

Department of Pediatrics Mentoring Program 2019-2020

Goals

The purpose of the Department of Pediatrics Mentoring Program (DPMP) is to provide a positive academic experience for junior and mid-level faculty and to ensure maximal professional satisfaction, career development and successful promotion. Our primary goal is to assist the faculty member with career development and ongoing management commensurate with the faculty member's academic track, job description, and personal goals. The program seeks to promote success in teaching, research/scholarly endeavor, and service. The DPMP will also help to acclimate new faculty to the University of Arizona culture and ensure that they have a clear understanding of the Department's, COM's and University's expectations. By helping faculty members develop professional networks and scholarly involvement in their discipline at the regional and national level the DPMP will facilitate their academic advancement and retention within the Department and the University.

The intent of this program is to enhance career development by providing 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 while maintaining work/life balance.

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. This will be a dynamic process and mentors may change as the faculty member's career develops. Serving as a mentor will be seen as important service and included in the annual evaluation of the faculty member as per the UA COM guidelines.

Assignment of Mentors

Mentoring will be provided for all (tenure or tenure eligible track, educator track, research track, clinical track) faculty at the rank of assistant professor and associate professor. Full professors may seek mentoring with the help of the Mentoring Committee if desired, particularly if they are new to the University of Arizona. 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 and if the mentee requests that the Division Chief assume the primary mentor role. 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, particularly if their primary mentor is their Division Chief.

The purpose of the initial advising relationship is to identify a long-term mentor based on the faculty member's objectives and interests. The long-term 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 ensuring 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. At the initial meeting the mentor/mentee dyad will develop a written mentoring plan with clear delineation of career goals, a timeline for reaching these goals, and a clear set of expectations for both members in this professional relationship. The mentor/mentee dyad will create a short (<1 page) bullet point summary of their quarterly meeting highlighting goals, plans to meet these goals, and progress/achievements using the SMART approach (see form 2 a). This will be forwarded to the Chair of the Mentoring Committee for review.

Mentors are encouraged to evaluate their mentoring skills using materials provided through the Office of Faculty Affairs and obtain additional training as appropriate. Mentors will be encouraged to attend training seminars offered by UACOM. The Mentoring Committee will also work to develop educational materials for mentors and mentees including Powerpoint presentations and a syllabus of relevant publications to help facilitate the mentoring process.

At a minimum, 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/facilitate the development of professional networks.

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

The Mentoring Committee will also collaborate with the COM Faculty Development Office to put together seminars on career development. Although these will primarily occur in the regular time slot that is used for faculty meetings on alternate weeks, we also plan to develop a streaming option since many faculty cannot always break away from off-site clinics to attend meetings held in the department conference room. In addition, faculty will be encouraged to use resources provided by the College of Medicine Faculty Development Office.

Evaluation

Both mentor and mentee will evaluate the mentoring process on an annual basis following the mentee's annual performance evaluation meeting with the department head using University of Arizona-approved evaluation forms and process.

Mentee Evaluation of Mentoring Process

The mentee will be asked to evaluate the mentoring process annually at the end of the academic year. They will be asked to reflect on the mentoring process in response to a series of prompt questions. Importantly, the mentee will be asked to focus on the process as opposed to the mentor per se. They will also be asked to confidentially evaluate the mentoring/career development process in regards to support, resources, structure, and workload balance. It will be stressed that this is confidential and will only be reviewed by the Mentoring Committee with members excused where needed to maintain confidentiality.

Mentor Evaluation of Mentoring Process

The mentor will be asked to evaluate the mentoring process annually at the end of the academic year. They will be asked to reflect on the mentoring process in response to a series of prompt questions. Importantly, the mentor will be asked to focus on the process as opposed to the mentee per se. They will also be asked to confidentially evaluate the mentoring/career development process in regards to support, resources, structure, and workload balance. It will be stressed that this is confidential and will only be reviewed by the Mentoring Committee with members excused where needed to maintain confidentiality.

Role of the Department of Pediatrics Mentoring Committee

Evaluation of Career Progression

The Vice Chair 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.

Evaluation of Pediatric Mentoring Program

The Chair of the Department Mentoring Committee will prepare an annual report for the Department Head and Executive Committee summarizing the results of the mentor and mentee evaluations of the mentoring process and faculty progression; i.e. the number of faculty meeting promotion criteria and achieving their career goals in a timely manner with an evaluation of the system highlighting strengths, weaknesses, opportunities for improvement. Also the Committee Chair will review the brief reports from the quarterly mentor/mentee meetings to evaluate their content and keep track that they are occurring. If he/she notes concerns then these will be brought to the Mentoring Committee to develop a remediation plan. University of Arizona administrative staff in the Department of Pediatrics will facilitate this tracking. This will enable the Committee to ensure that the process is ongoing.

The following are modified from templates from WWW.OPM.GOV (Office of Personnel Management)

FORM 1a: Mentor/Mentee Agreement - Confidentiality

Trust must be a verb before it is a noun. You must trust and be trustworthy to be trusted. It is one of the most, if not the most, important factor in the mentor/mentee partnership.

