Department of Pediatrics

Faculty Mentoring Program

KU School of Medicine
The University of Kansas
The wonderful thing about life is that you cannot succeed on your own (or fail on your own); others are essential in defining who you are.”

Geoffrey M. Bellman, Author
Getting Things Done When You Are Not In Charge
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Mentoring Defined


**Mentoring:**

“A mentoring relationship is one that may vary along a continuum from informal/short-term to formal/long-term in which faculty with useful experience, knowledge, skills, and/or wisdom offers advice, information, guidance, support, or opportunity to another faculty member or student for that individual's professional development.” (Berk et al., *Academic Medicine*, 2005, 80:66-71)

“... a close relationship between two people where the mentor guides and assists the mentee to a level of personal and professional excellence not attained previously.” (Matters, *Mentoring partnerships: Key to leadership success for principals and managers*. ERIC Document ED366113, 1994, p. 4)

“Mentoring is a process by which you are guided, taught, and influenced in your life’s work in important ways.” (Sands et al., *Journal of Higher Education*, 1992, 62:174-193)

“Mentoring involves a relationship in which the mentor, usually a more experienced individual, works closely with the protégé for the purposes of teaching, guiding, supporting and facilitating the professional growth and development of a colleague.” (Taylor, *Journal of Professional Nursing*, 1992, 48:48-55)
Pediatrics Department Mission Statement

With our KUMC, KUHS and community partners, our mission is to improve the health and wellbeing of children, adolescents, and their families through excellence in patient care, education, research, outreach and advocacy.

The late Dr. Leone Mattioli, Professor of Pediatrics is shown here with a patient.

On September 29, 2006, Dr. Mattioli was honored as the first recipient of the Inaugural Lifetime Achievement in Mentoring Award presented by Dr. Barbara Atkinson, the Executive Dean, School of Medicine and Executive Vice Chancellor, KU Medical Center.
Types of Mentors

*Primary Mentor:*
Senior member of the faculty are paired with junior members, for the purpose of mentoring the junior faculty member through their career development in the early years. These mentors have proven to be a successful senior member of the KU Pediatrics Department.

*Secondary Mentor:*
One who is asked by the primary mentor to assist the mentee on a specific project, perhaps with skills beyond those of the primary mentor. This mentor may or may not be a member of the KU Department of Pediatrics, but will have been invited to apply by the Director of the Pediatric Mentoring Program to serve in this capacity. Secondary mentors may be used when the primary mentor feels additional expertise beyond their own is needed for their mentee’s project.
Target Audience

The KU School of Medicine, Department of Pediatrics Faculty Pilot Mentoring Program is intended to serve members of the Department of Pediatrics faculty who fall into any of the following categories:

- Junior Faculty (MD, PhD, or PNP)
  - Faculty with less than 5 years at KUMC, or
  - New to KUMC, but less than 5 years’ experience elsewhere
- Faculty who desire a formal mentoring relationship
- Faculty who desire a mentor relationship in general -- desiring a mentor with skills in teaching, patient care, research, leadership, personal development, and/or professional service.
- Faculty who desire a mentor for diversity, gender or special needs guidance.

Overall Goal

The overall goal of the Department of Pediatrics Mentoring Program is to first develop healthy, successful individuals, guiding them on career paths which follow their dreams and utilize their strongest assets. To that end, we strive to establish, develop, and facilitate positive, enduring, and mutually beneficial mentoring relationships, which allow mentees to plan, learn and grow, and which renew and reward mentors through the experience of encouraging, motivating, and inspiring others.

In general, the purpose of the Department of Pediatrics Mentoring Program is to: 1) promote the development and advancement of faculty in the Department of Pediatrics through a program targeted at and tailored to the specific needs of junior faculty; 2) nurture and cultivate junior faculty to become the next generation of academic leaders; and 3) support the retention of our faculty through opportunities and the continuous building and expanding of professional skills.
Objectives

Department of Pediatrics Mentoring Program objectives approved by the Pediatric Faculty Development Committee are to:

- Provide the framework for developing mentor-mentee relationships for the purpose of career development
- Develop skills in goal-setting, communication, and feedback
- Foster an environment where mentoring becomes a part of the culture
- Be consistent with our stated mission

The mentoring program shall:

1) Promote the growth of junior faculty as individuals, promote the growth of junior faculty careers in academic medicine, and prevent the loss of promising junior faculty.

