

Department of Medical Imaging Mentoring Program

Purpose:

The Department of Medical Imaging Mentoring Program is designed to provide a positive academic experience for junior and senior faculty and to insure maximal professional satisfaction and career development. It is designed to improve opportunities for success of all but especially junior faculty and to improve the work environment for participating faculty.

Program Structure:

A mentoring plan will be individually developed for all new faculty members and for any other faculty member requesting such a plan for further career development. Mentoring and career development are expected to be part of the required annual review for each faculty member.

The Department Head, Section Chief and Vice-Chair of Research and Education will work with each new faculty hire in deciding the appropriate initial faculty rank and in deciding whether the faculty member should be on the tenure track or other appropriate track. Mentoring will be offered to all clinical and research faculty in all tracks.

The Department Head, Section Chief and Vice-Chair of Research and Education will initially recommend a mentor who is senior to the faculty member and ideally actively involved in teaching, patient care, and/or research as relevant to the faculty member. The mentor will be independent from the Department Head as the mentor will serve as an advocate for the faculty member.

It is the departmental goal for all faculty members to have their own office, adequate secretarial support, adequate computer hardware, software, and network support, and access to the teaching and academic facilities of the University. All faculty members will be given an academic allotment annually for professional books, journals, and meetings. The amount of the annual academic allotment may vary from year to year. It will be set by the Department Head in consultation with the departmental faculty as a whole.

Mentoring Plan:

New faculty appointees will have a mentoring plan addressing the following expectations for mentoring:

Academic – a brief overview of the mentoring available for the new faculty member on the everyday aspects of research, time management, and preparation for promotion and tenure.

Teaching – the teaching expectations for the faculty member will be enumerated, such as resident conferences, teaching rounds with other services, and medical student conferences. The mentoring available will be noted.

Clinical Service – the clinical service requirements for the faculty member will be listed and the resources and training for this service will be delineated.

Service - the service requirements (e.g., committees) for the faculty member will be listed and the resources and training for this service will be delineated.

Timeline for Promotion and Tenure – a brief time line will be developed outlining a flexible multi-year plan for promotion and tenure.

The new faculty member will be asked to approve their individual plan in consultation with their mentor and the Department Head. A possible template for such a plan is provided below.

Key Roles for Mentor(s):

- 1) Advise on clinical duties, expectations, local policies and procedures.
- 2) Advise on local/national grant opportunities, applications and submissions; including finding funding sources and appropriate preparation.
- 2) Advise on appropriate work load and interaction with Administration (i.e., what types of committee assignments are (are not) appropriate for junior faculty members that will both contribute to the University and build the curriculum vitae for tenure and promotion.
- 3) Advise on recruiting, maintaining and mentoring students, post-docs and technicians. This includes providing key information on University/State rules on hiring/firing and graduate/undergraduate program rules for student recruitment and retention.
- 4) Advise/Introduce mentee to members of state, national and international Societies/Programs/Meetings with respect to promoting/advising junior faculty member for journal reviews, awards, editorial boards (all when appropriate) and specifically introduce the new faculty member to other researchers in their field (e.g., potential collaborators and letters for tenure and promotion).
- 5) Advise on teaching, including lecture preparation and arrangements for peer reviews from within department.

Format:

Recognizing that each mentor-mentee relationship is unique, there is no required format for mentor-mentee interactions. It is expected, however, that each mentor and mentee meet face to face at least two times a year to discuss progress and/or limitations. More frequent meetings are highly encouraged.

Mentor Commitment:

- 1) Mentor(s) and the mentee are expected to make a serious commitment to mentoring and be proactive in their approach to furthering the career of the mentee.

2) In consideration of the time, effort and expertise required for faculty members to mentor effectively, it is suggested that two or more persons may be better than a single mentor. Primary mentoring duties should be split at an early meeting among mentors and mentee, with the implicit understanding that mentoring could occur by any mentor among any category. For example, primary duties for one mentor might be aimed at teaching, primary duties for a second mentor aimed at research and primary mentoring for a third mentor aimed at service. Specific priorities should be documented in a mentoring plan after an initial meeting.

3) Mentoring will be recognized as an important part of faculty effort and will factor into the Service component of the Annual Performance Review.

