Faculty Mentorship Guide

Office of Faculty Development

http://web.csmc.edu/research-and-education/faculty-development/

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Foreword

The mission of the Office of Faculty Development is:

To support faculty academic and professional success, to promote faculty diversity, and to provide resources for Cedars-Sinai advancement and external achievement.

The academic success of Cedars-Sinai Health System is dependent on individual faculty academic and professional success, and a collectively diverse faculty. Thus, the academic enterprise is committed to providing tools that help foster personal growth, build collaborative and diverse relationships, and facilitate successful navigation of an academic career.

The following mentorship guide is offered to support these objectives. Mentoring relationships are an excellent way to enhance professional growth and improve career satisfaction. Not only do they promote professional achievement, they also enhance institutional stability and continuity.

This guide has been created to support mentoring activities at Cedars-Sinai. I encourage you to use this as a resource to implement a Departmental/Institute mentorship program tailored to Department/Institute culture that will create effective mentoring relationships and academic successes.

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Mentorship Objectives

- ❖ To provide faculty with career development guidance to achieve academic and national advancement
- ❖ To contribute to new faculty morale, motivation, faculty culture, and sense of community
- ❖ To retain faculty by offering them an opportunity for enhanced collaboration
- ❖ To facilitate the sharing of knowledge and resources
- ❖ To promote diversity in relationships, understanding, and experiences

Roles and Responsibilities of a Mentor

The Department Chair appoints a mentor who is an experienced and trusted advisor, and who has a direct interest in the development and education of a less experienced individual. The mentor assumes numerous roles, while contributing to sustaining a relationship of shared interests and goals. One role of a mentor may be sponsorship. Sponsors use their influence to support advancement of the protégé or mentee in the organization, help them attain leadership roles, and provide opportunities to support professional development. A mentor makes a commitment to an assigned mentee to help him/her develop and further integrate into the organization's culture and become a more productive and effective member of the organization. Attributes of a good mentor include, but are not limited to:

- ❖ Commitment to the mentoring process
- ❖ Possession of the knowledge and influence needed
- ❖ Accessibility and approachability
- ❖ Ability to encourage and motivate others
- ❖ Creation of a continuous learning environment
- ❖ Respect by the institution, the Department, and the field
- ❖ Ability to serve as a confidant and advisor

Responsibilities:

Mentors may be junior or senior members of the organization who are accomplished, experienced, and interested in teaching. Mentors can serve as a sounding board, assist with prioritization of academic and organizational goals, teach process, give access to the inside track, and are available. Responsibilities of the mentor will differ based on the type of mentoring relationship: research, clinician educator, career/professional development. More than one mentor may exist for different types of mentoring needs. General responsibilities of all mentors include:

1. Availability to commit to regular check-ins or scheduled meetings
2. Approachability, easy to talk to, good listening skills
3. Ability to assist in goal setting with timelines for completion
4. Ability to hold mentee accountable for meeting goals
5. Provision of timely and valuable feedback

Examples of mentoring topics that can be addressed by one of more mentors:

❖ Grant funding: identifying grantors/programs, formulating application, proof-reading, dealing with rejections and amendments
❖ Selecting and conducting research: identifying the field of study, questions to be asked, research tools to be used
❖ Facilitation of networking
❖ Time management: timely completion of projects, meeting timelines
❖ Balancing life demands
❖ Navigating academic politics
❖ Managing major career decisions and transitions
❖ Managing academic appointment and promotion
❖ Managing clinical practice and efficiency

Roles and Responsibilities of a Mentee

Successful mentees are highly motivated, proactive, and engaged. Successful mentees have an active role in the mentor/mentee relationship and are willing to take on new challenges and to assume responsibilities.   These responsibilities may include:

1. Initiative
2. Willingness to assume responsibility for personal growth
3. Desire to learn from a mentor
4. Respect for advice, time, and effort given by the mentor
5. Flexibility and respect for the mentor's professional schedule
6. Preparation for any planned meeting
7. Promptness for all appointments
8. Receptiveness to performance feedback