Mentoring pairs will share information about one another throughout the association. Partners must be very clear on the limits they want to place on the information shared. Establishing clear boundaries is a big step toward building trust.

Here are a couple of statements to start your agreement. You may accept these as they are, build upon them, or establish a completely new agreement. The important thing is that both partners concur with the confidentiality agreement.

1. What we discuss will stay between the two of us. [use space below to add to this]

2. What we discuss will stay between the two of us, unless we give each other permission or ask that the information be shared with others. [use the space below to add to this]

3. Add other additional conditions you both mutually agree to.

Mentee signature

Date

Mentor signature

Date

Form 1b Mentoring Agreement

Mentoring is both a "Get and Give" experience with the goal of providing a rich and rewarding experience for both partners. Both partners must be respectful of each other's time and commitments. We have created the following form to assist you in developing a schedule for your meetings. We encourage you to schedule your meetings for the academic year to be sure that they are given the priority they deserve. Please ensure each partner has a copy.

Mentor: _____ Mentee: _____

Preferred/Planned Quarterly Meetings for the Academic Year:

Date: _____ Time _____ to _____ Place: _____

Date: _____ Time _____ to _____ Place: _____

Date: _____ Time _____ to _____ Place: _____

Date: _____ Time _____ to _____ Place: _____

Mentor contact information (circle preferred method)

Office: _____ Mobile: _____

Email: _____

Mentee contact information (circle preferred method)

Office: _____ Mobile: _____

Email: _____

Mentor signature and date: _____

Mentee signature and date: _____

Form 2a Mentee Action Plan

Mentee Action Plan

With your mentor, set goals that are focused, realistic, and tied to your career goals

Effective goals should be **SMART**:

S: Specific

M: Measurable

A: Achievable

R: Results oriented

T: Time based

Career Goal #1: _____

Competency: What specific skills do I need to achieve this goal?

Activity: What actions will I take to develop this competency and achieve this goal?

Beginning Date:

End Date:

Evaluation: I will know I have achieved my goal when....

Career Goal #2: _____

Competency: What specific skills do I need to achieve this goal?

Activity: What actions will I take to develop this competency and achieve this goal?

Beginning Date:

End Date:

Evaluation: I will know I have achieved my goal when....

Career Goal #3: _____

Competency: What specific skills do I need to achieve this goal?

Activity: What actions will I take to develop this competency and achieve this goal?

Beginning Date:

End Date:

Evaluation: I will know I have achieved my goal when....

Career Goal #4: _____

Competency: What specific skills do I need to achieve this goal?

Activity: What actions will I take to develop this competency and achieve this goal?

Beginning Date:

End Date:

Evaluation: I will know I have achieved my goal when....

Other Comments/Action items (with expected completion dates):

Form 2b Mentor Action Plan

Mentor Action Plan

With your mentee, set goals that are focused, realistic, and tied to your mentee's career goals

Effective goals should be **SMART**:

- S:** Specific
- M:** Measurable
- A:** Achievable
- R:** Results oriented
- T:** Time based

Career Goal #1: _____

Activity: What actions will I take to help facilitate my mentee developing the necessary competencies or take the necessary actions to achieve this goal?

Begin Date

End Date

Career Goal #2: _____

Activity: What actions will I take to help facilitate my mentee developing the necessary competencies or take the necessary actions to achieve this goal?

Begin Date

End Date

Career Goal #3: _____

Activity: What actions will I take to help facilitate my mentee developing the necessary competencies or take the necessary actions to achieve this goal?

Begin Date

End Date

Career Goal #4: _____

Activity: What actions will I take to help facilitate my mentee developing the necessary competencies or take the necessary actions to achieve this goal?

Begin Date

End Date

Other Comments/Action items (with expected completion dates):

FORM 3a Mentor Evaluation/Feedback

Annual Evaluation Form for Mentors

Mentor Name:

Mentee Name:

Date:

1) How has your overall experience with the mentoring program been so far?

2) Do you feel the resources provided by the mentoring program and Department of Pediatrics/COM prepared you for your role as a mentor?

3) Have you and your mentee been able to build a comfortable working relationship? Why or why not?

4) Have the quarterly meetings and action plan process helped you to facilitate your mentoring relationship? Why or why not?

5) Please share any additional comments here:

FORM 3b Mentee Evaluation/Feedback

Annual Evaluation Form for Mentees

Mentor Name:

Mentee Name:

Date:

1) How has your overall experience with the mentoring program been so far?

2) Do you feel the resources provided by the mentoring program and Department of Pediatrics/COM prepared you for your role as a mentee?

3) Have you and your mentor been able to build a comfortable working relationship? Why or why not?

4) Have the quarterly meetings and action plan process helped you to facilitate your mentoring relationship? Why or why not?

5) Have you been able to learn from your mentor's experience and background? Why or why not?

6) Please share any additional comments here: