

COLLEGE OF MEDICINE  
GUIDELINES FOR MENTORING JUNIOR FACULTY

I. Mentoring

Mentoring is essential for academic success and should be initiated promptly upon joining the faculty. All instructors and assistant professors should receive mentoring in the form of (1) academic process guidance and (2) professional development),

A. Academic Process Guidance includes:

1. Reviewing criteria for advancement and promotion including deadline dates for academic actions.

B. Career Guidance (professional development) includes:

1. Assisting in time management and setting career priorities, goals and choices to judiciously balance research, teaching, management, clinical activities, and service to the department, University, professional organizations and the community.
2. Assisting in developing strategies to manage multiple demands on academic time, including knowing when to say “no”.
3. Determining what the mentee must accomplish in a specific period of time to advance academically; supplying honest criticism about the current year as well as planning ahead; advising the mentee regarding what the department views as acceptable scholarship in the mentee’s series.
4. Reviewing and critiquing manuscripts, abstracts, grant applications and presentations.
5. Suggesting ways to develop management skills, at increasing complexity levels.
6. Providing advice on institutional and departmental allocation of physical resources, including space, core facilities, equipment, and appropriate staff support.

7. Providing guidance on departmental, institutional and national resources and opportunities available for professional development.
8. Suggesting ways to improve scholarly output, including advising on grant writing, facilitating the development of professional collaborations, and encouraging participation in professional organizations; making the mentee aware of competitive grants and other opportunities for research funding; assisting in linking the mentee with other people, locally and nationally, who share common scholarly interests.
9. Providing encouragement to promote excellence in teaching students at every level (medical students, housestaff, allied health). Monitoring the amount of time to be expended on teaching, and levels taught; providing constructive criticism of the mentee's teaching performance, based on a review of redacted evaluations by students, housestaff and peers.
10. Providing encouragement and promoting individual recognition (e.g., nomination for awards), and advice on how to "showcase" one's work.
11. Suggesting ways to improve the organization of the Curriculum Vitae, including guidance on what to include and what to delete in order to avoid the charge of "padding".
12. Advising on the development and maintenance of an academic dossier, to include a list of referees to write letters of support for promotion, documentation of teaching responsibilities and evaluations, and a summary of committee participation.

II. Mentoring Process is the Responsibility of the Department Chair

- A. The department Chair should oversee the entire mentoring process.
- B. The department Chair should designate the senior department faculty to assume responsibility for mentoring the junior faculty, using these guidelines.

III. Academic Process Guidance

Each new faculty member should be given an individualized counseling session regarding the academic process no later than 1 month after joining the faculty.

#### IV. Career Guidance (Professional Development)

- A. Faculty should be given a copy of these guidelines and be encouraged to select a mentor from a designated list. Faculty may change the mentor if the relationship does not work well.
- B. Documenting the dates of formal meetings between mentor and mentee to review progress.
- C. The junior faculty should be surveyed periodically to determine the effectiveness of the mentoring process.

Mentoring thrives on informal continuous guidance. The frequency of informal conferences between mentor and mentee for career counseling should be left to the discretion of the mentor. Junior faculty members and their mentors should meet no less than twice a year to formally review progress, and the dates of these meetings should be documented. To preserve the necessarily confidential nature of discussions between the mentor and mentee, except perhaps for a statement of professional goals the content of these discussions should not be revealed.

#### V. Identifying a Mentor for Career Guidance

- A. Mentorship is hierarchical necessitating an Associate Professor or Professor who has established a successful career. A mentoring relationship may develop between junior and senior faculty members in different departments. This should be encouraged, but the junior faculty member should also receive career guidance by a member of his/her own department's faculty. The junior faculty member ideally should identify his/her mentor as soon as possible, but no later than 6 months after joining the faculty.
- B. The Chair (or his/her designate) should facilitate identification of the mentor by discussing with the junior faculty the need for career guidance.
- C. The Chair (or designate) should communicate the mentee's choice to the potential mentor, and document the approval of the mentor.