2) Remove obstacles and reduce (or eliminate) the confusion that can occur simply from being new to a career or environment.

3) Unaddressed, these obstacles can increase frustration, waste time, and delay progress toward a productive schedule.

4) Help junior faculty balance their professional and personal lives, knowing that happiness at home contributes to job satisfaction and productivity.

5) Establish a formal series of training sessions for both mentors and mentees that will assist junior faculty in acquiring or refining their knowledge and skills, consistent with their chosen career path and academic track, in the areas of patient care, education, research/scholarship, and professional service.

6) Establish a routine program of informal meetings for both mentees and mentors, meeting separately, for networking and conversation; for example, “The Mentes Luncheon.”
Benefits

The junior faculty (mentee) benefits from:

- A senior faculty member who serves as a role model.
- An experienced listener who can respond to problems or concerns.
- An advisor who can offer useful guidance on professional goals and career direction.
- An increase in productivity in activities that might include (all of these activities will be referred to as research because they are investigatory in nature):
  - Search for new knowledge
  - Application of existing knowledge to well-defined practical goals.
  - Artistic endeavors (creative writing for publication)

- An increase in tangible outcomes in the area of research such as:
  - Number of grant awards, not just grant submissions.
  - Publications in refereed journals, books, or electronic media
  - Higher performance reviews and faster promotions than non-mentored colleagues
  - Professional poster exhibitions or presentations at conferences

- An improvement in their teaching effectiveness with tangible outcomes (as compared to non-mentored faculty) such as:
  - Higher student and resident evaluations and increased Student Voice Awards
  - Higher test scores of students;
  - Substantial activities beyond normal professional responsibilities of the faculty member like holding offices in professional organizations;
Produce tangible evidence of professional development such as preparation of new teaching materials, teaching methods, courses, or sub-programs; conference papers and publications.

The senior faculty (mentor) benefits from:

- Generously sharing expertise and wisdom on personal and professional experiences.
- The satisfaction of recognizing new faculty potential and observing growth and achievement.
- Contact with new faculty and their issues.
- Increased career satisfaction, and prevention of stagnancy.
- Evidence of professional development through joint publications, faculty evaluations and awards.
- A feeling of renewal through the power of sharing and collegiality.

The School of Medicine and Department of Pediatrics benefit from:

- Early determination of the appropriateness of new faculty fit, knowledge, skills and chosen career path.
- Increased faculty interaction and networking.
- The development of a greater awareness within the faculty of the positive growth opportunities.
• Faculty who are more likely to understand the criteria for promotion in the School of Medicine. Mentors are there to answer questions and guide the junior member toward the proper resources regarding tracks and track changes.
• Successful retention of productive faculty.
• The building of future faculty leaders and mentors.
• The building and transmittal of the School of Medicine culture.
• Empowering the faculty as individuals and colleagues.
Outcomes

Measurable outcomes specifically targeted in the program and based on each individual's need for mentoring will include:

1) Patient care
   High to Excellent satisfaction ratings by patients, families and referral sources and those used in a Faculty Evaluations

2) Teaching
   High scores on medical student, resident, and peer evaluations.

3) Research/scholarship
   Publications, professional presentations within and outside KUMC, and grants (written, funded or submitted).

4) Professional service
   Service on departmental, hospital, SOM and professional organization committees and within local communities (on and off campus). High level of professionalism exhibited in responsibilities related to administrative or clinical operations and budgets.

5) Job Satisfaction
   Ratings by mentees consistent with high overall satisfaction with their career and a healthy balance between their professional and personal life.

Participation in the Mentoring Program

The Director of the Pediatrics Mentoring Program, Division Chiefs, and the Chair of Pediatrics will be responsible for matching mentee/mentor pairs.

