

Department of Pediatrics Mentoring Plan



Mentoring Committee

- Sean Elliott
- Manny Katsanis
- Scott Klewer
- Wayne Morgan
- Ziad Shehab
- Sue Mathews



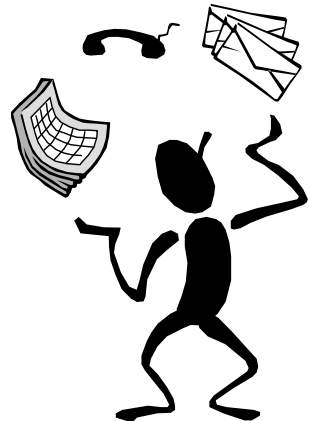
Goals

- To provide a positive academic experience for junior and mid-level faculty
- To ensure maximal professional satisfaction, career development and successful promotion
- To promote success in teaching, research, service (clinical and administrative)
- To retain faculty members within the department and the University



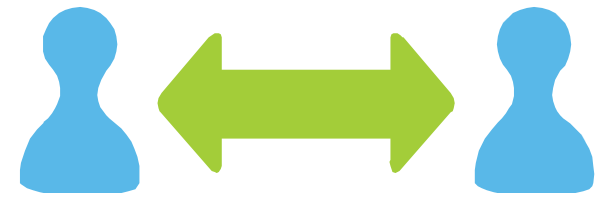
Goals

- To enhance skills and accomplishments by:
 - Increasing professional networking opportunities
 - Providing insight into new technologies, ideas
 - Providing perspective for teaching, research and clinical activities
 - Increasing early focus on promotion relevant activities





Structure



- The model for mentoring in the Department of Pediatrics is that of one-on-one mentoring in which a senior faculty member is assigned to a junior faculty member
- This assignment will be made/approved by the Department Mentoring Committee in collaboration with the Section Chief and Department Head



Matching Mentors & Mentees

- Mentoring will be provided for all faculty at the rank of Assistant and Associate Professor
- Mentors can be from within or outside the Department of Pediatrics
- Section chiefs may serve as primary mentors for their faculty if there is an appropriate academic/research reason for this assignment
- The quality of mentoring and area of expertise will drive mentor selection
- Faculty members are encouraged to identify additional mentors for other aspects of their career advancement

Assignment of Mentors



- An initial mentor will be assigned to assistant professors
- The goal here is to identify a longer term 'permanent' mentor with expertise and interest relevant to the faculty member's goals/career
- It is an organic process that needs to grow a relationship rather than a simple administrative 'assignment' process

The Mentoring Relationship

- Mentors should meet regularly with their assigned mentee with a minimum of quarterly meetings evaluating career progress
- Mentors are encouraged to evaluate their mentoring skills using materials provided through the Office of Faculty Affairs, and obtain additional training, as appropriate.





Mentoring Roles/Actions

- Review/critique the mentee's work.
 - Reading manuscripts and providing constructive criticism in a timely manner
 - Evaluating teaching
 - Evaluating clinical work/service activity
- Give practical advice about the development of a national reputation
 - Assessment of committee invitations
 - Journals in which to publish
 - Time management / academic focus
- Review mentee's plan for achieving his/her career goals, and advise about what needs to be done to be promoted

Mentoring Roles/Actions

- Provide/facilitate connections for the mentee to others in their field, and pass on opportunities such as talks to give, review papers, and grants to seek.
- Model all aspects of faculty behavior, including relations with the community, colleagues, staff and employees.
- Provide institutional knowledge about what activities are rewarded, where resources may be found, and who has the power/influence to get things done.



Mentoring Roles/Actions

- Advocate for the mentee within the department, for example by assisting in assuring protected time for the mentee to achieve particular goals [e.g. grant submission].
- Advise about balancing work and personal life
- Invite to work related social events to facilitate networking



Mentee's Roles/Actions

- Critically evaluate career goals
- Seek timely feedback
- Evaluate the mentoring relationship annually
- Be pro-active in career development



Getting Started



- Confidentiality agreement
- Mentoring agreement including meeting planning
- Set up quarterly meetings to evaluate progress and plan for action
- Modelled after OPM mentoring process



Quarterly Meeting



■ For the Mentee:

Mentee Action Plan

With your mentor, set goals that are focused, realistic, and tied to your career goals

Effective goals should be **SMART**:

S: Specific

M: Measurable

A: Achievable

R: Results oriented

T: Time based

Career Goal #1: _____

Competency: What specific skills do I need to achieve this goal?

Activity: What actions will I take to develop this competency and achieve this goal?

Beginning Date:

End Date: |

Evaluation: I will know I have achieved my goal when....

Quarterly Meeting



■ For the Mentor:

Mentor Action Plan

With your mentee, set goals that are focused, realistic, and tied to your mentee's career goals

Effective goals should be **SMART**:

S: Specific

M: Measurable

A: Achievable

R: Results oriented

T: Time based

Career Goal #1: _____

Activity: What actions will I take to help facilitate my mentee developing the necessary competencies or take the necessary actions to achieve this goal?

Begin Date

End Date

Quarterly Meetings



- The meeting plans/reports will be kept by the mentor/mentee pair and will be sent to the mentoring committee for review

Annual Meeting



- In addition to quarterly meetings, mentors and mentees will meet annually after the evaluation process by Section Chief and Department Head
- Review the evaluations received, goals set, and plans needed
- Complete independent evaluations of the process

Annual Mentoring Program Evaluation



- Both the mentor and mentee will evaluate the mentoring process on an annual basis following the mentee's annual evaluation
- They will be independently and confidentially be asked to evaluate the process
- They will not be directly asked to evaluate each other



Evaluation of Mentoring Program

- The Mentoring Committee will prepare an annual report to the Dept Head and Executive Committee summarizing the program and the evaluations by the mentor/mentee pairs



Evaluation Components

- Key areas:
 - The number of faculty meeting promotion criteria and achieving their career goals in a timely manner
 - An evaluation of the system highlighting strengths, weaknesses, opportunities for improvement.



Evaluation Process

- The mentor and mentee will be asked to confidentially and independently reflect on the mentoring process:
 - Support
 - Resources
 - Structure
 - Impact on workload balance

Role of the Mentoring Committee

- YEAR 1: Vice-Chair for Academics meets with faculty early on (interviewing or shortly after hire)
 - Reviews the track system
 - Reviews promotion guidelines
- YEAR 2: The Associate Head for Academics will meet with the mentor(s) and faculty member and review progress, career planning, and development of scholarship commensurate with academic track





Role of the Mentoring Committee

- Year 3: The Dept of Pediatrics Mentoring Committee will review the faculty member's progress and meet with the faculty member, mentor(s) and section chief
- This will result in a written summary for the faculty member which will be forwarded to the Department Head

Role of the Mentoring Committee

- [Year 4: The Associate Head for Academics will again meet with the faculty member and mentor(s)]
- Year 5: The Mentoring Committee will again review progress.
 - For tenure-track faculty, the evaluation of promotion likelihood is critical at this point
- In the promotion evaluation year (Year 6): Sue Mathews will work with the faculty member, Section Chief, Mentor, and Assoc. Head for Academics in preparing the promotion packet
 - Section administrative staff play a key role in preparation



Challenges

- Faculty are very busy clinically with limited time to develop academically
- We have not had a pro-active, aka 'pushy' mentoring process and left too much up to faculty who were relatively junior in the academic process
- There are academic tracks for everyone, but cognitive dissonance about using the clinical track
 - GOOD: Encourages academic advancement and sets goals
 - BAD: Sets up full-time clinicians focused on care and teaching for failure/disappointment
- This is a time-intensive approach and may not be 'right sized' for resources available

