Faculty Mentoring Program

1. INTRODUCTION

Effective mentoring is an important factor in enhancing academic excellence and faculty retention and recruitment.

The overall goal of the University of Illinois at Chicago School of Public Health 's (UIC-SPH) faculty mentoring program is to enhance academic excellence by providing an environment and resources to ensure faculty success. The specific objectives of this program are to:

- Define expectations and responsibilities for all parties
- Develop and implement an orientation program for new faculty members
- Develop and implement a mentoring training program for both mentors and mentees
- Match all assistant professors or all newly appointed faculty with one or more mentors
- Evaluate the mentoring program.

The University of Illinois at Chicago School of Public Health is committed to academic excellence, maintaining a positive work climate, and to the career development of members of the faculty. Specifically, the School of Public Health is committed to:

- Providing needed resources to maintain the mentoring program
- Implementing, monitoring, and conducting regular evaluations of the program
- Considering mentoring as a criteria for merit recognition and advancement
- Providing mentoring resources and training mentors

It is understood that all assistant professors, as well as all newly appointed faculty at any rank, will be assigned a mentor and/or mentoring team. In addition, any other faculty wishing to have a mentor or mentoring team may make this request of the Senior Associate Dean or Mentoring Coordinator. As the goal of the mentorship program is career and professional development, mentorship will be provided for as long as the mentee desires. At a minimum, junior faculty will receive mentorship until they are promoted to associate professor. However, as the emphasis of the program is career development, and not promotion, it is expected that faculty will take advantage of the program until such time as they no longer find it useful.

2. PROGRAM IMPLEMENTATION

The SPH mentoring program will be established by the Senior Associate Dean (SAD) in consultation with the SPH's Executive Committee (EC), Appointment, Promotions, and Tenure Committee (APT), Division Directors (DD), and faculty. All assistant professors (tenure-track, clinical, and research) will be enrolled in the program. The mentoring program will be in place by June 1, 2013.

In order to ensure effective mentoring, mentors must have sufficient time, resources, and rewards/incentives to participate in the program. The SAD will work with the DD and APT to establish explicit resources and promotion criteria that reflect the SPH's commitment to the mentoring program. This activity will be completed by July 1, 2013.

The SPH will identify a Mentoring Coordinator (MC). Identification of MC will be complete by June 1, 2013.

The MC will identify formal mentors who will participate in the program. The initial group of mentors will be identified by July 31, 2013. Inclusion of additional mentors will be an ongoing activity.

The SAD will identify all assistant professors in the SPH. The initial list will be identified by July 31, 2013. New mentees will be identified as they are hired into the SPH.

The program will be expanded to include Associate Professors beginning in August 2014.

The SAD will develop and implement an evaluation plan to assess the effectiveness of the mentoring program. The evaluation plan will be complete by August 1, 2013.

3. ROLES AND RESPONSIBILITIES

3.1. Senior Associate Dean

The Senior Associate Dean (SAD) is the liaison with the University on matters related to faculty affairs, including development, implementation, and evaluation of the faculty mentoring program. The Senior Associate Dean will work with the Mentoring Coordinator (MC) to ensure that each Assistant Professor is assigned a mentor(s). The SAD is also responsible for evaluating the mentoring program. The evaluation procedures are described below. The SAD will work with the MC, Associate Dean for Research, faculty, and Division Directors to develop orientation materials, mentor training programs, and evaluation tools.   The SAD is responsible for reviewing and summarizing faculty achievements, including promotion and tenure.

3.2. SPH Appointments, Promotions, and Tenure Committee

The SPH Appointments, Promotions, and Tenure Committee (APT) is responsible for developing appointment and promotion criteria and conducting reviews and advising the Dean about faculty appointments, promotions, and tenure. APT also communicates appointment and promotion criteria and expectations to the SPH faculty and Division Directors. APT will review the promotion criteria and expectations to ensure that mentoring is reflected in expectations of faculty.

