**UW Department of Pediatrics Mentoring Guide**

**January 2017**

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**Overview**

**Overview of the program**

The purpose of this document is to lay out the overall goals and structure of the Department of Pediatrics Mentoring Program, outline the responsibilities of Division Chiefs, Center Directors and individual faculty members, and provide resources for both mentees and mentors.

We all recognize that mentoring of junior faculty is key to their success. Faculty members have different needs, depending on their faculty track, the activities that they do, and their overall goals. We have tried to bring some structure to the various mentoring activities in the Department without replacing any. Our intention is to enhance these efforts and to make sure all junior faculty have adequate mentoring.

**Department Mission**

Through excellence, innovation and collaboration, we will improve the health of all children and adolescents and reduce inequities by educating the pediatric and physician leaders of the future, advancing research, advocating for children and providing the nation's best primary and specialty pediatric clinical care. In partnership with our health care and academic institutions, we are committed to a diverse and inclusive faculty who can reach their personal and professional goals in a collegial environment

**Mission of mentoring program**

All UW Department of Pediatric faculty will feel and be supported in their pursuit of their personal and professional goals.

**Goals of the faculty mentoring program**

* To provide all junior faculty mentees with career mentor(s)
* Support and facilitate faculty career development through mentor/mentee relationships
* Develop a mentoring curriculum to enhance mentor/mentee competencies
* Provide a series of seminars for mentee career development
* Provide a series of seminars for senior faculty on mentoring skills development
* Provide a strong central structure, resources and leadership to support faculty mentoring in the Department of Pediatrics

**Program components**

* Vice Chair for academic affairs and Vice Chair for faculty development
	+ Establish and oversee program for faculty in the UW department of pediatrics
* Individual mentoring programs
	+ SOC for faculty scientists
	+ Mentoring committees for clinician educators and FTCF
	+ Individual mentors for FTCF
* Resources for mentees and mentors
	+ Training materials
	+ Seminars
	+ Reminders and tracking of mentor/mentee meetings
* Recognition for Mentors
	+ Mentoring awards
	+ Consideration at time of promotion
* Guide for mentors and mentees
* Evaluation
	+ Program and individual mentor evaluations
	+ Satisfaction of mentees and mentors
	+ Problems identified at the time of reappointment
* Timeline

**Responsibilities of Division Chief and Center Directors**

In the Department of Pediatrics, both Division chiefs and Center directors have important leadership responsibilities for their faculty scientists. The Division chiefs have the responsibility to ensure that all faculty members in their Division have appropriate mentoring. The Center Directors have the responsibility for ensuring that Faculty Scientists in their centers have appropriate mentoring and are progressing with their career goals. For Faculty Scientists, this responsibility is shared by both the Division Chief and Center Director, and the formula for accomplishing this sharing should be developed between the respective Division chief and Center director.

**Faculty Scientists.** The expectation is that all Faculty Scientists at the Acting or Assistant Professor level will have a Scholarship Oversight Committee (SOC). For faculty that have a K award, this will be the same as their mentoring committee, required by NIH. The main emphasis will be on their research program and productivity, making sure it is progressing appropriately. The SOC will also help faculty keep track of timelines for funding and for promotion, as well as facilitate their development of a national reputation in their field. The Division Chief and Center Director need to ensure that the SOC both exists and is used, i.e. meeting of the committee as a whole at least twice per year with appropriate meetings of the faculty member with individual mentors in between.

**Clinician Educators.** All clinician educators at the Acting or Assistant Professor level should have a formal mentoring committee, which provides guidance on clinical care, research and teaching. This mentoring committee can take a number of forms, but should have at least two senior faculty members involved; it may also include peer mentoring. The Division chief is responsible for ensuring that the committee exists and is used, i.e. meets at least twice per year.

**Full Time Clinical Faculty**. All acting and assistant professor full time clinical faculty (FTCF) should have a mentor but do not need to have a full mentoring committee; the mentor should be a senior faculty member. Mentoring should focus on clinical care and teaching, as well as activities beyond clinical work. It should also include long-term career development. The Division chief is responsible for ensuring the faculty member has an appropriate mentor and meets with that individual once per year.

