

M E N T O R I N G

MANUAL FOR FACULTY MENTORING

Office of Faculty Affairs & Development

Paul L. Foster School of Medicine

Texas Tech University Health Sciences Center at El Paso

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INTRODUCTION

We recognize that each and every faculty member has enormous potential.

For the benefit and special demands of the institution, the individual faculty member requires additional training to further develop necessary skills for the job as well as the career. The need for training the faculty must continue to accommodate new missions and changes of the institution. Although the individual faculty member assumes much of the responsibility for his / her own development, the institution is obligated to provide support and opportunity to the faculty for learning new skills and accomplishing the assignments.

Academic centers are increasingly gearing toward clinical practice-just for survival- in an extremely competitive market. The expectations for either a basic science researcher/educator, a clinician researcher/educator are often time unrealistic, giving the lack of a structured faculty development and mentoring program. Faculty attrition is unavoidable, especially when pressure for productivity is increasing and the faculty satisfaction is rapidly declining.

The establishment of the Paul L. Foster School of Medicine and the demand for transforming a service-oriented campus to an academic institution together with the recruitment of several new faculty members signal the quest of a much-needed formal faculty mentoring program. This comprehensive program is designed to assist faculty members in becoming accomplished, productive and successful in their chosen endeavors of teaching, clinical service, scholarship and academically-related public service.

The purpose of this manual is to provide faculty members, department chairs and other employees of the Paul L. Foster School of Medicine who are engaged in or supported of faculty development with a flexible yet powerful method for assisting individual faculty member to achieve his/her highest potential.

GOALS FOR THE PLFSOM FACULTY MENTORING PROGRAM

The goals of this mentoring program are to:

1. Establish a campus-wide, multidisciplinary and interdepartmental mentoring campaign to maximize the faculty potentials at all levels.
2. Assist junior faculty, Hispanic and/or under-represented minority (URM) faculty to successfully develop and achieve their career interest, personal growth and professional accomplishment.
3. Enhance the faculty recognition, satisfaction and retention by directing, mentoring and supporting the faculty to succeed in their scholarly endeavors.
4. Provide mentoring skills to the junior and mid-level faculty members for them to effectively function as a mentee and later successfully serve as a mentor for student and resident.
5. Enhance mentoring skills of the senior-level faculty members who volunteer to serve as mentor for the junior and mid-level faculty members.
6. Align individual faculty accomplishments with the departmental and institutional missions.
7. Assist the department Chairpersons in developing, supporting, monitoring and assessing faculty academic progresses.
8. Create and maintain a collegial and conducive environment for faculty development at both department and institution levels.
9. Improve the quality of the PLFSOM outcomes-driven faculty development programs.
10. Establish a program to effectively organize, coordinate, evaluate, recognize and reward mentoring efforts of the faculty mentors.
11. Develop networking with other TTUHSC campuses, local, regional and national teaching institutions to expand the diversity of PLFSOM faculty mentoring program.
12. Provide a cadre of faculty who will initiate, support and sustain the departmental faculty development activities and reinforce the institutional faculty development programs.

FRAMEWORK OF THE PLFSOM FACULTY MENTORING PROGRAM

The Paul L. Foster School of Medicine Faculty Mentoring Program consists of three components:

I. Individual Faculty Mentoring Program (IFMP)

A faculty can either maintain a currently existing or initiate a mentoring relationship with a mentor at the PLFSOM or from a different academic institution. To ensure positive outcomes and accountability, this faculty mentoring relationship needs to be documented and conformed to the PLFSOM faculty mentoring guidelines as described in the *Faculty Mentoring Partnership Agreement*.

II. Departmental Faculty Mentoring Program

All departments are encouraged to develop their own Departmental Faculty Mentoring Program (DFMP). *The Chairs are advised to assign a mentor in the department to a mid or junior-level faculty member who either is recruited within the last 3 years or may benefit from mentoring.* If no mentor is available in the department, the Chairs may nominate a faculty to participate in the Institutional Formal Faculty Mentoring Program (IFFMP). Faculty participating in the Individual Faculty Mentoring Program (IFMP) or the DFMP will be provided with reading materials and references on faculty mentoring.

III. Institutional Formal Faculty Mentoring Program

Recognizing limited resources of several departments in setting up a DFMP, the Office of Faculty Affairs & Development has established the Institutional Formal Faculty Mentoring Program (IFFMP). This outcomes-driven program will target junior and mid-level faculty members, Hispanic faculty, women faculty and those of the under-represented minority group (URM) in their first three years of faculty appointment at PLFSOM. The Hispanic Center of Excellence (HCOE) at the PLFSOM will provide partial supports to the faculty development program for Hispanic faculty mentors and mentees as well as those of the URM. Typically, the faculty mentoring relationship will end after 12 months unless both mentor and mentee request a renewal. Either mentor or mentee can request the termination of the mentoring relationship at any time during this process. *We can accept a maximum of 10 pairs of mentor-mentee during the first year but will increase the numbers according to the pool of mentor and their availability.*

Starting in year 2011, the Office of Faculty Affairs & Development will open a new IFFMP on every August.

IV. Three phases of the IFFMP

A. Phase I (May-Jul 2010): will be conducted in May - June 2010 with the announcement of the IFFMP at the Faculty Council, the Dean Council and the Academic Council. Applications for faculty mentor and forms for Faculty Interest Inventory will be sent out to all faculty members. Faculty members who wish to apply for mentor only need to fill out the Faculty Mentor Application. Faculty will mail, email or fax the Faculty Mentoring Interest Inventory and/or the Faculty Mentor Application to the Office of Faculty Affairs & Development. The Office of Faculty Affairs & Development will enter all mentors and mentees' information into a database for matching and tracking. Faculty are encouraged to discuss with chairperson and request to be nominated as a mentee in IFMP.

Deadline to participate in the 2010 IFFMP is June 30th.

Faculty mentee will receive a list of mentors who may fit the profile that he/she requested. The mentee can either contact the mentor(s) of his/her choice and obtain agreement for mentoring or select three mentor names from the list and return the selection to the Office of Faculty Affairs & Development for matching. The Office of Faculty Affairs will send the Curriculum Vitae of a best fit mentor to the mentee for review and *vice versa*. Matched mentors and mentees are encouraged to start their first meeting to discuss and complete the *Faculty Mentoring Partnership Agreement*.

Deadline to complete the Faculty Mentoring Partnership Agreement in the 2010 IFFMP is July 15st

B. Phase II (Aug 2010-Feb 2011): the Office of Faculty Affairs & Development will conduct a series of workshop to enhance the quality of the mentoring program. Award-winning faculty members of the PLFSOM and invited speakers from other academic institutions will give the following workshops for *the Advanced Training in Mentoring and Leadership Development*:

1. Basic principles of effective faculty mentoring
2. Faculty development programs and resources at PLFSOM
3. Paul L. Foster SOM Guidelines for Tenure & Promotion
4. Boyer's model of scholarship
5. Comprehensive performance evaluation and feedback
6. Professionalism and Cultural Diversity

7. Negotiation and Conflict Resolution
8. Leadership development
9. Building a Career in Academic Medicine
10. Innovation in Medical Education
11. Academic Networking for Success
12. Hispanic Center of Excellence (HCOE)

Besides these workshops, the Office of Faculty Affairs & Development will coordinate group discussion between mentors and mentees to enhance collaboration and dissemination of mentoring experiences.

Mentors and mentees are required to have regular meetings as delineated in the *Faculty Mentoring Partnership Agreement*.

Both mentor and mentee are recommended to use the goals and objectives that the mentee had previously discussed and submitted to the department Chairperson at the annual faculty evaluation as the goals & objectives for this mentoring cycle.

The Office of Faculty Affairs & Development will remind and assist both mentor and mentee in observing this essential requirement.

Mentor will assist mentee in designing an action plan for each objective and support mentee navigating through difficult steps. The Office of Faculty Affairs & Development may provide instructions and support to both mentor and mentee should they request assistance.

Mentor is expected to advise and assist his/her mentee in writing a proposal requesting additional support, or training to successfully accomplish goals and objectives. The Office of Faculty Affairs & Development will forward a copy of the mentor report to the Chair of the mentee's department and/or the Hispanic Center of Excellence (HCOE) for support.

At the end of the Phase II of mentoring, both mentor and mentee will inform, in writing, the Office of Faculty Affairs & Development about strength, challenges of the mentoring partnership as well as progresses and outcomes of previously delineated objectives.

C. Phase III (Mar-Aug 2011)

Mentee is expected and encouraged to discuss regularly with mentee about challenges in attaining goals & objectives; and they should focus on completing the goals and objectives described in the *Faculty Mentoring Partnership Agreement* and/or the mentee's Annual Faculty Evaluation. Mentor can

recommend that the mentee to obtain additional mentoring, assistance or collaboration within and/or outside of the campus to complete timely and efficiently the goals and objectives.

During Phase III, the faculty mentee is also encouraged to apply concepts of mentoring in advising or mentoring his/her trainee. It's assumed that students and resident are required to have faculty advisors.

Mentoring of the trainee should be started with the *Trainee Mentoring Partnership Agreement*. Similar to the goals of the IFFMP, trainee mentoring is also outcome-driven and objective-oriented. While maintaining confidentiality of the trainee mentoring relationship, to better serve his/her trainee, the faculty may discuss and seek advices from his/her mentor.

Toward the end of Phase III, each faculty mentor and mentee will complete a form to document their accomplishments, provide constructive feedback to each other and to the faculty mentoring program, and decide on the extension or termination of the mentoring relationship. A copy of this report will be sent to the Office of Faculty Affairs & Development by July 1st.

In August, the Office of Faculty Affairs & Development will conduct a ceremony to celebrate the completion of the annual IFMP, select the recipients of the Mentor of the Year, and the Mentee of the Year awards, and introduce participants of the next IFMP.

Table 1: DEPARTMENTAL and INSTITUTIONAL FACULTY MENTORING PROGRAMS

	DEPARTMENTAL	INSTITUTIONAL
Availability	Year round	Once a year
Eligibility	All faculty	All faculty
Progress & Outcome Monitoring	Department	Office Faculty Affairs & Dev
Matching Mentor-Mentee	Department	PLFSOM and other institutions
Basic Training for Mentor & Mentee	YES	YES
Advanced Training for Mentor-Mentee	NO	YES
Networking for Scholarly Activities	YES*	YES ^Δ
Resources	Department	HCOE
Confidentiality	YES	YES
Integration with Institutional Faculty Development Program	NO	YES
Length of Mentor-Mentee Partnership	Variable	12 months
Group discussion/collaboration	NO	YES
Graduation	NO	YES
Mentor of the Year Award	NO	YES
Mentee of the Year Award	NO	YES

*Networking is limited to PLFSOM

*Networking includes PLFSOM and other institutions

GUIDE FOR THE MENTOR

1. What is Mentoring?

Mentoring is the art of helping others to develop their talents, aptitudes, and interpersonal skills and to reach their full human potential. Mentoring is not “spoon-feeding”, “path-paving”, or “socializing”. Mentoring is listening, analyzing, guiding, supporting, and counseling.

Mentoring is a mutually beneficial relationship – both mentor and mentee gain from their interaction.

2. What Makes a Mentee?

To qualify as a mentee, a person must have concrete goals and objectives, want to further profession and accomplish individual attainments. Signs that the person wants to progress are phrases and questions such as:

- “I want to be an effective teacher
- “I don’t have enough confidence in teaching large group of students”
- “I would like to participate in collaborative research”
- “How can I write and publish on peer-review journal”
- “How can I get a promotion”

It is very difficult to help someone who does not see the need for help. In addition, the individual must appreciate and accept the need for change.

Mentees must have trust and respect for the mentor. Finally, the mentee must value the role of a mentor in achieving these objectives.

3. What are the Characteristics of an Effective Mentor?

The primary characteristic of an effective mentor is that he or she be trusted and respected by the mentee.

Trust and respect create the basis for the open communication that is essential to an enjoyable and successful mentoring relationship.

Other important traits of an effective mentor are:

- Self-awareness, knowing your own strengths and weaknesses

- Communication skills – a willingness to listen and an ability to communicate with the mentee
- Openness to new ideas-having a willingness to learn
- Patience
- Perseverance
- Honesty
- Integrity
- A sense of fairness-observing and communicating both the positive and negative in a situation
- Sensitivity to the mentee’s strengths and weaknesses, intellectual and emotional development needs
- An ability and willingness to work with the mentee on his/her development needs

For mentoring in work situations, the mentor may require technical knowledge (how to get the job done). This requirement will vary from case to case. In some instances it may be necessary for the mentor to teach skills to the mentee. If this is the situation, then the mentor must have the technical knowledge and the ability to communicate this technical knowledge. In other circumstances, it may be sufficient for the mentor to know where and / or how the technical knowledge can be obtained.

Tip – This list of traits may seem to exclude many people from being a mentor. Not so! Awareness of the traits is more important than possessing the traits at the beginning of a mentoring relationship. Mentors can (and most probably will!) develop many of these traits while working with one or more mentees.

Note that we have defined an effective mentor by personality traits and skills, not by relationship to the potential mentee. It may be that a relative of the mentee may be a good mentor, but this is not often the case.

4. Establishing a Mentoring Relationship

Now that we have an individual who wants to grow and succeed (mentee), and has selected a suitable mentor, the next stage is to establish a mentoring relationship.

While a successful mentoring relationship could be informal, as it has been done during the last several years at this campus, it is best to give it some structure. There are few basic questions:

- Where are we going, what is our objective?
- Where are we now?
- What do we need to get to our objective?
- Who else can assist me in this endeavor?
- What will I get from this mentoring partnership?

The mentor frequently leads a discussion with the mentee along the following lines:

1. What are the mentee's objectives?
2. What is my mentee's background?
3. What should I do if I can't answer all of my mentee questions?
4. What is the existing situation?
5. What steps must the mentee take to reach his / her objective?
6. What resources are available to the mentee and mentor?
7. What resources need to be obtained from elsewhere?

Tip – Why not document this discussion? Set up a mentoring notebook. It can serve as a useful reference for mentor and mentee. You can update the notebook as the mentoring relationship progresses. Share your mentoring experiences with other faculty members.

RESPONSIBILITY OF THE MENTOR

If applicable, the mentor should contact the new faculty member in advance of his/her arrival at the PLFSOM and then meet with the new faculty member on a regular basis over at least the first year (IFFMP). The mentor should provide informal advice to the new faculty member on teaching, research and committee work or be able to direct the new faculty member to appropriate other individuals. Often the greatest assistance a mentor can provide is simply the identification of which staff one should approach for which task. Funding opportunities both within and outside the campus are also worth noting. The mentor should treat all dealings and discussions in confidence. There is no evaluation or assessment of the new faculty member on the part of mentor, only supportive guidance and constructive criticism.

The Mentor

The most important tasks of a good mentor are to help the new faculty member to fully develop his/her potentials and to achieve expected accomplishments. The mentors of both formal and informal mentoring will require significant contribution of time and effort. A good relationship with a supportive, active mentor has been shown to contribute significantly to a new faculty member's career development and satisfaction.

Qualities of a Good Mentor

- Accessibility – the mentor is encouraged make time to be available to the new faculty member. The mentor might keep in contact by dropping by, calling, sending e-mail, or extending a lunch invitation. It is very helpful for the mentor to make time to read / critique proposals and papers and to provide periodic reviews of progress.
 - Networking – the mentor should be able to help the new faculty member establish a professional network.
- Independence – the new faculty member's intellectual independence from the mentor must be carefully preserved and the mentor must avoid developing a competitive relationship with the new faculty member.

Goals for the Mentor

Short-term goals

- Familiarization with the PLFSOM and its environment and governance, including the Faculty Council, the Dean Council, and the Academic Council.
- Familiarization with the TTUHSC and its environment and governance, and the Lubbock School of Medicine.
- Familiarization with University Medical Center (UMC) and its governance.
- Define and clarify expectations in clinical service (patient care), teaching, scholarship (publication/research) and academically-related public service (administrative/committee service)
- Understand procedure for annual faculty evaluation.
- Understand procedure and guidelines for mid-term peer-review on tenure-promotion
- Participate in the Faculty Mentoring program (department/institutional)
- Participate in faculty development (department/institutional)
- Networking—introduction to colleagues, identification of other possible mentors.
- Developing awareness—help new faculty understand policies and procedures that are relevant to the new faculty member’s work.
- Seeking and obtaining constructive feedback and encouragement, compliments on achievements through formative performance review.
- Helping to sort out priorities—budgeting time, balancing research, teaching, and service.

Long-term goals

- Developing visibility and confidence within the profession
- Achieving career advancement.
- Preparing for Tenure-Promotion
- Developing, collaborating on scholarship development
- Serving as mentor for trainees or other junior faculty members

Benefits for the mentor

- Satisfaction in assisting in the development of a colleague
- Ideas for and feedback about the mentor’s own teaching / scholarship
- A network of colleagues who have passed through the program
- Retention of excellent faculty colleagues
- Enhancement of department quality

Changing Mentors

In cases of changing commitments, incompatibility, or where the relationship is not mutually fulfilling, either mentee or mentor can terminate the partnership or seek confidential advice from his/her Chair or the Assistant Dean for Faculty Development. It is important to realize that changes can and should be made without prejudice or fault. The new faculty member, in any case, should be encouraged to seek out additional mentors as the need arises.

Typical Issues

- How does one establish an appropriate balance between patient care, teaching, scholarly activities, research and other administrative services? How does one say "no?"
- What criteria are used for defining teaching accomplishment (level 1, level 2, or level 3)? How teaching of students or residents is evaluated? Who will evaluate my teaching besides my learners?
- How does one obtain feedback concerning teaching? What resources are available for teaching enhancement?
- How does one identify and recruit good medical students? How are medical students supported? What should one expect from medical students? Who are in charge of the curriculum (department/PLFSOM)?
- How does one identify and recruit good residents/fellows? How are residents/fellows supported? What should one expect from residents/fellows? Who are in charge (department/PLFSOM) of the residents/fellows?
- How the PLFSOM curriculum is different from the traditional curriculum? How much should I participate in the teaching of students?
- What are differences between scholarship and traditional research? What are the criteria for defining scholarship/research accomplishment (level 1, level 2, or level 3)? Who are in charge of scholarship/research (department/PLFSOM)?
- What is the payer's mix of the TTUHSC Ambulatory Care Clinic, department satellite clinics, University Medical Center? What are the department typical billing and collecting rates? How information about billing and collecting is distributed? Does the department follow mission-based budget? What are department incentives to enhance the clinical service productivities?
- What are available opportunities for faculty development (department/PLFSOM)? Who are involved in faculty development?
- How does the merit and promotion process work? Who are involved (department/PLFSOM)?
- What committees should one be on and how much committee work should one expect?
- How information about the PLFSOM and/or the faculty is distributed? Do we have a Faculty Handbook? Is this available online?
- What social events occur in the department or at PLFSOM?
- What seminars and workshops does the department organize? Who are involved with the CME (department/PLFSOM)?

TIPS FOR MENTORS

- Exchange CV's with the mentee to stimulate discussion about career paths and possibilities.
- Ask about and encourage accomplishments. Provide constructive criticism and impromptu feedback.
- Use mentor's knowledge and experience to help junior faculty member identify and build on his/her own strengths.
- Attend all faculty development events on mentoring
- Try to be in contact regularly and frequently during the first 2-3 months to discuss about the junior faculty's career and activities. Commit to making at least one contact per month thereafter to show that the mentor is caring about the mentee's career.
- Discuss annual performance reviews with the junior faculty member: how to prepare, what to expect, how to deal with different outcomes. Preview the document before it is submitted to the chairperson.
- Familiar with the organization structure of the PLFSOM and its guidelines for faculty appointment, tenure & promotion.
- Aid the junior faculty in exploring the institutional, school, and departmental culture, i.e. what is valued? What is rewarded?
- Check-in with the Assistant Dean for Faculty Development or the Associate Dean for Faculty Affairs & Development with any concerns, or problems.
- If applicable, share knowledge of important PLFSOM, UMC, El Paso Medical Society and other professional events that should be attended by the junior faculty member.

GUIDE FOR MENTEES

- Discuss with the Chairperson about the request and preferences for a mentor within the department, or participate in the institutional faculty mentoring program.
- Show initiative in career planning: write a personal statement with realistic expectations about educational or professional philosophy; exchange CV with the potential mentor for discussion.
- Realize that the success is important not just to the mentee but also to the department and the PLFSOM. Consider that "going it alone" may not work that well for anyone and being a good team player is essential for growth.
- Give high priority to scheduled meetings with the mentor and take advantage of e-mail and the telephone to keep in touch informally. Be willing to ask for help.
- Discuss with the Chairperson and/or contact the Office of Faculty Affairs & Development about available opportunities for faculty development.
- Let the Assistant Dean for Faculty Development or the Associate Dean for Faculty Affairs & Development know if the faculty has questions or concerns about the faculty mentoring program.
- Make and maintain contacts with other junior faculty, within the department as well as in other departments and schools (enroll in Faculty Development Course (FDC) is a good start).
- Become familiar with the resources available to support and strengthen teaching and scholarship development (the Faculty Orientation sponsored by the Office of Faculty Affairs & Development is very helpful and informative).
- Set a meeting with the department chair to discuss departmental expectations for tenure and promotions (obtain a copy of the PLFSOM Guidelines for Faculty Appointment, Tenure and Promotion which is available online, or contact the Office of Faculty Affairs & Development).
- Request the Division Chief or the Chairperson for a Formative Evaluation every six months. Review results of the evaluation with the mentor.
- Discuss with the mentor, the Chairperson, the Assistant Dean for Faculty Development or the Associate Dean for Faculty Affairs & Development about available resources and supports for faculty and career development, especially if you are Hispanic faculty, women faculty, or faculty of the under-represented minority group (URM).
- Mentees should be encouraged to formulate their career goals clearly, define sharply any problems they perceive and bring specific problems to meetings for discussion. The mentor may wish to ask for some such material in writing. Mentors cannot guarantee the happiness and work environment of mentees at PLFSOM and they cannot make promises as to salary equity, but they can offer support, encouragement and useful information. It is important to establish how issues of confidentiality will be dealt with. The mentor/mentee pair should agree to a no-fault conclusion of the relationship if either party feels that the intended goal is not being achieved, without either blaming the other.
- Mentees can select more than one mentor, perhaps for different purposes, and mentors can counsel more than one mentee.
- In the offer letter sent to new faculty, a Chairperson can assign a (temporary)

mentor. The mentee may remain with this original mentor or may add another mentor at any time by asking the Chair or participating in the institutional faculty mentoring program. Mentors may be changed without need to state a reason. New faculty member can contact the Assistant Dean for Faculty Development or the Associate Dean for Faculty Affairs & Development for additional information on faculty mentoring program



RESPONSIBILITY OF THE MENTEE

- It's the mentee's responsibility to remind, maintain and be punctual in all scheduled meetings with the mentor.
- Clarify with the mentor about expectations, goals and objectives for this mentoring partnership.
- Do not hesitate to disclose strength and weaknesses, and seek advices.
- Review progresses periodically with the mentor
- The mentee should keep the mentor informed of any problems or concerns as they arise. If input is desired, give sufficient time to allow the mentor to review and provide feedback.

SUGGESTED TOPICS OF DISCUSSIONS BETWEEN MENTOR AND MENTEE

I. General:

- What is the recommended approach for junior faculty to effectively participate in the department operation? (Divisions, Committees?) How are decisions made? What are the opportunities for junior faculty involvement?
- Is support staff available to junior faculty? What can be expected of support staff? What supplies and expenses are covered by my department? Are there other resources available to cover expenses related to teaching and research?
- What are available opportunities for faculty development (departmental/institutional)?
- How, Where and When to participate in Faculty Development Course (FDC)?
- How the faculty mentoring program is conducted (departmental/institutional)
- Who, Where, How to ask for improving oral presentation or a specific teaching activity (Morning Report, Noon Conference, Journal Club, or Small Group Discussion, Medical Skills Course, or Clinical Simulation)
- What is the curriculum of the PLFSOM? Who should I contact to get additional information?
- What should I do? Who should I contact if I want to participate in the teaching of the MS1/MS2/MS3 or MS4?
- What is the average working hour of the residents in my department? How do they perform in the In-Service examinations? What is the department 3-year board examination pass rate?
- What conferences should the junior faculty attend? How much travel is allowed/expected/supported? How do I choose between large conferences and smaller events? What can I do at professional gatherings to gain the type of exposure that can lead to good contacts, and potential names of tenure-file reviewers?
- How many CME category I credits are needed for annual renewal of medical license? How to conduct a CME-sponsored teaching activity?

II. Scholarship and Research:

- Principles of scholarship / research development at PLFSOM.
- Research and available resources: Who should I contact for information concerning clinical trials, intra-mural or extra-mural grants, or IRB?
- Authorship etiquette: On collaborative efforts, how are the authors listed? How important is first authorship? How is alphabetical listing of authors viewed?
- Where should I publish? What should I publish? How much/how often? What are my department/school's expectations regarding publication before tenure and promotion? How do journal/chapters in edited collections/conferences compare?
- What is seed grant? What other research resources are available to me as a faculty member?
- How important are grants? How do I get hooked into the grant-writing process? How much effort should I be investing in capturing research funding? How can I find people to assist me in writing the best possible proposal, to draw up the budget? What are departmental expectations of percent of my salary to be supported by external grant funding?
- What is the expected percentage of indirect cost funding on grants I received? How much the PI will receive from the indirect costs after the study is over? For laboratory space, what is the expectation of the amount of indirect funds recovery per square foot of laboratory space I occupy? How does the department assess shared cost for use of common equipment and its service contracts?
- What do I see as my research "niche" in my department, in my area of research? What does my chair see my area of research contributing to the department, eventually to the school?
- For medical doctors, what is the expected level of clinical duty while trying to write and acquire external funding? Is clinical research funding considered equivalent to basic research funding? Are translational research opportunities available at the PLFSOM? How the IRB operates at this institution?
- Should I give presentations on research within my department? How often? What is Scholarly Activities Research Project (SARP)? How are colloquia in the department organized? What are the opportunities for my students to present their SARP?
- Should I give presentations about my work/research at other universities/institutions/public settings? How often? How important is this? If it is important, how do I get invited to give these talks?
- Is collaborative work encouraged or discouraged in my department/school? With other members of my department or from other departments? With international colleagues? With colleagues who are senior/more established? With other junior faculty/graduate students? Long-standing collaborations or single efforts?
- If I want to pursue a specific research interest, who should I contact? Should I form a research group? What sort of activities should the group do, as opposed to work I should undertake individually?

III. Teaching:

- Will I be expected to assemble a teaching portfolio for my tenure review? What goes into such a portfolio?
- What am I expected to teach? Graduate, undergraduate, seminar, lecture, practicum, recitation, special topic, service course? Are some types of teaching more valued? How much flexibility is there in teaching schedules? Who controls the schedule?
- Which are the "good" subjects to teach? Is it good to teach the same course semester after semester, stay with a single area? Or should I "teach around"?
- Is it good to develop new courses? Specialized courses in my research area?
- How can I use a special topics course to get a new research project off the ground?
- How much time should I spend on my course preparation? Where's the line between sufficient preparation and over-preparation?
- Will I have a teaching assistant? Who will select him/her? What can I expect of a teaching assistant, and what are my responsibilities for evaluation of his or her performance?
- Are there departmental/school standards for grading? What degree of freedom do I have in determining course content? Does my department expect midterm and final exams?
- How am I evaluated on teaching? What importance is placed on peer observation of my teaching? On student evaluations? If senior faculty do observe my classes, who asks them to come? To whom do they report, and in what way? What resources are there for improving my teaching?
- Who will provide feedback on my teaching effectiveness?
- How can I improve my teaching effectiveness?
- If a classroom problem arises and I am not sure how to handle, what are my options for seeking advice help?
- What documentation related to teaching should I prepare? Syllabi? Exams? Abstracts?
- What is Ilios? Who manage it? and How can I get trained?
- Who can explain to me about the PLFSOM curriculum? (MS1-4)
- How should I develop a teaching portfolio? What form should it take? What should it include?

