



THE UNIVERSITY OF ARIZONA
COLLEGE OF MEDICINE TUCSON

Otolaryngology - Head & Neck Surgery

Department of Otolaryngology Faculty Mentoring Program

Purpose

The purpose of this document is to provide guidance to faculty members in the Department of Otolaryngology who want to achieve individual full potential as a member of the College of Medicine. Since the University is a place where everyone is learning, it is vital that each member of the faculty demonstrate tangible evidence that professional growth, whether it be in the easily measured domains of writing papers for publications, writing and receiving grants, or preparing and presenting lectures for students and trainees of our colleges, or in the less easily measured aspects of teaching students, residents and fellows, mentoring young investigators and junior faculty, or developing clinical expertise by specializing in some area of clinical medicine.

Leadership

The department's mentoring process is directly tied to its promotion and tenure process. Therefore responsibility for both the mentoring program and the promotions process falls under the Department of Otolaryngology's Promotion and Tenure Committee. That committee is chaired by Dr. Abraham Jacob.

Attributes of a Good Mentor:

- Committed to his or her mentee and the mentoring process.
- Has realistic expectations of the mentee-mentor relationship.
- Is available and approachable.
- Listens well and demonstrates patience.
- Maintains confidentiality.
- Keeps promises and follows through.
- Is non-judgmental and accepting of personal differences.
- Demonstrates sensitivity to the mentee's needs.
- Has the mentee's best interests in mind.
- Enjoys watching his or her mentee's development.
- Exhibits high professional and moral character.
- Treats others with respect.

Responsibility of the Mentee:

- It's the mentee's responsibility to remind, maintain and be punctual in all scheduled meetings with the mentor.
- Clarify with the mentor about expectations, goals and objectives for this mentoring partnership.
- Do not hesitate to disclose strengths and weaknesses, and seek advices.
- Review progresses periodically with the mentor.

- The mentee should keep the mentor informed of any problems or concerns as they arise. If input is desired, give sufficient time to allow the mentor to review and provide feedback.

The faculty mentor will review:

1. The College of Medicine Promotion and Tenure guidelines including tracks, timelines, and criteria for promotion to each rank.
2. The Mentor will also review mentee's measurable progress in the following areas:

Academic Educator

1. Documentation of completion of educational requirements necessary for career in academic teaching.
2. A statement of the faculty member's philosophy of teaching and learning.
3. A list of teaching goals for student accomplishment.
4. Teaching methods and evaluation strategies used by the faculty member.
5. Descriptions of the faculty member's participation in course and/or curriculum development.
6. Descriptions of the faculty member's engagement in the scholarship of teaching and learning.
7. Evidence of teaching accomplishments:
 - a. Description of types of different teaching activities performed by the faculty member such as formal courses, small group seminars, one-on-one tutorials, supervision of student research projects, chairing thesis or doctoral committees, and coaching manuscript preparation for students, residents, and fellows.
 - b. Course materials (syllabi, readings, handouts, assignments, examinations) developed by the faculty member.
 - c. Samples of faculty member's teaching innovation (simulation, educational technology).
 - d. Samples of manuscripts related to teaching and/or educational activities in which the faculty member is listed as an author.
 - e. Student, resident and fellow evaluations of faculty member's teaching.
 - f. Peer evaluations of faculty member's teaching.
 - g. Audience evaluations of faculty member's presentations at state or national meetings.
 - h. Membership in departmental, college, university, society, community, state, regional, national and international committees or organizations related to teaching.
 - i. A list of first authored publications (papers, chapters, reviews, textbooks) related to teaching.
 - j. A list of senior authored publications (papers, chapters, reviews, textbooks) related to teaching.
 - k. A list of co-authored publications (papers, chapters, reviews, textbooks) related to teaching.
 - l. A list of grant awards related to teaching.
 - m. Presentations on teaching at national/international meetings.

- n. Leadership roles in teaching within the Department of Otolaryngology, the College of Medicine, and the University.
- 8. Mentoring achievement in teaching:
 - a. Individuals mentored.
 - b. Achievements of mentees in teaching arena.
 - c. Where mentees are today.

Academic Clinical Educator

1. Documentation of completion of educational requirements necessary for career as an academic clinician, including certification by appropriate specialty board(s).
2. Evidence of a heavy clinical load.
 - a. Examples:
 - i. RVUs per year.
 - ii. Operations per year.
3. Evidence of excellence in high quality patient care.
 - a. Examples:
 - i. Patient satisfaction scores (Clinician & Group Consumer Assessment of Healthcare Providers and Systems, or CG-CAHPS).
 - ii. NSQIP outcomes (Meaningful Use).
4. Descriptions of innovation in clinic practice.
 - a. Examples:
 - i. New clinical services that the faculty member established.
 - ii. New clinical services that the faculty member participated in.
 - iii. New surgical techniques.
5. Evidence of organization of clinical services to provide an optimal setting for medical education and a data base for research.
6. Evidence of excellence in clinical training of students, residents and fellows.
7. Documentation of teaching activities including formal lectures, grand rounds, and continuing medical education.
8. Superior evaluations of teaching by students, residents, fellows, peers, course directors and department chairs.
9. First authored publications (papers, chapters, reviews, textbooks).
10. Senior authored publications (papers, chapters, reviews, textbooks).
11. Co-authored publications (papers, chapters, reviews, textbooks).
12. Presentations at national or international meetings.
13. Peer recognition for clinical activities including invitations to present at national/international meetings and other universities.
14. Co-investigator on research grant awards.
15. Mentoring achievements:
 - a. Clinicians trained.
 - b. Achievements of trainees.
 - c. Where trainees are today.
16. Membership and involvement in professional and scientific organizations.
17. Contributions to clinical oriented committees at department, college, university, community, state, regional, national and international levels.

18. Leadership roles in clinical activities in appropriate department, college, or university.

Academic Research

1. Documentation of completion of educational requirements necessary for career in academic research.
2. List of first authored original publications (with impact factor information if possible).
3. List of Senior authored original publications (indicate whether the first author was someone you mentored).
4. List of Co-authored original publications.
5. List of other publications, e.g., review papers, book chapters, textbooks.
6. List of career training grant awards as PI.
7. List of independent grant awards as PI.
8. List of grant awards as Co-investigator.
9. List of presentations of research at national/international meetings.
10. Peer recognition for research activities including invitations to present at national/international meetings and other universities.
11. National recognition as evidenced by election to specialty societies, editorial boards, service on national committees, NIH study sections, grant review panels of other funding agencies.
12. List of institutional or external research awards.
13. List of mentoring achievements: individuals mentored, achievements of mentees including grants received and important publications of mentees under your guidance, and where mentees are today.
14. Memberships and involvement in professional and scientific organizations.
15. List of contributions to research-oriented committees at department, college, university, community, state, regional, national and international levels.
16. Leadership roles in research in appropriate department, college, or university.

Evaluation of Effectiveness of the Mentoring Program

1. Both mentors and mentees should complete the Mentoring Evaluation Form as a means of feedback to each other and to the Mentoring (P&T) Committee.
2. Measures of Mentoring Program success are:
 - A. Professional career advancement of junior faculty,
 - B. Overall department achievement in academic and clinical endeavors, i.e.:
 - a. Clinical Program building,
 - b. NIH ranking,
 - c. Record of publications, regional and national presentations, grant funding, and educational curricula,
 - d. Expansion of residency program, Board Certification scores, and resident match.
 - C. Faculty retention.

Evaluation of Mentor/Mentee Relationship

TO BE COMPLETED BY MENTEE

Mentee: _____

Mentor: _____

| ITEM | Excellent | | Fair | Poor | |
|--|-----------|---|------|------|---|
| 1. The mentor is available on a regular basis | 1 | 2 | 3 | 4 | 5 |
| 2. The mentor helps define goals. | 1 | 2 | 3 | 4 | 5 |
| 3. The mentor has respect for the mentee. | 1 | 2 | 3 | 4 | 5 |
| 4. The mentee has respect for the mentor. | 1 | 2 | 3 | 4 | 5 |
| 5. The mentor is an appropriate role model for the mentee. | 1 | 2 | 3 | 4 | 5 |
| 6. The mentor has a good understanding of the challenges presented to the mentee. | 1 | 2 | 3 | 4 | 5 |
| 7. The mentor has been helpful in guiding the mentee through the challenges presented. | 1 | 2 | 3 | 4 | 5 |
| 8. The mentor provides both support and constructive criticism of the mentee. | 1 | 2 | 3 | 4 | 5 |
| 9. The mentee maintains a portfolio of publications, lectures, clinical development, faculty/university service for periodic review with mentor(s) and annual review with chair. | 1 | 2 | 3 | 4 | 5 |

TO BE COMPLETED BY MENTOR

Mentee: _____

Mentor: _____

| ITEM | Excellent | Fair | Poor |
|---|-----------|------|------|
| 1. The mentee is available on a regular basis | 1 2 | 3 | 4 5 |
| 2. The mentee helps define goals. | 1 2 | 3 | 4 5 |
| 3. The mentor has respect for the mentee. | 1 2 | 3 | 4 5 |
| 4. The mentee has respect for the mentor. | 1 2 | 3 | 4 5 |
| 5. The mentee exhibits understanding of the requirements, policies, and procedures for promotion and tenure. | 1 2 | 3 | 4 5 |
| 6. The mentee has a good understanding of the challenges presented to the mentee. | 1 2 | 3 | 4 5 |
| 7. The mentee has developed an established relationship(s) with a mentor(s) in the area of teaching, research, clinical service, and faculty development. | 1 2 | 3 | 4 5 |
| 8. The mentee takes criticism/suggestions from the mentor and reacts appropriately. | 1 2 | 3 | 4 5 |