



**COLLEGE OF MEDICINE
AND LIFE SCIENCES**

THE UNIVERSITY OF TOLEDO

Faculty Mentoring Program Handbook

UToledo College of Medicine and Life Sciences Faculty Mentoring Program

Contents

Purpose of Faculty Mentoring Program Handbook	2
UToledo College of Medicine and Life Sciences Faculty Mentoring Program Overview	3
Mission and Vision	4
The Faculty Mentoring Committee (FMC) of the UToledo College of Medicine and Life Sciences	5
Why We Need Mentoring Programs?.....	6
Selection of Mentors	7
Establishing a Departmental Mentoring Committee (DMC).....	9
Appendix: Sample Data Collection Worksheet for DMC chair	12
Appendix: Sample DMC summary letter:	13
Appendix: Requirements for Promotion from Assistant to Associate Professor	15

Sponsored by the UToledo College of Medicine and Life Sciences Faculty Mentoring Committee
Created: January 2020: Faculty role out: June 26, 2020 at COM Council meeting (postponed from April 2020)

Purpose of Faculty Mentoring Program Handbook

- Provide an overview of the UToledo College of Medicine and Life Sciences Faculty Mentoring Program
 - Mission, Vision and Goals
 - Faculty Mentoring Committee Members
- Describe the concepts and benefits of mentoring
 - Why are Mentoring Programs Needed?
 - Selection of Mentors
 - Establishing a Departmental Mentoring Committee (DMC)
- Provide suggested resources for the mentoring facilitators
- Appendix
 - Sample Data Collection Worksheet for DMC chair
 - Sample DMC summary letter
 - Requirements for Promotion from Assistant to Associate Professor



UToledo College of Medicine and Life Sciences Faculty Mentoring Program Overview

Faculty mentoring is a fundamental part of career development for all basic science and clinical science faculty. Mentoring is a multifaceted interaction and collaboration between junior and senior faculty members with the goal of creating the needed environment for the junior faculty's career success.

The UToledo College of Medicine and Life Sciences has developed a structured program that offers formal mentoring of all faculty at the assistant professor rank in tenure eligible tracks (ie, junior faculty). The UToledo College of Medicine and Life Sciences Faculty Mentoring Committee (FMC) provides programmatic oversight and consists of senior members from the basic science and clinical science departments. All junior faculty at the rank of Assistant Professor in a Tenure Track must have a Departmental Mentoring Committee (DMC). Faculty at the rank of Associate Professor may have a DMC in their home department as determined by the faculty member and departmental chair.

- The DMC mentoring program will roll out after faculty return to campus on August 17, 2020 and should be implemented by October 30th in all departments at the UT College of Medicine and Life Sciences.
 - All assistant professors with hire dates after July 1, 2017 are required to have a DMC
 - Chairs may request a DMC for junior faculty with hire dates before July 1, 2017 or for mid-career/senior faculty as needed
- Aggregate data from the departments on the status of programmatic implementation will be presented to the COM Faculty at the COM Council meeting in February, 2021.

Third year pre-promotion review: In addition, all faculty in tenure-eligible tracks will have a one-time summative assessment of their progress towards promotion/tenure after completion of the third year. This review (the third year pre-promotion review) is a formal assessment of the dossier performed by the department's APT committee (appointment/promotion/tenure), and reviewed by the Chair and Dean. It is housed in Faculty 180. By way of contrast, the departmental mentoring committee (DMC) is an interactive, personalized process that is focused on development and growth of individual faculty members.

Mission and Vision

Mission: Our mission is for all UToledo College of Medicine and Life Sciences faculty members to be actively and continuously supported in their pursuit of a successful professional career.

Vision: Our vision is to create an environment for excellence and to use mentoring as a collegial tool to build our institution as a source of pride for every faculty member.

Goals: The goals of our mentoring program are to promote advancement and promotion of our faculty, specifically through:

- Providing all junior faculty mentees with effective mentors through the Departmental Mentoring Committees (DMC)
- Supporting and facilitating faculty career development through mentoring by DMC
- Identifying a specific and unique mentoring curriculum for each mentee
- Creating and building a mentoring database of processes and outcomes to support and evaluate mentoring activities
- Developing a strong central mentoring structure, resources, and leadership to support the faculty mentoring program at UToledo College of Medicine and Life Sciences

The Faculty Mentoring Committee (FMC) of the UToledo College of Medicine and Life Sciences

2019/2020 Inaugural FMC Steering Committee Members:

Joan Duggan, MD, Senior Associate Dean of Faculty Affairs & Development

Wafaa Hanna, MBA, Director of Faculty Affairs (ex officio)

Alexzander Asea, PhD, Department of Medicine

Kathryn Eisenmann, PhD, Department of Cancer Biology

Rujun Gong, MD, PhD, Department of Internal Medicine

Jason Huntley, PhD, Department of Medical Microbiology and Immunology

Jerzy Jankun, PhD, Department of Urology

Punit Kaur, PhD, Department of Medicine

Beata Lecka-Czernik, PhD, Department of Orthopedics

Ipe Ninan, MD, Department of Neurosciences

Jorge Ortiz, MD, Department of Surgery

Shobha Ratnam, MD, Department of Medicine

Stanislaw Stepkowski, PhD, President, COM Council & Department of Medical Microbiology and Immunology

Guillermo Vazquez, PhD, Department of Physiology

(Standing committee membership after July 1, 2020 as per appointment by the Dean of COMLS)

Why We Need Mentoring Programs?

Mentoring Programs have been shown to:

- Promote career development and satisfaction
- Improve success of women and underrepresented minorities in academic health careers
- Enhance faculty productivity (active mentoring is linked to increased funding and publications)
- Increase interest in academic careers
- Increase promotion in academia
- Improve self-efficacy in teaching, research and professional development
- Increase the time that clinician educators spend in scholarly activities
- Improve collegiality in the work environment

Benefits for Mentees: Having a mentor and participating in mentoring programs is associated with more favorable objective outcomes (compensation, promotion) and subjective outcomes (career/job satisfaction)

Benefits for Mentors: Having a mentee and participating in mentoring programs is associated with improved career satisfaction

Selection of Mentors

In selecting mentoring committee members, consider the following points:

- Senior faculty members at the rank of associate professor or professor in tenure-eligible tracks may serve as mentors on the departmental mentoring committees (DMC)
- DMC should consist of three senior faculty from the same or related disciplines
- Senior faculty should serve on no more than two DMCs
- Department chairs should select, but cannot serve, on DMCs for junior faculty in their departments
- Since research shows that mentees who have more input into the match are more satisfied with their mentoring relationships, junior faculty should feel free to discuss the composition of the DMC with the departmental chair if there are concerns
- Two additional mentoring programs are available through the Office of the Provost for women and under-represented faculty and are listed below- **these programs are optional** <https://www.utoledo.edu/offices/provost/faculty-mentoring.html>

- [UTOLEDO UNDER-REPRESENTED FACULTY MENTORING PROGRAM](#)

The UToledo Under-Represented Faculty Mentoring program is for under-represented minority (URM) faculty and provides formal opportunities for mentoring beyond what is available at the department level. This program is structured to offer the formation of mentor-mentee pairs, social events for junior faculty to engage in networking and group mentoring through workshops that present information uniquely tailored for URM faculty. A Faculty Mentoring Committee oversees the administration of the program and provides assistance to pairing mentors and mentees.

The Faculty Mentoring Committee for the program are designated to assist the university to help retain URM faculty, which is aligned with the University of Toledo's Diversity and Inclusion Plan. The mentoring committee monitors the mentoring pairs and evaluates the success of the mentoring match and needs of the junior faculty member. The committee is co-chaired by the vice president of diversity and inclusion and the vice provost for faculty affairs. Each college dean will appoint one committee member to represent their respective college to the Faculty Mentoring Committee.

Diverse mentors provide the mentee with informal advice about the areas of teaching, research, and service, and assists the mentee to establish a professional network at UToledo and in the community. Both lecturers and tenure track faculty are eligible to participate. Participation is completely voluntary for both mentors and mentees. The mentee may remain with this original mentor indefinitely or may add another mentor at any time based on their needs.

For further information about the UToledo Under-Represented Faculty Mentoring Program, please contact Dr. Willie McKether, vice president of diversity and inclusion and vice provost at Willie.McKether@utoledo.edu or Dr. Amy Thompson, vice provost of faculty affairs at amy.thompson@utoledo.edu.

○ UTOLEDO WOMEN'S MENTORING NETWORK

The [UToledo Women's Mentoring Network](#) seeks to retain and support women faculty and staff across campus. Women faculty and staff who would like a peer mentor are asked to contact Dr. Amy Thompson, vice provost of faculty affairs at amy.thompson@utoledo.edu, outlining their professional and personal interests.

Each participant is paired with a senior faculty or staff member who shares similar interests and has volunteered to serve as a mentor. This mentee/mentor match does not replace the department's own mentoring programming but rather, it builds upon the work of departmental mentoring relationships. Senior faculty or staff members interested in serving as a mentor should fill out a brief online form (<https://www.utoledo.edu/offices/provost/webforms/application-to-be-mentor.html>) to express their interests and willingness to serve.

Establishing a Departmental Mentoring Committee (DMC)

1. A Departmental Mentoring Committee (DMC) should be established by the department chair for each faculty member at the rank of Assistant Professor in a tenure-eligible track in the COMLS basic science and clinical departments.
2. The composition of the DMC can occur in consultation with the mentee.
3. The Chair of the Department is not eligible to serve on the DMC for faculty within their department, but may serve on the DMC for faculty outside their department.
4. The DMC should consist of three senior (associate rank or higher) faculty members in the same or related discipline. The DMC will select a faculty member to facilitate the group (the DMC chair – not to be confused with the Chair of the Department).
 - a. Senior faculty should serve on no more than two mentoring committees.
5. The DMC will meet with the mentee at least two times in each academic year.
6. Prior to the meeting, the DMC chair will ask the mentee to provide information to the committee information as needed for the review, such as an updated CV, teaching evaluations, or recent grant scores.
7. The DMC will review and discuss items that are important for career development and success and meet with the mentee to provide feedback and mentorship. Items for review may include the following:
 - a. Publications;
 - b. Grants and Extramural Funding;
 - c. Participation in the UT committees and departmental activities;
 - d. Professionalism;
 - e. Clinical activities and clinical educational activities (when relevant).
 - f. A sample DMC data collection worksheet is available in the appendix
8. After each DMC meeting, the DMC chair will write a summary that will be reviewed by the DMC members.
 - a. A sample summary letter is available in the appendix.
9. The mentee will have two weeks to sign the DMC summary and prepare specific action plans as needed.
 - a. The DMC summary and mentee response will be sent to the Chair of the Department for review.

10. The Faculty Mentoring Committee (FMC) at the UT College of Medicine and Life Sciences will provide programmatic oversight. The FMC will also serve as a resource for mentees and DMCs.
 - a. Program evaluation of faculty mentoring will occur annually through participant survey and results will be shared with faculty at COM Council meetings.
 - b. The evaluation forms are available for review in the Rocket Faculty Mentoring Handbook
<https://www.utoledo.edu/offices/provost/docs/Mentor%20Handbook%20Final%20July%202019.pdf>

Resources for faculty mentors

1. University of Toledo Office of the Provost Faculty Mentoring Handbook <https://www.utoledo.edu/offices/provost/docs/Mentor%20Handbook%20Final%20July%202019.pdf>
2. University of Toledo Office of the Provost Rocket Mentoring Program: Faculty Mentoring Opportunities <https://www.utoledo.edu/offices/provost/docs/Rocket%20Mentoring%20Programs%20October%20%2010%202019.pdf>
3. NYU School of Medicine Faculty Mentoring Handbook <https://med.nyu.edu/faculty/sites/default/files/faculty-mentoring-handbook.pdf>
4. NYU School of Medicine Guide for Faculty Mentors <https://med.nyu.edu/faculty/sites/default/files/guide-for-faculty-mentoring.pdf>
5. AAMC Mentoring in Academic Medicine: The Current State of Practice and Evidence-based Alternatives <https://health.usf.edu/-/media/Files/Medicine/Faculty-Council/MentoringinAcademicMedicine.ashx>
6. National Research Mentoring Network <https://nrmnet.net/>
7. Chopra V, Edelson DP, Saint S. ***Mentorship Malpractice***. JAMA. 2016;315(14):1453-1454 <https://jamanetwork.com/journals/jama/fullarticle/2512789>

Appendix: Sample Data Collection Worksheet for DMC chair

Faculty Name:
Date:
Rank/Track:
Committee Members:
Publications:
Grants/Extramural Funding:
Medical education/teaching:
Clinical activities and clinical educational activities (as applicable):
Service/Participation in the UT committees and departmental activities:
Faculty development/Professionalism:
Urgent Issues:
Work-life balance:
Other issues:
Goal discussion:
Action items:
Next meeting date:

Appendix: Sample DMC summary letter:

Date

Name of Mentee

Department of XYZ

Dear (name of mentee):

Thank you for meeting with the Departmental Mentoring Committee (DMC) on DATE and reviewing your activities and accomplishments. The following is a brief summary of that meeting and the discussion and feedback from the DMC.

Teaching/Education: In the area of medical and/or clinical education, the following was reviewed:

Areas of strength

- 1)
- 2)
- 3)

Areas of future growth

- 1)
- 2)
- 3)

Discussion:

Research/grants/scholarship: The requirements for promotion to associate professor in the tenure eligible tracks are listed in the UToledo Faculty Affairs website (Faculty Tracks and Criteria for Promotion) <https://www.utoledo.edu/depts/facaffairs/medicine/>. In your track, the following were noted

Areas of strength

- 1)
- 2)
- 3)

Areas of future growth

- 1)
- 2)
- 3)

Discussion:

Faculty Development:

Other items:

Thank you for meeting with us. Within the next two weeks, please review and sign this summary with an attached action plan if that has been requested. These will be sent to the chair for final review. We will meet within the next six months or sooner if indicated in the action plan. And in the meantime, please reach out to us for assistance as needed - we are committed to your success as a UToledo faculty member!

Sincerely,

XYZ signature

DMC Chair Name

.

_____/date

(mentee signature line /date)

CC: DMC members

Department Chair

(may include an attached action plan)

Appendix: Requirements for Promotion from Assistant to Associate Professor

Scholarship/research requirements: additional requirement for promotion can be found at <https://www.utoledo.edu/depts/facaffairs/medicine/>

Academic Basic Scientist:

- minimum 12 peer reviewed articles and primary or senior author on 6
- continuing peer reviewed, extramural research support, preferably national, and typically as a principal investigator

Basic Science Educator:

- minimum of 5 publications and primary or senior author on 2
- evidence of substantial contribution to education in the health research fields

Clinical Scholar:

- minimum 10 peer reviewed articles and primary or senior author on 5
- success in obtaining extramural support for research (may include contracts from industry)

Clinical Educator:

- minimum of 5 publications and primary or senior author on 2
- evidence of substantial contributions to and innovation in education in the health fields.