

UIC COM MENTORING PROGRAM

Introduction

The UIC College of Medicine Mentoring Program is intended to be a useful way to help faculty members excel in their academic environment. Assistance from a well-respected mentor can be an invaluable supplement to the guidance and assistance that a department chair provides during the early years of a faculty member's career. The program's success will depend on the faculty mentees, their mentors, the facilitators, and the department chairs all taking an active role in the acclimation process. An outline of the responsibilities of each is outlined below.

Responsibility of the Departmental Mentoring Facilitator

Each Department Chair will appoint a senior faculty member to be the Departmental Mentoring Facilitator. This person will serve as the liaison to the College of Medicine Mentorship Program Committee reporting to them about department-based mentor-mentee pairs, and encouraging junior and senior faculty to participate actively in all aspects of the program.

Mentors must be assigned for all tenure-track and non-tenured Assistant Professors. The Departmental Mentoring Facilitator will work together with each individual mentee to identify an appropriate mentor, subject to the approval of the Department Chair. The facilitator is responsible for advising the faculty on matters pertaining to academic reviews, and advancement. As the mentor may also be asked to provide informal advice, it is the facilitator's responsibility to see that mentors have current information on UIC's academic advancement process.

For faculty at the Associate Professor level, assignment of a mentor will also be highly encouraged, to serve as a means of facilitating further career development. These mentors are often located outside of the department.

Responsibility of the Mentor

The mentor should contact his/her assigned mentee on a regular basis (monthly to quarterly) over at least a period of two years. The mentor should provide informal advice to the faculty mentee on aspects of teaching, research, and service to the University or be able to direct the mentee to other appropriate individuals for guidance. Funding opportunities both within and outside of the campus are also worth noting. The mentor should treat all interactions and discussions in confidence. There is no formal evaluation of the mentee on the part of the mentor, only supportive guidance and constructive feedback.

The most important tasks of a good mentor are to help the mentee achieve academic excellence. Although the role of mentor is an informal one, it poses a challenge and requires dedication and time. A good relationship with a supportive, active mentor has been shown to contribute significantly to a mentee's career development & satisfaction.

Qualities of a Good Mentor

- Accessibility – the mentor is encouraged to make time to be available to the mentee. 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 mentee establish a professional network.
- Independence – the mentee's intellectual independence from the mentor must be carefully preserved and the mentor must avoid developing a competitive relationship with the mentee.

Goals for the Mentor

Short-term goals

- Familiarization with the campus and its academic environment.
- Networking—introduction to colleagues, identification of other possible mentors.
- Developing awareness—help the mentee understand policies and procedures that are relevant to their academic work.
- Constructive criticism and encouragement, compliments on achievements.
- Helping to sort out priorities—budgeting time, balancing research, teaching, and service.

Long-term goals

- Developing visibility and prominence within the profession.
- Achieving career advancement.

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

Responsibility of the Mentee

The mentee should keep his/her mentor informed of any problems or concerns as they arise. When input is desired, mentee should leave sufficient time in the grant proposal and paper submission process to allow his/her mentor the opportunity to review and critique drafts.

Mentee Dos and Don'ts

Do

- Take initiative, be a finisher
- Look for opportunities to be taught by your mentor
- Be respectful of mentor's time
- Clarify goals and expectations
- Establish time lines
- Keep your CV and Biosketch up to date
- Establish mentors inside and outside of your department

Don't

- Be passive—don't wait for the mentor to initiate interactions
- Be late, disorganized
- Stay in a mentoring relationship when it is no longer helpful

Benefits for the Mentee

- More favorable objective (compensation, promotion)
- Subjective (career/job satisfaction) outcome.

Mentoring Resources

University of California San Diego Academic Affairs

<http://academicaffairs.ucsd.edu/faculty/programs/faculty-mentoring-program.html>

Georgetown University

<http://www.georgetown.edu/gumc/evp/facultyaffairs/about>

Emory University

http://medicine.emory.edu/faculty_staff/faculty/mentoring/index.cfm

Johns Hopkins School of Public Health, Center for Mind-Body Research

http://www.jhsph.edu/mindbodyresearch/mentoring_program/

Stanford University School of Medicine

<http://facultymentoring.stanford.edu/>

University of Arizona

http://deptmedicine.arizona.edu/faculty_mentoring.htm

University of California, Davis

<http://www.ucdmc.ucdavis.edu/facultydev/mentoring.htm>

University of Massachusetts Medical School

<http://www.umassmed.edu/Macy/index.aspx?linkidentifier=id&itemid=7722>

University of North Carolina at Chapel Hill, School of Pharmacy

<http://www.pharmacy.unc.edu/faculty/bill-and-karen-campbell-faculty-mentoring-program>

University of Pennsylvania School of Medicine

<http://www.med.upenn.edu/mentee/index.shtml>

University of Wisconsin

<http://www.provost.wisc.edu/mentor/htm>

A Guide to Training and Mentoring in the Intramural Research Program at NIH

<http://www1.od.nih.gov/oir/sourcebook/ethic-conduct/mentor-guide.htm>

Woman to Woman Mentoring Program

<http://www.w2wmentoring.org/>

MedEd Mentoring

<http://www.mededmentoring.org/default.asp>