For New Faculty
1. General orientation to the merits, benefits, structure and expected outcomes of the Mentoring Program will be explained one on one by the Director of the mentoring program.
2. Determination of the qualities the mentee would consider most desirable in a mentor will be discussed.
3. Mentees must commit to a formal mentoring relationship for a minimum of one (1) year and as long as (3) years.
4. Application to participate as a mentee will be completed on-line.
5. To participate successfully in the program mentees are asked to attend a formal mentee-mentor luncheon meeting once per year.

For Senior Faculty:
1. Senior faculty will be invited to apply to serve as a Primary or Secondary Mentor. Invitation will be extended by the Director of the mentoring program based on their desire to mentor and a history of successful mentoring.
2. Prospective Mentors will be selected and matched based on experience, skills, expertise, interest and qualities preferred in a Mentoring relationship.
3. Senior faculty will be expected to commit to a formal Mentoring relationship for a minimum of one (1) year and maximum of three (3) years with each mentee.
4. Application to participate as a Mentor will be completed and emailed to the Director of the program.

To participate successfully in the program mentors are asked to attend a formal mentee-mentor luncheon meeting once per year.
The Process
(After initial matching of mentor/mentee pairs)

The Match

1. Mentee applications will be reviewed by the Director of the mentoring program and individually matched with a Primary Mentor. (Primary Mentors may have more than one Mentee, but Mentees will initially be matched with only one Primary Mentor.)

2. Mentees and Mentors will be informed of their match by the Director of the mentoring program.

Training & Group Opportunities for Mentors and Mentees

3. Formal Orientation will take place on an individual basis immediately after their application is received by the Director of the mentoring program.

4. Breakfast or noon hour opportunities will be scheduled periodically for the purpose of Mentor or Mentee informal networking between colleagues within the Department.

5. Year-end luncheon for Mentor-Mentee teams recognizing achievements of each team.

Mentorship Meetings

6. Frequency of meetings should be at least once per month or on an “as needed” basis.

7. Mentee should have a specific agenda for each meeting and both Mentors and Mentees should take notes during the meeting to monitor the process and ensure follow up on agreed-upon action plans.

8. Meetings should be held where interruptions are kept to a minimum (e.g., reserve a department conference room or a table at a quiet restaurant).

9. Teams should review Planning for Mentoring Meeting Tools for both Mentees and Mentors.

10. Mentors should review and utilize tools created to assist with productive meetings and mentorships (available from the Director of the Program):
a. 1st Meeting Agenda
b. Meeting Agenda
c. 90 Day Progress Check-up Form
d. Quarterly & Semi-Annual Review Evaluation Form
e. Final Mentoring Review Form
f. Ending the Formal Mentorship Checklist TOOL

Expectation Tips for Mentors:

- First and foremost, remain focused on the overall character development of your Mentee. Successful people develop successful careers.
- Try to be compassionate, caring and mindful that these are tough times for junior faculty members (“You can’t learn from tenured arrogance.”)
- Help the mentee make the transition to the Kansas City area and KUMC environment.
- Make sure that contacts are maintained on a regular basis (preferably through meetings), such as once a month.
- Listen. Listen. Listen. Do not give advice unless asked. Sometimes mentees just need to be heard and mentors should help them find their own solutions.
- Introduce the mentee to the larger academic community and its culture.
- Provide advice on University and SOM policies.
- Advise the mentee on how to deal with the pressures and crises of professional life.
- Suggest strategies for effective teaching.
- Propose effective ways of interacting with students and colleagues.
- Read and critique research proposals and papers.
- Advise on submission of papers for publication.
- Encourage the submission of papers for presentation at professional conferences.
- Advise on tenure and promotion requirements and processes, i.e.
- Help mentees formulate short-term goals that maximize chances for promotion and tenure as well as long term career plans.
- Suggest strategies for showcasing new work, flag opportunities to obtain institutional support (such as travel funds, release time, or access to equipment), or help a mentee steer clear of political pitfalls.

