



KU SCHOOL OF
MEDICINE
The University of Kansas



Faculty Mentoring Program

“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

2008 University of Kansas School of Medicine
The Faculty Mentoring Initiative, University of Kansas School of Medicine

Developed for The School of Medicine, University of Kansas Medical Center, by the Office of Professional Development and Faculty Affairs in collaboration with:

Robert M. Klein, PhD, Professor, Anatomy and Cell Biology, Associate Dean, Professional Development and Faculty Affairs, University of Kansas School of Medicine;

Ms. Marty Gunion, Senior Coordinator for Professional Development and Faculty Affairs, University of Kansas School of Medicine;

The Office of Professional Development and Faculty Affairs (PDFA) Advisory Committee;

Michael Rapoff, PhD, Ralph L. Smith Professor of Pediatrics, Vice-Chair for Research, Scholarship, and Faculty Improvement and Division Chief, Behavioral Pediatrics, Department of Pediatrics, University of Kansas School of Medicine;

The Faculty Development Committee, Department of Pediatrics, University of Kansas School of Medicine;

Curtis D. Klaassen, PhD, University Distinguished Professor and Chair, Pharmacology, Toxicology & Therapeutics, University of Kansas School of Medicine;

Ms. Heather McNeill, Editor, Writing Consult Center, University of Kansas School of Medicine;

Jesse Joad, MD, Associate Dean of Faculty Development and Diversity, UC Davis School of Medicine and her team.

Mr. Barnett Helzberg, Founder, Helzberg Entrepreneurial Mentoring Program, Kansas City, Missouri;

Mr. Lirel Holt, 2008 President, Helzberg Entrepreneurial Mentoring Program, Kansas City, Missouri; and

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Introduction

The concept and term “mentoring” first appears in Greek mythology. Throughout history, and in many diverse fields, there have been many famous mentee-mentor pairings. In the medical school/academic health sciences center setting, the model of mentee-mentor pairings is based on a more senior and experienced faculty mentor providing critical advice and encouragement to guide a junior faculty mentee.

The overall goal of the program is to first develop healthy, successful individuals, guiding them on career paths which follow their personal goals, help meet their department’s mission and utilize their strongest assets. The goal of the Mentoring Initiative Phase I is to develop and implement a faculty mentoring program aimed at the needs of junior faculty members.

Faculty Mentoring Program Mission Statement

The University of Kansas School of Medicine (KU SoM) Mentoring Program is dedicated to enhance, support and grow the academic environment in order to create a medical center where everyone wants to come to learn, to teach, to conduct research and to receive his or her health care. A strong, vibrant faculty is essential to the attainment of our goals and mission.

Traditionally the enticement of a career in academic medicine was related to the promise of opportunities for scholarship, teaching and the establishment of “best practices” as well as the rewards associated with clinical medicine. Today, junior faculty wishing to succeed in academic medicine face daunting challenges in this era of cost containment in health care delivery. Faculty members express less enthusiasm for careers in academic medicine,¹ even though medical schools and teaching hospitals continue to be solely responsible for training compassionate and competent physicians. In these challenging times, it is critical to provide support and guidance for faculty to facilitate career development and foster the retention of excellent physician-teachers and physician-investigators. One potentially effective means of addressing the needs of junior faculty in academic medicine is a collaborative mentoring program.

In surveys of faculty members in academic health sciences centers, 98% of participants identified lack of mentoring as an important factor hindering career progress in academic medicine. Of those participants, 42% identified it as first and 56% identified it as second most important. Finding a suitable mentor requires effort and persistence. Having a mentor is critical to achieving a successful career in academic medicine. Mentees need to be diligent in seeking out these relationships, and institutions need to encourage and value the work of mentors. Participants without formalized mentoring relationships look to peers and colleagues for assistance in navigating the academic system.²

Faculty Mentoring Program

Mentoring is often divided into 2 categories: career (one-on-one) and research (team).³⁻⁶ It is important to distinguish between the 2 mentoring styles because they differ in (1) goals, (2) skills, and (3) the fundamental relationships between mentor and mentee. The intent of the KU SoM Mentoring Program is to combine both categories. The plan outlined in our program fits the “ideal situation.” Departments which lack enough faculty members for mentoring in pairs may need to vary the program at the beginning. For example, departments with 65% junior faculty, 10% mid-range faculty and 6% senior faculty would not have enough senior faculty members to immediately establish a one-on-one program. Some department goals may involve more research or outcomes structures and will not fit perfectly into this structure. Initial programs developed within each department will need to plan accordingly to reach their ideal department goals, and it may take a couple of years or more depending on the size and faculty make-up within the department. In some cases, a cultural change will be necessary to achieve a successful mentoring environment.

Styles of Mentoring

Mentoring can be structured or unstructured. In the traditional, informal or self-initiated model, 2 parties are drawn together naturally by their personal characteristics, attributes and common values. In a structured mentoring program as we have developed, the mentor and mentee usually are assigned to one another, typically for a specified amount of time. In some cases, a mentoring team is assigned to a mentee instead of a single mentor.⁷



One-on-One Mentoring

One-on-one mentoring, for the purpose of our program, was developed by combining the general principles in the University of California, Davis, School of Medicine Faculty Mentoring Program and the Helzberg Entrepreneurial Program. This style combines a career mentor with additional project mentors as needed.

Team Mentoring

Team mentoring is recommended to meet the various needs in research, collaborative research and clinical care. The team supports the needs of the mentee and is overseen by the career mentor.

We believe mentoring succeeds best when a team approach is established from the beginning. Our recommended program is based upon the successful mentoring program, "The School of Hard Knocks," developed by Dr. Curt Klaassen as Chair of the Department of Pharmacology, Toxicology, and Therapeutics. The research/scholarship mentoring team consists of a minimum of 4 mentors for 1 mentee and includes 1 research mentoring team leader, a minimum of 2 mentors for research skills and projects, and 1 mentor for teaching skills. The team members are asked to assist the mentee with specific aims, start up for research in translational studies, laboratory work, policy development, epidemiological studies or other areas of scholarship. Additional project mentors may be invited to serve on the team.

In 1984, Darling defined 14 specific parameters for the mentor's role, out of which 6 common attributes are listed:

1. Teaching/learning process
2. Reciprocal role
3. Career development relationship
4. Knowledge differential between the participants
5. Duration of several years, and
6. Reciprocity

Darling LA. What do nurses want in a mentor? *J Nurs Adm.* 1984;14(10):42-44.

Layered and Group Mentoring

Layered and group mentoring is recommended to meet the various needs in research, collaborative research and clinical care when a department does not have enough faculty members to establish One-on-one or teams as previously described. Examples are described in Appendix 1, Sample 5 on page 32-33.



Definitions of Mentors

Career Mentor

A *career mentor* is a senior faculty member assigned for the purpose of mentoring a junior faculty member in the same department through his or her early career development. Ideally, this mentor is a successful senior member of the faculty who serves as the primary mentor following the needs and goals outlined by the mentee. The *career mentor* helps the mentee navigate through the new environment of the academic health science center. The focus of a *career mentor* is on more global aspects of an academic career, including juggling the different aspects of academic life (teaching, administration, clinical care and research), transitioning from training into a position of faculty member as well as transitioning into a new community, and making major career decisions such as changing institutions or research direction, career promotion and balancing family demands and work. Different skills are needed for each type of focus. Commonly, *career mentors* have accumulated years of experience and wisdom in academia and possibly the institution in which they serve as a career mentor. They understand the political environment and can help the mentee with the simple to the complex questions of whom to go to and why. Because individual career mentors cannot be expected to serve or meet all needs of the mentees, they may choose to invite others to serve as *project mentors* when appropriate.

Career mentors may or may not wish to serve as a *research mentoring team leader*. *Research mentoring team leaders* may be well versed in epidemiology, biostatistics and other specific research methods and techniques, but may lack skills needed to be a career mentor such as comparable years of experience in academic medicine or the institution. When the *career mentor* does not wish to serve as the *research mentoring team leader* too, it is their responsibility to invite another senior faculty member of the mentee's department to serve as the *research mentoring team leader*. In our medical school, research and scholarship take many forms, including basic and collaborative



research, clinical and translational research, development of policy, and historical and ethical literature. A simple mentoring relationship between a mentor and mentee in the domain of research involves acquiring research skills, selecting and conducting research projects, presenting research findings at national meetings, ensuring the completion and submission of manuscripts, assisting in networking and finally, teaching the mentee how to obtain extramural funding.

Project Mentors

A *project mentor* is a senior faculty member invited to participate in mentoring a junior faculty member. His or her specific role is to assist the mentee with a specific project or area of focus. Assigned based on the mentee's personal career goals, this mentor may be any faculty member who is asked by the *career mentor* to serve one-on-one or as a member of the research mentoring team in support of any given project or skill which is not the expertise of the *career mentor* or other team mentors. *Project mentors* may or may not be from the mentee's department and may be asked to serve for 2 reasons: 1) when the *career mentor* feels additional expertise beyond his or her own is needed for the mentee's project, or 2) when the mentee requests the assistance of a specific individual.

Examples of mentors may include but are not limited to:

- a research/scholarship mentoring team leader.
- a biostatistician mentor.
- a collaborative clinical mentor.
- a mentor from the community or other school of medicine in a related field of research.
- a clinical practice or surgical mentor.
- a leadership/administrative mentor.
- a work/life balance mentor.
- a mentor from Women in Medicine and Science (WIMS) organization or the Office of Cultural Enhancement and Diversity (OCED).

The role of *research mentor* is tied to a specific project(s) through the duration of the project: grant writing, paper or related publication, presentations and networking. At least one of the research team mentors should be a member of the mentee's department. Mentees may have more than one research mentoring team for each grant or research project and based on the subject matter and direction of the project.

Examples of mentors for various types of junior faculty mentees may be found in Appendix 1.

The 4 Types of “Toxic” Mentors

While high quality mentoring is acknowledged to be a critical component in the development of junior faculty members, mentors need to be carefully selected. Mentors need to be committed to the development of the next generation of academicians. In the mentoring literature, there is a discussion of the characteristics that should be avoided in the selection of a mentor. These harmful characteristics define the “toxic mentor.”

- 1) “Avoiders” – mentors who are neither available nor accessible;
- 2) “Dumpers” – mentors who force novices into new roles and let them “sink or swim”;
- 3) “Blockers” – mentors who continually refuse requests, withhold information, take over projects, or supervise too closely; and
- 4) “Destroyers or criticizers” – mentors who focus on inadequacies (from Darling 1986, quoted in Mateao et al. 1991:76).

(The term “toxic mentors” was coined in 1996 by Swazey and Anderson. See Swazey JP, Anderson MS. Mentors, advisors, and role models in graduate and professional education. In: Rubin ER, ed., *Mission Management*. Washington, DC: Association of Academic Health Centers: 1996)



Target Audience

The KU School of Medicine, Faculty Mentoring Program is intended to serve:

Members of the faculty in the School of Medicine who hold paid appointments in either a clinical or basic science department working as physicians, researchers with doctoral degrees, clinical or basic science educators; clinical scholars involved in patient-oriented mechanistic and translational research, clinical epidemiology, and health services research or who wish to begin work on a collaborative research project. Phase 1 of the program will be directed to those who fall into the junior faculty category:

- Junior Faculty (PhD or MD)
 - Assistant Professor with less than 5 years at KUMC.
 - Assistant or Associate Professor, new to KUMC, but less than 5 years' experience elsewhere or on tenure track, but without the granting of tenure.
 - Desiring a formal mentoring relationship.
 - Desiring a mentor relationship in general—desiring a mentor with skills in teaching, research, leadership, personal development and/or professional service.
 - Desiring a mentor for diversity, gender or special needs guidance.

Following the successful installation of Phase 1 into all departments, the KU School of Medicine Mentoring Initiative 5 year plan is intended to expand and will also serve:

- Newly Appointed Assistant Dean, Chair or Division Director.
- Junior or any level faculty member (MD or PhD).
 - Desiring a mentor relationship in general—desiring a mentor with skills in teaching, patient care, research or another area.
 - Graduate or fellow transitioning into faculty position.
 - Junior faculty with less than 5 years at KUMC.
 - New to KUMC, but less than 5 years' experience elsewhere.
 - Mid-or-senior level faculty desiring to advance into management-leadership roles (professional goals include position as Chair, Dean, etc.).
 - Recently promoted to Division Chief or Assistant/Associate Dean and desiring a mentor.
 - Considering leaving academic medicine for private practice and desiring a community private practice mentor. (Mentor would be a KUMC SoM graduate in the Kansas City community, already in a private environment.)
- Postdoctoral Students (Medical Resident or Fellows) (developed through the Office of Student Affairs)
 - Desiring a strong medical mentor for future fellowship.
 - Desiring a strong publishing mentor.
 - Desiring to go into academic practice.
 - Desiring to strengthen their teaching skills.
 - Desiring to go into private practice. (Mentor would be a KUMC SoM graduate in the Kansas City community, already in a private practice environment.)
- Post-Graduate Students (developed collaboratively through the Office of the Vice Chancellor for Academic Affairs & Dean of Graduate Studies)
 - Desiring to go into research in an academic setting.
- Graduate Students (Medical Students) (developed collaboratively through the Office of the Vice Chancellor for Academic Affairs & Dean of Graduate Studies)
 - Desiring a mentor in a selected medical specialty.
 - Desiring a mentor to help with the selection of a specialty.
- Faculty with diversity, gender or special needs issues desiring a mentor (developed collaboratively through the Office of Cultural Enhancement and Diversity (OCED) or the Women in Medicine and Science (WIMS) organization)
- Chair desiring a mentor for promotional guidance of faculty members interested in academic/executive leadership in academic medicine.
- Chair desiring a mentor for guidance of under achieving faculty.



