



**UNIVERSITY OF ARIZONA
COLLEGE OF MEDICINE
DEPARTMENT OF PSYCHIATRY**

MENTORING PROGRAM

The Department of Psychiatry Mentoring Program is designed to assist the professional, academic, and personal development of our faculty members. The program will identify and foster pursuit of scholarly activities for each faculty member, according to their background and career goals, contributing to research, teaching, training, innovation, community service and/or clinical care. This will enhance the academic identity of the Department and its members.

The foundational core of the program is that all faculty members participate in the dissemination of knowledge through teaching activities, both in the classroom and in clinical settings. Some faculty members, particularly those in the tenure track, are also involved in the generation of new knowledge through research. Therefore, all faculty members participate in disseminating knowledge and some also generate new knowledge.

The goal of this program is to provide the resources needed to ensure that everyone will have at least one topic area that they are a *content expert* in. They will be the go-to-person in any given area, e.g. a particular diagnostic domain, a type of treatment or a service delivery model. They will develop expertise and be known for this locally, regionally and perhaps beyond. Clinical faculty will be involved almost exclusively in the dissemination of knowledge but may also assist in some research, whereas tenure-track faculty are typically PIs and drivers of research and generators of new knowledge.

Mentoring Program for Clinical Scholars

Finding a focus

Many faculty members are skilled in general psychiatry but do not have a specific scholarly focus as described above. Finding a focus about which a person has a passionate interest is not easy. For faculty members in this category, we propose the following steps.

Quarterly faculty forums

The 90 minute meetings will begin with a 30 minute talk (including discussion) by a senior faculty member who describes how he or she discovered their own academic focus. Next, faculty members will meet in small groups of 5-6 for 45 minutes to brainstorm about possible focus topics. The last 15 minutes will be spent with each group sharing tips with the others on strategies being developed to find a focus. Between sessions faculty members will read and think about a potential focus and report back on their progress at the next quarterly meeting. Once everyone has found a focus these forums can cover different topics associated with advancing one's scholarly career, such as time management, scholarly writing, giving a talk, writing grant proposals, etc.

Choosing a mentor

Once a general area of interest is identified the faculty member will choose a senior member of the department to be a mentor. The mentor will assist the faculty member in refining their focus. This mentor may also assist in finding an external mentor who specializes in that specific topic. Once the topic is sufficiently developed, the faculty member need not attend the quarterly forums on focus development, although he or she is free to do so.

Stages of development

For purposes of tracking progress and facilitating scholarly development, the process of becoming an expert in a given scholarly area can be described as follows.

Stage 1

Begin the process. Start to explore possible topics of interest.

Stage 2

Initial broad focus identified, e.g. bipolar disorder. The next step is refining the search for a specific niche. It is important to find a topic that one can pursue on a long-term basis given the training and expertise that one has had.

Stage 3

Be able to describe the specific focus of interest. At this stage the faculty member will write a paper, reviewed by the mentor and eventually shared with other faculty members, describing the focus: why it is important, why it is interesting, what isn't known, what is the cutting edge, how knowledge might be advanced in the short term (next few years) and how it might be advanced in the longer term (5-10 years).

Stage 4

Give a short talk on the topic within the department to trainees; then a full 45-50 minute talk; then a Grand Rounds.

Stage 5

Write a review article or book chapter for publication.

Stage 6

Find local, regional or national venues for speaking. Attend conferences outside Tucson. Receive and accept invitations to speak out of town.

Stage 7

Find opportunities to collaborate in research or other scholarly activities that extend knowledge in the topic area.

Stage 8

Develop a national reputation.

Stage 9

Develop an international reputation.

Mentoring Program for Tenure Track Faculty

Faculty members in the tenure track have typically progressed through many of the stages described above depending upon their career stage. Assistant Professors in the tenure track must have an internal or external mentor and may be at or near stage 8. Progress in research or other scholarly pursuits can be tracked using the usual metrics, including publications, grants, speaking invitations, participation in review committees and other national organizations, etc.

Matching Mentors and Mentees

Mentoring will automatically be provided for all faculty members at the rank of Assistant Professor in the Department. Mentors should preferably have an academic affiliation with our department.

Faculty members are encouraged to identify additional mentors bringing complementary expertise to assist in making career progress. Faculty members

at a level of Associate Professor or higher will be asked to serve as mentors, but are also encouraged to seek and retain their own mentors.

Assignment of Initial Mentors to Junior Faculty

A Psychiatry Mentoring Committee will be created consisting of three or four senior faculty members, at least one of whom is not in the tenure track. The Psychiatry Mentoring Committee will assign an initial mentor to all assistant professors currently in the Department, and to incoming assistant professors (in all tracks) prior to their arrival in the Department.

The purpose of this initial advising relationship is to assist in identifying a longer term mentor based on the faculty member's objectives and interests. The permanent mentor will likely be someone who has values, expertise and interests similar to those of the junior faculty member. Permanent mentors will first be sought from within the Department. If there is no appropriate senior faculty member in the department, a mentor will be sought from another department.

Expectations of each participant

Once everyone in the department has a scholarly focus, the Psychiatry Mentoring Committee will be in charge of organizing the quarterly group discussions for mentees:

- General professional skills (time mgmt, communication, writing, teaching)
- Promotion and Tenure Topics and Preparation
- Research development (space, time, resources, regulatory issues)
- Grant preparation (sources, application format, submission)
- Grant/Project/Program Management (Research, Educational, or Services)

Mentors should meet at least monthly with their assigned mentee, and should participate in semi-annual departmental meetings and an annual assessment meeting. During the semi-annual meetings, strategies for successful mentoring will be discussed, and yearly the assessment of mentee, mentor, and their relationship will be discussed.

Mentees are expected to:

- Define broadly their career goals.
- Identify a specific area of scholarly interest.
- Seek timely feedback and be open to ideas and suggestions from their mentors.
- Complete their annual P&T evaluation form and discuss with mentor prior to submission.

- Review feedback from P&T committee with mentor and prepare a plan to address areas of improvement or further develop areas of strength.
- Evaluate the mentoring relationship annually.

Mentors are encouraged to do the following:

- Work with mentee to define career goals and identify a primary area of scholarly interest.
- Review/critique the mentee's work. This would include reading manuscripts and grant proposals, providing constructive criticism in a timely manner
- Reviewing evaluations of teaching or other performance related to scholarship.
- Provide practical advice about activities that will advance their career through the development of a regional and national reputation. This might include assessment of committee invitations, journals in which to publish, meetings to attend and present, grants to apply for, time management, etc.
- Review and discuss mentee's annual P&T evaluation form prior to submission.
- Help mentee identify strategies to address areas of improvement or further develop areas of strength based on P&T evaluation feedback.
- Model all aspects of faculty behavior, including relationships with colleagues, staff, employees and relations with the community.
- Provide institutional knowledge about what activities are rewarded, where resources may be found, and who has the power/influence to get things done.
- 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

Evaluation

Mentees will complete at least annually and update as needed an Individual Academic Plan. Outcome of the plan will be reviewed with their mentor at least yearly.

Mentees will review their assigned workload, and accomplishments as included in their U of A formatted CV and submit their self assessment yearly for review by the departmental P&T.

Both mentors and mentees should complete the Mentoring Evaluation Form annually; provide a copy to the other person and the departmental Mentoring Committee.