3.3. Division Director

The Division Director (DD) is responsible for meeting with faculty members upon appointment and prior to the start of each subsequent year to identify faculty members' teaching responsibilities and to set goals for research and practice/service activities for the year. The DD will review the faculty member's Academic Development Plan to ensure that required activities are included. The DD is also responsible for ensuring that faculty complete their annual performance report and for conducting annual performance evaluations for all faculty.

The DD will work with the Mentoring Coordinator to identify faculty to serve as mentors and identify faculty that need mentors. The DD is responsible for ensuring that outstanding mentors are rewarded as part of their annual merit review. The DD reports on the progress of new and junior faculty to the Dean and to APT at specified review time points.

3.4. Mentoring Coordinator

A coordinator is identified and appointed by the Dean to aide in the mentorship program and will work closely with the Senior Associate Dean and Division Directors. The mentoring coordinator's responsibilities include:

- Keeping the mentorship agenda at the forefront of the College's activities
- Fostering interest in mentorship by recruiting and grooming mentors
- Assisting the Division Directors in matching mentors with mentees
- Identifying University and College resources for mentors and mentees

- Participating in the development and provision of orientation and training for mentors
- Meeting with mentors and mentees as distinct groups
- Working with Division Directors to assure balance in mentoring assignments
- Assist the SAD in evaluating the mentoring program

At a minimum, assistant professors will be included in the mentoring program as faculty members needing mentors. The MC will work with mentees to complete an assessment of goals and to identify an appropriate mentor or mentors. Pololi (2006)[1] provides a strategy for describing an individual faculty member's academic development plan. A template for this strategy is included in Section 8.1.

One mentor will be identified as the "lead" or formal mentor, but in most cases, informal mentors will also be appropriate. The mentor(s) may be within the division or external to the division or college. The eventual linking of a mentor and mentee shall be consensual. Either can terminate the relationship at any time but, in this event, a new mentor must be found in a timely fashion.

The SPH is proposing a multi-tiered approach to mentoring. At the highest level, the MC will work with individual faculty members to describe their career goals and develop a career plan. The MC will assist the faculty member in identifying a lead mentor and other mentors as appropriate for the faculty member's goals. The next level involves one-on-one mentoring by the formal or lead mentor and informal mentors. Beyond this, there is group mentoring that may include sessions where the mentee meets with several or all of their mentors periodically to review progress toward career goals but may also include sessions, where SPH faculty mentors may meet with their mentees, and other mentees, in a group to discuss specific topics. Another tier of mentoring will be peer-to-peer mentoring. The MC will facilitate opportunities for mentees to periodically meet to discuss each other's career goals, progress toward those goals, and strategies or approaches to their work that they have found to be particularly helpful.

3.5. Mentor

Mentors have competence through their professional knowledge and experience, display respect, and have good interpersonal skills and judgment. They facilitate the mentees professional networking by sharing their contacts and resources, allow the mentee to develop on his/her own terms, and share credit, when appropriate. The mentor and/or mentoring team works with the mentee to develop his or her teaching skills along with research and practice competency, as appropriate. The mentor must be committed to investing the time, energy, and effort for effective mentoring and be willing to share their personal experiences with the development of their own career.

Initially, the mentor and mentee shall review career goals, as described in the Academic Development Plan and should meet formally at least twice a year to document progress toward these goals. It is expected that many meetings and discussions will occur informally. The mentor will review specific goals with the mentee and provide guidance, information, and feedback relative to research productivity, service responsibilities, teaching effectiveness and significant policies and procedures, particularly those related to reappointment and promotion. The mentor will help with developing professional and organizational leadership skills, goal setting, and access to resources; advising students; and career issues and should be able to direct the mentee to other appropriate individuals for guidance. As the mentor may also be asked to provide informal advice regarding promotion, it is the mentor's responsibility to see that

---

[1] Career development for academic medicine – a nine step strategy. *BMJ Careers*. Jan. 28, 2006 (pp. 38-39).

she or he has current information about UIC's and the SPH's Appointment, Promotion, and Tenure process.

The mentor will participate in mentoring program activities such as orientation, training programs, and program evaluation and will assist the MC to facilitate group mentoring activities. The mentor will also work with the MC to address mentoring issues as they arise and to change the mentor/mentee assignment if necessary.

The mentor will maintain parameters of confidentiality jointly agreed upon by the mentor and mentee at the initiation of the relationship. There is no formal evaluation of the mentee on the part of the mentor, only supportive guidance and constructive feedback. The most important tasks of a good mentor are to help the mentee achieve the goals described in his/her academic development plan.

3.6. Mentee

The mentee will meet with his/her Division Director to identify teaching, research and/or practice, and service activities for the year. The mentee will meet regularly with his/her mentor to discuss his/her career goals and to develop a rational plan, with milestones, for achieving the career goals. In discussion with the mentor, this plan should be revised yearly. It is the responsibility of the mentee to seek counsel from the mentor outside of the agreed upon meeting schedule.

The mentee needs to take responsibility for his/her career and participate in mentorship activities such as orientation, other training programs, and program evaluation. The mentee also needs to reach out to the mentor to insure the development and maintenance of their relationship. The mentee should keep his/her mentor informed of any problems or concerns as they arise.

4. NEW FACULTY ORIENTATION

This program will be offered at the start of each academic year.

5. MENTEE AND MENTOR TRAINING

Mentee and mentor training programs will be coordinated by the SAD and MC with assistance from the division directors and the Associate Dean for Research. In the first year, the program will conduct a number of workshops to determine the needs of mentees and mentors so that additional training materials and workshops can be developed. Mentorship workshops will be conducted at least annually.

The mentoring training materials will ensure sensitivity to the different challenges faced by a diverse faculty.

6. OTHER FACULTY DEVELOPMENT ACTIVITIES

The SAD and MC will coordinate and inform faculty of other development activities in the SPH and at UIC as they arise.

7. PROGRAM EVALUATION/ASSESSMENT

The desired outcomes for the mentorship program include: successful recruitment, reappointment, promotion, and retention of outstanding faculty; successful productivity of faculty; and mentor and mentee satisfaction with the mentoring program. Another important outcome is the engagement of faculty in a culture of mentorship that is valued and rewarded. Such rewards for mentoring will include a Dean's Mentorship Award, inclusion of mentoring in the criteria for promotion and merit increases, and showcasing mentors in faculty publications.

The School of Public Health Mentoring Program will be evaluated annually. The evaluation plan will include the following components:

7.1.　　　Mentoring Program

- Initial survey about prior mentoring experiences, expectations for the program, etc—mentors and mentees
- A survey completed by mentees annually that measures mentee satisfaction with the mentoring process relative to the objectives of the mentoring program.
- A survey completed by mentors annually that measures mentor satisfaction with the mentoring process.
- Evaluation surveys at each training activity
- Program participation data
- Review of the overall program including participation, problems/issues that arose during the year, resolution of issues, suggestions for program improvement – MC and SAD

The results of these surveys will be kept confidential and will be used by the MC and SAD to provide evidence of mentoring program effectiveness to the UIC Office of the Vice Provost for Faculty Affairs.

7.2.　　　Faculty Achievement

Annual performance reports and division director's performance evaluations will be reviewed. Aggregate data from the reports will be used to describe faculty achievements in teaching, research, public health practice, and service. The data will be examined yearly to track improvements in these areas.

Data on faculty retention and promotion will also be examined yearly to track improvements in retention and promotion following implementation of the mentoring program.

8. APPENDICES

Appendix 8.1: Academic Development Plan Template

Appendix 8.2: Surveys

Appendix 8.3: Mentoring Resources

8.1.   Academic Development Plan Template

The Academic Development Plan was developed by Pololi (2006) "for use in the mentoring programmes of a designated National Center of Leadership in Academic Medicine." The SPH has used the plan to develop the following template.

Step 1: Clarifying your governing values (deeply held values and standards that govern your life and guide your choices, decisions, and behaviors. Examples include: truthfulness, enjoyment, intellectual challenge, social justice, responsibility for children, kindness, financial well-being, freedom, security)

Write a list of what you value most:

[This step may take a few hours. Try to avoid identifying what you think you should value, but concentrate on what is important to you.]