Program Goals

The goal of the University of Kansas School of Medicine Mentoring Program is to enhance and support the environment of our academic health sciences center and strengthen the members of the faculty by:

- Growing the individual faculty member,
- Growing the technical skills of faculty members,
- Rounding out a wholesome professional, and
- Increasing overall job satisfaction among our faculty

Through the leadership of a strong mentoring program which focuses on the following critical concepts:

- Managing a productive academic career in medicine or research, or both.
- Understanding the formal (and informal/implicit) values, rules and operating procedures in academic medicine.
- Developing and sustaining a network of professional colleagues.
- Nurturing and cultivating junior faculty to become the next generation of academic leaders.
- Supporting the retention of our faculty talent through support to continuously build and expand professional skills and opportunities to work independently or collaboratively in any field.

The Faculty Mentoring Program, administered at the department level, is designed to develop junior faculty members with a strong foundation in principles and methods. The overall goal of the program is to first develop healthy, successful individuals, guiding them on career paths which follow their personal goals, meet their departments' missions and utilize their strongest assets. To that end, we strive to establish, develop and facilitate positive, enduring, and mutually beneficial mentoring team relationships that allow mentees to plan, learn, collaborate and grow, and which renew and reward mentors through the experience of encouraging, motivating and inspiring others.

Objectives

The Faculty Mentoring Program objectives are to:

- Build community and to instill the skills and attitudes of leaders, including the commitment to mentoring in achieving excellence.
- Administer the program at the department level with assistance from the Office of Professional Development and Faculty Affairs (PDFA).
- Structure the program so that each department is directed by a Department Director of Faculty Development (DDFD), appointed by the department chair. The DDFD will be responsible for the mentoring program for the department.
- Provide Tool and Form templates for developing mentor-mentee relationships for the purpose of career development. (See Appendix 2.)
- Provide 2 types of mentoring in the program: one-on-one and team mentoring.
- Establish that mentors need not be in the same department or division as the mentee and can cross school, department, and division and community boundaries.
- Provide different mentoring for new faculty than those who have been at KUMC for a long period of time.
- Be a program that is not assigned but voluntary.
- Develop skills in goal-setting, communication and feedback.
- Develop the primary skills required to successfully perform any form of research/scholarship/patient care/teaching at both the career development and individual investigator levels.
- Provide core technical resources such as a biostatistician consultation, the Writing Consult Center, and reference e-files of available mentors and funding opportunities.
- Increase the career satisfaction and retention of our junior faculty members.
- Be a professional development program consistent with stated missions for the University of Kansas School of Medicine and each department, center and organization in the school.

By fulfilling the above-mentioned objectives, our overall goal is to foster an environment where mentoring becomes a part of the culture at KUMC.

The mentoring program shall:



- Promote the growth of junior faculty as individuals, promote career growth for our junior faculty and reduce the number of promising junior faculty moving into other career paths.
- Remove obstacles and reduce (or eliminate) the confusion which can occur simply from being new to a career or environment. Unaddressed, these obstacles can increase frustration, waste time and delay progress toward a productive career.
- Help junior faculty balance their professional and personal lives, knowing that happiness in one's personal life contributes to job satisfaction and productivity.
- Establish a formal series of training sessions for both mentors and mentees. These programs will assist senior faculty in becoming effective mentors and junior faculty in acquiring or refining their knowledge and skills, consistent with their chosen career path and academic track. Sessions will be organized in the areas of research/scholarship, education, patient care (when applicable) and professional service.
- Establish a routine program of informal meetings for both mentees and mentors to meet separately for networking and conversation; for example, a monthly department breakfast for mentees.
- Incorporate into all faculty assessments a section on mentoring.

Benefits

The Junior Faculty Member (Mentee) Benefits through Having:

- A senior faculty member who serves as a career 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 (for mentees in the area of research/scholarship) such as:
 - Number of grant awards, not just grant submissions.
 - Publications in appropriate high quality refereed journals, books or electronic media.
 - Higher performance reviews and faster promotions than non-mentored colleagues.
 - Increased numbers of professional poster exhibitions or presentations at conferences.
 - Overall increase in number of collaborative research for the institution.
- Improved teaching effectiveness with tangible outcomes as compared with non-mentored faculty (for mentees in the area of teaching) such as:
 - Improved student evaluations and increased numbers of Student Voice and other teaching/education awards.
 - Higher scores of their students on standardized exams.
 - Substantial activities beyond normal professional responsibilities of the faculty member like holding offices in professional organizations.
 - Tangible evidence of professional development such as preparation of new teaching materials, innovative teaching methods, courses or sub-programs; conference papers and publications.
- Improved medical practice effectiveness with an increase in productivity and better time management in patient care and hospital services (for mentees in the area of patient care). Clinical care should be patient-centered and evidence-based.

The Senior Faculty Member (Mentor) Benefits Through:

- Generously sharing expertise and wisdom on personal and professional experiences.
- An overall increase in number of collaborative research projects for the institution.
- 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 resulting from the power of sharing and collegiality.

The School of Medicine and KUMC Research Benefit Through:

- An institution-wide mentoring and learning culture.



- Support of efforts to recruit new faculty.⁸
- 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 positive growth opportunities.
- Junior faculty members that are more likely to understand the criteria for promotion in the School of Medicine because they have mentors who are there to answer questions and guide them in matching career trajectory and academic track.
- Increased number of individuals transferring from *clinical scholar track to tenure-track* at the time best suited to their success on tenure-track.
- Increased morale and job satisfaction.*⁹
- Increased promotion rates.^{†10}
- Increased confidence of faculty.^{‡11}
- Improved skills and abilities of faculty.
- The development of future leaders for the institution.
- Support of succession planning efforts.
- A sense of connection between new faculty and the institution.
- Successful retention of productive faculty and reduction of turnover.⁹
- The building of future faculty leaders and mentors.
- The building and transmittal of the School of Medicine culture and institutional knowledge.
- Empowering the faculty as individuals and colleagues.

*According to an emerging workforce study done by Louis Harris & Associates, 35% of employees who do not receive regular mentoring are likely to look for another job within 12 months. In contrast, just 16% of those with good mentors expect to leave their jobs.⁹

†According to the American Society for Training and Development, 75% of executives cited mentoring as a critical factor in their career growth.¹⁰

‡See previous note on the UCSD National Center of Leadership in Academic Medicine mentoring program.¹¹

Outcomes

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

- Job Satisfaction
 - New faculty will:
 - gain a clearer sense of the rigors and rewards of a career in academic medicine.
 - acquire a better awareness of expectations for career advancement.
 - develop rapport with other faculty members.
 - experience a shorter transition period from new investigation to mid-career and established research programs.
 - experience effectiveness in early intervention if a need is identified.
 - experience increased overall satisfaction with their career and personal life.
 - experience a healthy balance between their professional and personal life.
 - Department and Institution will experience:
 - increased cost-benefit analysis from increased retention of faculty members and reduced recruitment and orientation costs.
 - decreased numbers of clinical faculty transferring from tenure-track to clinical scholar and clinical track.
 - increased number and more rapid promotions from assistant to associate professor will be realized, as measured historically at the beginning of the inception of the department mentoring program.
- Research/Scholarship:
 - Individual: Manuscripts, publications, professional presentations within KUMC, nationally or internationally, and grants (written, funded or submitted) will be achieved sooner in the career of the junior faculty member who is mentored.
 - Institution: Increased number of publications, professional presentations regionally, nationally or internationally, and grants (written, funded or submitted) for the institution.



- Institution: Increased number of clinical investigators who apply for and receive funding for patient-oriented clinical and translational research at both the career development and individual investigator levels.
- Medical Education & Teaching:
 - Individual: Higher career satisfaction and higher scores on medical student, graduate student, resident, postdoctoral fellow and peer evaluations.
 - Individual: Enhanced medical education scholarship.
 - Institution: Higher evaluations for faculty members' performance in teaching in various venues around the medical center.
- Patient Care:
 - Outstanding satisfaction ratings by patients, families and referral sources.
- 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.
 - High scores on mentees' evaluations of mentors.

Measurable departmental outcomes specifically targeted in this program, developed by and based on each department's need for mentoring will include:

- Mentorship training (over and above the training series offered in the monthly PDFA Mentoring Networking Lunch) for newly-formed mentor-mentee pairs. This training will consist of departmental mentoring protocol and workshops varying in topics from year to year while repeating basic topics annually for incoming members of the faculty.
- High rates of attendance by both mentees and mentors, together or separately, at routine programs or meetings established and encouraged for networking and conversation; for example, the department-sponsored Networking Breakfast for Mentees and/or Mentors, or the monthly PDFA Mentoring Networking Lunch.

Participation in the Mentoring Program

School of Medicine Departments, Centers or Specialty Programs

The Faculty Mentoring Program must be initiated by department chairs, center directors, leaders of organizations such as WIMS or directors of specialty programs such as the K-30 program. The mentoring program in each clinical or basic science department will be developed, explained and administered by the DDFD. The DDFD will be responsible for the initial match and overseeing success in the pairing of mentees with career mentors.

New Faculty Members

- General orientation to the merits, benefits, structure and expected outcomes of the department/organization mentoring program will be explained by the DDFD one-on-one or in group meetings, as determined by the specialty of the new faculty member or mentee.
- Determination of the qualities the new faculty member or mentee would consider most desirable in a career mentor will be discussed.
- New faculty members will be encouraged to participate in a formal mentoring relationship for a minimum of 1 year and as long as 3 years.
- Application to participate as a mentee would be completed on-line and emailed to the appropriate DDFD. For those who elect to participate, attendance would be required at orientation.
- To participate successfully in the program, mentees must attend the initial formal orientation and are expected to attend a minimum number of other formal training sessions such as the Mentoring Networking Lunch/Presentations sponsored by PDFA.
- To participate in the program, the mentee is strongly encouraged to complete, and discuss with his or her career or primary mentor, an Individual Development Plan (IDP) form. This form is used as a road map or tool for achievement and progress measurement of the mentee's personal career goals and the institution's goals for the mentee.¹² (See Appendix 3 for the form sample, and Appendix 4 for examples of forms used elsewhere.)



Senior Faculty Members

- Senior faculty will be invited to serve as a career mentor, as a project mentor or as a member of a research mentoring team. Invitations will be made one-on-one by the DDFD, department chair or career mentor based on criteria determined by the mentee's research needs.
- Prospective mentors will be selected and matched based on experience, skills, expertise, interest and the qualities the mentee would prefer in a mentoring relationship.
- Senior faculty are expected to commit to a formal mentoring relationship for a minimum of 1 year and maximum of 3 years with each mentee.
- To participate successfully in the program, mentors must attend the initial formal orientation in their department and are encouraged to attend other formal training sessions such as the Mentoring Networking Lunch/Presentations sponsored by PDFA.
- Credit or remuneration for mentoring will be determined by the department chair.

The Process

Tasks of the Office of Professional Development and Faculty Affairs

The Office of Professional Development and Faculty Affairs (PDFA) will oversee the implementation of a school-wide mentoring program, establishing a culture which supports the critical role mentoring plays in supporting the recruitment, development and retention of faculty members in the University of Kansas School of Medicine.

PDFA will be responsible for:

- In collaboration with the PDFA Advisory Committee, applicable division heads, chairs or program directors, initiating and assisting with the implementation of a school-wide mentoring program.
- Creating, distributing and regularly updating a reference document and website (along with optional tools and forms) which describes the school's mentoring initiative, its resources and procedures, and the recommended roles and responsibilities of all participants.
- Creating and maintaining on-line accessibility to a mentoring guide and templates for tools and forms which can be adapted and expanded/modified by the respective departments to reflect their specialty and needs.
- Coordinating school-wide mentoring activities such as the Mentor-Mentee Networking Lunch and the Annual New Faculty Orientation Breakfast. See Appendix 5 for links to these programs and events.
- Providing financial support for mentor and mentee training, national guest speakers and related mentoring activities organized by PDFA for school-wide participation.
- Provide current research and publications on mentoring to assist with the departmental committees and their program development plans. (See Appendix 6 and 7.)
- In collaboration with the PDFA Advisory Committee and the department representatives, evaluating reviewing and tracking the mentoring program progress.

Mentoring plays a critical role in supporting the recruitment, development and retention of faculty. If mentoring is to be successful, leadership, departments and the organization must play a significant roll as well, primarily one of support.

Tasks of Leadership

- The department chair has overall responsibility for the success of the faculty mentoring process. In addition to taking an active interest in the progress of each faculty member in all activities, the department chair must ensure that a departmental faculty mentoring program is implemented and, central to that, is the assignment of a faculty mentor for each junior faculty member. As pointed out in the University of Pennsylvania School of Medicine's faculty mentoring program guidelines, "The department chair should identify the mentor or mentors in the initial letter of appointment."^{13 (p1)}
- Division heads/department chairs, the DDFD, center directors and deans should encourage and support faculty participation in the program. Encouraging and supporting the attendance of new faculty and their designated mentors at meetings and other seminars and events that promote professional development is essential in building a successful program.



- As soon as the new faculty appointment is made, the chair should inform the DDFD, who should then contact the new faculty member in advance of his or her arrival at the university. This process is for the purpose of assigning a mentor.
- All new faculty members should be assigned 1 or more mentors, identified by name as early as possible in their careers. The name of the DDFD should be listed in the offer letter. The letter should also include an explanation of the presence of a mentoring program and the role of the DDFD. New faculty members need to be told this does not prevent them from continuing already established mentoring relationships if they wish to do so.