**Timing of mentor identification:** Please see the attached timeline. In the 30 day review for new faculty, the Division chief should discuss possible mentors with the faculty member, with the goal of at least the primary mentor identified by the 90 day review. We will revise the 90 day new faculty form to include the name of the individual’s mentor(s) and expected date of first meeting. We will also revise the annual progress report to include names of mentors and actual dates of mentor meetings.

**FOR MENTEES**

**Community of Mentors**

In addition to the traditional dyadic model of mentor-mentee, we encourage you to consider that mentoring may include multiple relationships -- a “Community of Mentors” -- where each mentor provides part of the needed coaching and career development; one professional may provide scientific critique and expertise, another advice on family/work juggling, and another advice on grantsmanship or scholarly writing or networking in professional societies. Advisory or “formal” mentoring relationships with more experienced people at several points along the spectrum of age, seniority, and status can provide you with different perspectives and advantages.

The Community of Mentors includes traditional scholarly/research mentors, career advisors, co-mentors, peer mentors, and e-mentors and can be part of a “Developmental Network.” One model of mentoring, implemented at the University of California, San Francisco (UCSF) incorporates the role of a “Career Mentor,” a more senior faculty member, who provides the new faculty member with career support and guidance several times each year and is assigned by the faculty “Mentoring Facilitator” within each department. In addition, academic faculty have a scholarly/research mentor specific to their area of focus.

The “Community of Mentors” begins with an appointed or selected mentor at the division or department level and guides junior faculty to think more broadly about a “Community of Mentors” -- within their department and across departments, disciplines, and potentially institutions

**Multiple types of mentorship that the mentee can choose from:**

* *Collaborative peer mentoring* allows faculty to work together at a regularly scheduled time, sometimes facilitated by a senior faculty member, and combining a curriculum (scholarship, teaching, grant writing, career development) along with a scholarly product. Peer-mentoring can also create an opportunity to share information, strategize about careers, and provide each other feedback, friendship, and emotional support. One published example of this model used locally at the University of Washington is referenced here: Academic Medicine: March 2012 - Volume 87 - Issue 3 - p 378–383
* *E-mentoring* typically builds on an existing traditional mentoring relationship that because of time, location or other constraints, continues primarily via electronic communication, but may include two professionals who have never met in person.
* *Project-based mentoring*, often referred to as “functional mentoring” in the literature, pairs junior faculty with mentors who have the skills, expertise, and interest required for a specific project. The mentoring relationship may cease when the project is completed or it may continue and possibly evolve into a more traditional mentoring relationship.
* *Team mentoring* refers to a multidisciplinary group of mentors each with a specific role. The lead mentor traditionally would have expertise in the mentee’s research or scholarly interest, while one or more additional mentor’s (co-mentors) interests and skills would complement, but not duplicate, the lead mentor’s.

**Developmental Networks**

Developmental networks are a newer framework for career development and mentoring that have been defined and valued by business leaders. “Developmental Networks” are composed of an even broader range of people (including one’s Community of Mentors, colleagues, juniors, mentees, family, and friends) who can provide career advice and support (Figure). These simultaneously held relationships, drawn both from the faculty member’s own organization as well as external organizations and communities, provide access to knowledge, opportunities, and resources. Developmental Networks can thus offer diverse viewpoints, experiences, and two-way learning more readily than those dyadic relationships that draw only on the experience of a single senior faculty member. In addition, developmental networks can change in parallel with your career trajectory and work/life needs and should be regularly assessed and re-configured. We suggest that you consider mapping (or refining your map of) your developmental network before your annual review with your Division chief and Chair of Vice-Chair. This will give those individuals the best opportunity to connect you with other potential mentors or advisors in your field.

Developmental network

 

Community of

Mentors

**Different types of mentors**

1. **Career Mentors** are responsible for overall career guidance and support for their mentee. The Career Mentor is usually in the mentee's department but should not be their direct supervisor. Scheduled meetings take place at least 2 times per year.

2. **Research/Scholarly Mentors** are responsible for the overall research and/or scholarly career guidance and support for their mentee. Specifically, the:

**Research/Scholarly Mentor** actively participates in the development of the creative and independent research careers of their mentees. The **Research/Scholarly Mentor** must have expertise in the mentee’s area of research or scholarship and often shares resources with the mentee that may include databases, space, funding, and research staff that can facilitate the mentee's research.

**Research/Scholarly Mentors** assist with communication of findings including:

* oral presentations, writing of abstracts, manuscripts and
* development of grant applications and
* securing funding.

As important, they provide guidance to their mentees about didactic coursework and training opportunities and help them to identify potential collaborators. Scheduled meetings take place 1-2 times per month or as needed to achieve the mentee's research goals.

3. **Project Mentors** have a more limited role. They typically will supervise the completion of a defined, time-limited project, ie data collection, data analysis, manuscript preparation, grant preparation, etc. This is an excellent way for a more junior faculty member to begin mentoring others, learning many of the skills that will eventually allow them to become a **Research/Scholarly Mentor**. For instance, s/he may supervise a summer research project, a 1-year commitment of research, or s/he may assist with the writing of papers, research grants and research reviews. Scheduled meetings will vary in timing, depending on the level of activity for the specified project(s).

4. **Co-Mentors** work with the mentee and their other mentors as part of a mentoring team to provide more specialized or different content area or methodological expertise. For example, for a clinical researcher such co-mentors may include a statistician, and/or a laboratory-based scientist. Scheduled meetings occur every 1-3 months.

**Choosing a mentor**

To gain the most from the mentoring process, you need to be active in choosing the best mentors to assist you in areas such as:

* Refining goals, career advancement, guidance on resources
* Scientific oversight, grant writing
* Scientific writing and critique
* Issues of authorship, publication and integrity
* Time management
* Work/life balance and practical tips for success
* Teaching skills, curriculum development
* Clinical practice strategies
* Enhancing professional visibility, locally and nationally
* Advocacy

Choosing mentors creates a strong basis for your professional growth, and so being active in the process is a good starting point. Faculty members are truly approachable. It is important that mentors have time and are successful at their level. Prospective mentors should have a “track record,” such that past trainees are successful in their own lives. At least one mentor should be in your field of scholarship, teaching area or clinical interest who shares your goals, and can support your career trajectory with critical feedback and resources. Consider as well the professional and personal values and judgments you most admire in a mentor. Your Developmental Network should include senior faculty, as well as peer mentors, juniors, family, and friends who can support your career advancement and/or psychosocial development.

*Think about the following qualities when choosing a mentor:*

* Interested in developing your career
* Commitment to mentoring
* Match your emotional needs
	+ Do you need more support and praise or more challenge?
* Match with your professional needs
	+ Help with writing? Methodological skills?
	+ Research/scholarly/clinical interests
* A successful track record
* Good communication skills
* Will provide networking opportunities
* Is institutionally savvy
* Expresses interest in you as a person
* There is potential for reciprocity

**Potential Mentors**

Identify people who can assist you in meeting your goals. These can be mentors internally or at other institutions. For each potential mentor, identify objectives, develop a list of what you can offer, and propose outcomes. A blank grid is below to help you organize your thoughts. Put your initial thoughts down on paper before you approach a mentor, and then revise it as your relationship changes.

|  |
| --- |
| Mentoring Plan |
| Mentor Name | Objectives  | What mentor can offer | Outcomes |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Mentoring up**

The most successful mentoring partnerships are those in which the mentee takes the initiative and truly drives the partnership. In a mentee-driven partnership, the mentee determines the pace, route and destination. The mentor is then able to offer insights and counsel that is focused on the mentee’s objectives.

Some suggestions:

* Meet or make contact in accordance with the agreed upon plan.
* Formulate short- and long-term goals including identifying values and a timeline for acquisition of skills and completion of tasks such as: writing a paper, joining a professional society, applying for a grant, initiating a new clinical or teaching activity, etc. Focus on the needs your mentor can address.
* Respect and accept gender, racial/ethnic, generational, and other differences.
* Ask for advice and listen thoughtfully. Be open to new ideas and suggestions.
* Keep confidences.
* Be prepared for meetings and follow through on recommendations and commitments.
* Discuss issues openly and be clear on expectations.
* Interact in a positive, proactive manner, enhance your “likability” factor.
* Take responsibility for your own development.
* Try to maintain relationship for at least one year.
* Send a brief note after each mentoring meeting to succinctly state the steps or plan that the two of you discussed and to acknowledge your mentor’s contribution and time.

*Review each of your mentoring relationships annually. Questions to consider:*

* Are my objectives clear and well defined?
* Am I comfortable asking for what I want?
* Am I open to hearing new ideas and perspectives?
* Do I allow myself to be open and vulnerable?
* Am I receptive to constructive feedback?
* Am I able to show I value and appreciate feedback?
* Am I willing to change or modify my behaviors?
* Do I consistently follow through on commitments?
* Do I make an effort to instill trust?
* Do I openly show appreciation and gratitude?
* Does this mentoring relationship continue to serve its purpose?

**FOR MENTORS**

**Building a relationship with a mentee**

*Adapted from the I-TECH Clinical Mentoring Toolkit, produced by the International Training and Education Center for Health (I-TECH)/University of Washington with funding from the US Health Resources and Services Administration. For more information, visit* [*www.go2itech.org*](http://www.go2itech.org)*.*

Building an effective relationship of mutual understanding and trust with mentees is a critical component of effective mentoring. Mentors can establish rapport with their mentees by using effective interpersonal communication skills, actively building trust, and maintaining confidentiality. This document contains information and advice to help mentors build rapport and create positive relationships with mentees so both parties can achieve the greatest benefit from the mentoring experience.

*Interpersonal Communication*

Interpersonal communication is a person-to-person, two-way, verbal and nonverbal sharing of information between two or more persons. Good communication helps to develop a positive working relationship between the mentor and mentee by helping the mentee to better understand directions and feedback from the mentor, feel respected and understood, and be motivated to learn from the mentor. Mentees learn best from mentors who are sincere, approachable, and nonjudgmental.

When mentoring, effective communication involves more than providing information or giving advice; it requires asking open-ended questions, listening carefully, trying to understand a mentees’ concerns or needs, demonstrating a caring attitude, remaining open-minded, and helping solve problems. There are many communication skills that mentors can utilize to effectively communicate with mentees, including the following:

• *Active listening*: Be sure to really listen to what a mentee is saying. Often, instead of truly listening to the mentee, the mentor is thinking about his or her response, what to say next, or something else entirely. It is important to quiet these thoughts and remain fully engaged in the task of listening.

• *Attending*: Listen while observing, and communicate attentiveness. This can include verbal follow-up (saying “yes” or “I see”) or nonverbal cues (making eye contact and nodding the head).

• *Reflective listening*: Verbally reflect back what the mentee has just said. This helps the mentor to check whether or not he or she understands the mentee, and helps the mentee feel understood. Examples: ““What I just heard is that you are concerned about that experiment.

• *Paraphrasing*: Determine the basic message of the mentee’s previous statement and rephrase it in your own words to check for understanding. Examples: “From what we just discussed, I get the sense that you’re feeling overwhelmed with your workload. Do I have that right?”” Or “It sounds like you’re concerned about the design of the experiment.”

• *Summarizing*: Select main points from a conversation and bring them together in a complete statement. This helps ensure the message is received correctly. For example, “Let me tell you what I heard, so I can be sure that I understand you. You said that the main challenge right now is balancing your clinical load and writing the research proposal.”

*Asking open-ended questions*: Ask mentees questions that cannot be answered with a simple yes or no. Open-ended questions encourage a full, meaningful answer using the mentee’s own knowledge and feelings, whereas closed-ended questions encourage a short or single-word answer. Examples:

* *Close-ended question*: “You didn’t think the experiment would work?”
* *Open-ended question*: “What factors led to your decision to change the protocol?”
* *Close-ended question*: “Did you understand what we discussed today?”
* *Open-ended question*: “Can you summarize what we discussed today?”

• *Probing*: Identify a subject or topic that needs further discussion or clarification and use open-ended questions to examine the situation in greater depth. For example, “I heard you say you are overwhelmed; please tell me more about that.”

• *Self-disclosure*: Share appropriate personal feelings, attitudes, opinions, and experiences to increase the intimacy of communication. For example, “I can relate to your difficult situation, I have experienced something similar and recall being very frustrated. Let’s think together about how I can assist you to figure out how to move forward.”