Step 2: Prioritize your values:

[The following questions may help you:

- What do I value the most?
- What does my conscience tell me are the highest priorities in my life?
- Based upon my experience and knowledge, what do I consider to be of greatest worth?
- If I could live by only three or four values, what would they be?
- From a long-term perspective, which will have the highest reward for me – my family, friends, work, and/or profession?
- How do I wish to be remembered by my family and by my colleagues?
- What would I want others to say about me at my funeral? Write your own obituary.]

Step 3: Identify your strengths.

Write down the individual strengths and abilities that have helped you get where you are now and identify your special talents.

Step 4: Where do you want to be 10 years from now?

Write down your dream for yourself.

[Your long-term goals should be consistent with your values. The following questions may help you identify your long term goals:

What is your dream for yourself?

What type of position are you ultimately seeking?

Which pathway is most exciting for you? Where do you want to place your intellectual focus?

How do you want to focus your career? Do you want to concentrate on research, public health practice, teaching, administration, or some combination of these?

Do you want to be a famous researcher, a department chairperson, a dean, a great teacher, a great humanitarian, a devoted parent?

Define the position you want to be in 10 years from now without considering how you will get there. Is this consistent with you governing values?]

Step 5: Identify your 1-, 3-, and 5-year goals.

[Now that you have identified your 10-year trajectory, you should now identify logical intermediate goals that will be important to achieve your long-term aspirations. This step will help you differentiate between opportunities that reflect your values and complement the choices you make, and those that do not complement your choices or conflict with your values.]

Step 6: What skills or tasks do you need to develop to achieve your 1-year goals?

List the skills and tasks you wish to address in the first year of your plan.
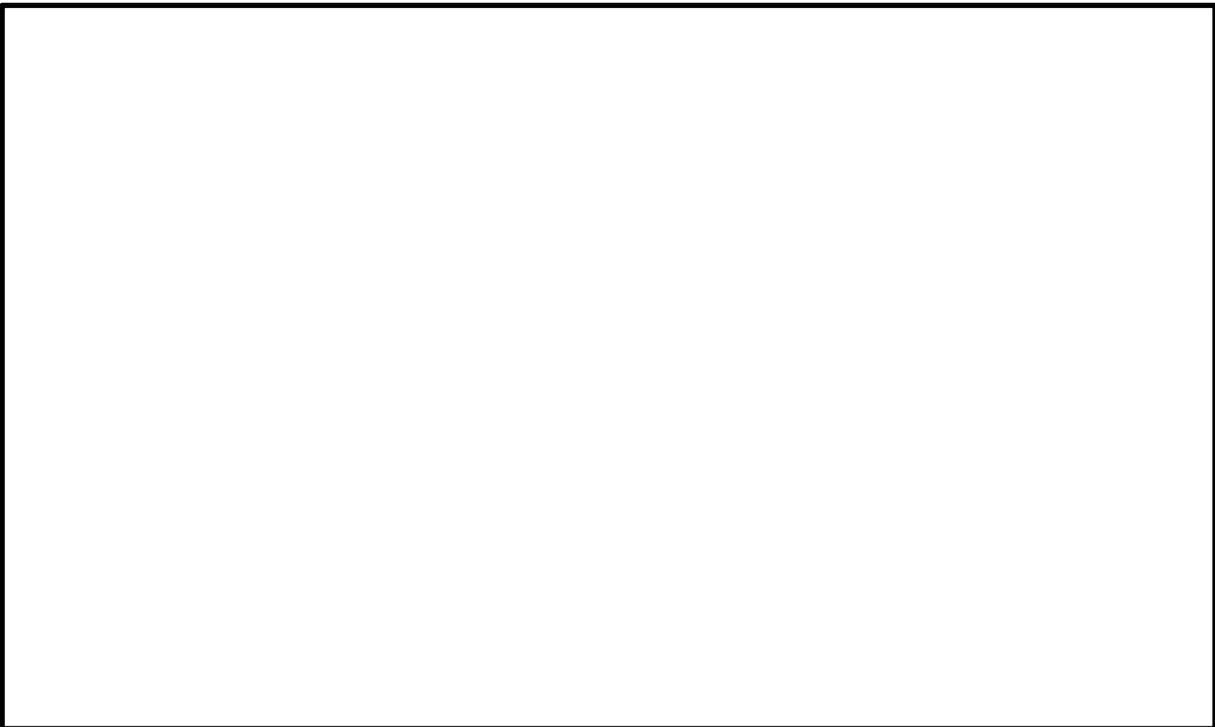
Step 7: Write a learning contract for each skill or task.

Learning Objective[1]	Completion Date[2]	Action Steps[3]	Target Date[4]	Resources[5]	Evaluation[6]	Verification[7]

---

[1] Write the skill or task you wish to address. Write the learning objective in terms of the outcome or objective, rather than the process.
[2] Date by which time you intend to accomplish the learning objective.
[3] Detailed sequential steps for how to achieve this learning objective.
[4] Target date for completion of each action step.
[5] What will you need for each action step?
[6] How will you know that you have accomplished your learning objective?
[7] What measurable and observable evidence can you show to verify that you have achieved the learning objective? (examples: student evaluations of teaching session, peer evaluations, research analyses, calendar showing dinner with the family)

Step 8: Involve your division director and mentor.

Review your draft plan with your division director and ask how your plans fit in with the expectations of the division. Be prepared to negotiate goals, ways of achieving your learning objectives, and your timeline. Ask your division director to identify how they will help you achieve your goals and learning objectives and integrate this information into your annual expectations in your division.

Review your draft plan with your mentor(s). Ask your mentor(s) to identify how they will help you achieve your goals and learning objectives and integrate this information into your plan (step 7).

Step 9: Repeat steps 6-8 for your 3- and 5-year goals.

8.2. Surveys

The surveys are under development.

8.2.1. Mentor Survey

8.2.2. Mentee Survey

8.3. Mentoring Resources

UIC Mentoring Policy
http://www.uic.edu/depts/oaa/Docs/Mentoring_Policy_Final_01.2012.pdf

UIC APT Policies and Procedures
http://www.uic.edu/depts/oaa/pt.html

SPH APT Policies and Procedures
http://publichealth.uic.edu/media/uicedu/sph/downloads/pdfs/appointment,and,promotion,criteria-9-19-12approved[2]1.pdf

University of California San Diego Academic Affairs
http://academicaffairs.ucsd.edu/faculty/programs/faculty-mentoring-program.html

Georgetown University
http://www.georgetown.edu/gumc/evp/facultyaffairs/about

Emory University
http://medicine.emory.edu/faculty staff/faculty/mentoring/index.cfm

Johns Hopkins School of Public Heath, Center for Mind-Body Research
http://www.jhsph.edu/mindbodyresearch/mentoring_program/

Stanford University School of Medicine
http://facultymentoring.stanford.edu/

University of Arizona
http://deptmedicine.arizona.edu/faculty mentoring.htm

University of California, Davis
http://www.ucdmc.ucdavis.edu/facultydev/mentoring.htm

University of Massachusetts Medical School
http://www.umassmed.edu/Macy/index.aspx?linkidentifier=id&itemid=7722

University of North Carolina at Chapel Hill, School of Pharmacy
http://www.pharmacy.unc.edu/faculty/bill-and-karen-campbell-faculty-mentoring-program

University of Pennsylvania School of Medicine
http://www.med.upenn.edu/mentee/index.shtml

University of Wisconsin
http://www.provost.wisc.edu/mentor/htm

A Guide to Training and Mentoring in the Intramural Research Program at NIH
http://www1.od.nih.gov/oir/sourcebook/ethic-conduct/mentor-guide.htm

Woman to Woman Mentoring Program
http://www.w2wmentoring.org/

MedEd Mentoring
http://www.mededmentoring.org/default.asp