Tasks of the Department

The departments should assume responsibility for:

- Developing a mentoring process consistent with their needs and expectations based upon and expanded from the University of Kansas School of Medicine Mentoring Initiative and materials provided by PDFA.
- To begin the process, chairs should appoint a Department Director of Faculty Development (DDFD) and when appropriate, a Department Faculty Development Committee (DFDC). This recommendation is based upon the success of the University of California-Davis School of Medicine Mentoring Program and our KUMC Pediatric Pilot Program.
- Smaller departments may work together under the efforts of a joint DDFD if they choose to do so.

Tasks of the Department Faculty Development Committee (FCFD)

Committee members should include division heads, chairs, master educators, master researchers and both senior and junior faculty. The committee should be staffed and supported by the chair's office or the chair's designee.

The committee should assume, with the support and approval of the chair, responsibility for:

- Establishing the specific goals and objectives for that department or organization's mentoring program.
- Establishing realistic expectations and timelines for the implementation of the department program.
- Determining how mentoring activities should be weighted appropriately in the annual evaluation process and considered in promotion and tenure considerations.
- Making recommendations for protected time for regular school-wide or departmental mentor-mentee meetings and activities.
- Overseeing mentor training and development.
- Holding mentors and mentees accountable for their roles.
- Regularly evaluating and improving the program over time.

Tasks of the Department Faculty Development Director (DDFD)

The title "Department Faculty Development Director" (DDFD) is borrowed from our colleagues at the University of California-Davis School of Medicine, who created it to define the individual who oversees the program in each department.¹⁴ The department chair will designate 1 faculty member to oversee the department's mentoring program, thus reducing the extra burden of time and the "power differential" if handled by the chair. The DDFD should be a senior member of the faculty and an experienced mentor. The individual will meet with the department chair on a regular basis to review the progress of the mentoring program and to identify any significant issues that need to be changed.

The DDFD should assume responsibilities for:

- All tasks listed in the section above if a committee is not appointed.
- Explaining the role of the FCFD, the DDFD, and the mentoring process at the new faculty orientation, providing updates at department faculty meetings.
- Providing support and encouragement of senior faculty to act as career, project and team mentors.
- Providing insight, guidance and support to mentees.
- Meeting with each mentee to jointly select a career mentor.
- Meeting as needed with each mentee to evaluate the career mentor-mentee relationships; work with career mentors and mentees if difficulties arise; and reassign career mentors when necessary.
- Establishing a website with a list of mentors including the areas of specialty in which he or she would be willing to mentor junior faculty members outside his or her own department as a project or team mentor.
- Working as the department representative with the University of Kansas School of Medicine PDFA staff.



The Match & Orientation

- Mentee applications will be submitted to, reviewed by and discussed with the DDFD.
- The DDFD will individually match mentees with a career mentor. (Career mentors may have more than 1 mentee, but mentees will initially be matched with only 1 career mentor.) This discussion will occur at the one-on-one pre-employment or orientation meeting with the DDFD.
- Mentees and career mentors will be informed of their match by the DDFD. The mentee should contact and schedule the first meeting with the career mentor.
- Career mentors will contact the team mentors and establish the date and time for the first team meeting.
- Recognition of the mentee-mentor teams will be announced following protocol set by each department.

Changing Mentors

In cases of incompatibility or where the relationship is not mutually fulfilling and the need to change mentors becomes necessary, either the new faculty member or mentor should seek confidential advice from his/her DDFD or chair. It is critical to accept that changes can and should be made without prejudice or assigning of fault. The new faculty member, in any case, should be encouraged to seek out additional mentors as the need arises.

Individual Development Plan (IDP)

Individual Development Plans (IDPs), which are also referred to as a Career Development Plans, are used widely by organizations such as the National Institutes of Health (NIH), numerous Schools of Medicine and the U.S. Coast Guard, to help individuals develop and achieve career goals. The IDP found in Appendix 3 is a great tool to guide successful mentoring relationships. An IDP helps the mentor understand the mentee's needs and provides the mentor and mentee with a plan of action which identifies both professional development needs and career objectives for the mentee. It is a tool for measuring the progress of the mentee's personal goals and the institution's goals for the mentee.¹⁵⁻²⁰

“Developing an IDP serves as a commitment to work towards specific short and long-term goals, a mechanism to communicate those goals, and a means to monitor progress in achieving them. Goals are more focused, training and development opportunities more aligned, and partnership and commitment with the [...] program director and mentor(s) enhanced.”

UCSF, School of Medicine Department of Pediatrics

<http://www.pediatrics.medschool.ucsf.edu/fellowcollege/overview/idp.aspx>

Areas of Focus: Definition and Distribution of Effort

(UCDavis-SoM developed the following list and it is included in the UCDavis-SoM Career Mentoring Handbook.¹⁴)

The following 5 areas of focus generally describe the areas where faculty members direct their efforts to successfully accomplish their personal, institutional and academic track goals.

- Teaching—Excellence in Education
 - Student and/or resident teaching, student advising, CME/curriculum teaching/involvement, new course development, etc.
- Research/Creative Activity—Leadership in Innovative Research
 - Conducting basic science and/or clinical research, presentations and publications, funding and grant support and application, copyrights and patents, editing and peer review.
- Clinical Care—State-of-the-Art Clinical Care
 - Clinical Activities: direct patient care, chart reviews, related clinical activities, clinical budget performance.
- Service—Leadership in UCDHS Governance
 - Participation or leadership in governance, committee membership, collegial activities. Suggested service priority: department, SoM, UCDHS, university, professional, community.
- Self Development—Networking, Work/Life Balance and Additional Mentors
 - Faculty Development activities, leadership programs, CME training, earning advanced degrees, participation in professional academic associations or societies, developing professional contacts,



consulting in one's field, expanding network contacts, balancing work and personal life activities, utilizing additional mentors in specific areas of focus.

The mentee is strongly encouraged to:

- Complete an Individual Development Plan (IDP) form.
- Send the completed IDP to his or her mentor prior to the meeting to make the most of their meeting time.
- Revisit periodically for discussion at mentor-mentee meetings and to evaluate career progress.

Mentorship Meetings

- Pairs or teams should review the *Planning for Mentoring Meeting Tools* for both mentees and mentors prior to their first meeting. (See Appendix 2.)
- Meetings should occur a minimum of once per month.
- "If you only want to go to lunch once or twice a year you should sign up for a social committee. Success in mentoring comes from commitment and an investment of time." Comment made by Mr. Barnett Helzberg, founder of the Helzberg Entrepreneurial Mentoring Program, on November 28, 2007 at the Mentor-Mentee Networking Lunch during his presentation with Mr. Liril Holt, "Getting Past the WOW Factor."
- Meetings should be held where interruptions are kept to a minimum (e.g., a department conference room or a restaurant away from office phones).
- The mentee is responsible for:
 - Initiating contact and scheduling the meetings with the team or career mentor.
 - Preparing a specific agenda for each meeting including career goals. Both mentors and mentees should take notes during the meeting to monitor the process and follow up on agreed-upon action plans. Two sample agenda formats are found in Appendix 2.
- Tools and Forms:
 - Were created by PDFA as a record keeping system to assist with productive meetings and mentorships and help save the time mentees and mentors would spend "reinventing the wheel."
 - Are optional and their use is not required by the School of Medicine.
 - Are downloadable from the PDFA Mentoring Guide website: <http://www.kumc.edu/som/facdev/mentoringoverview.html>.
 - May be adapted to meet specific departmental or mentor-mentee needs.

KEY TO THE MEETINGS

The UC Davis Mentoring Program Task Force discovered a successful method of assuring that mentor-mentee meetings occurred on a routine basis. The key was to gain "buy in" from the mentee's administrative assistant on the benefit of the program for the mentee, the faculty member for whom the administrative assistant works.

Administrative assistants were charged with the task of sending appointments to both the mentee and the mentor, keeping them on a routine identified by the team.

Following our UC-Davis colleagues, we recommend the DDFD provide an orientation lunch for all mentee administrative assistants to explain the value of the program, their role in its success, the on-line tools available for recordkeeping and the best method for scheduling the meetings for the mentees and mentors.

Confidentiality

Some mentees and mentors will feel a strong need for complete confidentiality in their relationship; others will not. It is critical that all participants clarify the limits of confidentiality in their relationships from the very beginning. If both mentee and mentor or all members of a mentoring team agree, a mentoring agreement is recommended.

Guidelines for Research Teams

These guidelines have been in practice for several years and have proven to be successful. They were presented at the New Faculty Welcome Breakfast and Orientation by Curtis D. ("Curt") Klaassen, PhD, University Distinguished



Professor and Chair, Department of Pharmacology, Toxicology, and Therapeutics, and the 2007 recipient of the Lifetime Achievement in Mentoring Award, “The Jayhawk,” from the University of Kansas School of Medicine. Dr. Klaassen has graciously provided insight into the development of key concepts necessary for success in mentoring research relationships. With his permission, we incorporate the keys to his program.

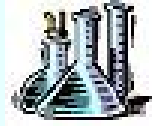
Keys to NIH Grant Writing by Mentoring Teams

- Develop a 1 ½ page timeline and list of specific aims.
- Meet to discuss and critique the specific aims.
- Deadline for the completed grant should be no later than 3 months before the grant is due.
- The team should meet for 2 hours, behind closed doors, to discuss the concepts only.
- Mentee should write a draft of the grant.
- Mentee should provide each member of the team with a copy of the drafts for review and suggestions.
- Mentee must prepare the team by informing when to expect the final draft for review. This will allow each team member to set time aside to handle the task with an appropriate allocation of time, not at the last minute.
- Team members must re-read before grant submission.

Keys to Review of Papers & Manuscripts by Mentoring Teams

- Appoint one of the research mentors as lead on the review.
- Mentee should expect 6 to 8 rewrites.
- Dr. Martha Montello, Director of the Writing Consult Center, KUMC is available to consult on any paper or manuscript.
- Mentees should be encouraged to attend all the noon-hour Writing Workshop presentations offered through the KUMC Writing Consult Center and PDFAs.
- Once the document is considered complete by the team, each member of the lab should be allowed to critique it for a final review with several sets of “fresh eyes” and as a learning process for team members.





Top 13 List for Mentoring Post Docs and Junior Faculty

1. Remember what you were like then – be empathic.
2. Recognize strengths and weaknesses – everyone has some of each.
3. Your values and objectives are different from theirs.
4. Identify a common cause – you're all in this together.
5. Mentor by example.
6. Choose your battles.
7. Be tolerant, but firm and consistent.
8. Leave emotions and ego at the door.
9. You are the GPS – not the driver – recalculate route as necessary.
10. Delegate – and don't micromanage. Let people make mistakes.
11. Enable and guide – don't push or bully.
12. Be an enzyme – not a reagent.
13. Like parenting, you've succeeded when they **leave** the nest.

Source: Smith PG. Top 13 list for mentoring post docs and junior faculty. Presented at: 2007 KU School of Medicine Medical Educational Retreat; June 8, 2007; Kansas City, KS.

Training, Professional Development Opportunities and Resources for Mentors and Mentees

- The Office of Professional Development and Faculty Affairs (PDFA) will provide and maintain for the school-wide mentor-mentee training and development including:
 - Maintaining an on-line recommended bibliography of publications, books and video tapes.
 - Maintaining an on-line list of books available for faculty to check out from the Office of Professional Development and Faculty Affairs.
 - Organizing and sponsoring of seminars and monthly workshops on topics addressing areas such as mentoring skills, professional development, teaching, preparing a teaching portfolio, research funding, writing skills and research, which will be available to all faculty and provide continuing education credits as appropriate.
 - Developing an on-line training program to help reduce the number of questions commonly asked by all new faculty of their mentors which are cross-departmental in nature.
- Departments, centers and institutional organizations should regularly sponsor:
 - Seminars and workshops on topics addressing their specialties in areas such as mentoring skills, professional development, teaching, preparing a teaching portfolio, research funding and senior faculty renewal.
 - Networking breakfasts or noon-hour opportunities among colleagues within the department. Announcements should be sent by the DDFD office encouraging faculty participation.
 - Two to four 1-hour training sessions should occur each semester within each department.
 - On-line training that helps to reduce the number of specialty, department, or organization-related questions commonly asked by all new faculty of their mentors.



- A confidential teaching peer review network should be established through PDFA whereby faculty in need could be coupled with experienced educators to help them review, evaluate and improve their teaching skills. Videotaping of lectures to evaluate teaching performance should support this effort.
- Year-end programs for mentor-mentee teams recognizing achievements of each team are encouraged within each department.
- Two faculty mentoring awards are presented by the Dean of the School of Medicine at the Annual Faculty Retreat in the fall. Details and past recipients are found on Appendix 8. Nomination information and forms are available on the website at: <http://www.kumc.edu/som/facaffairs/mentoringawards.html>

Expectations

Tips for Department Director of Faculty Development (DDFD)

The program in this book is the “ideal.” Each department may need to experience a complete culture change and perhaps changes to the makeup of their faculty members. For example, departments with 65% junior faculty, 10% mid-range faculty and 6% senior faculty would not have enough senior faculty members to immediately establish a one-on-one program. Initial program steps will need to be developed accordingly to reach the ideal and it may take a couple of years or more, depending on the size and faculty make-up within the department. Develop a plan based on the goals of your *ideal* department and faculty membership first, then plan backwards to set up a timeline and structure for your program. Implementing a new mentoring program as described in this book (or any variation) may take as long as 6 months based on the size of a Department Faculty Development Committee (FCFD) and the schedules or commitment of its members. Below is an example of a timeline for a program, from the establishment of a committee or DDFD to the appointment or match of the first mentor-mentee pair. This timeline is only possible if the program developed is based on the work already accomplished in this initiative. Expansion of the program to meet specialty needs and other requirements will delay the completion of goals.