• *Interpreting*: Add to the mentee’s ideas to present alternate ways of looking at circumstances. When using this technique, it is important to check back in with the mentee and be sure you are interpreting correctly before assigning additional meaning to their words. For example, “So you are saying that the reason the interpretation is flawed is because of the statistical test used to analyze the data? That is likely one reason, but have you also considered that the design may be wrong as well?”

* *Confrontation*: Use questions or statements to encourage mentees to face difficult issues without accusing, judging, or devaluing them. This can include gently pointing out contradictions in mentees’ behavior or statements, as well as guiding mentees to face an issue that is being avoided. For example, “It’s great that you are so committed to mentoring the younger researcher in the group. However, I am concerned that you are not dedicating enough time to your own research.”

A number of attitudes and/or behaviors can serve as barriers to communication—these can be verbal or nonverbal. Verbal barriers to communication that should be avoided include the following:

• *Moralizing*: Making judgments about a mentee’s behavior, including calling it right or wrong, or telling them what they should or should not do.

• *Arguing*: Disagreeing with instead of encouraging the mentee.

• *Preaching*: Telling the mentee what to do in a self-righteous way.

• *Storytelling*: Relating long-winded personal narratives that are not relevant or helpful to the mentee.

• *Blocking communication*: Speaking without listening to the mentee’s responses, using an aggressive voice, showing impatience, showing annoyance when interrupted, or having an authoritative manner. These behaviors often lead to the mentee feeling down, humiliated, scared, and insecure. As a result, the mentee may remain passive and refrain from asking questions, or distrust the mentor and disregard his or her recommendations.

• *Talking too much*: Talking so much that the mentee does not have time to express him or herself. As a mentor, it is important not to dominate the interaction.

*Establishing Trust*

Establishing trust is an essential component in building rapport. Trust is the trait of believing in the honesty and reliability of others. Some mentees may be nervous about working with a mentor. To put them at ease and create a trusting relationship, do your best to empathize with their challenges, share knowledge without being patronizing, and remain encouraging. Along with the other communication skills listed above, establishing a trusting dynamic is essential for a productive and positive relationship.

The following list provides some ideas for how the mentor can build trust with the mentee:

• Encourage questions of any type and tell the mentee that there is no such thing as a bad question.

• Acknowledge mentee strengths and accomplishments from the onset of the mentoring process and be intentional about how you expect to incorporate new knowledge into existing knowledge.

• Ask for and be open to receiving feedback from mentees, establish a format for this to occur and apply constructive feedback to improve mentoring skills.

• Share appropriate personal experiences from a time when you were being mentored.

* Thank your mentee for their open and honest communication and for the opportunity to work with them on such personal and important topics.

When appropriate, consider how “local knowledge” can be incorporated into the mentoring experience. In other words, think about how you can socialize the mentee to the department or institution.

**Evaluating Your Mentee’s Goals**

Use the checklist below to appraise your mentee’s goals:

**Specificity**

* Has your mentee identified specific short and long term goals?
* Are the goals definite and precise?

**Measurability**

* Are your mentee’s goals quantifiable in nature?
* Has your mentee determined how to measure success?

**Work Plan**

* Does your mentee have an action plan to achieve their goals?
* Has your mentee considered the outcome of achieving these goals?

**Reality Check**

* Are your mentee's goals realistic given the circumstances?
* Has your mentee determined a completion date?
* Can success be achieved within the time allocated?
* Will additional resources or tools be needed to achieve success?

**Your Role**

* Is your role to advise, suggest or listen?
* Will your mentee’s goals require you to provide something other than guidance?
* How can you be most helpful to your mentee?

**Mentoring agreements**

The *Mentoring agreement* is the basis upon which the mentorship's scope and focus is

determined. It is the product of joint planning that takes place between the mentor and

mentee after they have each agreed with their match, and should be completed prior to

the formal start of mentoring. While mentors and mentees may find mentorship agreements to be useful, they are optional. Here are recommendations for developing a good *Mentoring agreement*:

1. *Do not be too ambitious.*Experience in other programs show mentors and mentees have tended to set unreasonably high expectations of the time they can commit to the

mentorship. This has resulted in *Mentoring agreements* with an unrealistic scope, and an overly ambitious agenda. Mentors, be aware that your mentee may need help in restricting the scope of the work to projects which will require a realistic amount of time commitment from both of you and which can be completed in one year.