Matching Mentor and Mentee

A challenging aspect of a mentoring program involves appropriate matching of mentees to mentors. Options for matching include:
1. Department Chair or Chair faculty designee assignment of mentor
2. Mentee selection of mentor
3. Individual mentorship committee (members may be selected by the mentee, assigned, or both)

Benefits of Department Chair or Chair designee assignment of mentor include:
❖ Ability to ensure junior faculty are assigned a mentor within an appropriate timeframe
❖ Department Chair may be better able to assess mentee's needs for success and assign a mentor

Benefits of mentee selection of mentor include:
❖ Mentee may more accurately identify mentors with similar interests
❖ Mentee may identify a more natural fit
❖ Mentee may take background/gender/ethnicity more into consideration

Benefits of individual mentorship committee include:
- ❖ Facilitation of research success
- ❖ Provision of diverse perspectives and may address different types of mentoring needs

Department Chair Assignment of Mentor(s)

The assignment of mentees to experienced mentors depends on the pool of experienced faculty who are willing to be mentors. In larger Departments, it may be useful to delegate assignment authority to Division Directors. Department Chairs may elect to serve as a mentor.

Mentee Selection of Mentor(s)

Mentees may identify potential mentors from the list of faculty and their specialties, from Cedars-Sinai faculty biosketches online, from Department leadership suggestion, etc., and initiate contact. Mentees should identify where they would most benefit from mentorship, and approach potential mentors with an updated CV, and a priority list of career goals in place.

Mentorship Committee Constitution

Each junior faculty may be assigned to a structured mentorship committee which has regular meetings. The committee should consist of 3-4 members, some of who may come from outside the Department, and some of who may be chosen by the mentee. A list of senior faculty would be made available, and junior faculty may choose members of their committee based on the list of senior faculty volunteers. Senior faculty outside the Department may be requested as committee members.

Interdisciplinary mentorship: Often life balance issues involve personal values and judgment, thus these issues may be best served outside the Department mentoring relationship. Mentees seeking mentorship on career advancement and professional development may be better matched or have a larger variety of mentor options with senior faculty members outside their Department.

Establishment of Mutual Expectations

For a mentoring relationship to be successful, mentor and mentee must establish agreed upon expectations and define the parameters of the relationship. Expectations to be addressed are:
- ❖ Objectives to be achieved
- ❖ Timeline for the relationship
- ❖ Frequency of meetings
- ❖ Preferred mode of communication
- ❖ Type of strategies used to achieve objectives
- ❖ Short and long term goals

Mutual expectations may be captured in a contract between the mentor and mentee, or be a verbal understanding between them.

Evaluation of the Relationship

The mentor-mentee relationship may be evaluated as it is ongoing, and at the end of a defined timeframe. During the course of the relationship, the mentor or mentee may determine the relationship is not productive and should be able to end the relationship in a professional manner.

Individual Measures of Success

Mentee
- ❖ Academic advancement
- ❖ Number of national meetings attended
- ❖ Number of publications submitted, published
- ❖ Number of speaking invitations
- ❖ Improved ability to navigate the institution
- ❖ Increased professional confidence
- ❖ Development of professional relationships
- ❖ Increased faculty engagement

Mentor
- ❖ Time commitment worthwhile
- ❖ Number of trainees mentored
- ❖ Gratification and vitality from helping next generation
- ❖ Satisfaction of contributing to overall climate change
- ❖ Ideas for feedback and collaboration about the mentor's own scholarship

Institutional Measures of Success

Short-term Measures
- ❖ Increased number of mentorship relationships established
- ❖ Faculty Opinion Survey response on mentorship

Long-term Measures
- ❖ Retention rate of faculty with a mentor vs. faculty without a mentor
- ❖ Increased diversity in faculty and senior leadership roles
- ❖ Academic advancement of faculty
- ❖ Increase in research success
- ❖ Faculty satisfaction

Appendix A
References and Additional Resources

Websites:

- ❖ Indiana University School of Medicine:
  http://faculty.medicine.iu.edu/mentoring/index.html
- ❖ University of Wisconsin School of Medicine:
  https://mentoringresources.ictr.wisc.edu/
- ❖ University of California San Francisco:
  http://academicaffairs.ucsf.edu/ccfl/faculty_mentoring_program.php
- ❖ Georgetown University School of Medicine:
  http://gumc.georgetown.edu/evp/facultyaffairs/mentoringprogram/

Publications:

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- ❖ Tillman, Robert E., et al., Policies, Activities, and Structures Supporting Research Mentoring: A National Survey of Academic Health Centers with Clinical and Translational Science Awards, Academic Medicine. 2013 January; 88: 90–96.
- ❖ Zerzan, J.T., et al. Making the most of mentors: A guide for mentees. Acad. Med., 84:140-144. 2009.
- ❖ Reckelhoff, J.F. How to choose a mentor. The Physiologist, 51(4):152-154. 2008.
- ❖ Malmgren, R.D., et al. The role of mentorship in protégé performance. Nature, 465:622-627. 2010.
- ❖ Mahoney, M.R., et al. Minority faculty voices on diversity in academic medicine: Perspective from one school. Acad. Med., 83(8):781-786. 2008.
- ❖ Holmes, D.R., et al. Mentoring: Making the transition from mentee to mentor. Circulation, 121:336-340. 2010.

Appendix B
Mentor Meeting Checklist:

Before the meeting:

- ☐ Exchange contact information and discuss best way to communicate (phone, email, in person).
- ☐ Obtain and review the mentee's CV prior to first meeting.
- ☐ Introduce yourself by phone or email. Suggest potential topics for first meeting and encourage mentee to prepare an agenda.

During the meeting:

- ☐ Set aside about an hour for the first meeting.
- ☐ Discuss goals of mentee.
- ☐ Discuss expectations, roles, and responsibilities of the mentoring relationship.
- ☐ Establish meeting guidelines and respect mentee's schedule. When and where to meet? How to schedule meetings? Communicating between meetings? Agenda format? Exchange of feedback and evaluation?
- ☐ Agree on confidentiality.

Appendix C
Mentee Meeting Checklist

Before the Meeting:

☐ Contact your mentor, introduce yourself, and set up the first meeting.

☐ Self-assessment: What are my goals? How can a mentor help me meet my goals? Consider the specific areas for which you desire mentoring. What skills do I need to learn or improve? What are my competency levels and skills as a teacher, researcher, administrator, and clinician?

☐ Think about your developmental network of people you turn to for career advice and support. These include: colleagues, mentors (scholarly, research, career advisors, peer-mentors), trainees, mentees, friends and family. What purpose will this mentoring relationship serve and what guidance do I seek?

☐ Update and provide a copy of your CV to your mentor. Ask your mentor about his/her career path.

☐ Review appointment and promotion criteria for academic appointments.

☐ Mentee should prepare an agenda for the meeting.

During the Meeting:

☐ Discuss your short and long term professional goals and proposed project. Work together to develop steps to reach these goals including mentoring needs, skills, resources and a timeline.

☐ Determine the frequency of meetings. This will vary based on individual needs (from once a month to at least twice a year.) Interactions can range from brief email or phone updates to lengthy meetings.

☐ Establish meeting guidelines. When and where to meet? How to schedule meetings? How to communicate between meetings? What agenda format will be used? How will feedback and evaluation be exchanged?

- ☐ Discuss expectations, roles, and responsibilities of the mentoring relationship.
- ☐ Suggest potential topics for future meetings based on career advancement interventions, skills development, and/or life balance.

After the Meeting:

- ☐ Keep and ongoing portfolio of activities and works in progress. Make a timeline and follow.
- ☐ Create agenda for each meeting and email in advance.
- ☐ Re-evaluate the mentoring relationship.
- ☐ Commit to real time updates to your CV.
- ☐ Create an annual list of accomplishments.