Steps Necessary by each Department

Receive the SoM PDFA Faculty Mentoring Program Guidebook and Templates	January 1
Chair appoints a Department Director of Faculty Development (DDFD) (Smaller departments may work together under one DDFD).....	no later than February 1
Establish a Departmental Faculty Development Committee (Provided the department size merits a committee)..	no later than March 1
Establish Specific Aims for Department Mentoring Needs.....	no later than May 1
Develop a Departmental Mentoring Program adapted from the SoM PDFA Faculty Mentoring Program Guidebook and Templates	no later than July 1
Program Implementation	July 1
Time & Timing	
Recruitment of Initial Career Mentors	July 1
On-going Recruitment of Career Mentors	as new faculty members are hired
Assessment of Mentee Needs	July
Selection Review of Mentors	July
Matching Career Mentors & Mentees	July
Develop & Implement Orientation	July
Initial Training.....	July & August
PDFA New Faculty Orientation Breakfast	Annual date late August or early September
Develop Support & Training Programs.....	
Initial Evaluation of and by Program Participants (repeated annually).....	July 1, 2009
Evaluation of Program and Improvement Recommendations.....	Annually

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 the KUMC environment.

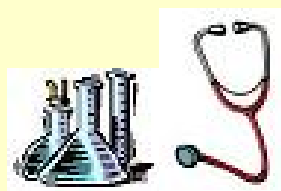


- Make sure that contacts are maintained on a regular basis (preferably through meetings), such as once a month.
- Listen. Listen. Listen. Do not give advice unless your mentee asks for advice. Some time mentees just need to be heard and mentors should help them find their own solutions.
- Introduce 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 patients, 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 and 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 process.
- Facilitate success in science.
- Refer the mentee to other mentoring resources (the DDFD or project mentors approved by the DDFD) when needed.
- Let the mentee and the DDFD Chair 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.



A MENTEE'S CAREER IS HIS OR HER RESPONSIBILITY.

THE MENTORING PROGRAM IS DESIGNED TO HELP JUNIOR FACULTY MEMBERS BE SUCCESSFUL IN MAKING THE APPROPRIATE DECISIONS TO ADVANCE THEIR CAREERS.



MERIT, ADVANCEMENT AND/OR PROMOTION ARE ASSESSED ACCORDING TO THE MISSION CRITERIA FOR THE MENTEE'S ACADEMIC TRACK AND FACULTY APPOINTMENT.



Characteristics of a Responsible Mentor

- ✚ 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.
- ✚ A good listener – attentive, perceptive, unbiased and diplomatic.
- ✚ Accessible and available – willing to get to know the junior faculty and keep in touch, understanding that the frequency depends on the needs of junior faculty.
- ✚ Sensitive to diversity – aware of differences such as 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.
- ✚ A team player – receptive to the mentee's need for other mentors.
- ✚ 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. <http://www.hhmi.org/grants/pdf/meetings/2004ugrad.pdf>.

Characteristics of a Responsible Mentee

- ✚ Eagerness to learn and a respect and desire to learn from the person selected as the mentor.
- ✚ Seriousness in the relationship.
- ✚ Takes the initiative in the relationship, especially in the beginning — be politely insistent about the desire for a mentor.
- ✚ Flexibility and an understanding of this senior professional's demanding schedule. (You'll be there one day; be courteous, not greedy, demanding, clinging or ungrateful.)
- ✚ Promptness for all appointments.
- ✚ Gives feedback, even if nothing is requested.
- ✚ Interest: the mentor will ask questions about the mentee's personal and professional life in an effort to get to know the mentee as a whole person — mentees should do the same with mentors. Mentors and mentees both have a life outside of the institution and sharing something about it can help each communicate better.
- ✚ Respect: the mentor is there to help the mentee in his or her career by pointing out the stepping stones, not being one; the mentee should never forget the time and effort this person is taking to offer a smoother path on the way to success.

Adapted from Virginia Commonwealth University, Medical College of Virginia. Faculty mentoring guide, characteristics of a mentee [Web page].
<http://www.medschool.vcu.edu/ofid/facdev/facultymentorinaauide/charmentee.html>.



"Do I Need a Mentor?"
If you want to be successful, absolutely YES!

"Literature on the subject of mentoring and junior faculty development in academic medicine concurs."²¹⁻³⁰

"The demands of academic medicine are many and often so diverse as to seem counter to one another. You may be required to carry a patient load, serve as a teacher to medical students or residents, conduct your own research, advise graduate students, supervise others helping you with the research, ensure adequate funding for that research, publish, participate in division/department and institutional activities — and those are just the obvious duties. On top of this, you're expected to interact with your colleagues and senior faculty in such a way that knowledge of political intricacies is imperative."

Adapted from Virginia Commonwealth University, Medical College of Virginia. Faculty mentoring guide, suggestions for mentees: "do I need a mentor?" [Web page].

<http://www.medschool.vcu.edu/ofid/facdev/facultymentoringguide/suggmentee.html>.

KU SoM does not expect our junior faculty members to "sink or swim."

Tips for Mentees (Questions to pose to Mentors)

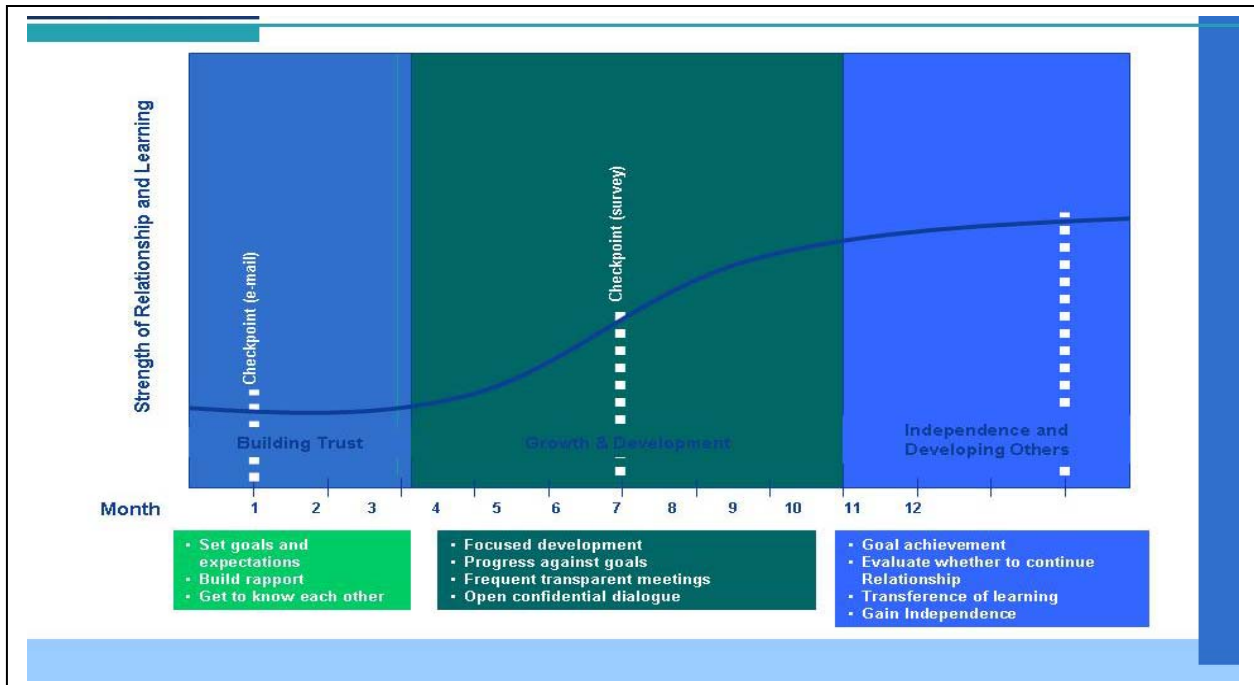
- Are there informal as well as formal criteria for promotion and tenure?
- Who can help clarify my department's expectations?
- How do I build a faculty portfolio?
- What professional organizations should I join?
- How do I gain a spot on the program at academic colloquia, symposiums and conferences?
- 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 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 manuscripts and other publications?
- What are the leading journals in my field? Have any colleagues published there?
- Is it appropriate to bring a potential 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 accepted ways to raise different kinds of concerns, issues and problems?
- How do I deal with conflict within and outside the department (i.e., intra-departmental, hospital, KUPI, 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?



Life Cycle of Mentoring Relationships

From the first steps of matching with your mentor to the final stages of independence and your own career success, your mentoring experience will probably move through the cycles of most senior/junior or master/protégé relationships: tentativeness, eagerness to please, identification with the mentor, dependence, a "second nature" comfort in communication with the mentor, and finally, independence.²¹ We cannot state more clearly than as stated in the VCU Mentoring Guide,²² "It is during the first four stages of tentativeness, eagerness to please, mentor identification and dependence that both mentor and mentee need to be cautious. Since the two of you are not equals, the potential for exploitation on either side is present."²³ As the Mentoring Manual from VCU warns, "both parties need to guard against over-dependence on the mentor. While this may be flattering for the mentor and comfortable for the mentee, it does nothing to promote growth for either. Over identification with your mentor may lead you to adopt less than desirable traits, or at least traits that do not mesh with your own lifestyle (such as sitting on so many committees that you have no time to spend on personal interests)."²¹

*Mentoring Partnership Life Cycle Graph*²⁴



The Impact of Race, Gender and Culture on Mentoring²⁵

Racial, gender, and cultural diversity have an important impact on mentoring relationships, and the pros and cons of same-race (or gender or culture) matching versus cross-race matching in establishing these relationships continues to be debated. While the commission did not take a position on this question, it was noted that both the mentor and the mentee need to understand and be sensitive to differences in backgrounds, communication styles, and learning styles.

In *Honor Our Role Models*, Linzer and Beckman note that “differences in gender, race, ethnicity, and age can be factors in your professional development and therefore are good topics to discuss with a mentor” and to consider when selecting a mentor.¹ It is important to note, however, that research has shown that “same-race matching may expedite the development of trust, but it does not guarantee a successful mentoring match. This is because the qualities of the mentor, rather than race, are what matter the most.”² Another study by Morrow and Styles³ found that mentors and mentees in same-race and cross-race matches were almost equally likely to form strong, effective relationships.

Commission members proposed the use of multiple mentors as a strategy for resolving this quandary: for example, having one mentor in your academic or clinical area, another with similar demographic characteristics, and perhaps a third who helps you with your role as teacher or manager. Collectively, the mentoring team may be able to provide a holistic perspective on professional growth and development.

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3. Morrow KV, Styles MB. Building relationships with youth in program settings: a study of Big Brothers/Big Sisters. Philadelphia: Public/Private Ventures, 1995.

Challenges in Planned Mentoring

Successful mentoring programs are examples of strategies that are well implemented. Planning and implementation can result in the unexpected or obstacles which will impede the success of a program. It is not the intent of this section to focus on the negative, but negative consequences to mentoring may result from unrealistic expectations.²⁶ Planning for these obstacles and how to handle them will prevent a program from experiencing strain or even sabotage.

The mentoring literature presents some negative consequences of mentoring.^{1,26,27,28} Any one of three elements, toxic mentors, toxic mentees and toxic environments can adversely affect the balance in a mentoring relationship.^{26 & 27} A mentoring relationship should be considered dysfunctional when a) it frustrates the primary needs of either the mentee or the mentor; b) the mentee or any of the mentors perceive the long-term benefits of the relationship to be outweighed by the long term costs; and c) anyone in the relationship engages in specific concrete behaviors to sabotage the work projects, or the career success of the other.²⁷

Linda Phillips-Jones, PhD, suggests in her book *Mentoring Coordinator's Guide: How to Plan and Conduct a Successful Mentoring Initiative*, 13 of the most difficult challenges commonly encountered by those trying to establish a program.²⁷ Her list includes both programmatic and relationship challenges. We have adapted and provided Dr. Phillip-Jones' list below, along with the table which follows the list, *Potential Pitfalls in Mentoring*, because we believe potential problems are manageable, especially if planners and participants are aware that these possibilities exist and address them early.

1. Skepticism about planned or formal mentoring among the current faculty.
2. Lack of time for faculty to participate at any level.
3. Forcing skeptics to participate.
4. Lack of backing from leadership.
5. Fear of participation on the part of the new and junior faculty.
6. Assumption that “one doesn't need a mentor.”
7. Insufficient numbers of qualified, interested and available mentors among the senior faculty.
8. Resentment from those not selected to participate as a mentor.
9. Irritated direct managers/chairs/division chiefs of mentees.
10. Inadequately prepared participants and teams.
11. Mentoring partnerships that begin at different time other than fall of each year.

"If you fail to plan,
you plan to fail."
-- Anonymous



-
12. Lack of follow through on details of running a successful team.
 13. Lack of funding to support the initiative with programs that provide key speakers or staff to support handling the logistics of the program.

Potential Pitfalls in Mentoring

The mentor does not promote the mentee's ideas or take credit for the work.

