2013–2014 Department of Pediatrics Mentoring Program

Goals

The purpose of the Department of Pediatrics Mentoring Program is to provide a positive academic experience for junior faculty and to ensure maximal professional satisfaction, career development and successful promotion. Our goal is to promote success in teaching, research, and service, and to retain faculty members within the Department and the University.

The intent of this program is to enhance skills by increasing professional networking opportunities and to provide insight into new technologies, ideas and perspectives for teaching, research and clinical activities. Additionally, the mentoring program aims to create an environment in which junior faculty will be successful in obtaining promotion.

Structure of Mentoring Program

The model for mentoring in the Department of Pediatrics is that of one-on-one mentoring in which a senior faculty member is assigned to a junior faculty member. This assignment will be made by the Department Mentoring Committee with input from the mentee.

Matching Mentors and Mentees

Mentoring will be provided for all (tenure track, research track, clinical track) faculty at the rank of assistant professor, associate professor, or any rank in the department. Mentors are selected by the Department Mentoring Committee and may be from within or outside the Department of Pediatrics.

Division chiefs may serve as primary mentors for their faculty if there is an appropriate academic/research reason for this assignment. The quality of mentoring and area of expertise will drive mentor selection.

Faculty members are encouraged to identify additional mentors for other aspects of their career advancement.

Assignment of Mentors

The Department of Pediatrics Mentoring Committee will assign an initial mentor to all assistant professors (tenure eligible, clinical suffix, and research track) currently in the Department, and to incoming assistant professors on all tracks prior to their arrival in the department.
The purpose of the initial advising relationship is to identify a long-term mentor based on the faculty member’s objectives and interests. The permanent mentor will likely be someone who has expertise or interests relevant to the junior faculty member’s interests and career direction. Equally important is commonality of values. In general, faculty who select their own mentors rate the relationship more highly than faculty who are assigned mentors. Mentors will be sought first from within the department; if there is no appropriate senior faculty member in the department, a mentor will be sought from another department. It is anticipated that junior faculty may have more than one mentor, but the program is responsible only for the assignment of a primary mentor.

**Expectations of the Relationship**

Mentors should meet regularly (at least quarterly) with their assigned mentee to evaluate career goals and progress.

Mentors are encouraged to evaluate their mentoring skills using materials provided through the Office of Faculty Affairs and obtain additional training as appropriate.

Mentors are encouraged to do the following:

- Review/critique the mentee’s work. This includes (but is not limited to) reading manuscripts and providing constructive criticism in a timely manner, evaluating teaching skills, and evaluating clinical work.
- Provide practical advice about activities which will advance the mentee’s career through the development of a national reputation. This might include assessment of committee invitations, journals in which to publish, time management, etc.
- Review mentee’s plan for achieving his/her career goals and advise what needs to be done to be promoted.
- Provide connections for the mentee to others in their field, as well as pass on opportunities for growth, such as and grants to seek and presentations/talks to give.
- Model all aspects of faculty behavior, including relations with the community, colleagues, staff and employees.
- Provide institutional knowledge about what activities are rewarded, where resources can be found, and who has the power/influence to get things done.
- Advocate for the mentee within the department, e.g. by assisting in assuring protected time for the mentee to achieve particular goals such as grant submission.
- Advise about balancing work and personal life.
- Invite to work-related social events.

Mentees are expected to: 1) think through their career goals; 2) seek timely feedback; 3) evaluate the mentoring relationship annually.

**Evaluation**
Both mentor and mentee will meet on an annual basis, preferably following the mentee’s annual performance evaluation meeting with the department head using University of Arizona-approved evaluation forms and process.
Role of the Department of Pediatrics Mentoring Committee

The associate head for academics (chair of the Department Mentoring Committee) will meet with the mentor(s) and faculty member in the second year of employment and review progress, career planning, and development of scholarship commensurate with academic track. In the third year, the Department of Pediatrics Mentoring Committee will review the faculty member’s progress and meet with the faculty member, mentor(s) and division chief. This will result in a written summary for the faculty member which will be forwarded to the department head. In the fourth year, the associate head for academics will again meet with the faculty member and mentor(s) and in the fifth year, the Mentoring Committee will again review progress. Thus, there will be a regular independent evaluation of the development of each faculty member’s career to ensure that it is proceeding along the track needed for promotion.