IV. Student/ Resident Supervision:

- How important is my work with students/residents? How many should I expect to supervise? How many is too many? How much advising should I expect to do? How do I set limits on the amount of time/effort I invest in supervising trainees?
- How do I assess my trainee's performance? Who can train me on performance assessment?
- How important is it to the department that I am student/resident advisor? On a student/resident committee?
- What should I keep in files on my teaching/supervising of students/residents? Remember that I have to write reviews and recommendations for them.

V. Service:

- How much committee work should I expect to perform within my department? School? University? At the beginning of my career at PLFSOM? What committees should I push to serve on? Are there any committees that I should avoid? How much time should I expect to devote to committees and other forms of service as a junior faculty member?
- How important is professional service outside of the university? How much paper and proposal reviewing is reasonable? Review boards?
- How do I weigh the prestige of organizing a national event in my field versus the time commitment?

VI. Professional Development & Peer-Review Process:

- How long is my appointment? When will I come up for review? What sort of reviews? How a mid-point pre-tenure-promotion review is different from the tenure –promotion review? What is the process? (What do I submit for review? When? How do I hear the results? How are the reviewers selected? Do I have a role in that process? Who will go over the results or plan for a remedial program with the reviewed faculty)
- Who will inform me that I'm up for review? Who will assist me in preparing for peer-review?
- What are guidelines for renewal or dismissal of appointment?
- What goals and objectives should I put in my annual evaluation? How can I assure that I'm able to accomplish them?
- If I am responsible for submitting my own list of potential outside reviewers, how do I go about assembling such a list? What kind of reviewers should I try for? Are international and domestic reviewers considered equally? How is the reviewer's own eminence evaluated?
- What information is important in my application for tenure-promotion? Is there any activity too trivial to include? Should I include copies of congratulatory letters in my tenure-promotion application?
- How are salary raises determined in my department? School? How will I find out about my raise? What's the process for discussing my raise in a given year?
- How can I get feedback on my performance at any point in my career?

VII. Personal Issues:

- What policies does PLFSOM have for family and personal leave? How do I go about asking for such leave? Do I begin at the department level? Is there an appeals process if my request is turned down?
- What programs/assistance does the PLFSOM provide for childcare?
- How visible must one be in the department? Is it expected that I'll show my face every day? Is it acceptable to work at home?
- What problems does the university's Employee Assistance Program (EAP) deal with?
- What are the university's sexual harassment policies?
- If I am involved in a controversy or dispute, where do I go for help?

RESPONSIBILITY OF THE DEPARTMENT CHAIR

As soon as the appointment is made, the chair assigns a mentor. For faculty appointed as Associate Professor or Professor, assignment of a mentor is optional, but still encouraged, to effectively introduce the new faculty member to PLFSOM. The chair is responsible for clarifying expectations, opportunities and available resources to the new faculty. The Chair, his/her designee or the Assistant Dean for Faculty Development is responsible for advising new faculty on matters pertaining to academic performance reviews, and guidelines for tenure-promotion. It is also the chair's responsibility to ensure that mentors have current information on PLFSOM's academic personnel process.

1. As soon as a faculty candidate accepts the offer, the Chair, Center Director or his/her designee should work with other colleagues in the department to develop a mentoring plan for the new faculty member (please refer to the Framework of the PLFSOM Faculty Mentoring Program). The prospective faculty mentor should be consulted in developing this plan. The plan should include attention to teaching, trainee supervision and evaluation, clinical skills, and research. Care should be taken not to be unintentionally coercive in the formulation of the mentoring plan and to ensure that it yields reasonably consistent advice for the new appointee. Although a typical mentoring program for faculty especially for those on non-tenure track lasts approximately 12 months, faculty members on tenure track may request extension of the mentoring program to ensure adequate guidance on tenure. This long-term mentoring plan should include participation by several faculty members within or outside of PLFSOM.
2. Department Chairs, Center Directors and faculty members, with the support of the Office of Faculty Affairs & Development, should work to develop a "climate of mentoring" in which all members of the department willingly mentor their new colleagues. Collegial conversations about the intellectual concerns of the department are one of the best modes of informal mentoring. Departments and Center should take care to ensure that there are departmental program events, such as colloquia and seminars that include new faculty as both audience and presenters, make them welcome as members of the community, and serve as modes of informal mentoring.
3. Chairs and Center Directors should work with the Office of Faculty Affairs & Development to ensure that new faculty take full advantage of institutional faculty development and the faculty mentoring programs.
4. Chairs and Center Directors should support collaborative teaching and research, team teaching, and interdisciplinary teaching efforts on the part of junior faculty, both for the intrinsic value of such work and because collaborative work is itself a form of mentoring.
5. Chairs and Center directors should encourage faculty members who are at the mid-point of their appointment to participate in the Pre-Tenure-Promotion Performance Review. This peer-review process will provide objective feedback on the reviewed faculty member's accomplishments. Chairs will coordinate a remedial plan with the mentor of the reviewed faculty and the Assistant Dean for Faculty Development to assist the faculty in addressing the "off-track areas".
6. For faculty members who have joint appointments, their Chairs and Center Directors should review their work assignments carefully to ensure that they are not being unduly

- burdened by an excessive number of new course preparations, large classes, heavy clinical service, or demanding administrative service assignments.
7. All faculty members, regardless of their ranks and tracks, should be given the opportunity to enhance their teaching, especially in the areas of adult learning, effective teaching, evaluation of trainees, oral presentation, and application of technology in medical education. Sponsored by the Office of Faculty Affairs & Development, the PLFSOM comprehensive faculty development program provides ample training opportunities in these areas.
 8. The department Chairs should encourage new faculty members to apply knowledge and technique that they had gathered in the faculty mentoring in advising/mentoring their students and residents.
 9. Department Tenure and Promotion Committee should develop criteria to recognize faculty mentors whose contributions had led to positive measurable outcomes. Similarly, department Chairs and Center Directors should recognize invaluable time and efforts that faculty mentors have invested in their mentees. Chairs should establish and award incentives for mentors to reinforce this essential endeavor.
 10. No one is born a mentor but many learn to become a mentor. Effective mentoring requires care, dedication, sacrifice, trust, and confidence. Stand-alone mentoring programs frequently fail or become unsustainable. To sustain effective faculty mentoring and to make it an exciting endeavor in medical academia, the department and the institution must support a comprehensive faculty development program.
 11. The Dean may recommend all chairs that they include in their annual reports a section on mentoring and on diversity. The Dean will request a report on the Institutional Formal Faculty Mentoring Program from the Associate Dean for Faculty Affairs & Development.
 12. The Dean may advise chairs of departments with very few women and/or minority hires to enhance the recruitment and development to such faculty.

WOMEN FACULTY MENTORING PROGRAM

Data from other institutions revealed higher attrition rate, fewer scholarly accomplishments, longer time for tenure-promotion and lower compensation in women faculty compared to men faculty counterparts. Recognizing these potential disadvantages, the Faculty Council has established a Chapter of Women in Medicine and Sciences. This Chapter is supported by the Office of Faculty Affairs & Development, and its representatives participate in the Advisory Committee of the PLFSOM Faculty Mentoring Program.