While expectations of mentoring include that of a positive and productive experience, not all mentoring relationships are successful. According to a study published in the journal *Group and Organizational Management*, over 50% of mentees reported at least one negative mentoring experience across their careers, and 65% said that mentors had taken credit for their work. The study also found that mentees who have negative (or "toxic") mentoring experiences also report lower job satisfaction, a higher intention to leave the organization, and/or higher levels of stress. To avoid a negative mentoring experience, it is important to watch out for the potential pitfalls, including the following:

- Mismatch between the mentor and mentee (no chemistry or bad chemistry between the two)
- Unrealistic expectations/unclear goals for the relationship
- Time constraints or time demands (spending too much or too little time)
- Breaches of confidentiality and trust
- Abuse of power in the relationship
- Overdependence
- Charges of favoritism (real or perceived)
- Cultural barriers
- Competition between the mentor and mentee
- Conflict between the mentor and the mentee's supervisor
- Sexual harassment

Source: Eby LT, Allen TD. Further investigation of protégés' negative mentoring experiences: patterns and outcomes. *Group and Organizational Management* 2002; 27(4). <http://www.jdentaled.org/cgi/reprint/68/3/390.pdf>.

To help stay on top of challenges, the Office of Professional Development and Faculty Affairs (PDFA) welcomes questions and is available to help in any way.

Evaluations

Mentors or mentees may reassess their relationship at any time during the process after initial pairings and decide to continue or discontinue. Sample evaluation forms are in Appendix 2. If either indicates they wish to discontinue their relationship, then mentees who so desire will be matched with a new mentor.

Formal self-evaluations should take place:

- After a 90-day trial as a team.
- After the first 6 months, using a Semi-Annual Evaluation Form.
- At the end of the first (and subsequent years), using an Annual Mentoring Evaluation Form for:
 - the mentee by the career or team mentors.
 - the mentors by the mentee.
- 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 it clear that the mentee may continue to periodically seek advice from their mentor as needed.
- Continue the formal mentoring relationship and establish a minimum time frame for continuing.
- Continue the mentoring program with another mentor.

To assist with the continued development of the program, sample forms are in Appendix 2 for use when a team ends the formal mentor relationship.



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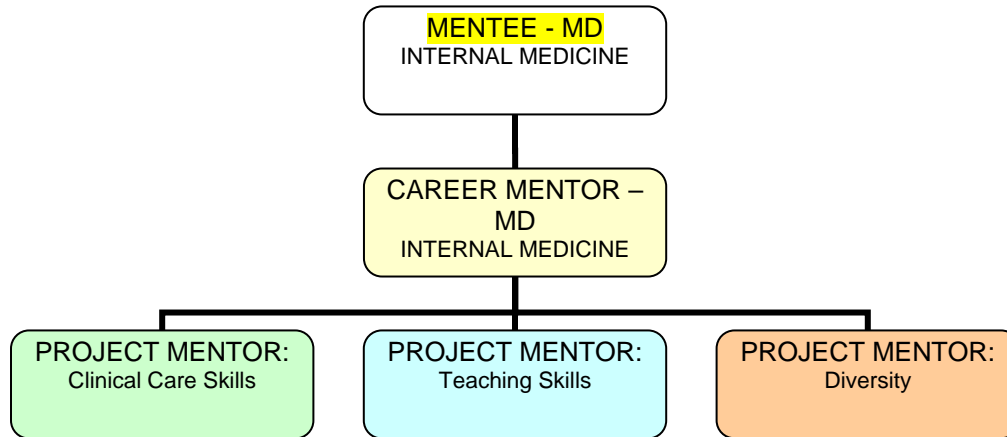
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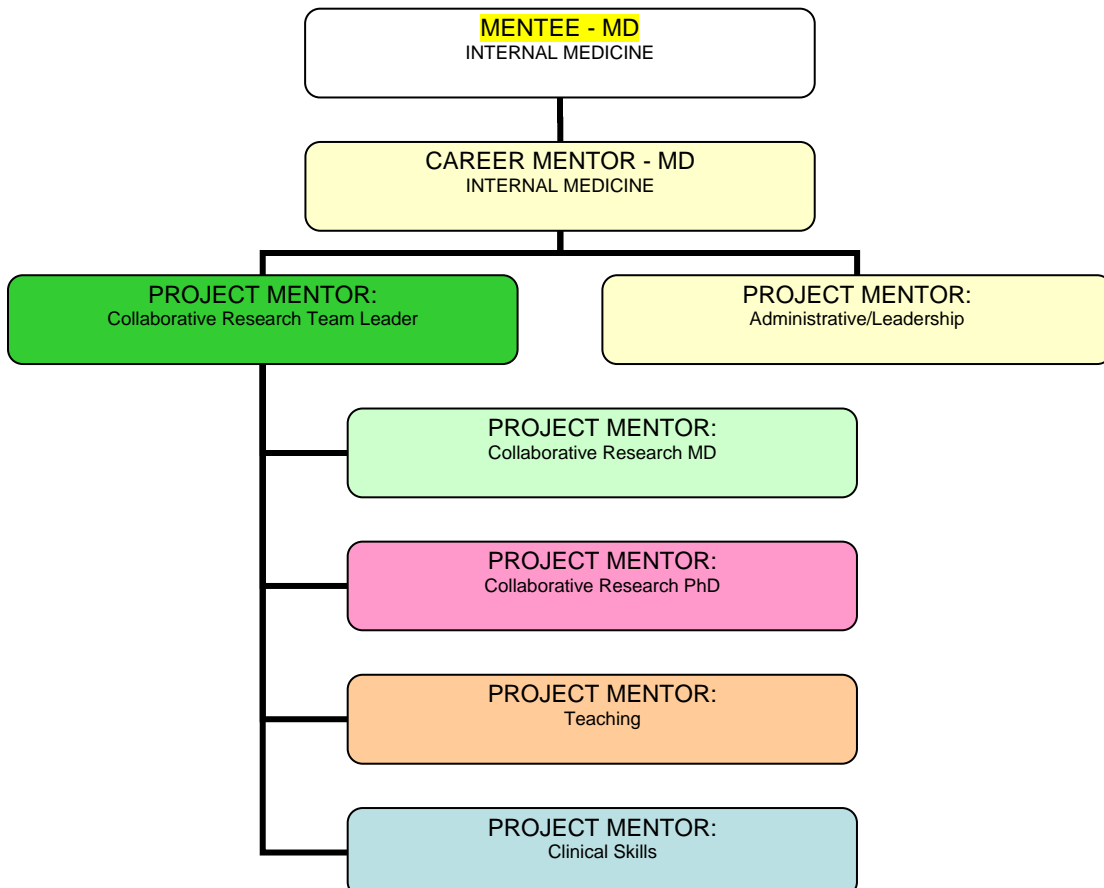
APPENDIX 1: Examples of Mentoring

Color is used in the first 4 sample organizational charts to indicate individual mentors. (In the fifth chart, color indicates the difference between 2 types of mentors.) Two boxes of the same color indicate one person will mentor both topics. Boxes without a department name inside indicate that the mentor may or may not be from within the mentee's department. Boxes with a department name listed as an example indicate a recommendation to use inter-department mentors for the mentee.

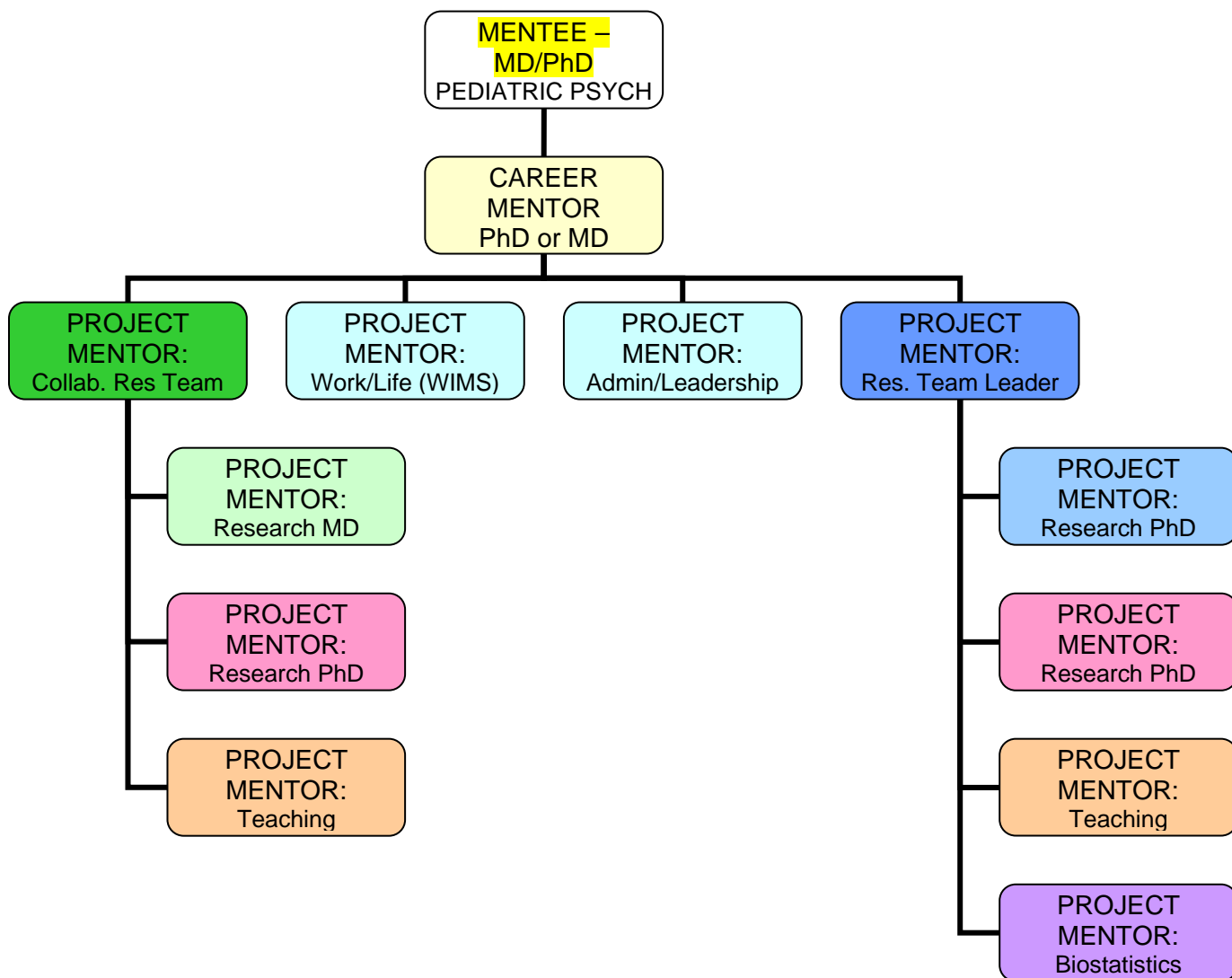
SAMPLE 1 is a newly hired clinical member of the faculty who requested mentoring in clinical care skills and teaching skills and expressed the desire to network with faculty of similar background.



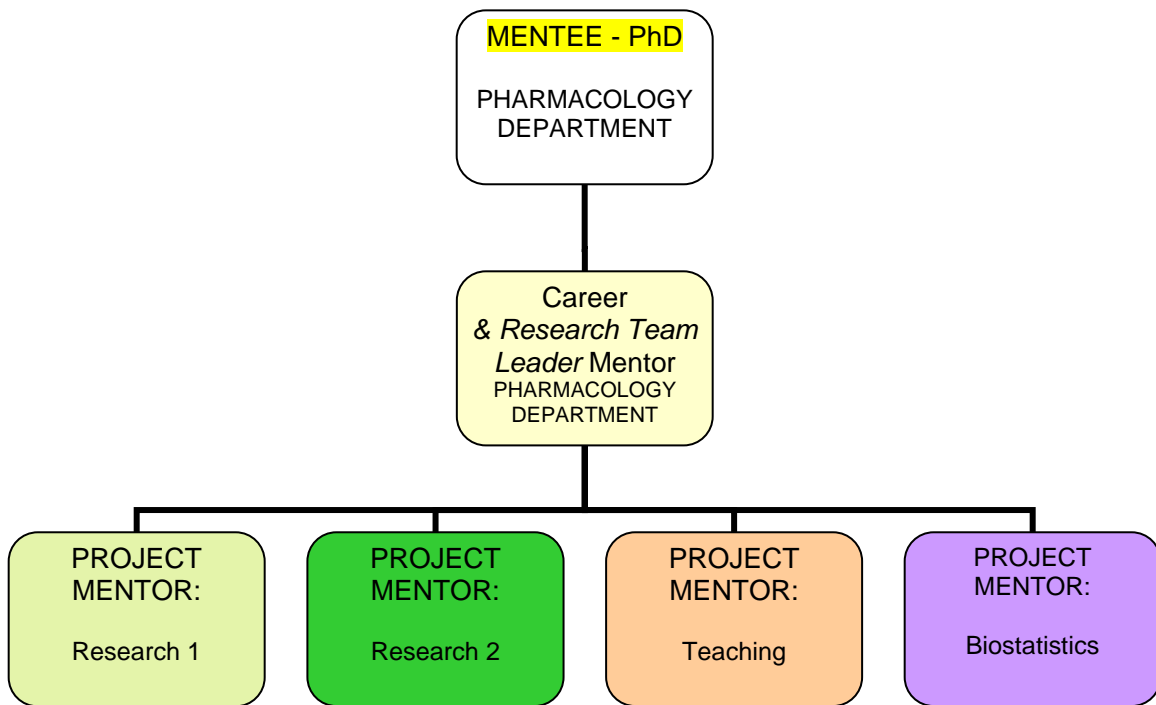
SAMPLE 2 is a clinical member of the faculty who wants to establish collaborative research for the first time, and is interested in becoming a division director.



SAMPLE 3 is a clinical member of the faculty who wants to expand beyond their existing collaborative research project into a second project, and who is interested in becoming a division director but needs help with balancing everything going on in her career with life as a mother of 3 children.



SAMPLE 4 represents a research member of the faculty who has one research project.



SAMPLE 5 (on the next page) represents a department with very few senior faculty members but has the desire to match MENTORS and MENTEES within the same department. This situation would be unique and the goals would be to: 1) “outgrow” the situation of not enough MENTORS to pair one-on-one with junior faculty members and 2) retain and promote the junior members so they become the next generation of senior faculty MENTORS. The recommendation is in 2 parts: Part A – MENTORING via VIRTUAL ORIENTATION AND Part B – LAYERED & GROUP MENTORING. The advantages gained by the department would include: 1) the ability to provide MENTORS to all their junior faculty members from within the department; 2) the opportunity for a bond or strong network to grow between the junior faculty members as they work as MENTORS to colleagues more junior than themselves; 3) the opportunity for the department to strengthen through the support provided in a departmental community; and 4) ultimately increasing the retention rate of our junior faculty members and next generation of ONE-ON-ONE MENTORS.

Part A – MENTORING via VIRTUAL ORIENTATION

Common in all departments, whether or not there are enough junior and senior faculty members to establish pairs one-on-one, are the questions asked by new faculty members within the first month or two of employment. Valuable time is spent every year by our senior faculty members answering these questions “over and over again” which could be saved by 1) utilizing the School of Medicine NEW FACULTY VIRTUAL ORIENTATION and the VIRTUAL MENTOR websites developed by the Office of Professional Development and Faculty Affairs and by 2) developing a *DEPARTMENTAL VIRTUAL ORIENTATION* specific to questions unique to each department or division.

Step 1 – As soon as an offer letter to a new faculty candidate is prepared and signed, either include with the letter or in a second follow-up letter, encouragement for the candidate to acclimate themselves to campus by reviewing the VIRTUAL ORIENTATION and VIRTUAL MENTOR before reporting to work.

- School of Medicine NEW FACULTY VIRTUAL ORIENTATION <http://www.kumc.edu/som/guide>
- VIRTUAL MENTOR <http://www.kumc.edu/som/facdev/virtualmentor.html>.

Be sure to add these links to your department’s homepage.

Step 2 – Survey senior faculty members for questions they consider “commonly asked of them by all new faculty members or past MENTEES.”

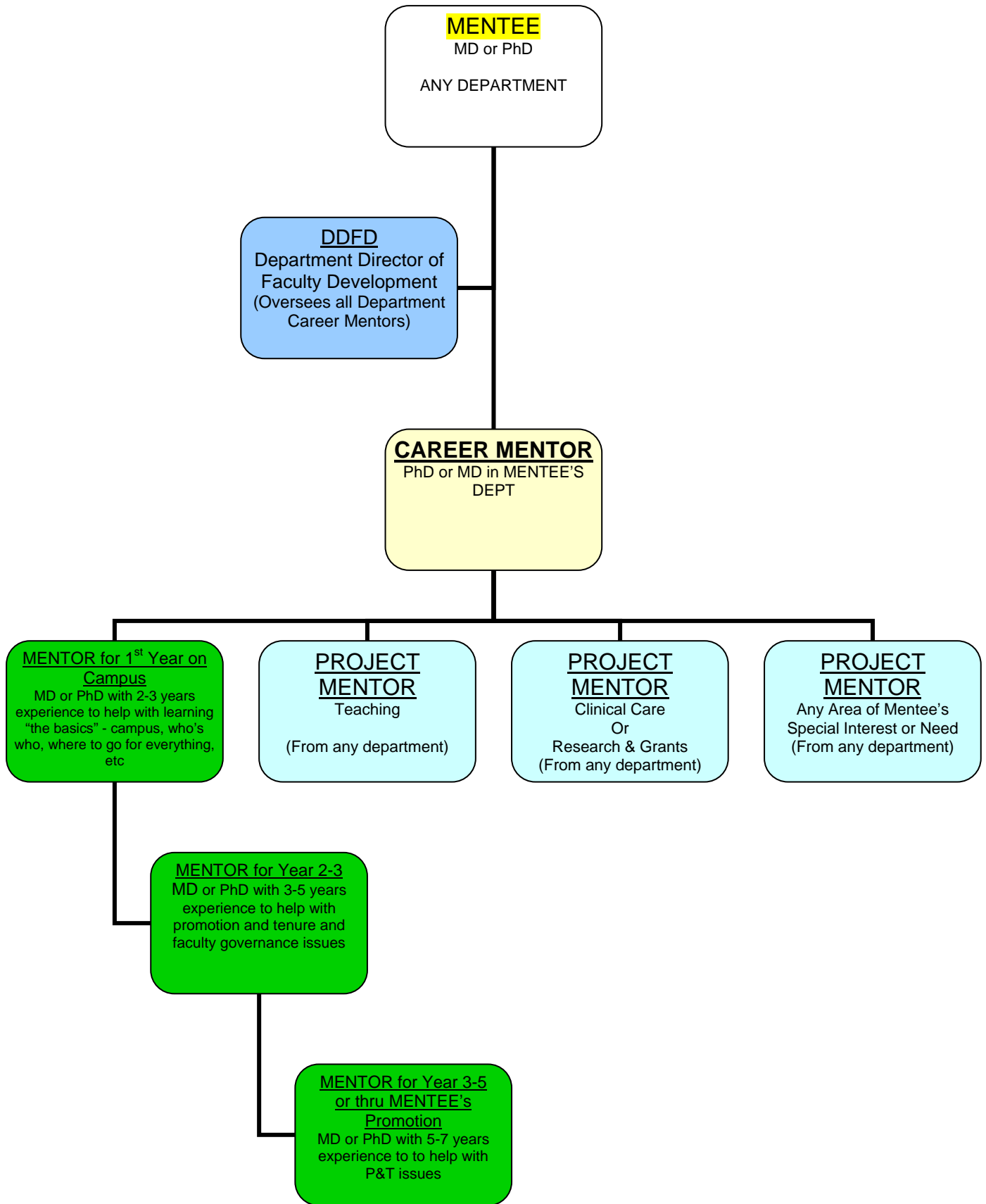
Step 3 – Develop a *DEPARTMENTAL VIRTUAL ORIENTATION* or VIRTUAL MENTOR webpage listing all the questions and answers specific to your department or department divisions.

Step 4 – Add your *DEPARTMENTAL VIRTUAL ORIENTATION* and/or VIRTUAL MENTOR webpage links to your department’s website, and send the links to the Office of Professional Development and Faculty Affairs to have it added to the School of Medicine NEW FACULTY VIRTUAL ORIENTATION website.

Part B – LAYERED & GROUP MENTORING (See chart on the following page)

The aqua PROJECT MENTORS follow the definition previously given for PROJECT MENTORS with one exception. The “layered” MENTORS shown in green are based on the MENTEE’s number of years at KU and the information most valuable to him or her during the identified years. Both types of MENTORS would work in groups with multiple MENTEES assigned to each PROJECT or LAYERED MENTOR. The only MENTOR with senior faculty status would be the CAREER MENTOR acting as an anchor for the MENTEE’s career. CAREER MENTORS would be assigned numerous MENTEES and maintain the responsibility of individual annual meetings for the purpose of: 1) completing the IDP form, 2) assigning PROJECT and LAYERED MENTORS as needed and 3) assessing and assuring the MENTEE is stable and advancing smoothly in their career. Responsibilities of the LAYERED MENTORS would be determined by the level, or years of experience, of the MENTEE, as defined on the following chart.





APPENDIX 2: List of Tools & Forms

NOTE: The list of documents below is located on the KU School of Medicine Mentoring Website.
<http://www.kumc.edu/som/facdev/mentoringoverview.html>

