

**University of MN Medical School – Duluth
Early Career/Junior Mentoring Program – November 2016**

GOAL: By fostering junior faculty relationships with mentors within the Medical School and the AHC, create a path to success with supporting resources and long-term commitment resulting in individual advancement and excellence in teaching and research by our junior faculty while building a community of inspired and successful faculty and students.

EXPECTATIONS OF PROGRAM: Provide a defined process and procedures for Mentees and Principal Mentors relevant to scholarly performance and success. This program is presented with the understanding that official annual reviews, annual plans, promotion and tenure activities, and related reports remain within the purview of the department; mentoring activities are designed to facilitate this process and to enhance the success of junior faculty in concert with the Department Head.

ROLES OF PARTICIPANTS:

Mentoring Coordinator/Office of Faculty Affairs: The Mentoring Coordinator is the facilitator for the program. The Mentoring Coordinator serves as a resource to the faculty and the department, working to facilitate successful participation in the program. The Mentoring Coordinator may facilitate educational sessions so all parties are clear regarding expectations and desired results.

Department Head: The role of the Department Head is to identify Principal Mentors appropriate for each junior faculty person, communicate and coordinate with the Mentoring Coordinator, report progress of the mentoring program to the Council of Department Heads, and accept and evaluate of the progress reports for each Mentee in the department. Semi-annual meetings with each Mentee and Principal Mentor are expected along with annual meetings with the Mentee and the Mentoring Coordinator to review the prior year's success and to develop a mentoring plan for the following year.

Principal Mentor: This individual is selected as a senior faculty person who shares many of the same professional characteristics as the Mentee and takes the lead, in consultation with the Department Head, in advising on all areas of professional development for the Mentee. S/he should be familiar with resources and procedures within the Medical School, cognizant of requirements for Promotion & Tenure and advancement within the Mentee's chosen areas of scholarship, and be aware of teaching requirements within the school. This person should also assist in identifying other individuals to participate on the Mentee's committee, both within the school and in a wider professional community. The Principal Mentor is responsible for submitting requested reports to the Department Head on a regular basis. This individual should not be a direct supervisor for the Mentee. It is recommended the same 7.12 govern this individual as the Mentee.

Scholarship Mentor: This Scholarship Mentor is selected specifically to assist the mentee in the area of scholarship on which to base the plan for promotion. The Scholarship mentor should share the area of expertise, create networking opportunities, link the mentee to others in their field locally, regionally, nationally and internationally as

the career path focuses on productivity in publication, solicitation of grant funding, and service.

Mentor Committee Member: Members of the committee are identified as able to assist the Mentee in chosen areas of career and personal development and/or transition into the institution and/or community. If the Mentee is an under-represented minority, special consideration should be made for appropriate representation on the committee. Committee members may include representatives from outside the medical school (AHC, Pharmacy, Essentia, UMD, etc).

Mentee: The role of Mentee is to be willing to accept guidance and assistance from senior faculty members and others in the community directed towards the successful professional development and advancement at the University of MN Medical School, Duluth campus. The Mentee must acknowledge the institutional mores, history and traditions and work to collaborate, communicate and invest, as necessary, in areas that will improve themselves as well as the overall culture of the school. The Mentee is also responsible to initiate meetings and submit requested reports and/or paperwork on a regular basis as requested.

Junior Faculty Cohort: The Junior Faculty Cohort is composed of all regularly/newly? appointed Assistant Professors in the Medical School Duluth campus. This cohort meets as a group at least quarterly to share experiences, develop support networks, and socialize as a way to create an environment focused on their success within the Medical School and the community.

Staff Support: Support to the Mentoring Program will be provided through the Duluth Office of Faculty Affairs and directed in the areas of scheduling, reminders about requirements, record-keeping, evaluation and overall communication.

PROGRAM APPROACH: The program is based on a mentoring mosaic model combining annual relationship(s) built during monthly meetings between a Principal Mentor and Mentee addressing defined topics of communication, and utilizing a committee format specifying various individuals who may offer *ad hoc* and/or long-term support for the Mentee depending on his/her career focus. Outlined below are strategies that may be used to assist Mentees in their first year or so.

The Department Chair and Mentoring Coordinator should identify and communicate directly with Principal Mentors for each respective junior faculty. Each junior faculty has a mentoring faculty member identified in the Mentee's offer letter, and that individual may be the principal or scholarly mentor. The Principal Mentor or the Mentee may invite others to join the mentoring committee. An Orientation session hosted by the Mentoring Coordinator may be scheduled to introduce Mentors and Mentees to the program. The Mentoring Committee meets quarterly, however individuals are available to the Mentee as needed throughout the year. Quarterly summaries prepared by the Mentee will be submitted to the Mentoring Coordinator. An outcome expected at the end of the first year (if not before) is the creation of an Independent Development Plan that facilitates

communication and growth regarding endpoints needed for successful progress towards promotion. Every six months, the Department Chair will meet with the Principal Mentor and Mentee to assess relationships and plans for the Mentee. Annually the Department Chair, Mentee and Mentoring Coordinator will meet to evaluate progress for the year, discuss changes needed (including possibly committee membership or Principal Mentor) and develop a mentoring plan for the upcoming year.

MentoringPlan11.22

Mentoring Program Timeline First Year 2017

Step	Month #1	Month #2	Month #3	Month #4	Month #5	Month #6	Month #7	Month #8	Month #8	Month #10	Month #11	Month #12
DH/M identify PM & SM	X											
Choose committee/meet		X			X			X			X	
Create/update IDP			X		X		X				X	
PM & M meet/SM & M meet	X PM	X SM	X PM	X SM		X PM	X SM		X PM	X SM		
Jr Fac Cohort Mtgs			X			X			X			X
DH/PM/M meet						X						X
MC/M/DH meet												X

M=Mentee
 DH=Department Head
 PM=Principal Mentor
 SM=Scholarship Mentor
 IDP=Individual Development Plan
 MC=Mentoring Coordinator

Resources/Bibliography:

[Acad Radiol](#). 2000 Sep;7(9):717-24; discussion 725-6. **A model for faculty mentoring in academic radiology.** [Illes J](#), [Glover GH](#), [Wexler L](#), [Leung AN](#), [Glazer GM](#). Department of Radiology, School of Medicine, Stanford University, CA 94305-5105, USA. higher education. *Journal of the National Medical Association*, 98(9), 1449-1459.

<http://accelerate.ucsf.edu/training/mdp-materials> , [University of California, San Francisco](#)

<http://medicine.emory.edu/faculty-and-staff/faculty/early-mid-career/mentoring-program/mentoring-resources.html>, [Emory University](#)

<http://www.grad.umn.edu/prod/groups/grad/@pub/@grad/documents/asset/idpgradpdf.pdf>

<http://www.hsph.harvard.edu/faculty-affairs/faculty-appointments/faculty-mentoring-guidelines/>, [Harvard University](#)

<http://www.myersbriggs.org/my-mbti-personality-type/>

<http://www.wakehealth.edu/School/OWIMS/Mentoring-Program.htm#resources>

Kosoko-Lasaki, O., Sonnino, R.E., & Voytko, M.L. (2006).
Mentoring for women and underrepresented minority faculty and students: Experience at two universities of

www.aamc.org/members/facultydev/facultyvitae/archive.htm

Appendices available:

#1: Tips for mentors and mentees to develop a working relationship

#2: Discussion topics

#3: Program Evaluation tools

#4: Assessment forms for mentees and mentors

#5: Quarterly Report