External Mentors:

The mentoring plan is not likely to cover all mentoring needs. To add a different perspective, faculty members are encouraged to seek an additional mentor outside Department of Medical Imaging or the University of Arizona. The department head and the Mentoring Committee will be available to advise on selection of external mentors.

Mentee Commitment:

1) Clearly define career goals and milestones and take initiative in implementing, updating and revising them, and informing the mentor(s) of progress, obstacles and alternatives

2) Organize biannual committee meetings

3) Update the mentoring committee and Department Head on any changes in career goals, accomplishments, problems or concerns as soon as possible

4) Evaluate the mentoring relationship annually

Annual Reviews:

Annual reviews will cover the preceding calendar year in accordance with University requirements. The annual review for new faculty and junior faculty will also be focused in part on how well the mentoring program is supporting the faculty member. The timeline for promotion and tenure will be reviewed and modified as needed.

All faculty members will be encouraged to provide positive or negative feedback and constructive criticism to the Head about the departmental direction and senior leadership in the department including the leadership of the Departmental Head, Section Chief, and Vice Chairs where applicable.

Resources for Mentors:

1) National Academics Sciences <http://www.nap.edu/readingroom/books/mentor/>

- 2) **National Institutes of Health** <http://www1.od.nih.gov/oir/sourcebook/ethic-conduct/mentor-guide.htm>

Faculty Development Plan Template:

Developing a plan is critical to your long-term success! It requires attention and thought and you should discuss it with your mentor(s). The core structure of your plan should address three items:

- (1) A broad description of your current career goals with respect to your long-term vision.
- (2) A list of 3-6 short-term (one year) strategic objectives. What do you want to accomplish this year to advance along your career?
- (3) A list of your intermediate strategic objectives (1-3 years).

It is helpful to refer to the Promotion and Tenure guidelines used by The University of Arizona College of Medicine when developing your plan. You should discuss your plans with another member of the faculty or your mentor(s) that you feel could provide useful feedback

For each of the following areas, determine which level of emphasis best describes your long-term career goals. Your plans should take salary support into consideration. Being academically successful involves garnering sufficient salary sources and managing time for balancing for your clinical, teaching, service and research activities.

Teaching

Mentor-Mentee Template

_____ % **Clinical Activities:**

- Specify time allocated (hours, days, weeks, months per year) for clinical duties
- Specify time allocated (hours, days, weeks, months per year) for clinical committees
- Specify clinical expectations

_____ % **Research Activities:**

- Describe research interests and goals of faculty member (more detail for tenure track faculty members)
- Indicate any guaranteed academic time
- Specify amount of time (hourly, daily, weekly, monthly) dedicated to each research activity such as laboratory time, clinical time, amount of time for writing abstracts/publications, time to prepare and present data at conferences.
- Specify time allocated (hours, days, weeks, months per year) for professional development (attend conferences, workshops, writing, etc).
- Specify amount of time projected to spend with mentor
- Target # _____ Research Project Involvement Area of Interest(s)
- Target # _____ Publications

- Target # _____ Case Reports
- Target # _____ Journal Article
- Target # _____ Chapter/Book Review or Contribution
- Target # _____ 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:

_____ % **Teaching Activities:**

- Specify time allocated (hours, days, weeks, months per year) to present didactic lectures to residents, fellows, medical students, post-graduate students, and/or undergraduate students
- Specify time allocated (hours, days, weeks, months per year) to teach medical school courses, medical school electives, department courses, and/or college/university courses
- Specify time allocated (hours, days, weeks, months per year) for other teaching time spent with students, residents, and/or fellows (research laboratory, advisor)
- Specify time allocated (hours, days, weeks, months per year) for teaching preparation
- Target # _____ Lead Didactics for medical/graduate/undergraduate students
- Target # _____ Lead Didactics/Grand Rounds for residents
- Target # _____ Lead Didactics/Grand Rounds for Fellows
- Target # _____ Participate in Mentoring Brown Bag Session(s)

_____ % **Service Activities**

- Specify time allocated (hours, days, weeks, months per year) for administrative duties
- Specify time allocated (hours, days, weeks, months per year) for serving as a member of local, state, national, international organizations, committees, societies, and/or boards\ Specify time allocated (hours, days, weeks, months) to serve on department, college, and/or university committees
- Specify committees interested in

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| 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 is 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? |