



TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER™

School of Medicine

Operating Policy and Procedure

SOM OP: 20.24 SOM Faculty Mentoring

PURPOSE: The purpose of this School of Medicine (SOM) policy and procedure is to provide structured mentoring opportunities for all SOM faculty.

This policy establishes a mentoring framework that supports the professional, scholarly, and leadership development of SOM faculty members. The program is coordinated by the Faculty Development Division within the Office of Professional Development and Accredited Continuing Education (OPD & ACE) and aligns with LCME Standards 4.5 (Faculty Professional Development).

This mentoring program also aligns with SACME faculty development standards by incorporating individualized needs assessment, active and reflective learning between mentors and mentees, and outcome evaluation to ensure meaningful professional growth.

REVIEW: This SOM policy and procedure will be reviewed within each odd-numbered year by the Office of Professional Development and Accredited Continuing Education and the Faculty Council Executive Committee, with recommendations for revision forwarded to the Dean for approval and publication.

POLICY/PROCEDURE:

1. **General.** This policy provides oversight and guidance for the faculty mentoring program within the SOM. Experienced faculty members serve as mentors to assist colleagues with professional development, networking, teaching enhancement, leadership skills, and career navigation. Participation as a mentor or mentee offers faculty opportunities to build connections, support colleagues, and better understand faculty roles within their departments and the SOM.
2. **Mentor responsibilities:** Faculty may serve as mentors if they have completed at least one year of service at TTUHSC and demonstrate expertise in teaching, research, clinical practice, or leadership.

Mentor responsibilities include:

- Communicating regularly with their mentee at least quarterly through in-person meetings, virtual sessions, or email correspondence to maintain engagement and continuity.
- Reviewing the mentee's needs assessment, which is completed prior to pairing and provided to the mentor by the Faculty Development Division. This form identifies the mentee's professional goals and development priorities that guide the mentoring relationship.
- Collaborating with the mentee to refine goals and establish measurable objectives for their mentoring plan.
- Sharing professional experiences and providing constructive, supportive feedback to help mentees navigate academic, teaching, research, and clinical responsibilities.
- Participating in Faculty Development activities organized by OPD & ACE, including the Mentorship Launch Event and End-of-Year Mentorship Meet-Up. These events serve to establish relationships, assess growth, and promote a culture of shared learning.
- Participating in the end-of-year evaluation coordinated by the Faculty Development Division to assess mentoring outcomes, track faculty progress, and identify opportunities for continuous improvement.
- Documenting discussions and progress using the Mentoring Log Template and submitting documentation as part of the annual evaluation process.

3. **Mentee Responsibilities:**

- Mentees must complete a Mentorship Interest and Goal-Setting Form to identify development needs prior to pairing.
- Set clear goals in collaboration with their mentor and review progress regularly using the Mentoring Agreement.
- Prepare for meetings by reviewing previous discussions, gathering relevant materials, and identifying questions or topics for guidance.
- Take initiative in communication by scheduling meetings, following up on agreed-upon actions, and maintaining consistent contact through in-person, virtual, or email correspondence.
- Be open to constructive feedback and actively apply mentor recommendations to support personal and professional growth.
- Maintain professionalism and confidentiality throughout the mentoring relationship, demonstrating respect, integrity, and accountability.
- Engage actively in developmental opportunities provided by the Faculty Development Division and the SOM.

4. **Matching Process and Coordination:** The Faculty Development Division of OPD & ACE, in collaboration with Department Chairs, facilitates the mentoring process.

- The Associate Dean for the Office of Faculty Recruitment, Affairs, and Professional Development and Accredited Continuing Education and Department Chairs will be consulted regarding mentor–mentee pairings to ensure alignment with the mentee’s goals, departmental priorities, and available expertise.
- When a Department Chair is unable to identify a suitable mentor for a faculty member, or when a mentee lacks access to an appropriate mentor within their department, the Faculty Development Division may call upon tenured or tenure-track faculty across the SOM to assist by serving as mentors in areas matching the mentee’s needs.
- If a mentor or mentee requests a specific individual, the Faculty Development Division will notify the respective Department Chair and the Associate Dean for the Office of Faculty Recruitment, Affairs, and Professional Development and Accredited Continuing Education for awareness and feedback. The pairing decision remains between the mentor and mentee, with the Faculty Development Division providing support to formalize the relationship.
- The Faculty Development Division will coordinate the initial mentorship launch event, the end-of-year mentorship meet-up, and the assignment of mentors to mentees. Once pairings are finalized, the mentor and mentee assume responsibility for ongoing communication, meetings, and documentation.
- The Faculty Development Unit Manager within OPD & ACE will provide program oversight and assist with mentoring activities across all campuses. OPD & ACE representatives at regional sites may support logistical arrangements for these three coordinated activities (launch event, end-of-year meet-up, and mentor assignment) as needed.

This coordinated process ensures that faculty mentoring relationships are intentional, well-supported, and structured to promote meaningful professional development within the SOM.

5. **Annual Procedures:** Each year, the Faculty Development Division of OPD & ACE will coordinate an annual review of faculty mentoring activity across the SOM.

- Conduct an end-of-year evaluation to measure mentoring effectiveness, professional growth, and overall program impact.
- Contact each department to determine existing mentoring efforts, identify faculty interested in serving as mentors or mentees, and confirm whether departmental mentoring programs are already in place.

- Departments with existing mentoring structures will be asked to submit their program information so it can be formally recognized and documented as part of the SOM Faculty Development Mentoring Program.
 - The Faculty Development Division will assist departments without mentoring programs in establishing or formalizing mentoring relationships through coordination with Department Chairs and feedback from the Associate Dean for the Office of Faculty Recruitment, Affairs, and Professional Development and Accredited Continuing Education.
 - Data from departmental responses and the end-of-year evaluation will be compiled into an annual report summarizing participation, outcomes, and recommendations for continuous improvement. This report will be provided to the Dean and the Faculty Council Executive Committee.
6. **Maintenance of Mentorship:** If issues arise within a mentoring relationship, faculty should contact the Faculty Development Division of OPD&ACE for assistance. The Division will collaborate with the Associate Dean for the Office of Faculty Recruitment, Affairs, and Professional Development and Accredited Continuing Education and Department Chairs to provide guidance and, when necessary, facilitate rematching.
 7. **Evaluation and Continuous Improvement:** The Faculty Development Division will evaluate the mentoring program annually through mentor and mentee surveys, needs assessments, and outcome data. Findings will guide improvements to maintain alignment with SACME and LCME standards, ensuring an active, evidence-based approach to faculty development.