All documents are for your use, are downloadable for customizing to meet the specific needs of each department. On-line fillable forms are locked but not password protected so you may change them as you see fit. If you have difficulty or any questions, please call our office; we will be happy to assist.

~~~~~

- ✚ Mentee Application FORM [http://www.kumc.edu/som/facdev/mentoring/a1Mentee\\_App.doc](http://www.kumc.edu/som/facdev/mentoring/a1Mentee_App.doc)
- ✚ Mentor Application FORM [http://www.kumc.edu/som/facdev/mentoring/a2Mentor\\_App.doc](http://www.kumc.edu/som/facdev/mentoring/a2Mentor_App.doc)
- ✚ Mentee's Planning for Mentoring TOOL [http://www.kumc.edu/som/facdev/mentoring/b1Mentee\\_Planning.doc](http://www.kumc.edu/som/facdev/mentoring/b1Mentee_Planning.doc)
- ✚ Mentor's Planning for Mentoring TOOL [http://www.kumc.edu/som/facdev/mentoring/b2Mentor\\_Planning.doc](http://www.kumc.edu/som/facdev/mentoring/b2Mentor_Planning.doc)
- ✚ 1<sup>st</sup> Meeting Agenda [http://www.kumc.edu/som/facdev/mentoring/cFirst\\_Meeting\\_Agenda.doc](http://www.kumc.edu/som/facdev/mentoring/cFirst_Meeting_Agenda.doc)
- ✚ Individual Development Plan IDP FORM  
[http://www.kumc.edu/som/facdev/mentoring/dIndividual\\_Development\\_Plan.doc](http://www.kumc.edu/som/facdev/mentoring/dIndividual_Development_Plan.doc)
- ✚ Tips for Mentees (not on the web)
- ✚ Tips for Mentors (not on the web)
- ✚ Meeting Agenda [http://www.kumc.edu/som/facdev/mentoring/fMeeting\\_Agenda.doc](http://www.kumc.edu/som/facdev/mentoring/fMeeting_Agenda.doc)
- ✚ Meeting Worksheet [http://www.kumc.edu/som/facdev/mentoring/gMentorng\\_Worksheet.doc](http://www.kumc.edu/som/facdev/mentoring/gMentorng_Worksheet.doc)
- ✚ 90-Day Trial TOOL [http://www.kumc.edu/som/facdev/mentoring/h90\\_Day\\_Trial.doc](http://www.kumc.edu/som/facdev/mentoring/h90_Day_Trial.doc)
- ✚ Quarterly or Semi-Annual Evaluation Form [http://www.kumc.edu/som/facdev/mentoring/iQuarterly\\_Semi-Annual\\_Eval.doc](http://www.kumc.edu/som/facdev/mentoring/iQuarterly_Semi-Annual_Eval.doc)
- ✚ Annual Mentoring Evaluation FORM – Evaluates Mentee  
[http://www.kumc.edu/som/facdev/mentoring/j2Annual\\_Evaluation\\_of\\_Mentee.doc](http://www.kumc.edu/som/facdev/mentoring/j2Annual_Evaluation_of_Mentee.doc)
- ✚ Annual Mentoring Evaluation FORM – Evaluates Mentor  
[http://www.kumc.edu/som/facdev/mentoring/j1Annual\\_Evaluation\\_of\\_Mentor.doc](http://www.kumc.edu/som/facdev/mentoring/j1Annual_Evaluation_of_Mentor.doc)
- ✚ Final Mentoring Review Form [http://www.kumc.edu/som/facdev/mentoring/kFinal\\_Mentoring\\_Review.doc](http://www.kumc.edu/som/facdev/mentoring/kFinal_Mentoring_Review.doc)
- ✚ Mentee Ending the Formal Mentorship Checklist TOOL  
[http://www.kumc.edu/som/facdev/mentoring/l1Mentee\\_Ending\\_Formal\\_Partnership.doc](http://www.kumc.edu/som/facdev/mentoring/l1Mentee_Ending_Formal_Partnership.doc)
- ✚ Mentor Ending the Formal Mentorship Checklist TOOL  
[http://www.kumc.edu/som/facdev/mentoring/l2Mentor\\_Ending\\_Formal\\_Partnership.doc](http://www.kumc.edu/som/facdev/mentoring/l2Mentor_Ending_Formal_Partnership.doc)
- ✚ Mentoring Program Evaluation Form  
[http://www.kumc.edu/som/facdev/mentoring/mMentoring\\_Program\\_Evaluation.doc](http://www.kumc.edu/som/facdev/mentoring/mMentoring_Program_Evaluation.doc)
- ✚ Mentor Bibliography with links for the SoM web  
[http://www.kumc.edu/som/facdev/mentoring/nMentor\\_Bibliography.doc](http://www.kumc.edu/som/facdev/mentoring/nMentor_Bibliography.doc)



# APPENDIX 3: Independent Development Plan (IDP) Form

The following is an example of the actual form available to download in Word format at:

[http://www.kumc.edu/som/facdev/mentoring/dIndividual\\_Development\\_Plan.doc](http://www.kumc.edu/som/facdev/mentoring/dIndividual_Development_Plan.doc)

**INDIVIDUAL DEVELOPMENT PLAN  
IDP FORM**

**Mentoring Program**

Date: \_\_\_\_\_  
Mentee: \_\_\_\_\_

**DIRECTIONS:** This form may be used in combination with the Meeting Agenda TOOL. Use it to keep record of your progress. Print before each meeting, and enter your updated information following each meeting. The worksheet will become your progress log and roadmap for discussion with whoever you wish. (*Customize this form to address your goals – i.e. before printing delete topics not chosen or expand the areas you wish to use most.*)

---

1. Name \_\_\_\_\_

2. Date \_\_\_\_\_

3. Identify Your Track & Rank

- Check Your Current Career Track
  - Tenure
  - Clinical Scholar
  - Clinical
  - Research
- Check Your Current Academic Rank
 

|                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Junior Faculty</li> <li><input type="checkbox"/> Instructor</li> <li><input type="checkbox"/> Assistant Professor</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Mid &amp; Senior Level Faculty</li> <li><input type="checkbox"/> Associate Professor</li> <li><input type="checkbox"/> Professor</li> <li><input type="checkbox"/> University Distinguished Professor</li> <li><input type="checkbox"/> Emeritus Professor</li> </ul> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

4. Career Mentor \_\_\_\_\_

Additional Mentors: \_\_\_\_\_

5. Identify Personal and Institutional Long Term Goals  
*Why did you decide to work in a Medical School?*

*Why do you hope to personally accomplish in your career?*

2

*Reflection/Resources*

This side bar is designed to prompt self-analysis associated with various components of the IDP. When you see a "2" it signals a reflection opportunity.

---

2

*Long Term Goals*

Having difficulty thinking about these goals – consider:

- Why did you decide to work at a medical school? What did you hope to accomplish?
- You're about to go up for promotion, what are the accomplishments and/or activities that you want your chair to be able to write effectively about?

Source: Adapted from UC Davis. Individual development plan (IDP). [http://www.ucdavis.edu/facultydev/docs/New\\_Career\\_Mtrnls\\_IDP\\_fr](http://www.ucdavis.edu/facultydev/docs/New_Career_Mtrnls_IDP_fr). Accessed 2007. Terms such as Rank and Track have been revised to reflect the faculty appointments used by the University of Kansas KU School of Medicine, 2007.

**INDIVIDUAL DEVELOPMENT PLAN  
IDP FORM**

**Mentoring Program**

*List your Academic Track requirements (See the Faculty Handbook)*

*List other goals discussed with Chair/Division head.*

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Source: Adapted from UC Davis. Individual development plan (IDP). [http://www.ucdavis.edu/facultydev/docs/New\\_Career\\_Mtrnls\\_IDP\\_fr](http://www.ucdavis.edu/facultydev/docs/New_Career_Mtrnls_IDP_fr). Accessed 2007. Terms such as Rank and Track have been revised to reflect the faculty appointments used by the University of Kansas KU School of Medicine, 2007.

**INDIVIDUAL DEVELOPMENT PLAN  
IDP FORM**

**Mentoring Program**

6. Areas of Focus: Definition and Distribution of Effort  
The following six central areas of focus generally describe the areas where faculty direct their efforts to successfully accomplish their personal, institutional and academic track goals.

- Education (Teaching/Scholarly Activity) – student and/or resident teaching, student advising, CME/curriculum teaching/involvement, new course development,
- Research and Other Scholarly Activity – conducting basic science and/or clinical research, presentations and publications, funding and grant support and application, copyrights and patents, editing, and peer review
- Patient Care (Clinical Activities) – direct patient care, Chart reviews, related clinical activities, clinical budget performance
- Administration – participation or leadership in governance of the unit, department, program, school, personnel management, recruitment
- Self Development – training activities (CME training, earning advanced degrees, preparing for certification/re-certification, participation in professional academic associations or societies, consulting in one's field)
- Service – committee membership, community outreach and service

**Distribution of Effort**  
Estimate the hours per week spent in each focus area then list the % of total duties.

| FOCUS AREA       | # Hrs/Week | % of Total Duties |
|------------------|------------|-------------------|
| Education        |            |                   |
| Research         |            |                   |
| Patient Care     |            |                   |
| Administration   |            |                   |
| Self Development |            |                   |
| Service          |            |                   |
| TOTAL            |            |                   |

2

*What is the congruency between your actual time/effort and what you anticipated you needed for long-term goals?*

- What can you change?

---

Source: Adapted from UC Davis. Individual development plan (IDP). [http://www.ucdavis.edu/facultydev/docs/New\\_Career\\_Mtrnls\\_IDP\\_fr](http://www.ucdavis.edu/facultydev/docs/New_Career_Mtrnls_IDP_fr). Accessed 2007. Terms such as Rank and Track have been revised to reflect the faculty appointments used by the University of Kansas KU School of Medicine, 2007.

**INDIVIDUAL DEVELOPMENT PLAN  
IDP FORM**

**Mentoring Program**

7. Specific Goals in Focus Areas  
Complete the focus areas that specifically apply to the criteria for your Academic Track and therefore will help you accomplish your personal and institutional goals.

**Education**  
Year in Review: Please list last year's goal(s) and significant accomplishments (teaching appointments, invitations, course or program improvements, etc.). If goal not met, explain and identify barriers.

2

*After listing your goals and accomplishments – consider the degree to which you are "on track" to accomplish your long-term goals?*

Upcoming Year's Education Goal(s): \_\_\_\_\_

Identify Resources, Collaborators, and time commitment needed to achieve goal: \_\_\_\_\_

Identify Barriers to achieve new goals: \_\_\_\_\_

**Research and Research Related Activities**  
Year in Review: Please list last year's goal(s) and significant accomplishments (major publications, grants, presentations, invitations, etc.). If goal not met, explain and identify barriers.

2

*If you have identified needed resources and/or barriers*

- What specific action-oriented steps can you take to put you back "on track" to achieve your long-term goals?
- Who can help you if you're stuck?
- What resources are available to guide you? See faculty affairs website.

Upcoming Year's Research Goal(s): \_\_\_\_\_

Identify Resources, Collaborators, and time commitment needed to achieve goal: \_\_\_\_\_

Identify Barriers to achieve new goals: \_\_\_\_\_

---

Source: Adapted from UC Davis. Individual development plan (IDP). [http://www.ucdavis.edu/facultydev/docs/New\\_Career\\_Mtrnls\\_IDP\\_fr](http://www.ucdavis.edu/facultydev/docs/New_Career_Mtrnls_IDP_fr). Accessed 2007. Terms such as Rank and Track have been revised to reflect the faculty appointments used by the University of Kansas KU School of Medicine, 2007.

University of Kansas School of Medicine  
FACULTY MENTORING PROGRAM

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**INDIVIDUAL DEVELOPMENT PLAN  
IDP FORM**



**Patient Care (Clinical Activities)**

Year in Review: Please list last year's goal(s) and significant accomplishments (exceptional patient care, development of new techniques, clinical programs, etc). If goal not met, explain and identify barriers.

Upcoming Year's Patient Care goal(s):

Identify Resources, Collaborators, and time commitment needed to achieve goal:

Identify Barriers to achieve new goals:

**Administration**

Year in Review: Please list last year's goal(s) and significant accomplishments. If goal not met, explain and identify barriers.

Upcoming Year's Administration goal(s):

Identify Resources, Collaborators, and time commitment needed to achieve goal:

Identify Barriers to achieve new goals:

**Self Development**

Year in Review: Please list last year's goal(s) and significant

2  
After completing your review consider:

- Were there specific areas of the IDP that were difficult for you to complete? If yes – which areas and what was difficult. Consider need for more self-development in this area.
- Are you "on track" to achieve your goals?
- Do your short term goals and accomplishments feed into your long term goals? If not, why not? What can you do to enhance that alignment?
- What resources are available to help you achieve your short and long-term goals.
- Critically assess your own competencies relative to your goals – in what areas do you need to improve and enhance your continued development?

Answers to these questions can inform your discussions with your chief/mentor as part of annual review process.

Source: Adapted from UC Davis, Individual development plan (IDP). <http://www.ucdavis.edu/shu/honors/doctoral-career-development/>. Accessed 2007. Terms such as Rank and Track have been revised to reflect the faculty appointments used by the University of Kansas KU School of Medicine, 2007.

**INDIVIDUAL DEVELOPMENT PLAN  
IDP FORM**



accomplishments (CME training or earning advanced degree, professional society participation, certification/re-certification, learning new clinical /research techniques, etc). If goal not met, explain and identify barriers.

Upcoming Year's Self Development Goal(s):

Identify Resources, Collaborators, and time commitment needed to achieve goal:

Identify Barriers to achieve new goals:

**Service**

Year in Review: Please list last year's goal(s) and significant accomplishments (committee membership, community outreach, other university and/or community service).

Source: Adapted from UC Davis, Individual development plan (IDP). <http://www.ucdavis.edu/shu/honors/doctoral-career-development/>. Accessed 2007. Terms such as Rank and Track have been revised to reflect the faculty appointments used by the University of Kansas KU School of Medicine, 2007.

**INDIVIDUAL DEVELOPMENT PLAN  
IDP FORM**



**8. Optimal Distribution of Effort**

Revisit the table, "Distribution of Effort," in step 6. Create Optimal Distribution of Effort table, taking into account your specific goals and listed in step 7.

| FOCUS AREA       | # Hrs/Week | % of Total Duties |
|------------------|------------|-------------------|
| Education        |            |                   |
| Research         |            |                   |
| Patient Care     |            |                   |
| Administration   |            |                   |
| Self Development |            |                   |
| Service          |            |                   |
| TOTAL            |            |                   |

2  
How do the time/effort

outlines in Step 4 and Step 6 align?

to the time/effort outline in Step 6 congruent with specific goals listed in Step 5?

- Where can you fine-tune and make adjustments to create optimal alignment of time/effort and desired focus/goals?
- What resources do you need to achieve your optimal time/effort?

**9. Approved and Submitted by:**

Faculty Member (Mentee) \_\_\_\_\_

Date \_\_\_\_\_

Career Mentor \_\_\_\_\_

Date \_\_\_\_\_

Source: Adapted from UC Davis, Individual development plan (IDP). <http://www.ucdavis.edu/shu/honors/doctoral-career-development/>. Accessed 2007. Terms such as Rank and Track have been revised to reflect the faculty appointments used by the University of Kansas KU School of Medicine, 2007.






See Appendix D for additional IDP forms we recommend you review before adapting this form.

1. UC Davis IDP for Faculty
2. UCSF IDP for Faculty
3. UCSF IDP for Academic Fellows, UCSF Department of Pediatrics
4. UCSF IDP for Life Science Graduate Students and Postdoctoral Trainees
5. Medical College of Wisconsin IDP for Postdoctoral Fellows




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## APPENDIX 4: Additional Examples of IDP Forms and Other Mentoring Programs

-  UC Davis IDP for Faculty
-  UCSF IDP for Faculty
-  UCSF IDP for Academic Fellows, UCSF Department of Pediatrics