2. *Pay careful attention to the communication plan.*Ensure that you are both

establishing a plan for communications that is feasible and fits in with your preexisting

time commitments. Mentors and mentees are both busy, accomplished people.

Experience to date shows that regular communications is the key to a successful

mentorship. The following good practices have a proven track record in improving

communication between mentors and mentees:

• Establish, and maintain, a schedule of monthly verbal communications. Scheduled calls should only be cancelled as a last resort.

• Task the mentee with developing a brief agenda for each scheduled verbal communication.

• Ensure any documentation to be read prior to a telephone meeting is shared several days or a week in advance.

• Supplement the monthly verbal communications with more regular (i.e. weekly and as needed) non-verbal communications such as emails.

• Avoid lengthy emails - mentees in particular need to guard against drafting

long emails posing many questions which mentors will not have the time to read or answer comprehensively. Try in all communications (verbal and non-verbal) to be succinct and clear.

• Explicitly clarify within the communication plan that either the mentor or the

mentee may initiate communication - communications should be seen as a two-way street with either party being entirely within their rights to initiate.

3. *Be flexible.*Past participants have stressed that activities, focus, and plans all change. If each of you feel the need to jointly revise the *Mentoring agreement* during formal mentoring, do so.

Examples are shown in the Appendix 1.

**Initiation of mentoring:** below is a suggested checklist to use for the first meeting.

*Get to Know Each Other*

* Share information about your professional and personal life
* Learn something new about your mentee/mentor

*Establish Guidelines*

* When and where will we meet?
* How will we schedule meetings?
* How will we communicate between meetings?
* What agenda format will we use?
* Will there be any fixed agenda items to be discussed at every meeting?
* How will we exchange feedback?
* How will we measure success?

*Partnership Agreement*

* Review partnership agreement, modify if desired, sign and exchange
* Review goals for the mentoring relationship

*Confirm Next Steps*

* Schedule date, time and place of future meetings

Prior to meeting with your mentor, take some time to think about and write down your research and professional goals. You may want to articulate one- and five-year goals.

|  |  |
| --- | --- |
| Short term goals (next year) | Long term goals (next 5 years) |
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |

**Resources for mentoring and career development**

Local seminars: Each month in the Department of Pediatrics newsletter, we will include a list of seminars occurring at SCH and UW that are relevant for mentoring and career development. These will include seminars occurring on main campus, SCRI and at the UW ITHS. The date, time and location of these seminars will be posted; we will also make efforts to have them videocast between sites.

Other training resources for mentors and mentees can be found on the departmental website and at these other websites:

Mentor training for clinical and translation researchers: https://mentoringresources.ictr.wisc.edu/

National Research Mentoring Network: <https://nrmnet.net/faculty/>

Individual Development Plan: <http://myidp.sciencecareers.org/>

Mentor-mentee agreements: http://www.mayo.edu/ctsa/resources

**Clinician Educator Track**

**Year 1**

**Year 2**

\* CV, Activity report, Clinical Evaluations, Teaching Evaluations

**Year 3**

**Year 4**

**Year 5**

**Year 5 Cont.**

**Year 6**

**Year 7**

**Faculty Scientist Track**

**Year 1**

**Year 2**

\* CV, Activity report, Clinical Evaluations, Teaching Evaluations

**Year 3**

**Year 4**

**Year 5**

**Year 5 Cont.**

**Year 6**

**Year 7**

\* CV, Activity report, Clinical Evaluations, Teaching Evaluations

**Full Time Clinical Faculty Track**

**Year 1**

**Year 2 (and thereafter)**

Appendix 1

Mentoring agreement templates

***Mentorship agreement template #1***

The purpose of this template is to assist you in documenting mutually agreed upon goals and parameters that will serve as the foundation for your mentoring relationships. This template is expected to be altered to meet individual needs.

1. *Goals* (what you hope to achieve as a result of this relationship; e.g., gain perspective relative to skills necessary for success in academia, explore new career opportunities/alternatives, obtain knowledge of organizational culture, networking, leadership skill development, etc.)

