target Research Project Involvement Area of Interest(s): _____

_____ Target Publications (range from below)

_____ Case Reports

_____ Journal Article

_____ Chapter/Book Review or Contribution

_____ Abstracts/Posters

_____ Target Oral Presentation(s) at a National, Regional, or Local Conference

Specific expectations in securing funding for research and/ or participation grant proposals in first year:

Teaching/Educational Activities

_____ Lead Didactics for medical students

_____ Lead Didactics/Grand Rounds for residents

_____ Lead Didactics/Grand Rounds for XXX Fellows

_____ Participate in Mentoring Brown Bag Session(s)

Expectations for Teaching on service:

Possible education based committees to serve on (section, department, regional, national):

Clinical Niche and Interests

References

Abbott, I. (2001). *Working with a Mentor: 50 Practical Suggestions for Success*. National Association of Legal Professionals (NALP).

Cho, C., Radhika, R., and Feldman, M. (2011). *Defining the Ideal Qualities of Mentorship: A Qualitative Analysis of the characteristics of Outstanding Mentors*. *The American Journal of Medicine*.

Detsky, A. (2011). *Academic Mentoring-How to Give It and How to Get It*. *Journal of American Medical Association* Vol. 297 (19).

Sambunjak, D., Straus, S., Marusic, A. (2006). *Mentoring in Academic Medicine: A Systematic Review*. *Journal of American Medical Association*. Vol. 6 (9).

Tekian, A., Jalovecky, M. Hruska, L. (2001). *The Impact of Mentoring and Advising At-risk Underrepresented Minority Students on Medical School Performance*. *Academic Medicine: Educating Physicians* Vol. 76 (12) pp. 1264.

Tobin, M (2004). *Mentoring: Seven Roles and Some Specifics*. *American Journal of Respiratory Critical Care Medicine*. Vol. 170 pp. 114-117.