- Advise on time allocation for patient care, teaching, service and research.
- Provide insight into understanding the clinical setting, classroom, and research setting as learning environments.
- Provide insight into teaching the scientific/surgical/physical exam, etc.
- Facilitate success in science.
- Refer the mentee to other mentoring resources (School of Medicine Office of Professional Development and Faculty Affairs) as needed.
- Let the mentee and the Director of the mentoring program know when a relationship needs to be modified, amplified, diminished or terminated.
- Participate in as many program and mentor training functions offered by the department or PDFA as possible.
6 CHARACTERISTICS OF A GOOD MENTOR

A Mentor should be

1. A consummate professional, who
   • Is a role model in activities associated with being an academic health care provider – caring for patients and teaching others to do the same, writing, researching, collaborating and presenting.
   • Engages the mentee in level-appropriate activities, easing the mentee into their career process.
   • Understands the importance of networking and helps the mentee build his or her network.
   • Models the highest ethical standards.

2. A good listener – attentive, perceptive, unbiased, and diplomatic.

3. Accessible and available – willing to get to know the junior faculty and keep in touch, understanding that the frequency depends on the junior faculty needs.

4. Sensitive to diversity – aware of differences such a physical disability, gender, culture, or life circumstances that may require special accommodations; aware of campus and local support groups that can help the mentee; and aware of one’s own limits in dealing with diversity issues.

5. A team player – receptive to the mentee’s need for other mentors.

6. A character builder – providing the mentee with an honest assessment of his or her strengths and weaknesses and helping the mentee acquire the confidence and tools to function in the competitive world of academic medicine.

Adapted from the list in Mentoring, Interdisciplinary Curricula, and Assessment, Howard Hughes Medical Institute
Expectation Tips for Mentees  (Questions to pose to Mentors):

- Are there informal as well as formal criteria for promotion and tenure?
- Who can help clarify my department's expectations?
- How do I build a faculty portfolio?
- What professional organizations should I join?
- How do I gain a spot on the program at academic colloquia, symposiums, and conferences?
- How do people in my field find out about, get nominated for and win assistantships, fellowships, awards, and prizes?
- How do I get a grant?
- Who sits on relevant committees?
- What departmental and SOM committees should I serve on and how do I get elected or appointed?
- Who can support a nomination effectively?
- What is the best way of getting feedback on a paper — to circulate pre-publication drafts widely, or to show drafts to a few colleagues?
- How should co-authorship be handled for books and journals?
- What are the leading journals in my field? Have any colleagues published there?
- Who can bring a submission to the attention of the editors?
- What kinds of peer review of teaching should I expect? Should I seek additional feedback?
- Are there other teaching and learning resources I should explore?
- What are appropriate and acceptable ways to raise different kinds of concerns, issues and problems?
- How do I deal with conflict within and outside the department (e.g., intra-departmental, hospital, UKPI, SOM, etc.)
- How do I balance my clinical and teaching duties while starting a program of research?
- How do I balance my personal and professional life?
- Who can I go to for personal problems?
### 8 CHARACTERISTICS OF A RESPONSIBLE MENTEE

A Mentee should:

1. Work with mentors to establish a schedule of regular meetings
2. Allow sufficient time to ask questions and discuss issues openly
3. Arrive promptly to all appointments
4. Share information and ideas
5. Continuously seek feedback in order to understand and clarify issues or questions
6. Listen non-defensively, expecting and accepting open and constructive ideas for change and how their actions/relationships affect others
7. Take the initiative to make things happen
8. Keep the mentor informed of academic progress/difficulties
Evaluations

Mentors or mentees may reassess their relationship at any time during the process after initial pairings and decide to continue or discontinue. If either indicates they wish to discontinue their relationship, then mentees who so desire will be matched with a new mentor.

Formal self-evaluations will take place after:

- A 90 day trial as a team.
- After the first six months, a Semi-Annual Evaluation Form.
- At the end of the first and subsequent years, an Annual Mentoring Evaluation Form for:
  - the Mentee
  - the Mentor

- At the end of the Mentoring Relationship

Continuing or Discontinuing the Mentoring Relationship

At the end of the first year of the mentoring relationship, Mentors and Mentees need to make a decision about whether to:

- Discontinue the formal mentoring relationship, but make clear that the Mentee may continue to periodically seek advice from the Mentor as needed.
- Continue the formal mentoring relationship and establish a minimum time frame for continuing.
- Continue the mentoring program with another Mentor.
HIGHLY EFFECTIVE FACULTY MEMBERS display a number of desirable traits in the following 4 areas.

**With their COLLEAGUES they:**
- Associate and collaborate with distinguished colleagues in your field
- Have a colleague network which includes senior colleagues, peers, administrators and staff
- Collaborate with colleagues on writing, teaching, research and/or administrative tasks
- Regularly obtain guidance and/or feedback from senior colleagues
- Establish regular contact with professional colleagues outside your institution
- Borrow resources from colleagues pertinent to a new assignment

**In their ENVIRONMENT they:**
- Associate with local peers who are academically productive
- Create a supportive work climate (e.g., colleagues, available resources)
- Establish a set amount of protected time (>10%) for academic pursuits (need more if research)
- Establish direct report with their chair and/or division chief

**Their PERSONAL STYLE/SELF-MANAGEMENT shows they:**
- Academically productive during first five years of their appointments
- Work in small bursts of time (rather than waiting until you have a big block)
- Pursue several projects simultaneously
- Pursue topics about which they care – consistent with your values
- Perceive that they have some autonomy
- Take risks!

**Their CITIZENSHIP is evidenced by:**
- Regularly attended national meetings
- Active participation in regional/national organizations
- Locally active participation on medical school/university committees, working groups, curricular decisions

A Modified version of “4 Habits of Highly Effective Faculty” from Medical College of Wisconsin
Web References

NEW FACULTY ORIENTATION at the University of Kansas School of Medicine
The Office of Professional Development and Faculty Affairs (PDFA) webpage has many resources for faculty members:


MENTORING at University of Kansas School of Medicine (includes links to record keeping tools used in the mentoring program)

SPECIAL THANKS

OUR THANKS AND RECOGNITION TO ALL THE VALUABLE INFORMATION DEVELOPED BY OTHER MEDICAL SCHOOL AND PRIVATE MENTORING PROGRAMS REVIEWED DURING THE DEVELOPMENT OF THE PILOT PHASE OF THIS PROGRAM

American Medical Association
Baylor College of Medicine
Boston University School of Medicine
Brown Medical School
College of Medicine, the Ohio State University
Columbia University, College of Physicians & Surgeons
Creighton University School of Medicine
Dartmouth Medical School
Drexel University College of Medicine
Duke University School of Medicine
East Carolina University, Brody School of Medicine
Emory School of Medicine
Feinberg School of Medicine, Northwestern University
Georgetown University School of Medicine
Harvard School of Medicine
Heart Association Handbook
Helzberg Entrepreneurial Mentoring Program
Johns Hopkins School of Medicine
Medical College of Virginia Campus of
Virginia Commonwealth University School of Medicine (VCU)
Penn State College of Medicine, Hershey
Robert Woods Johnson Medical School
Southern Medical Association
Stanford University School of Medicine
UC Davis School of Medicine
UC San Diego School of Medicine
University of Arkansas College of Medicine
University of Iowa, Roy J. and Lucille A. Carver College of Medicine
University of Michigan Medical School
University of Minnesota Medical School
University of Oklahoma College of Medicine (OUHSC)
University of Tennessee Graduate School of Medicine
University of Vermont College of Medicine
University of Washington School of Medicine
University of Wisconsin School of Medicine and Public Health
Vanderbilt University School of Medicine
Weill Medical College of Cornell University
University of Kansas Department of Pediatrics
Faculty Mentoring Program

Part of the University of Kansas Office of Professional Development and Faculty Affairs
Mentoring Initiative

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