

Georgetown University Medical Center
FACULTY MENTORING PROGRAM

Guidelines for Mentors and Mentees



Office of Faculty and Academic Affairs

<http://www1.georgetown.edu/gumc/evp/facultyaffairs/about/>

Foreword

Dear Faculty Member:

The goal of the Faculty Development Program at Georgetown University Medical Center is to help faculty to:

- Become accomplished, productive, and successful in teaching, research, service, or clinical care
- Sustain their professional vitality and motivation, now and in the future

The leadership of the School of Medicine believes that it is the responsibility of senior faculty members to assist junior faculty in maximally developing their careers. An effective **Faculty Mentoring Program** can help faculty members share (mentors) and acquire (mentees) the professional skills and attitudes for personal, institutional, and career success. This program will promote the development of self-confidence and professional achievement, and ultimately enhance institutional stability and continuity.

Because mentoring relationships are an excellent way to enhance professional growth, the Georgetown University Medical Center strongly supports mentoring activities. With this in mind, the Office of Faculty and Academic Affairs and the Faculty Development Program have instituted a new **Faculty Mentoring Program**. We hope that this guide will be useful for faculty. It includes helpful information from a variety of successful mentoring programs and other resources. We encourage you to use and share it as a resource.

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□ Introduction

The Faculty Mentoring Program (FMP) of Georgetown University Medical Center represents a bridge between tenured/full clinical and research scholars and junior faculty. Mentors gain personal satisfaction, feedback, and networking opportunities. Mentees obtain advice, feedback, and an expanded base of skills, knowledge, and networking opportunities. The mentor-mentee relationship is designed to foster maximum productivity and commitment to the institution through encouraging strong collegial relationships, training, support and recognition of accomplishments.

The first section of this guidebook, ***The GUMC Faculty Mentoring Program***, provides background information about the concept of mentoring and the purpose of the Faculty Mentoring Program at Georgetown University Medical Center. Definitions of mentor and mentee are included, with their respective roles in the mentor-mentee relationship highlighted and explained.

Putting It All Together: How the Program Works contains the basic elements of the program, with check-lists for developing and maintaining the mentor-mentee relationship. This section also includes a list of campus resources and references for further study. The developers of the Faculty Mentoring Program hope that the resources in this guide will assist you in continuing the traditions of excellence at Georgetown University Medical Center.

THE GUMC Faculty Mentoring Program

“One thing I know; the only ones among you who will be really happy are those who will have sought and found how to serve.”

~ **Albert Schweitzer**

“Mentoring has been defined as the process by which one person, usually of superior rank and outstanding achievement, guides the development of an entry level individual, seen as the protégé or the mentee (Carmen, 1988; Gerstein, 1985; Gehrke, 1988). Additionally, the role is intended to be dynamic and interactive, thereby making the success of the relationship dependent on constructing meaningful dialogues and designing tangible actions (Cohen, 1999)” (Benedictine University, 2005).

In higher education, mentoring programs for new faculty provide the opportunity to share pertinent and valuable resources, assistance and support, and cross-disciplinary collaboration and discussion. While mentors cannot guarantee the job satisfaction and happiness of new faculty mentees, they can offer support, encouragement, and useful information (Benedictine University, 2005).

What is a Mentor?

The literature is full of definitions of mentors from a variety of sources, including classical literature, military training, academia, business, and government. These definitions include the roles of advocate, coach, teacher, guide, role model, valued friend, door-opener, benevolent authority, available resource, cheerful critic and career enthusiast. It has also been noted that “supermentors” combine many of these definitions, both generating leadership development for succeeding generations and innately leading change. (Children’s Hospital Boston, 2007).

At Georgetown University Medical Center senior faculty serve as mentors. Mentors provide individual or group mentoring support

that contributes to the career development of a junior colleague. As senior persons in their fields, mentors are less preoccupied with their own careers and activities, and have grown to focus their attention on fostering growth and development in other professionals.

What is a Mentee?

A “mentee” is someone who is counseled, guided, and advised. Here at GUMC, our mentoring program focuses on new instructors, new assistant professors, and new associate professors with fewer than five years of experience in their field. Other faculty may request mentoring to advance their academic careers.

Overview of The Faculty Mentoring Program

The FMP is based on the idea that junior faculty need both specific, content-oriented mentoring and general career advice relevant to advancing as a medical school faculty member. Examples of content-oriented mentoring include editing of grant applications and providing career information that is specific to one’s specialty or discipline. General career advice includes helping the mentee to access campus resources and giving the new faculty member a broad, overall perspective of the Medical School and the University.

To foster stronger relationships between junior and senior faculty, the Mentoring Subcommittee of the GUMC Faculty Development Committee (FDC) assigns mentors to serve as general career mentors. Each department assigns experienced faculty as departmental mentors.

The assignment of mentees to experienced mentors depends upon having a cadre of experienced faculty who volunteer for the program. There are many senior faculty members enrolled in the program, and more are added yearly. The department chair and the department’s designated Director of Mentoring will help the FMP identify and encourage potential mentors in their department to participate in the departmental and the general mentoring programs.

Mentoring and Career Development

Senior faculty bring a wealth of expertise to junior faculty, and they share responsibility for creating an institutional culture that develops

junior faculty. This effort emphasizes our Georgetown heritage, which stresses the need for consistent dialogue, an appreciation for living and working in and as a community, and caring for the development of each individual.

With increasing professional demands, there is no “one-size-fits-all” mentor. Successful mentoring is a dynamic process whereby each mentor-mentee pair learns to respect and trust the other’s commitment and expertise, but individual choice and style play important roles. This individuality creates unique mentor pairs or teams. The principle is that sustained support can come from one “supermentor,” a team of mentors, or an evolving, developmental mentor composite (Children’s Hospital Boston, 2007). The FMP encourages faculty to develop their own mentoring team, using the program as a base.

In the Georgetown spirit, the program seeks to foster dialogue in a relationship where more experienced faculty members choose the opportunity to assist newer faculty in adjusting to their many roles. Mentors can encourage mentees in teaching, research, and career development.

□ Putting It All Together: How the Program Works

A lot of people have gone further than they thought they could because someone else thought they could.

~ Unknown

Department Mentoring

Each department chair appoints a senior faculty member to be the departmental **Director of Mentoring**. This Director of Mentoring serves as a liaison with the FMP, reporting to them about department-based mentor-mentee pairs, encouraging mentor-mentee pairs to meet, and encouraging junior and senior faculty to participate actively in all aspects of the program.

Soon after the junior faculty member arrives at Georgetown and receives a faculty appointment, a senior faculty member from the same department is assigned to him/her as departmental mentor. This mentor will orient the new faculty member to the department, provide content-oriented mentoring, and support the career development of the mentee. Information about departmental mentor assignments will be passed along to the FMP so it can track the mentor-mentee pair and send them information. Contact information about the new faculty members will be kept on file so they can be contacted by the FMP about general faculty development activities and about the mentoring program.

Interdepartmental Mentoring

In the junior faculty member's **second** or **third** year at Georgetown, he or she may be invited to join the interdepartmental component of the Faculty Mentoring Program, depending upon track and senior faculty availability. For those in this component of the program, a second mentor from **outside** of the person's department will be assigned. This **interdepartmental mentor** can provide general information about career advancement and development within the Georgetown

University medical school, and will be available to discuss goals, activities, evaluations, and any concerns of the junior faculty member. Mentor-mentee pairs in this program are encouraged to meet quarterly. (Note: Mentors/mentees can request changes in their assigned mentor/mentee at any time.)

Mentors and mentees will evaluate the program on an annual basis. Departmental and interdepartmental mentors are encouraged to work together with the junior faculty person and with each other. The Director of Mentoring matches departmental mentors and mentees within departments; the FMP matches interdepartmental mentors with mentees.

Frequency of Contact

“Data from the **National Center for Educational Statistics** indicate that the efficacy of mentoring is a direct result of the amount of time the mentor/mentee work together. Specifically, 88% of those who work with mentors one time a week report substantial improvements to their instructional skills, compared with 36% of protégés who work with mentors ‘a few times a year.’” (Benedictine University, 2005). Thus, we encourage frequent contact between mentors and mentees with department members frequently checking in with mentees. The FMC expects career mentors and mentees to meet at least once per quarter. We also sponsor events to help facilitate this interaction.

Activities for Mentor-Mentee Pairs

Some suggested joint activities for mentors and mentees include:

- Discussions about rank, promotion, and tenure
- Review CV and provide feedback
- Provide advice regarding service on committees
- Discuss strategies (i.e. looking for resources and collaborations) for advancement
- Review faculty evaluation form
- Discuss research management strategies
- Review time management strategies
- Review manuscripts and grant applications

- ▣ Provide techniques for managing courses
- ▣ Assist with development of faculty-oriented teaching portfolios
- ▣ Discuss teaching, advising, and relating to students
- ▣ Schedule regular professional development opportunities
- ▣ Introduce mentees to other faculty
- ▣ Help the new faculty member and their Director of Mentoring identify additional mentors that would be helpful to them

* Workshops will be held for mentors and mentees on a regular basis.

* Mentors and mentees are encouraged to meet around specific activities.

Program Evaluation

Both mentees and mentors are expected to participate in regular evaluations of the program's effectiveness. We will assess factors such as frequency of contact and the status of mentoring goals, as well as the mentee's integration with the GUMC community (i.e., application for promotion, service on committees, intention to continue at GUMC).

The evaluation may also include dimensions such as:

- ▣ Quality of information shared
- ▣ Relative comfort level enjoyed by both
- ▣ Quality of the constructive relationship between mentor/mentee
- ▣ Ongoing quality improvement
- ▣ Degree of rapport established
- ▣ Availability of mentor when needed
- ▣ Mentee's assessment of impact of FMP on career development

Duration of Mentor- Mentee Commitment

The length of the mentorship commitment set forth in the Mentor Agreement Form will be two academic years for each type of mentor. However, mentors and mentees are free to extend their relationship indefinitely and are encouraged to do so. Continuing with the same

mentee can be considered a “career long” support system.” As noted, changes in assignments may also be requested.

Recognition for Mentors

Each mentor will receive a Certificate of Appreciation at the end of each academic year. Faculty mentors must complete the Mentoring Agreement Form (see Appendix A) and file it with the Office of the Senior Associate Dean for Faculty and Academic Affairs.

Mentor Checklist*

- _____ Be sure that your mentee knows how to contact you (e.g., e-mail, telephone, fax, etc.). Request contact information from your mentee.
- _____ Familiarize yourself with the promotion/tenure policies.
- _____ Introduce yourself by phone, brief letter or email. Invite your mentee to a meeting; suggest potential topics. Agree on confidentiality and no-fault termination.
- _____ Obtain mentee’s CV prior to the first meeting so that you already know pertinent professional information.
- _____ Set aside about an hour for the first meeting with your mentee. You may want to conduct the first meeting away from the office, or go to your mentee’s space. Use this hour to learn about other aspects of your mentee. What are his/her hobbies? Share similar information about yourself.
- _____ Discuss your expectations and your needs with your mentee. Work with your mentee on yearly goals for the relationship (meeting time, etc.). Plan to meet at least quarterly with your mentee.
- _____ To chart his/her success, help your mentee develop a checklist that you both can follow.

* Checklist adapted from resources at the following institutions:

Children’s Hospital Boston

http://www.childrenshospital.org/cfapps/research/data_admin/Site2209/mainpageS2209P1.html

Virginia Commonwealth University School of Medicine

http://www.medschool.vcu.edu/facultyaffairs/career_dev/facultymentoringguide/fmguide.pdf

Mentee Checklist*

Before the meeting with your mentor...

- ___ Ask yourself – What are my goals? How can a mentor assist me in meeting these goals? What are my competency levels as a teacher, researcher, administrator, and in the community?
- ___ Take the initiative. Introduce yourself by phone, brief letter or email. Invite your mentor to meet; suggest potential topics. Agree on confidentiality and no-fault termination.
- ___ Ask your primary mentor for his or her CV. Identify key steps in his/her career path that seem valuable.
- ___ Update your own CV.
- ___ Consider the skill sets that require additional mentoring: What skills do I need to learn or improve? What do I want to change about my work style? What professional networks are important?

During the meeting...

- ___ Discuss your short- and long-term professional goals (e.g., funding, manuscripts, courses) and work together to develop steps to reach these goals, with a timeline.
- ___ Determine frequency of meetings. This will vary based on individual needs, but often occurs once a month, and at least quarterly. The extent of interaction can range from brief email or phone “check-ins” to lengthy follow-up meetings.
- ___ Suggest potential topics for future meetings. (Examples: setting and achieving goals, managing time effectively in an academic environment, balancing personal and professional life, negotiating for what you want/need, completing manuscripts, etc.).

After the meeting and throughout the relationship...

- ___ Establish your own checklist for follow up. Keep an ongoing portfolio of activities & works in progress. Check your timeline.
- ___ Re-evaluate the mentoring agreement at least annually.

*Checklist adapted from resources at the following institutions:

Children’s Hospital Boston

http://www.childrenshospital.org/cfapps/research/data_admin/Site2209/Documents/Junior%20Mentor.pdf

Virginia Commonwealth University School of Medicine

http://www.medschool.vcu.edu/facultyaffairs/career_dev/facultymentoringguide/fmguide.pdf

Other Mentoring Resources

Published Resources

- Allen, T.D., Eby, L.T., & Lentz, E. (2006). Mentorship behaviors and mentorship quality associated with formal mentoring programs: Closing the gap between research and practice. *Journal of Applied Psychology*, 91(3), 567-578.
- American Psychological Association. (1999). Mentoring program helps young faculty feel at home. *Monitor Online*, 30, 3.
- Carmen, L.N. (1988). Issues in mentoring: Definitional and methodological. *International Journal of Mentoring*, 2(2), 9-13.
- Cohen, N. (1999). *The manager's pocket guide to effective mentoring*. Amherst, Massachusetts: HRD Press.
- Detsky, A.S., & Baerlocher, M.O. (2007). Academic mentoring—How to give it and how to get it. *Journal of the American Medical Association*, 297 (19), 2134-2136.
- Gehrke, N. (1988). Toward a definition of mentoring. *Theory into Practice*, 27(3), 190-94.
- Gerstein, M. (1985). Mentoring: An age-old practice in a knowledge-based society. *Journal of Counseling and Development*, 64(2), 156-157.
- McKinley, M.G. (2004). Mentoring matters: Creating, connecting, empowering. *AACN Clinical Issues*, 15(2), 205-214.
- Ramanan, R.A., Taylor, W.C., Davis, R.B., & Phillips, R.S. (2006). Mentoring matters: Mentoring and career preparation in internal medicine residency training. *Journal of General Internal Medicine*, 21(4), 340-345.
- Rashid, R.M. (2007). Mentoring matters: A perspective on academia. *Skinmed*, 6(1), 48.
- Sambunjak, D., Straus, S.E., & Marusić, A. (2006). Mentoring in academic medicine: A systematic review. *Journal of the American Medical Association*, 296(9), 1103-1115.
- Wills, C.E., & Kaiser, L. (2002). Navigating the course of scholarly productivity: The protege's role in mentoring. *Nursing Outlook*, 50(2), 61-66.

Online Resources

- Georgetown University Medical Center: New Faculty Resources
http://www8.georgetown.edu/dml/som/new_faculty_resource.html
- Mentoring Program for New Faculty: Handbook and Guidelines, 2004-2005. Benedictine University, Lisle, IL.
<http://www.ben.edu/programs/facultymentoring/mentoringhandbook.asp>
- Guidelines for Junior Faculty and Guidelines for Mentors, Children's Hospital Boston, Boston, MA.
http://www.childrenshospital.org/cfapps/research/data_admin/Site2209/mainpageS2209P1.html
- Faculty Mentoring Guide, Virginia Commonwealth University School of Medicine, Medical College of Virginia campus, 2003.
http://www.medschool.vcu.edu/facultyaffairs/career_dev/facultymentoringguide/fmgguide.pdf

Summary

*"One's mind, once stretched by a new idea,
never regains its original dimensions."*

~ **Oliver Wendell Holmes**

Our faculty is our most valuable resource. Faculty mentoring represents the most tangible bridge to continuing the traditions of excellence. The mentoring program for new faculty was developed at Georgetown University Medical Center based on the recognition that it is difficult to advance without multiple sources of support.

To better retain and revitalize our faculty, Georgetown University School of Medicine initiated this faculty development program. If the mentoring program nurtures, recognizes, and rewards the growth of clinical and research scholars, it has accomplished its mission.



Appendix A

Mentor Agreement Form

I agree to serve as a faculty mentor for the _____ academic years and carry out the roles and responsibilities as set forth in the Mentoring Program Guidelines.

Faculty Mentor's signature

Date

Department Chair

Date

Director of Mentoring

Date