2. *Steps to achieving goals* as stated above (e.g., meeting regularly, manuscripts/grants, collaborating on research projects, steps to achieving independence, etc.):

3. *Meeting frequency* (frequency, duration, and location of meetings):

4. *Confidentiality:* Any sensitive issues that we discuss will be held in the strictest of confidence. Issues that are off limits for discussion include:

5. Plan for *evaluating relationship effectiveness* (e.g., bi-annual review of mentorship meeting minutes, goals, and outcomes/accomplishments):

6. *Relationship termination clause:* In the event that either party finds the mentoring relationship unproductive and requests that it be terminated, we agree to honor that individual’s decision without question or blame.

7. *Duration:* This mentorship relationship will continue as long as both parties feel comfortable with its productivity or until:

***Mentorship agreement template #2***

This contract is between the mentee and his/her mentors. The mentee and each mentor must complete the form individually, and then jointly review and discuss each person’s answers in order to reach an agreement. The mentee must re-write the agreed upon answers before the contract is signed and dated by him/her and each mentor. The mentee is responsible for keeping the contract and reviewing/updating it as necessary. The first joint review should occur one month after the initial meeting to check-up and agree to any needed changes.

1. What type of assistance does the mentee want from the mentor?

2. What expectations do the mentors have of the mentee?

3. What expectations does the mentee have of the mentors?

4. How often will you meet?

5. When and where will you meet?

6. For how long?

7. Who will be responsible for scheduling the meetings?

8. What will meeting topics include?

9. What will be the ground rules for discussions? (E.g., confidentiality, openness, candor, truthfulness, etc.)

10. If problems arise, how will they be resolved?

11. Any concerns the mentee wants discussed and resolved?

12. Any concerns the mentors want discussed and resolved?

13. How will you know when the mentoring relationship has served its purpose and needs to be terminated?

14. We have agreed that our initial meetings will focus on these three topics:

a. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

15. Any additional areas/issues you want to discuss and agree to?

Mentee Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor Signature Date

*Adapted from: Hook, Edward W III and Audrey Wrenn. UAB Center for Clinical and Translational Science Mentoring Contract.*

***Mentoring agreement template #3***

**Name of mentor:**

**Name of mentee:**

1. **Description of work that will be the subject of mentoring focus during mentorship.** *(Briefly describe the work area around which mentoring will occur and state its objectives. Do not be overly ambitious - think carefully about a realistic scope of work that fits with the time and resources available to mentor and mentee. Also, be aware that IRB approvals or other external factors may have an impact on the feasibility of certain projects, and try and avoid having the collaboration's project focus be held hostage to factors beyond either the mentor's or mentee's control.)*

2. **Description of current mentoring.** *(Briefly describe the**mentorship that the mentee currently has available in his/her institution in terms of primary research mentor, research career advisor, fellowship director, dissertation chair, division chief, department chair, or center director. Please describe the general areas in which you feel you need more mentoring and why this is not available to you currently).*

3. **Define skills development objectives for the mentee** *(Describe*

*the skills that will be the focus of the mentoring. Provide one or two realistic objectives that the mentorship will attempt to achieve during the 12 months that relate to these*

*skills.)*

4. **Description of communication plan** *(Clearly articulate the expectations for contact and exchange during the mentorship. Avoid ambiguous terms and specify the mutual expectation of exchange in terms of frequency, duration, and method. Clarify responsibilities for coverage of any costs associated with this program of exchange.)*

5. **Description of any planned meetings**

6. **Commitments that will be made to each other** *(List the commitments that will actually be made to each other in order to fulfill the objective of skills development for mentee.)*

7. **Expectations of each other** *(List the types of expectations you both have of the mentor and the mentee during the mentorship. Keep these brief and at a general level. For example: expectations of mentor - review of instrument development; guidance on overall strategy of study execution; review of manuscript. Expectations of mentee - preparation of all study instruments; preparation of draft manuscript; securing of any necessary approvals.)*

8. **Outputs** *(List the outputs the mentorship is expected to deliver, and indicate the time it is expected for these to be finalized. Try and be as specific as possible - this will be an aid to both of you to determine that the mentorship is proceeding as planned. Ideally, specify outputs expected after 3, 9, and 12 months of mentorship.)*

