Surgery and Urology Faculty Development and Mentoring Program

Participating Divisions/Departments(s): Departments of Surgery and Urology

Mentoring Coordinators: Rosemary Kelly, MD; Sean Elliott, MD, MS, FACS

Program Start Date: January 2014

Program Description:

A. Program goals

Mentee:
(1) Increase satisfaction in their employment at the University of Minnesota
(2) Decrease time to promotion
(3) Increase likelihood of achieving his/her stated goals

Department:
(1) Increase faculty retention
(2) Improve faculty performance
(3) Increase faculty engagement
(4) Develop an internal pipeline of future dynamic leaders

B. Process for matching mentors and mentees

(1) Mentees identify a senior faculty member as their mentor.
(2) The faculty member is approached to serve as the mentor.
(3) The expectations are outlined.
(4) The mentee and mentor sign formal mentoring commitment agreements.
(5) The mentee completes an Individual Development Plan.
(6) Quarterly meetings are established to review IDP progress.

C. Program structure

The Faculty Development and Mentoring Program for the Departments of Surgery and Urology is focused on the individual needs of the junior faculty member. To optimize career and personal success, a three-tiered support system was created that includes a senior mentor, an executive coach, and a professional development lecture series.

- Expectations for mentees:
  - Outline vision and career goals with mentor by using the IDP
  - Meet quarterly with mentor
  - Meet with executive coach through teleconferencing to implement IDP
  - Determine timeframe to accomplish IDP with coach and mentor
  - Attend monthly lecture series
  - Fund a portion of the executive coach expense

- Expectations for mentors:
  - Outline vision and career goals with mentee by using the IDP
  - Provide support and fellowship for mentee
  - Meet quarterly with mentee
  - Serve as sponsor, locally and nationally
o Types of activities included in the program:
  ▪ Five lecture series topics
  ▪ Develop peer relationships at monthly lecture series
  ▪ Executive coaching

o Specific ways the mentoring coordinator and staff supported the work of mentors/mentees:
  ▪ Formalize mentor commitment (contract) and identify mentor
  ▪ Financially support coaching
  ▪ Arrange lecture series speakers and locations
  ▪ Obtain feedback regarding the program from mentees and mentors

o Adaptations made in year 1 or planning to make in the future:
  ▪ Clarify the financial contribution from department and mentee for coaching
  ▪ Consider in-person coaching rather than teleconferencing
  ▪ Expand peer mentoring opportunities
  ▪ Expand lecture series topics

o Resources needed to implement the program:
  ▪ Financial support for executive coaching
  ▪ Identification of appropriate lecture series speakers

o Outcomes and challenges:
  ▪ Improved mentor/mentee commitment to career planning
  ▪ More successful implementation of IDP with support of an executive coach
  ▪ Improved awareness of the need to commit time to professional development
  ▪ Identified a need to improve mentoring skills of senior faculty

o Plans for continuation, sustainability
  ▪ Contract with an executive coaching firm
  ▪ Identify junior faculty at critical promotion time points to receive executive coaching
  ▪ Formalize a junior faculty lecture series to facilitate peer support within department.
  ▪ Engage senior faculty mentors and improve mentoring effectiveness

D. Contact for more information

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