-  UCSF IDP for Life Science Graduate Students and Postdoctoral Trainees
-  Medical College of Wisconsin IDP for Postdoctoral Fellows

Below are links to some websites of other institutions that offer mentoring programs and resources:

-  University of California, Davis, School of Medicine; Career Mentoring Guide:  
<http://www.ucdmc.ucdavis.edu/facultydev/pdfs/0CurrentHandbook.pdf>
-  University of Pennsylvania School of Medicine; Guidelines for Faculty Mentoring Program:  
<http://www.med.upenn.edu/facaffrs/Forms/facmentprg.pdf>
-  Stanford University, School of Medicine; Faculty Mentoring Program:  
<http://www-med.stanford.edu/school/facultymentoring/index.html>
-  Virginia Commonwealth University (VCU); Faculty Mentoring Guide:  
<http://www.medschool.vcu.edu/intranet/facdev/facultymentoringguide/index-2.html>
-  National Academy of Sciences; various mentoring handbooks:  
<http://search.nap.edu/nap-cgi/naptitle.cgi?Search=mentoring>
-  Association for Women in Science (AWIS); mentoring program information:  
<http://www.awis.org/mentoring.html>
-  Mentor net; E-mentoring network for women in engineering and science: [www.mentornet.net](http://www.mentornet.net)
-  American Physiological Society mentoring site:  
<http://www.the-aps.org/careers/careers1/mentor/index.htm>
-  Science Next Wave An Electronic Network of the Next Generation of Scientists:  
[http://nextwave.sciencemag.org/features/academic\\_career\\_issues.dtl#3](http://nextwave.sciencemag.org/features/academic_career_issues.dtl#3)
-  NIH research programs: <http://grants.nih.gov/training/index.htm>
-  Helzberg Entrepreneurial Mentoring Program: <http://helzbergmentoring.org/HEMP/>



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## Appendix 5: KU School of Medicine Website Links

### Orientation

#### *New Faculty Virtual Orientation*

<http://www.kumc.edu/som/guide/>

The Office of Professional Development and Faculty Affairs (PDFA) developed a strong Virtual Orientation. This Virtual Orientation is meant to work like a “phone book” or “table of contents” to information on campus, on the KUMC.edu website and as a reference of “who’s who.” It includes information necessary within the first 100 days on campus to help new faculty succeed in their position. If new faculty are directed to the Virtual Orientation the time spent answering repetitious questions by your department personnel should be eliminated.

The site is broken into 4 major categories:

- 1) About the KU, KUMC, KU Hospital, KUPI, Kansas City and Wichita Communities;
- 2) Getting Started –Your 1st Day on the Job;
- 3) Getting Acclimated – Your 1st Month on the Job;
  - a. Planning your Events & Schedule
  - b. Getting Ready to Teach
  - c. Getting Ready to Research
  - d. Getting Ready to Practice Medicine
- 4) Getting Ahead – Your 1st Year on the Job.

Visit this site to help make the transition from your previous environment to your new KUMC environment and to enhance your success.

#### *SoM New Faculty Welcome Breakfast*

### Mentoring

#### *Mentoring Bibliography & Suggested Reading List*

[http://www.kumc.edu/som/facdev/mentoring/nMentor\\_Bibliography.doc](http://www.kumc.edu/som/facdev/mentoring/nMentor_Bibliography.doc)

#### *Faculty Mentoring Program*

<http://www.kumc.edu/som/facdev/mentoringoverview.html>

#### *Tools & Forms*

The following tools and forms were developed to help save faculty the time it takes to reinvent the “wheel of recording keeping.” Links to each tool or form are located at the bottom of the FACULTY MENTORING PROGRAM webpage.

- [Mentee Application Form](#)
- [Mentor Application Form](#)
- [Mentee’s Planning for Mentoring Tool](#)
- [Mentor’s Planning for Mentoring Tool](#)
- [1st Meeting Agenda](#)
- [Individual Development Plan IDP Form](#)
- [Meeting Agenda](#)
- [Meeting Worksheet](#)
- [90-Day Trial Tool](#)
- [Quarterly or Semi-Annual Evaluation Form](#)
- [Annual Mentoring Evaluation Form – Evaluates Mentee](#)
- [Annual Mentoring Evaluation Form – Evaluates Mentor](#)
- [Final Mentoring Review Form](#)
- [Mentee Ending the Formal Mentorship Checklist Tool](#)
- [Mentor Ending the Formal Mentorship Checklist Tool](#)
- [Mentoring Program Evaluation Form](#)
- [Mentor Bibliography with links for the SoM web](#)

#### *Virtual Mentors*



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The Virtual Mentors are award-winning members of the School of Medicine faculty who offer a few tips from experiences as a new member on the KUMC campus or in Wichita through their successes.

<http://www.kumc.edu/som/facdev/virtualmentor.html>

#### *Faculty Mentoring Awards*

The Executive Dean of the University of Kansas, School of Medicine, Dr. Barbara Atkinson, formally launched the SoM Executive Dean's 2 separate distinguished mentoring awards in the summer of 2006. Outstanding mentors from the SoM faculty will be chosen annually and honored as a part of the Mentoring Program. Participation in Mentoring is part of the faculty evaluation and reviewed by the P&T Committee. For full details and nomination materials visit:

<http://www.kumc.edu/som/facaffairs/mentoringawards.html>. The deadline for nominations is the 4<sup>th</sup> Friday in August. See Appendix A for award recipients.

#### **Faculty Affairs Websites**

<http://www.kumc.edu/som/facdev/>

#### *Handbook for Faculty and other Unclassified Staff*

<http://www2.kumc.edu/aa/fa/pdf/Handbook.pdf>

#### *Faculty Ranks & Tracks Overview*

<http://www.kumc.edu/som/facaffairs/ranksandtracks.html> Including:

- Overview of each track
- Changing Tracks
- Procedure for Request to Change Appointment Track (policy statement)
- Emeritus, Named and University Distinguished Professorships

#### *Annual Assessment of Faculty Members Overview*

<http://www.kumc.edu/som/facaffairs/annualassess.html> Including:

- Policy for Annual Assessment of Faculty Members (Background, Objectives, Process)
- Annual Faculty Assessment Summary <http://www.kumc.edu/som/facaffairs/annualassessment.doc>
- SoM Procedures for Tenured Faculty Members with Unsatisfactory Assessments

#### *Promotion and Tenure Overview*

<http://www.kumc.edu/som/facaffairs/pandt.html> Including:

- 2007-2008 Schedule
- Departmental P&T
- Guidelines for Academic Promotion and the Award of Tenure (Word)
- Instructions for Faculty Applying for Promotion and Tenure
- REVISED Submission Checklist (Word)
- Nomination Form (Word)
- Curriculum Vitae Form (Word)
- Handbook for Faculty and Other Unclassified Staff (pdf)
- Manual for Volunteer Faculty at the University of Kansas SoM (Word)
- Interruption of Probationary Period
- Procedure for Request to Transfer Appointment Tracks
- Effective May 5, 2006: Policy and Procedure for Paid Faculty Recruitment and Appointment (Word)

#### *Chair Review Summary*

<http://www.kumc.edu/som/facaffairs/chair.html> Including:

- Detailed Protocol for Conducting Chairperson Review
- Review Committee Functions
- Participating Individuals/Groups
- Responsibilities of Chairperson Being Reviewed
- The Final Report and Actions

#### *Sabbatical Leave*

<http://www.kumc.edu/som/facaffairs/sabbatical.html>

#### *Honors and Awards*

<http://www.kumc.edu/som/facaffairs/honorsandawards.html> Including:

- Ruth Bohan Teaching Professorship Award: History, eligibility, criteria for award and nomination process details
  - Ruth Bohan Packet (Word)
- Chancellors Club Teaching Award
- Chancellors Distinguished Teaching Award



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William T. Kemper Fellowship for Teaching Excellence  
Chancellors Club Research Award  
Chancellors Faculty Research Investigator Award  
Higuchi Endowment Research Achievement  
School of Medicine Executive Dean's Distinguished Mentoring Awards  
Mentee's On-line Nomination Form  
Support for Mentoring Candidate Form  
AAMC Awards and Deadlines

**Professional Development Websites**

<http://www.kumc.edu/som/facdev/>

*Programs*

*Jaydoc's Lunch & Learn Series*

*Department Chair Resources & Support*

*Educator's Resources & Support*

*Research Resources & Support*

*Workshops for Researchers*

*Postdoctoral Resources & Support*



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## APPENDIX 6: Mentoring Information and Published Articles

- ✚ University of Washington ADVANCE. Ways to bring recognition to your faculty. [http://www.engr.washington.edu/advance/workshops/20031017-Ways\\_to\\_Promote\\_Your\\_Faculty.pdf](http://www.engr.washington.edu/advance/workshops/20031017-Ways_to_Promote_Your_Faculty.pdf).
- ✚ Grigsby RK. In: The Five-Minute Mentor [department]. *Academic Physician & Scientist*. [serial online]. July/August 2006;8-9. [http://www.acphysci.com/aps/resources/PDFs/JulyAug\\_06\\_Mentor.pdf](http://www.acphysci.com/aps/resources/PDFs/JulyAug_06_Mentor.pdf).
- ✚ Luna G, Cullen D. Empowering the faculty: mentoring redirected and renewed. ASHE-ERIC Higher Education Report 3. Washington, DC: Office of Educational Research and Improvement;1995. [http://findarticles.com/p/articles/mi\\_pric/is\\_199500/ai\\_3220447043/print](http://findarticles.com/p/articles/mi_pric/is_199500/ai_3220447043/print).
- ✚ Lye P, Heidenreich C, Wang-Cheng R, Bragg D, Simpson D. Experienced clinical educators improve their clinical teaching effectiveness. *Ambul Pediatr*. 2003;3(2):93-97.
- ✚ University of Michigan ADVANCE program. Faculty mentoring & advancement, facilitating career advice: tips for department chairs and directors. Excerpt from: *Giving and Getting Career Advice: A Guide for Junior and Senior Faculty*. <http://www.umich.edu/~advproj/career%20advising.pdf>, and <http://paid.uci.edu/chairs%20retreat%20files/G.%20Mentoring%20&%20Advancement.pdf>.
  - University of California, San Diego Academic Affairs. Faculty mentoring program guidelines. <http://academicaffairs.ucsd.edu/faculty/programs/fmp/default.htm>. UC San Diego has published this description of its faculty mentoring program on their Academic Affairs website. It is provided here as an example for department chairs.
  - University of Washington ADVANCE. Faculty professional development opportunities. From: the National Leadership Workshop for SEM Department Chairs: July 9-10, 2007; Seattle, WA. [http://www.engr.washington.edu/advance/workshops/20030227-development\\_opportunities.pdf](http://www.engr.washington.edu/advance/workshops/20030227-development_opportunities.pdf).
  - University of California, San Francisco Academic Affairs. Mentoring tips. <http://acpers.ucsf.edu/mentoring/mentoringtips.php>.
  - University of Washington ADVANCE. Ways to bring recognition to your faculty. From: the National Leadership Workshop for SEM Department Chairs: July 9-10, 2007; Seattle, WA. [http://www.engr.washington.edu/advance/workshops/20031017-Ways\\_to\\_Promote\\_Your\\_Faculty.pdf](http://www.engr.washington.edu/advance/workshops/20031017-Ways_to_Promote_Your_Faculty.pdf).
- ✚ Grisby RK. Five potential pitfalls for junior faculty at academic health centers. *Academic Physician & Scientist*. [serial online]. May 2004;2-3. [http://www.acphysci.com/aps/resources/PDFs/May04\\_feature.pdf](http://www.acphysci.com/aps/resources/PDFs/May04_feature.pdf).
- ✚ University of Louisville, Graduate School. Mentor and graduate student: strategies for success <http://graduate.louisville.edu/pubs/mentor-and-graduate-student-strategies-for-success.html>.
- ✚ Hazzard WR, Sticht JP. Mentoring across the professional lifespan in academic geriatrics. *Am Geriatr Soc*. 1999 Dec;47(12):1466-1470.
- ✚ Bauchner, H. Mentoring clinical researchers. *Arch Dis Child*. [serial online]. 2002 Jul;87(1):82-84. <http://adc.bmj.com/cgi/reprint/87/1/82>.
- ✚ Phillips-Jones L. Mentoring for diversity. The Mentoring Group. [http://www.mentoringgroup.com/html/articles/idea\\_12.htm](http://www.mentoringgroup.com/html/articles/idea_12.htm).
- ✚ Walker WO. Mentoring for the new millennium. <http://www.med-ed-online.org/pdf/f0000038.pdf>.
- ✚ Kosoko-Lasaki O, Sonnino RE, Voytko ML. Mentoring for women and underrepresented minority faculty and students: experience at two institutions of higher education. <http://www.nmanet.org/images/uploads/Publications/OC1449.pdf>.
- ✚ Olmstead, MA. Mentoring new faculty: advice to department chairs. From: *CSWP Gazette*. 1993;13(1):1 <http://faculty.washington.edu/olmstd/research/Mentoring.html>.
- ✚ Lee A, Dennis C, Campbell P. Nature's guide for mentors. *Nature*. [serial online]. 2007;447:791-797. <http://www.nature.com/nature/journal/v447/n7146/pdf/447791a.pdf>.
- ✚ Skinner T. Physician retention. Medical Staff Development, Gunderson Lutheran Health System.
- ✚ Department of Medicine Mentoring Program, Johns Hopkins Medicine. Tasks and goals at different stages of a faculty career in academic medicine. <http://deptmed.med.som.jhmi.edu/faculty/body6.html>.
  - Topics for Discussion – Clinical Track, Dept. of Medicine Mentorship Program



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- Topics for Discussion – Research Tenure Track, Dept. of Medicine Mentorship Program

## **APPENDIX 7: (NIH) Mentoring Guide Subsection**

### ***National Institutes of Health (NIH) Mentoring Guide Subsection***

The NIH guide is divided into 6 sections within which specific recommendations are made.

1. **The Supervisors, Mentors and Trainees** section defines
  - a mentor as "a person who has achieved career success and counsels and guides another for the purpose of helping him or her achieve like success";
  - a research supervisor, who should "always be a mentor ... with the responsibility to discuss with and advise a trainee on aspects of his or her work and professional development"; and,
  - a postdoctoral trainee, who "should learn to train and guide others, for example, by working with more junior individuals ... or training students."
2. The section entitled **Training in Scientific Investigation** addresses the importance of identifying a "first-rate" research project.
3. **Training in Communication** emphasizes the importance of oral and written communication both within the scientific community and the institutional campus.
4. **Training in Personal Interactions** discusses the need to learn negotiation, persuasion and diplomatic skills.
5. **Career Planning** encourages fellows at NIH to consider career pathways almost as soon as arriving at the Institute and discusses how senior researchers can assist.
6. The **Training in Scientific Responsibility** section commands all supervisors, mentors and training institutions to ensure that all trainees learn the "legal and ethical aspects of conducting research" and develop a "sense of responsibility for the use of public resources available to them."

The entire NIH Guide may be found on the Web at <http://www1.od.nih.gov/oir/sourcebook/ethic-conduct/mentor-guide.htm>





## APPENDIX 8: School of Medicine Executive Dean's Distinguished Mentoring Award Recipients

### *Inaugural Awards Presented September, 2006*



**LEON MATTIOLI, MD**  
Professor, Pediatric Cardiology

"The Jayhawk" - Lifetime Achievement in Mentoring Award, 2006

**ELIZABETH C. (BETTY) PENICK, PHD**  
Professor, Psychiatry and Psychology

"The Jayhawk" - Lifetime Achievement in Mentoring Award, 2006



### *2<sup>nd</sup> Annual Awards Presented September, 2007*



**CURTIS (CURT) KLAASSEN, PHD**  
University Distinguished Professor and  
Chair, Pharmacology, Toxicology and Therapeutics

"The Jayhawk" - Lifetime Achievement in Mentoring Award, 2007

**MATTHEW (MATT) MAYO, PHD**  
Professor and Chair, Department of Biostatistics and  
Director, Center for Biostatistics and Advanced Informatics

Excellence in Mentoring Award, 2007





## Faculty Mentoring Program

### Part of the Office of Professional Development and Faculty Affairs Mentoring Initiative

2008



Robert M. Klein, PhD  
Associate Dean for Professional Development and Faculty Affairs

**University of Kansas Medical Center**  
Office of Professional Development and Faculty Affairs  
Mail Stop 1049  
3901 Rainbow Boulevard  
Kansas City, KS 66160  
913.588.1381