**Commitments of mentors and mentees**

I have read the above and undertake I will conduct my participation in this mentorship in accordance with the *Mentoring agreement* and principles and description provided above.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Signature mentee)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Signature mentor

**Appendix 2**

**Admin, clinical and teaching Mentor Evaluation form**

Mentee Name: Mentor Name:

Date: Years of mentorship:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Never | Rarely | Occasionally | Most of the Time | Always |
| ***Meetings and Communications*** |
|  | Attends scheduled meetings | 1 | 2 | 3 | 4 | 5 |
|  | Accessibility at other times | 1 | 2 | 3 | 4 | 5 |
|  | Professionalism of communication | 1 | 2 | 3 | 4 | 5 |
| Comments: |
| ***Expectations and Feedback*** |
|  | Provides timely and constructive feedback | 1 | 2 | 3 | 4 | 5 |
|  | Helps set expectations & goals | 1 | 2 | 3 | 4 | 5 |
|  | Critiques work effectively | 1 | 2 | 3 | 4 | 5 |
|  | Challenges me to set realistic goals and timelines | 1 | 2 | 3 | 4 | 5 |
| Comments: |
| ***Career Development*** |
|  | Provides advice, direction & encouragement | 1 | 2 | 3 | 4 | 5 |
|   | Helps me determine what I should and shouldn’t take on | 1 | 2 | 3 | 4 | 5 |
|  | Counsels on career advancement & promotions criteria | 1 | 2 | 3 | 4 | 5 |
|  | Advocates on my behalf | 1 | 2 | 3 | 4 | 5 |
|  | Promotes self-reflection | 1 | 2 | 3 | 4 | 5 |
| Comments: |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Never | Rarely | Occasionally | Most of the Time | Always |
| ***Admin Support*** |
|  | Assists with setting goals & identifying potential opportunities | 1 | 2 | 3 | 4 | 5 |
|  | Assists in developing new skills (clinical, research, teaching, etc.) | 1 | 2 | 3 | 4 | 5 |
| Comments: |
| ***Clinical Support*** |
|  | Assists with setting goals & identifying potential opportunities | 1 | 2 | 3 | 4 | 5 |
|  | Assists in developing new skills (clinical, research, teaching, etc.) | 1 | 2 | 3 | 4 | 5 |
| Comments: |
| ***Teaching Support*** |
|  | Assists with setting goals & identifying potential opportunities | 1 | 2 | 3 | 4 | 5 |
|  | Assists in developing new skills (clinical, research, teaching, etc.) | 1 | 2 | 3 | 4 | 5 |
| Comments: |
| ***Psychosocial Support*** |
|  | Promotes work-life balance | 1 | 2 | 3 | 4 | 5 |
|  | Respectful | 1 | 2 | 3 | 4 | 5 |
|  | Engaged and actively listens/ participates | 1 | 2 | 3 | 4 | 5 |
| Comments: |

**Additional Questions**

Do you have a good fit with your mentor? Yes No

Would you like to change mentors? Yes No

**Appendix 3**

**Research Mentor Evaluation Form**

**University of Washington, Department of Pediatrics**

Mentor’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Your name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Your current position: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of evaluation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please evaluate the Mentor on the following items, using a 4 point scale of 1 being poor and 4 being outstanding.

1. Meets with me regularly \_\_\_
2. Comes prepared for mentoring meetings \_\_\_
3. Reviews my work thoughtfully, carefully and constructively \_\_\_
4. Promotes original thinking and analysis \_\_\_
5. Offers specific suggestions that I can use \_\_\_
6. Assists in developing ideas into viable and successful research plans \_\_\_
7. Makes me feel comfortable about raising concerns and asking for help \_\_\_
8. Gives me constructive feedback on my written documents \_\_\_
9. Gives me constructive feedback on my presentations \_\_\_
10. Serves as a good role model of professionalism

 (excellence, integrity, respect, accountability) in science \_\_\_

1. Helps me network with professional colleagues in my area of research \_\_\_
2. Overall, provides support for my development as an independent

 investigator \_\_\_

Other comments about items above:

List publications and submitted manuscripts that were a result of the work that you did under guidance of your mentor:

List grant applications (and note which were funded) that you submitted with guidance from your mentor: