

Department of OB-GYN Faculty Mentor Guidelines

Introduction

Mentoring is an important part of professional development. Success in an academic career depends on junior and new faculty having supportive and qualified mentors to help them develop a career path, achieve promotion and/or tenure and have robust career opportunities. Successful mentorship improves faculty's career satisfaction, enhances a sense of connectedness to the university and is positively associated productivity and retention. Providing mentorship to others is an important element for professional development and for promotion to Associate Professor and Professor. Effective mentoring is characterized by reciprocity, mutual respect, clear expectations, shared values and a personal connection between colleagues.

Definition

Mentoring is a reciprocal dyadic relationship in which a senior faculty (mentor) and junior faculty (mentee) work collaboratively to advance the skills, opportunities, career goals and professional growth of the mentee.

Assignment of Mentors

1. Mentor should be identified during the hiring process (Currently mentor assigned in Letter of Offer)
2. Mentor should not be the faculty member's direct supervisor/division chief.
3. Mentor may be in the faculty's home division or another division in the Department of OB-GYN. Occasionally, the primary mentor may be in another department when research or career interest demonstrates the relevance of this arrangement.
4. Co-mentors may be assigned when relevant.

Roles and responsibilities

1. Mentor
 - a. Commit to regular meetings per mentor contract (Appendix 1)
 - b. Create a welcoming and supportive environment for mentee
 - c. Document meetings with mentee (Appendix 2)
 - d. Assist mentee with understanding promotion guidelines and roadmap to promotion through onboarding (Appendix 3)
 - e. Key expectations
 - i. Protect mentee confidentiality and build a trusting relationship



- ii. Be accessible, available and attentive.
 - iii. Assist mentees in identifying achievable career goals and progress towards these goals.
 - iv. Discuss and set agreed-upon expectations and timelines for goal progress.
 - v. Provide constructive feedback on mentee progress and be open to mentee feedback on the quality of mentoring.
 - vi. Identify personal or professional problems experienced by the mentee or affecting the mentor/ mentee relationship and refer if needed the section head, university or faculty affairs office.
2. Mentee
- a. Mentees are ultimately responsible for their own career development, with guidance from their mentor/s, Division Chief, P&T Chair
 - b. Mentees should seek guidance through regular meetings with their mentor/co-mentors, at a minimum quarterly in the first year and then at least twice per year.
 - c. Key expectations of mentees:
 - i. Identify and continuously monitor goals and needs.
 - ii. Participate honestly and openly.
 - iii. Protect mentor confidentiality and build a trusting relationship
 - iv. Be open to feedback and constructive criticism.
 - v. Participate in educational activities related to career development.
 - vi. Provide constructive feedback and seek counsel on the mentoring relationship to Division chief, P&T Chair or Department Chair.

Oversight of Mentoring

1. New mentors and mentees should complete a mentorship training curriculum (Appendix 1).
2. Mentoring should be reviewed at regularly scheduled faculty divisional or departmental reviews, minimally once a year.
3. Mentoring activity, goals and meetings should be recorded and tracked.
4. New Hires and their mentors should follow the *New Hire Mentoring Roadmap* (Appendix 3).
5. The mentoring relationship should be assessed at a minimum yearly for relevance, success, or dissatisfaction in terms of progress towards career goals, growth and overall career satisfaction.
6. When a mentoring relationship is deemed unsuccessful or no longer relevant by either party the relationship may be dissolved and new mentorship established.

The Division Chief, P&T Chair and Department Chair are responsible for facilitating this process.

References

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- Sambunjak D. Mentoring in Academic Medicine: A Systematic Review. *JAMA*, September 6, 2006. Vol 296, No. 9
- Fox S. Mentoring in Academic Medicine: The Current State of Practice and Evidence-based Alternatives. *Faculty Forward; Ideas in Practice* 2010.
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- Vaughn V, et al. Mentee Missteps. Tales from the academic trenches. *JAMA* 2017, 317:475-76.
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Appendix 1: Mentor/mentee agreement

Mentorship Agreement

A successful mentor/mentee relationship requires a commitment on the part of both partners. In order to ensure that our relationship is mutually rewarding and satisfying, we agree to:

1. **Meet 2 times each year (4 times if new hire).** We will meet more frequently if deemed beneficial. We will meet on an urgent basis when necessary. We have decided that the best way to communicate and arrange routine meetings is _____ (i.e.; email, admin assistant, text, call) and _____ for urgent meetings.
2. **Maintain confidentiality in our relationship.** Everything shared in our communication is assumed to be confidential, unless it is openly discussed and otherwise agreed upon.
3. **Diligently work toward completing goals and objectives established at the end of each mentoring meeting.** If either partner does not demonstrate effort toward completing these, we realize that it affects the other and fosters dissatisfaction and frustration in our relationship. We do also acknowledge that despite our best efforts, at times goals and objectives will not be met in our initial time frame.
4. **Provide each other with regular feedback.** We will celebrate our accomplishments and success! We will also seek and accept honest critique as a way to grow our relationship and meet our goals. We will complete provided feedback forms as a way to formalize this process.

Mentee's Goals for Year

1. Scholarly Goal/s:
2. Professional Goal/s:
3. Professional Goal in Five Years:
4. Personal/Wellness Goal:



This mentorship agreement is effective until the end of this fiscal year. At the end of the fiscal year, we will evaluate our progress toward completing our goals. If we choose to continue the mentoring relationship, we will renew our agreement with one another.

In the event that either one of us believes the relationship is no longer productive or beneficial, we may seek outside intervention or decide to conclude our mentoring relationship. In this event, we agree to use closure as a learning opportunity.

Signatures:

Mentor _____

Date _____

Mentee _____

Date _____



Appendix 2: Mentorship Meeting Template:

Date: _____ Mentor: _____ Mentee: _____

Topics discussed:

- Personal life
- Career satisfaction
- Professional goals
- Progress on first year activities
- Educational plans / goals
- Research plans / goals
- Permanent mentee
- Other

Notes and action items:

Appendix 3: New Hire Mentoring Roadmap

	Month of Hire	Mentoring activities
<input type="checkbox"/>	1	“Meet and Greet” Mentor arranges meeting and agenda in advance. Share CVs. Mentee ideally started mentoring curriculum prior to meeting. Get to know each other, discuss career goals and mentee’s needs from mentor. Review Roadmap and meeting schedule.
<input type="checkbox"/>	2	“Getting to Know the Place” Read through LOO together. Review the faculty handbook, as well as, faculty rights and responsibilities. Mentee should set up a meeting with Faculty Development Office for promotion and tenure overview.
<input type="checkbox"/>	3	“Learning your way Around” Introductions to key Department staff and leaders. Discuss potential collaborators for academic endeavors.
<input type="checkbox"/>	4	“Progress Checkup” Review first 3 month’s progress: Go over UNMMG reports. Discuss plans to submit an abstract/scholarship. Review teaching plans. Review Education / Research training needs - OMED, CTSC, etc.. Is mentee on track?
<input type="checkbox"/>	5	“Reality Check” Reassess personal goals discussed at 1 st meeting, Honest discussion of how reality of work life is meeting expectations. What is better than expected? What is worse than expected?
<input type="checkbox"/>	6	“Mentor Reassessment.” Is this relationship working? Has another mentor been identified? What should ongoing topics be?
<input type="checkbox"/>	7 and beyond	“The Real World” set up quarterly/twice annual meetings with agenda items appropriate to needs / goals / etc.. Discuss yearly mentorship review process.