# Faculty Mentoring Program Handbook

**UTeach COLLEGE OF MEDICINE AND LIFE SCIENCES**

The University of Toledo

---

**Faculty Mentoring Program Handbook**

**UTeach College of Medicine and Life Sciences Faculty Mentoring Program**

---

## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose of Faculty Mentoring Program Handbook</td>
<td>2</td>
</tr>
<tr>
<td>UTeach College of Medicine and Life Sciences Faculty Mentoring Program Overview</td>
<td>3</td>
</tr>
<tr>
<td>Mission and Vision</td>
<td>4</td>
</tr>
<tr>
<td>The Faculty Mentoring Committee (FMC) of the UTeach College of Medicine and Life Sciences</td>
<td>5</td>
</tr>
<tr>
<td>Why Are Mentoring Programs Needed?</td>
<td>6</td>
</tr>
<tr>
<td>Selection and the Role of Mentors</td>
<td>7</td>
</tr>
<tr>
<td>The Faculty Mentoring Committee for Women and Minorities (FMC-WM)</td>
<td>8</td>
</tr>
<tr>
<td>Establishing a Departmental Mentoring Committee (DMC)</td>
<td>9</td>
</tr>
<tr>
<td>Responsibilities of Mentoring Facilitators</td>
<td>10</td>
</tr>
<tr>
<td>Phases of the Mentoring Relationship of the DMC and Mentee</td>
<td>11</td>
</tr>
<tr>
<td>Mentoring Facilitator Checklist &amp; Forms</td>
<td>12</td>
</tr>
</tbody>
</table>

---

Sponsored by the UTeach College of Medicine Mentoring Committee and COM Faculty Council

*Created: January 2020*
Purpose of Faculty Mentoring Program Handbook

- Provide an overview of the UT Toledo 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
  - Define the role of the mentor and mentee
  - Mentoring Committees
- Provide strategies for being an effective mentor
  - Describe the phases of the mentoring relationship
  - Provide help to the mentoring facilitators
- Forms
  - Initial Meeting Journal
  - Mentoring Meeting Journals
**UToledo College of Medicine and Life Sciences Faculty Mentoring Program Overview**

Faculty mentoring is a fundamental part of career development for all science and clinical faculty. Mentoring has been defined as a multifaceted interaction and collaboration between a junior and senior faculty with the goal of creating the nurturing environment for the junior faculty’s development.

UToledo College of Medicine and Life Sciences has an ambitious plan to create a uniform structure for mentoring of all faculty. The UToledo College of Medicine and Life Sciences Mentoring Committee, with members from every basic science and clinical departments, has been created to work with the Associate Dean for Faculty Development, to monitor all aspects of the mentoring program. All junior faculty at the rank of Assistant Professor with Tenure Track must have a Departmental Mentoring Committee (DMC), whereas those at the rank of Associate Professor may have DMC in their home Department.

Faculty mentors may be from the same or related departments as the mentee. It is also acceptable that some mentors are invited from different institutions. The selection of mentors is recommended based on their contribution to the significant development of their mentees in research, teaching, and clinical skills. It is important to achieve full career satisfaction, skills in career management, and in development of collegial networking. Our goal is to establish awards for excellence in mentoring to recognize the importance of mentoring for our faculty.

It is our intention to establish Mentoring Awards to recognize our faculty mentors and to stress the importance of mentoring programs

- It is recommended that the DMC mentoring program will be implemented within 60 days from February 1, 2020, by all departments at the UT College of Medicine and Life Sciences.
- It is expected that the Promotion Mentoring Committee for the UT College of Medicine and Life Sciences will meet in April 2020 and each member will report on the progress in each department.
- It is expected that each department will report for the activities in November 2020 and the review will be presented to the COM Faculty in December 2020.

**UToledo College of Medicine and Life Sciences Mentoring Program Committees:**

**Faculty Mentoring Committee (FMC)**
Oversees the mentoring programs for faculty at UToledo College of Medicine and Life Sciences. Comprised of faculty members from all basic and clinical departments.

**Faculty Mentoring Committee for Women and Minorities (FMC-WM)**
Establishes and oversees the mentoring programs for women and minority faculty at UToledo College of Medicine and Life Sciences. A member of the FMC-WM may be requested as a DMC committee member for women and minority faculty.

**Departmental Mentoring Committee (DMC) for Each Mentee**
All Assistant Professors with Tenure Track must have Departmental Mentoring Committees whereas Associate Professors with Tenure Track may have Departmental Mentoring Committees. Each DMC has a minimum of three mentors, established individually for each mentee by the department and include members from the same or different department. It is also acceptable that mentor is from a non-UToledo institution.
Mission and Vision

**Mission:** Our mission is for all UT toledo 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 tool to build institutional collegiality and professional growth.

**Goals:**

The goal of our mentoring program is to promote advancement and promotion of our faculty, specifically through:

- Providing all junior faculty mentees with mentors organized in 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 UT toledo College of Medicine and Life Sciences
The Faculty Mentoring Committee (FMC) of the UTtoledo College of Medicine and Life Sciences

Current Members:
Joan Duggan, MD, Senior Associate Dean of Faculty Affairs & Development
Wafaa Hanna, MBA, Director of Faculty Affairs
Alexzander Asea, PhD, Department of Medicine
Kathryn Eisenman, 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, Secretary, COM Council & 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
**Why Are Mentoring Programs Needed?**

**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 (mentoring is linked to funding and publications)
- Increase interest in academic careers
- Predict promotion in academia
- Improve self-efficacy in teaching, research and professional development
- Increase the time that clinician educators spend in scholarly activities
- Lead to improve collegiality at UT-College of Medicine and Life Sciences

**Benefits for Mentees:** Having a mentor and receiving more mentoring functions is associated with more favorable objectives (compensation, promotion) and subjective (career/job satisfaction) outcomes

**Benefits for Mentors:** Include developing a personal support network, information and feedback from protégés, satisfaction from helping others, recognition (including accelerated promotion), and improved career satisfaction
Selection and the Role of Mentors

In selecting mentors always consider the following points:
- All senior faculty members (associate rank or higher) are eligible to be mentors
- Mentors should have a limit of two to three ‘career’ mentees
- Research shows that mentees who have more input into the match are more satisfied with their mentors

Mentor/Mentee characteristics for considerations
- Career interests
- Gender (gender matching has been shown to be helpful for female mentees)
- Race/ethnicity
- Age
- Personal chemistry (important but hard to predict)
- Future professional goals

Characteristics of an Effective Mentor

<table>
<thead>
<tr>
<th>Competence</th>
<th>Confidence</th>
<th>Commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional knowledge and experience</td>
<td>Shares network of contacts and resources</td>
<td>Invests time, energy and effort to mentoring</td>
</tr>
<tr>
<td>Respect</td>
<td>Allows protégé to develop his/her own terms</td>
<td>Shares personal experience</td>
</tr>
<tr>
<td>Interpersonal skills and good judgment</td>
<td>Demonstrates initiative, takes risks</td>
<td>Shares credit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Role of Mentors</th>
<th>Responsibility</th>
<th>Focus of Mentor’s Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor 1 (DMC Chair)</td>
<td>Direct work with the mentee</td>
<td>Focused on performance, professional development and career development. Based on organizational needs. Driven by learning agenda influenced by organizational needs. Inside the hierarchy of direct reporting relationships. It is from the same or related department.</td>
</tr>
<tr>
<td>Mentor 2</td>
<td>Direct work with the mentee</td>
<td>Focused on career development and advancement. Driven by advancement goals rather than a learning agenda. Inside or outside the hierarchy of direct reporting relationships. It is from the same or related department.</td>
</tr>
<tr>
<td>Mentor 3</td>
<td>Direct work with the mentee</td>
<td>Focused on professional and personal development. Based on mentee’s expressed needs. Driven by specific learning agenda identified by the mentee. May be outside the hierarchy of direct reporting relationships. May be from different department or even from different institution.</td>
</tr>
</tbody>
</table>
The Faculty Mentoring Committee for Women and Minorities (FMC-WM)

We recommend creating one college-wide committee for mentoring women and minorities called the Faculty Mentoring Committee for Women and Minorities (FMC-WM).

It is recommended that the FMC-WM will have three to five members including a Chair elected by the FMC-WM members.

The FMC-WM members should be at the rank of an Associate Professor or Professor.

It is recommended that the FMC-WM will work together with the DMC (Departmental Mentoring Committee) to mentor an Assistant Professor or Associate Professor.

It is advised that the FMC-WM will nominate one member of the DMC as one of at least three members or as an extra fourth member.

It is recommended that the FMC-WM will meet with the mentee at least two times a year to discuss the progress.

The Chair of the FMC-WM may communicate with the Chair of the DMC or/and, if necessary, with the Associate Dean for Faculty Affairs and Development.

It is also recommended that, if necessary, the Associate Dean will communicate with the Chair of the Department to discuss the progress or to discuss any suggestions made by the FMC-WM.

It is recommended that the FMC-WM mentoring program will be implemented within 60 days from February 1, 2020, at the UT College of Medicine.

It is recommended that the activity of FMC-WM will be presented in April 2020 to the FMC-WM.

The specific activities of the FMC-WM committee should be submitted in November of 2020 to the Promotion Mentoring Committee at the UT College of Medicine.
Establishing a Departmental Mentoring Committee (DMC)

1. A Departmental Mentoring Committee (DMC) needs to be established for each of the tenure-track Assistant Professor faculty in the COMLS basic science and clinical departments. The DMC will select a Chair.
   a. All tenure-track faculty members at the rank of Assistant Professor must be mentored by a DMC. All tenure track faculty members at the rank of Associate Professor may be mentored by a DMC.
   b. The DMC should be created specifically for individual needs of the mentee taking into consideration: specialty, basic science interests or/and clinical interests and goals.
   c. The DMC should have a minimum of three members at the rank of Associate Professor or Professor for mentoring of an Assistant Professor and at the rank of Professor for mentoring of an Associate Professor. The three mentors may be from the same department or from different related departments.
      i. It is recommended that the Chair of the Department will be excluded from DMC membership.
      ii. It is acceptable that DMC in clinical departments may have one to three members.
      iii. For women and minorities one of the DMC member may be appointed by the Faculty Mentoring Committee (FMC) or by FMC for Women and Minorities (FMC-WM). Eventually, an extra fourth member may be appointed by the FMC-WM.
   d. It is recommended that the mentee will be consulted about the DMC composition.

2. It is recommended that the DMC will meet with the mentee at least two times in each calendar year. Refer to page 13 for forms.

3. The DMC will discuss with the mentee the following:
   a. Publications;
   b. Grants and Extramural Funding;
   c. Participation in the UT committees and departmental activities;
   d. Professionalism; and
   e. Clinical activities and clinical educational activities (when relevant).

4. The Chair of DMC will write a summary that will be exchanged with all DMC members. The agreed summary will be sent to the mentee and to the Chair of the department.
   a. The mentee will have two weeks to respond in writing addressing all discussed issues with specific plans to address all recommendations by the DMC. The agreed action plan will be sent to the Chair of the department.

5. It is recommended that the Chair of the Department will meet with the mentee at least once a year to discuss the mentoring program.

6. The specific activities of the DMC of every department will be submitted no later than November of each year for review by the Faculty Mentoring Committee (FMC) at the UT College of Medicine and Life Sciences.
Responsibilities of Mentoring Facilitators

Mentoring Facilitators
Mentoring facilitators include Mentors, Chairs of the Departments, Dean for Faculty Affairs and Development

Mentors are appointed in each department

Attributes and skills of mentors
• Associate Professor and Full Professors
• Dedicated time (0.10 FTE per 10-15 mentor/mentee)
• Outstanding communication skills
• Knowledge/experience with all aspects of advancement and promotion at UT-College of Medicine

Responsibilities
• Responsibility for faculty mentoring in their departments
• Minimum three mentors are to establish Departmental Mentoring Committee (DMC) for each mentee
• Establishing uniform system for documenting and tracking DMC activities
• Oversight of mentoring programs by the UT-College of Medicine Mentoring Committee and yearly review of each departmental activities
• Provide guidance and support for mentees, including changes in mentors as needed
• Interaction with the Associate Dean for Faculty Affairs and Development
  • Disseminate findings and recommendations
  • Attend mentoring meeting and organize mentoring events for all faculty
  • Attend yearly mentoring facilitator meetings
Phases of the Mentoring Relationship of the DMC and Mentee

Initiation phase (6-12 months)
Mentor(s) is/are getting familiar with mentee with mutual respect developing competence and ability to provide support and guidance

Mentee is getting familiar with the mentoring system and become confident that DMC may provide significant assistance for career development

Cultivation phase (2-5 years)
Positive expectations are tested against reality and relationship with mentee become stronger and more effective. Career functions emerge first; psychosocial functions emerge as the interpersonal bond strengthens

Separation phase
Relationship is less central part of each individual's life at work; feelings of loss, anxiety Structural and emotional separation. Provides opportunity for mentee to demonstrate skills and operate independently and for mentor to demonstrate that one has been successful in developing new talent.

Redefinition phase
Relationship becomes, primarily, a friendship
May have ambivalence, discomfort
Mentoring Facilitator Checklist & Forms

Finalize list of eligible mentees’ (junior/new faculty) current mentoring needs and relationships

Assemble list of eligible mentors
  o  Limit 2-3 ‘career’ mentees per mentor

Assist in mentor/mentee pairings, confirm existing pairs and make assignments as needed

Create database of mentor-mentee pairs

Distribute meeting journal forms and any other materials

Check-in: DMCs should meet at least twice yearly and as needed

Organize faculty development mentoring activities: faculty meetings, grand rounds, retreats

Assist in mentoring program evaluation, as requested
# UT Toledo College of Medicine and Life Sciences
## Faculty Mentoring Program
### Initial Meeting - Mentoring Meeting Journal

<table>
<thead>
<tr>
<th>Faculty Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Committee Members:</td>
<td></td>
</tr>
</tbody>
</table>

**Current & previous publication information:**

**Current & previous grants and extramural Funding:**

**Current participation in the UT committees and departmental activities:**

**Current clinical activities and clinical educational activities:**

**Other:**

**Referrals from DCM (if any):**

**Goal discussion (next page)**

**Action items:**

**Next meeting date:**
Initial Meeting - Expected Goal Outcomes

Faculty Name:

**Short Term Goals**
List your professional goals for the coming year. Be as specific as possible, and indicate how you will assess if the goal was accomplished (expected outcome).

1. Goal:

   Expected outcome:

2. Goal:

   Expected outcome:

3. Goal:

   Expected outcome:

**Long Term Goals**
List your professional goals for the next 3-5 years. Again, be specific, and indicate how you will assess if the goal was accomplished

1. Goal:

   Expected outcome:

2. Goal:

   Expected outcome:

3. Goal:

   Expected outcome:
## UToledo College of Medicine and Life Sciences
### Faculty Mentoring Program

#### Mentoring Meeting Journal

<table>
<thead>
<tr>
<th>Faculty Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Committee Members:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Last Meeting Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Discuss updates since last meeting on areas of:

**Publications:**

**Grants and extramural funding:**

**Participation in UToledo committees and departmental activities:**

**Clinical activities and clinical educational activities:**

<table>
<thead>
<tr>
<th>Other:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Referrals from DCM (if any):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal discussion:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action items:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Next meeting date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>