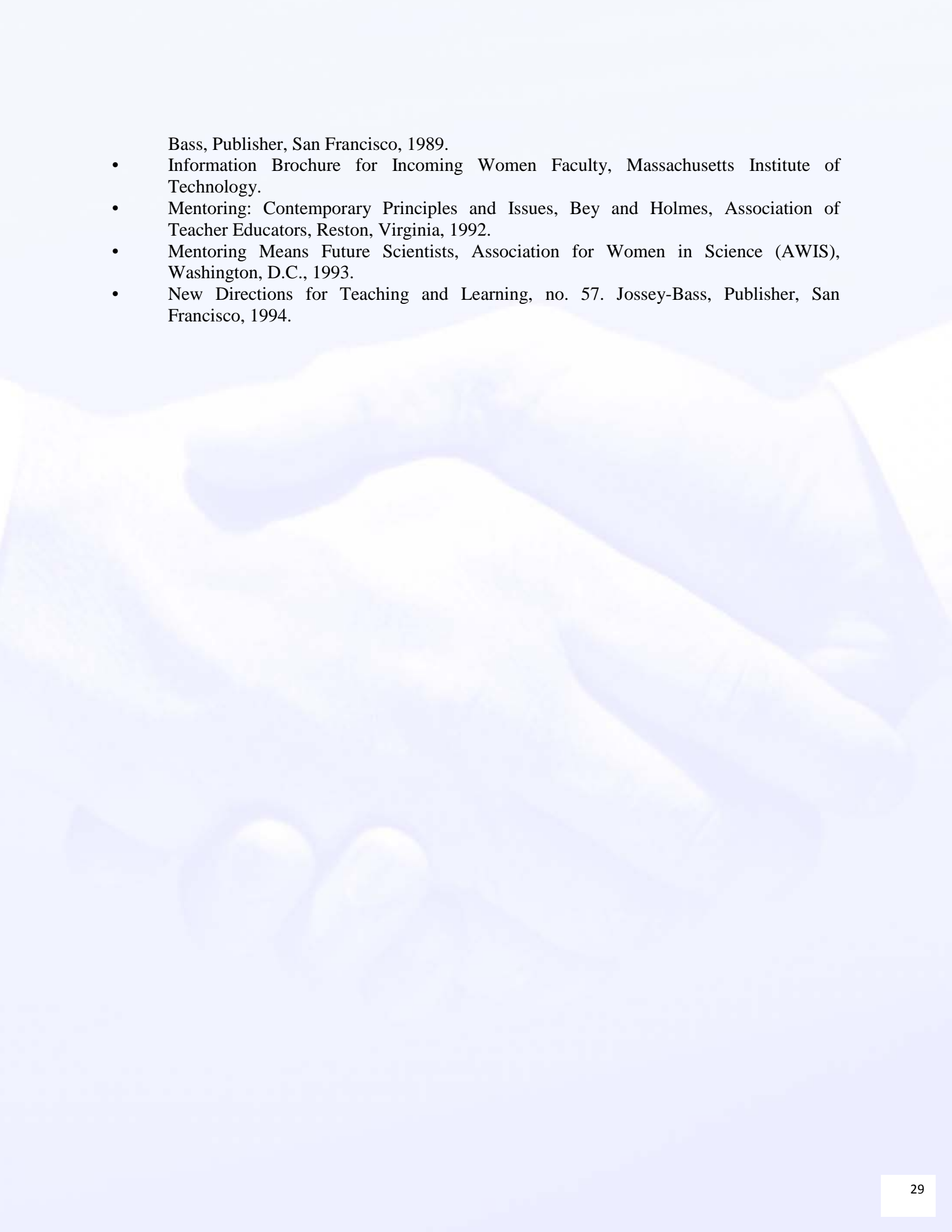
New women faculty are encouraged to contact either the department assigned mentor or the representative of PLFSOM Chapter of Women in Medicine & Sciences for additional information on the Women Faculty Mentoring Program.

HISPANIC AND UNDER REPRESENTED MINORITY FACULTY MENTORING PROGRAM

Hispanic faculty members account for 32% of all full-time faculty of the PLFSOM. The Office of Faculty Affairs and Development, through the recently-awarded Hispanic Center of Excellence (HCOE) grant, has supported the Hispanic and Under Represented Minority (URM) faculty members in faculty development and faculty mentoring. The Assistant Dean for Faculty Development commits 50% of time and efforts for developing, coordinating, implementing, monitoring and assessing outcomes of the Hispanic and URM faculty development and the faculty mentoring programs at targeted departments.

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ON](http://academicaffairs.ucsd.edu/faculty/programs/fmp/default.htm#INTRODUCTI
ON)
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FACULTY MENTORING INTEREST INVENTORY

PAUL L. FOSTER SCHOOL OF MEDICINE TTUHSC at EL PASO

Faculty Name and Degree (M.D. /Ph.D.): _____

Department: _____

Division: _____

Years as faculty: _____ Years at the PLFSOM: _____

Track (Tenure/Non-Tenure) _____

Rank: _____ Years in Rank: _____

E-mail address: _____ Office telephone #: _____

Gender/Race/Ethnicity/Special Needs:

A. Areas of responsibility (*Teaching +Clin Serv +Scholarship +Acad Rel Pub Serv = 100%*)

1. Teaching (%) ____ : Students ____ Residents ____ Post-Doct ____ Other ____

2. Clinical service (%) ____ : In-patient ____ Out-patient ____ Other ____

3. Scholarship/Research (%) ____ Basic Sci ____ Educ Res ____ Clin Res ____ Other ____

4. Academically-related public service (%) ____ PLFSOM ____ UMC ____ Other ____

B. Career interests (short-term and long-term):

C. Areas that you want to accomplish in the next 12-24 months (*as you described in your annual evaluation goals/objectives*)

Teaching:

Clinical practice:

Research/Scholarship:

Other:

Please indicate your response to the following:

Mentoring Areas	Need a Mentor in this area	Can serve as a Mentor in this area	Need training to serve as a Mentor in this area
1. Guidance for career development			
2. Guidance for tenure/promotion			
3. Guidance for personal growth			
4. Guidance on negotiation & conflict resolution			
5. Time management and organization skills			
6. Sharing same gender/ethnic background			
7. Guidance for developing teaching portfolio			
8. Guidance on student/resident teaching-evaluation and/or Program Evaluation			
9. Guidance on teaching style, methods, oral presentation and/or technology in education			
10. Guidance on teaching/practicing EBM			
11. Guidance on research opportunities/translational research			
12. Guidance technical writing/publishing in peer-review journals			
13. Guidance on Grant writing/preparation			
14. Guidance on study design/biomedical statistics			
15. Other			

FACULTY MENTOR APPLICATION

PAUL L. FOSTER SCHOOL of MEDICINE TTUHSC at EL PASO

Faculty Name: _____

Academic Rank: _____

Department: _____

Completion of a Faculty Development program: YES (where, Year) NO

Completion of a Leadership Development program: YES (where, Year) NO

Completion of other special training _____

Please include an electronic copy of your recently-updated *Curriculum Vitae*

To help us selecting the right mentees who need your professional support in navigating through academic waters, please indicate your mentoring skills in the following areas:

A. Professional Development Skills

_____ Career counseling

_____ Academic administration

_____ Clinical administration

_____ Promotion/Tenure

_____ Institutional organization

_____ Professional & scientific institutional/ local/regional networking

_____ Professional & scientific National / International networking

_____ Balancing personal/professional life

_____ Negotiation & conflict resolution

_____ Preventing burnout in academic medicine

_____ Leadership Development skills

Other _____

B. Research Development & Technical Writing Skills

_____ Basic Science Research

Area of expertise: _____

_____ Clinical Research

Area of expertise: _____

_____ Collaborative / Interdisciplinary Research

Area of expertise: _____

_____ Pharmaceutical-sponsored research

_____ Grant-writing skills

_____ Biomedical statistics skills

_____ Technical writing skills

_____ Manuscript Writing/Review

_____ Literature appraisal

_____ Preparing scientific poster skills

_____ Lab Management

Other: _____

C. Clinical Care Skills

_____ Clinical care

Area of clinical expertise: _____

_____ Physical examination/ diagnostic skills

Area or Skills _____

_____ Mission-based budgeting

_____ Medical Practice Management skills

_____ Use of Personal Digital Assistant (PDA) in medical practice

_____ Coding, Billing Compliance skills

_____ Electronic Medical Record (EMR) skills

_____ HIPAA compliance & regulations

Other:

D. Teaching Skills

_____ Adult Learning principles

_____ Curriculum Development

_____ Evaluation of the trainees

_____ Writing questions to measure learning objectives

_____ Conduct Small Group Learning (Team-Based Learning)

_____ Oral Presentation skills

- _____ Use of Audience Interactive Response System (AIRS)
- _____ Teaching Clinical Simulation
Area of expertise: _____
- _____ Training Standardized Patients (SP)
- _____ Teaching/ training of Evidence-Based Medicine (EBM)
- _____ Conduct EBM-format Journal Club
- _____ Use of Personal Digital Assistant (PDA) in Medical Education
- _____ Clinical, bedside teaching skills
- _____ Conduct Morning Report
- _____ Preparation of CME Grand Round

Other:

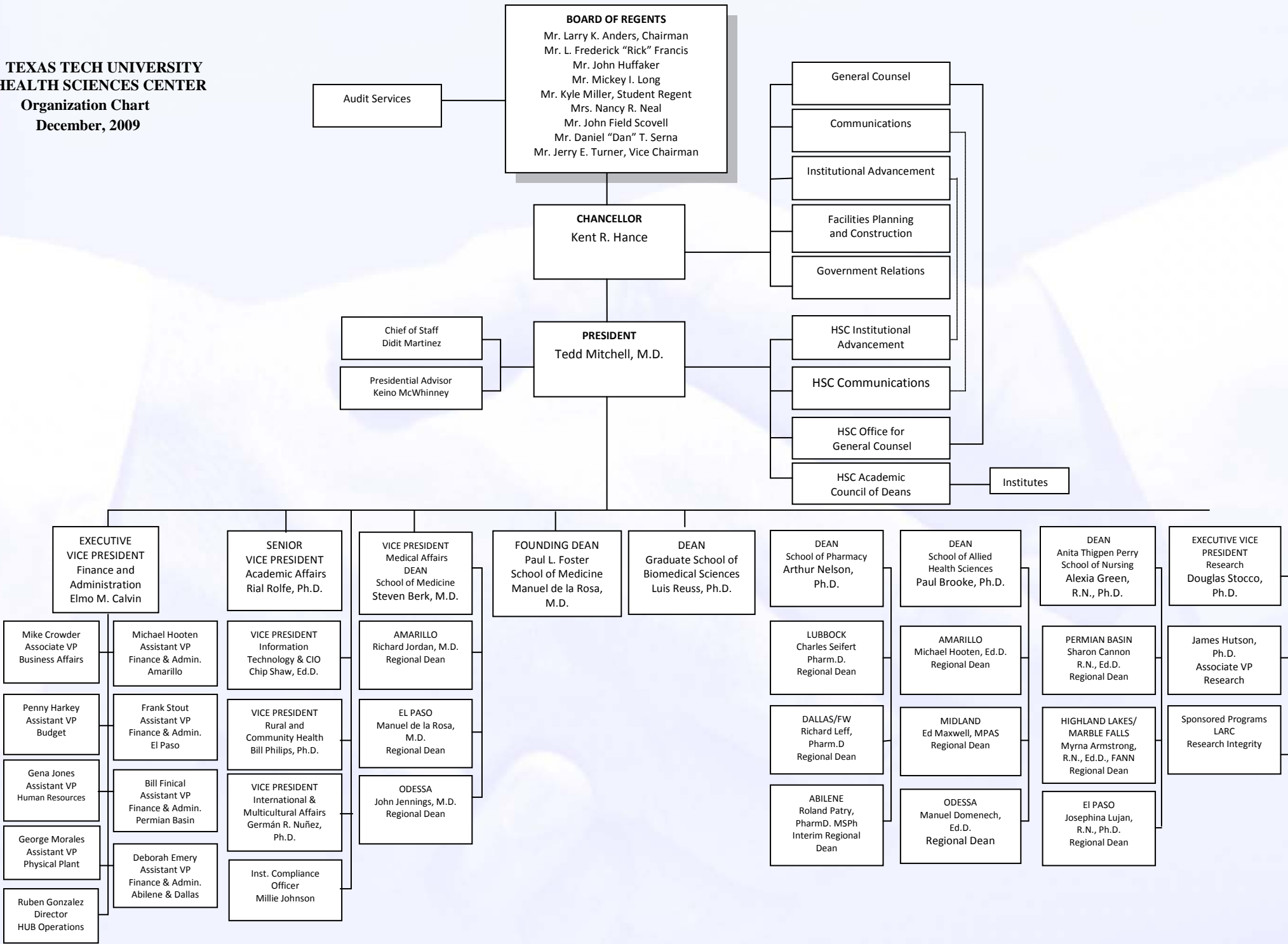
COMMENTS: *To ensure the quality of a professional Mentor-Mentee relationship, and for me to provide my best effort in this important endeavor, I would like to request the following fundamental principles and/or understanding from my mentee:*

1. _____

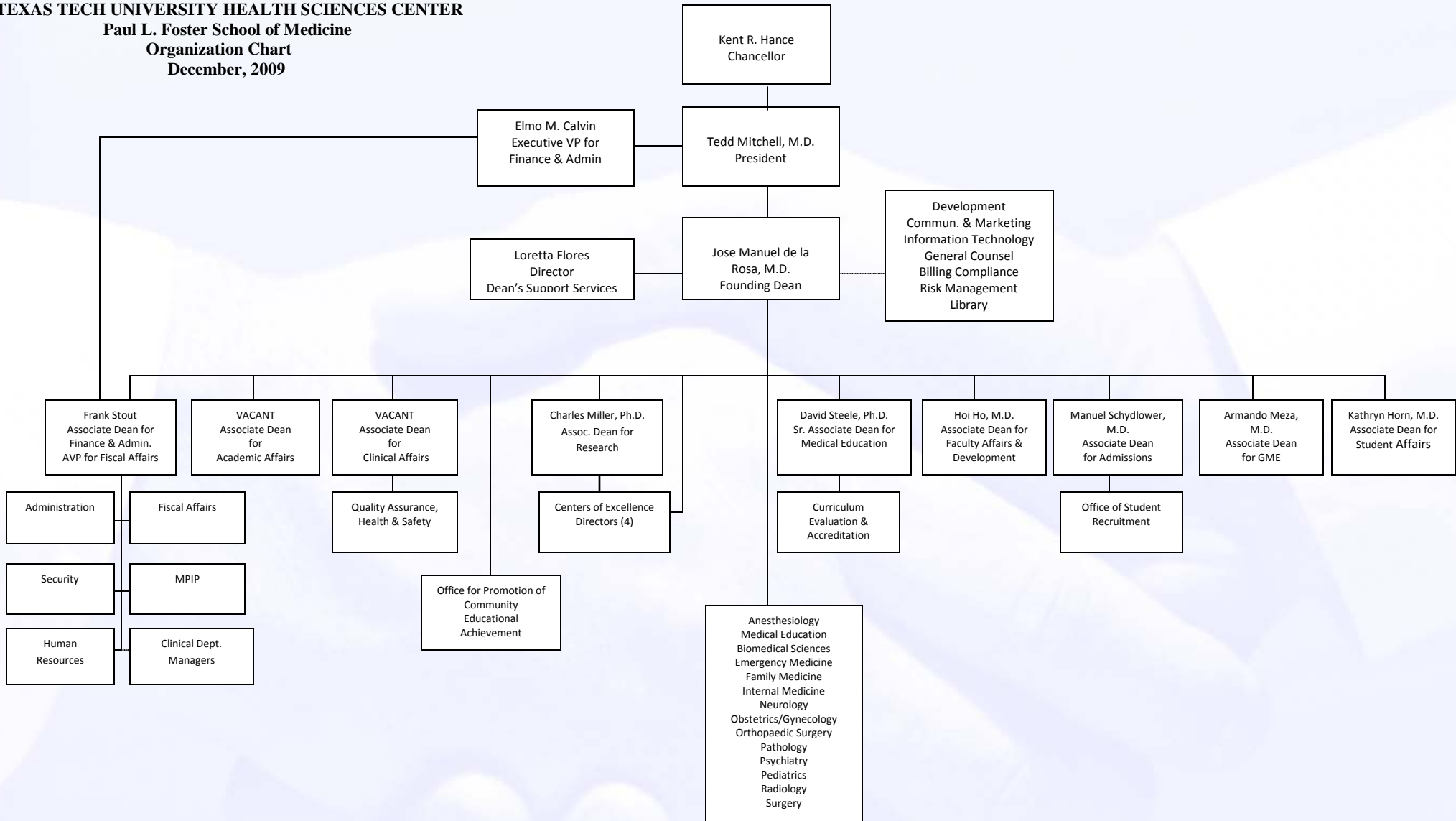
2. _____

3. _____

**TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER**
Organization Chart
December, 2009



TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER
Paul L. Foster School of Medicine
Organization Chart
December, 2009



PAUL L. FOSTER SCHOOL OF MEDICINE

Mentoring Advisory Committee

Manuel de la Rosa, M.D.	Chair
Hoi Ho, M.D.	Faculty Affairs & Development
Robert “Bob” Bulik, PhD	Faculty Development
Teresa Hines, MPH	HCOE
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Charles “Trey” Miller, Ph.D.	Biomedical Sciences Department
Brian K. Nelson, M.D.	Emergency Medicine Department
Gurjeet S. Shokar, M.D.	Family & Community Medicine Department
Richard McCallum, M.D.	Internal Medicine Department
Richard D. Brower, M.D.	Medical Education Department
David F. Briones, M.D.	Neurology Department
Bahij Nuwayhid, M.D.	Obstetrics and Gynecology Department
Miguel A. Pirela-Cruz, M.D.	Orthopaedic Surgery and Rehabilitation
Darius Boman, M.D.,	Pathology Department
Pratibha K. Shirsat, M.D.	Pediatrics Department
Michael Escamilla, M.D.	Psychiatry Department
Arvin E. Robinson, M.D.	Radiology Department
Alan Tyroch, M.D.	Surgery Department

FACULTY DEVELOPMENT COURSE VIII CURRICULUM

DATE	LECTURE
Session 1	Welcome, Course Overview, and House Keeping What You Always Wanted to Know about Computers, but Were Afraid to Ask
Session 2	Workshop: Accessing Library and Information Resources
Session 3	Workshop: Adult Learning and Effective Teaching
Session 4	How to Improve Your Oral Presentation Curriculum of PFSOM
Session 5	Introduction to the Microsoft PowerPoint Presentation Software Advanced Features of the Microsoft PowerPoint Presentation Software Introduction to Personal Digital Assistant (PDA)
Session 6	How to Prepare a Good Lecture
Session 7	Evidence-Based Medicine I: A Challenge to the Teachers & Learners Evidence-Based Medicine II: Practice Medicine with Confidence
Session 8	EBM III: Workshop on How to Use Available Resources for Learning & Practicing EBM
Session 9	Workshop: PDA in Medical Education & Practice of Medicine
Session 10	Workshop on Asking and Writing Questions that Measure Student Learning
Session 11	Workshop: How to Organize and Conduct a Journal Club Reading and Analyzing Scientific Articles
Session 12	Workshop of Audience Interactive Response System
Session 13	Workshop on Clinical Simulation: Testing Your Clinical Skills Basic Biomedical Statistics
Session 14	Literature Citation Management (EndNote, RefWorks)
Session 15	Workshop on Bedside Teaching
Session 16	Workshop: Use Simple Technology to Enhance Your Teaching Effectiveness
Session 17	Workshop on Small Group Learning
Session 18	Participant's Oral Presentation Session
Session 19	Workshop: Why We Couldn't Evaluate Effectively our Trainees and How to Fix What Is Professionalism and How Can We Measure It
Session 20	Workshop: How Can We Effectively Implement the 6 Core-Competencies

FACULTY DEVELOPMENT COURSE VIII CURRICULUM

DATE	LECTURE
Session 21	Research Opportunities and Available Resources for Faculty at TTUHSC-El Paso Ethical Issues in Clinical Research and Good Clinical Practice
Session 22	The ABC's of Writing a Seed Grant Proposal
Session 23	Roles and Functions of IRB How to Monitor Stress Level in Our Trainees
Session 24	Workshop on Developing Networking for Research at PLSOM
Session 25	How to Report Statistic in Medicine How to Write a Scientific Paper
Session 26	Presentation of your research project
Session 27	How to Prepare and Present a Poster at a Scientific Meeting The Review of a Grant Proposal
Session 28	Do I Need a Mentor and What Can I Expect from Him/Her The Quest for Mentoring your Trainees
Session 29	Workshop: Prepare for Your Tenure and Promotion
Session 30	Workshop: Basic Skills for Negotiation and Conflict Resolution

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