



**M E N T O R I N G**

**MANUAL FOR FACULTY  
MENTORING**

**Office of Faculty Development**

**Paul L. Foster School of Medicine**

**Texas Tech University Health Sciences Center El Paso**

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## INTRODUCTION

We recognize that each and every faculty member has enormous potential.

For the benefit and special demands of the institution, the individual faculty member requires additional training to further develop necessary skills for the job as well as the career. The need for training the faculty must continue to accommodate new missions and changes of the institution. Although the individual faculty member assumes much of the responsibility for his / her own development, the institution is obligated to provide support and opportunity to the faculty for learning new skills and accomplishing the assignments.

Academic centers are increasingly gearing toward clinical practice-just for survival- in an extremely competitive market. The expectations for either a basic science researcher/educator, a clinician researcher/educator are often time unrealistic, giving the lack of a structured faculty development and mentoring program. Faculty attrition is unavoidable, especially when pressure for productivity is increasing and the faculty satisfaction is rapidly declining.

The establishment of the Paul L. Foster School of Medicine and the demand for transforming a service-oriented campus to an academic institution together with establishment and expansion of the Texas Tech University Health Sciences Center El Paso (TTUHSC El Paso) signal the quest of a much-needed formal faculty mentoring program. This comprehensive program is designed to assist faculty members in becoming accomplished, productive and successful in their chosen endeavors of teaching, clinical service, scholarship and academically related public service.

The purpose of this manual is to provide the faculty members, department chairs and other employees of the Paul L. Foster School of Medicine and TTUHSC El Paso about the goals, objectives and structure of our faculty mentoring program.

## **GOALS FOR THE PLFSOM FACULTY MENTORING PROGRAM**

The goals of this mentoring program are to:

1. Establish a campus-wide, multidisciplinary and interdepartmental mentoring campaign to maximize the faculty potentials at all levels.
2. Assist junior faculty, Hispanic and/or underrepresented minority (URM) faculty to successfully develop and achieve their career interest, personal growth and professional accomplishment.
3. Enhance the faculty recognition, satisfaction and retention by directing, mentoring and supporting the faculty to succeed in their scholarly endeavors.
4. Provide mentoring skills to the junior and midlevel faculty members for them to effectively function as a mentee and later successfully serve as a mentor for student and resident.
5. Enhance mentoring skills of the senior-level faculty members who volunteer to serve as mentor for the junior and midlevel faculty members.
6. Align individual faculty accomplishments with the departmental and institutional missions.
7. Assist the department Chairpersons in developing, supporting, monitoring and assessing faculty academic progresses.
8. Create and maintain a collegial and conducive environment for faculty development at both department and institution levels.
9. Improve the quality of the PLFSOM outcomes-driven faculty development programs.
10. Establish a program to effectively organize, coordinate, evaluate, recognize and reward mentoring efforts of the faculty mentors.
11. Develop networking with other TTUHSC campuses, local, regional and national teaching institutions to expand the diversity of the PLFSOM faculty mentoring program.
12. Provide a cadre of faculty who will initiate, support and sustain the departmental faculty development activities and reinforce the institutional faculty development programs.

## **FRAMEWORK OF THE PLFSOM FACULTY MENTORING PROGRAM**

The Paul L. Foster School of Medicine Faculty Mentoring Program consists of three components:

### **I. Individual Faculty Mentoring Program (IFMP)**

A faculty can either maintain a currently existing or initiate a mentoring relationship with a mentor at the PLFSOM or from a different academic institution. To ensure positive outcomes and accountability, this faculty mentoring relationship needs to be documented and conformed to the PLFSOM faculty mentoring guidelines as described in the *Faculty Mentoring Partnership Agreement*.

### **II. Departmental Faculty Mentoring Program**

All departments are encouraged to develop their own Departmental Faculty Mentoring Program (DFMP). *The Chairs are advised to assign a mentor in the department to a mid or junior-level faculty member who either is recruited within the last 3 years or may benefit from mentoring.* If no mentor is available in the department, the Chairs may nominate a faculty to participate in the Institutional Formal Faculty Mentoring Program (IFFMP). Faculty participating in the Individual Faculty Mentoring Program (IFMP) or the DFMP will be provided with reading materials and references on faculty mentoring.

### **III. Institutional Formal Faculty Mentoring Program**

Recognizing limited resources of several departments in setting up a DFMP, the Office of Development has established the Institutional Formal Faculty Mentoring Program (IFFMP). This outcomes-driven program will target junior and midlevel faculty members, Hispanic faculty, women faculty and those of the underrepresented minority group (URM) in their first three years of faculty appointment at the PLFSOM. Typically, the faculty mentoring relationship will end after 12 or 24 months unless both mentor and mentee request a renewal. Either mentor or mentee can request the termination of the mentoring relationship at any time during this process. *We can accept a maximum of 15 pairs of mentors-mentees but will increase the numbers according to the pool of mentors and their availability.*

### **IV. Three phases of the IFFMP**

**A. Phase I** will be conducted in July-August with the announcement of the IFFMP at the Faculty Council, the Dean Council and the Academic Council. Applications for faculty mentor and forms for Faculty Interest Inventory will be sent out to all

faculty members. Faculty members who wish to apply for mentor only need to fill out the Faculty Mentor Application. Faculty will mail, email or fax the *Faculty Mentoring Interest Inventory* and/or the *Faculty Mentor Application* to the Office of Faculty Development. The Office of Faculty Development will enter all mentors and mentees' information into a database for matching and tracking. Faculty are encouraged to discuss with their chairperson and request to be nominated as a mentee in IFMP.

Faculty mentees will receive a list of mentors who may fit the profile that he/she requested. The mentee can either contact the mentor(s) of his/her choice and obtain agreement for mentoring or select three mentor names from the list and return the selection to the Office of Faculty Development for matching. The Office of Faculty Development will send the Curriculum Vitae of a best-fit mentor to the mentee for review and *vice versa*. Matched mentors and mentees are encouraged to start their first meeting to discuss and complete the *Faculty Mentoring Partnership Agreement*.

**B. Phase II** the Office of Faculty Development will conduct a series of workshops to enhance the quality of the mentoring program. Award-winning faculty members of the PLFSOM and invited speakers from other academic institutions will give the following workshops for *the Advanced Training in Mentoring and Leadership Development*:

1. Basic principles of effective faculty mentoring
2. Faculty development programs and resources at PLFSOM
3. PLFSOM Guidelines for Tenure and Promotion
4. Boyer's model of scholarship
5. Comprehensive performance evaluation and feedback
6. Professionalism and Cultural Diversity
7. Negotiation and Conflict Resolution
8. Leadership development
9. Building a Career in Academic Medicine
10. Innovation in Medical Education
11. Academic Networking for Success
12. Technology in Medical Education

Besides these workshops, the Office of Faculty Development will coordinate group discussion between mentors and mentees to enhance collaboration and dissemination of mentoring experiences.

Mentors and mentees are required to have regular meetings as delineated in the *Faculty Mentoring Partnership Agreement*.

***Both mentor and mentee are recommended to use the goals and objectives that the mentee had previously discussed and submitted to the department Chairperson at the annual faculty evaluation as the goals and objectives for this mentoring cycle.***

The Office of Faculty Development will remind and assist both mentor and mentee in observing this essential requirement.

Mentor will assist mentee in designing an action plan for each objective and support mentee navigating through difficult steps. The Office of Faculty Development may provide instructions and support to both mentor and mentee should they request assistance.

***Mentor is expected to advise and assist his/her mentee in writing a proposal requesting additional support, or training to successfully accomplish goals and objectives.*** The Office of Faculty Development will forward a copy of the mentor report to the Chair of the mentee's department and/or the Hispanic Center of Excellence (HCOE) for support.

***At the end of the Phase II of mentoring, both mentor and mentee will inform, in writing, the Office of Faculty Development about strength, challenges of the mentoring partnership as well as progresses and outcomes of previously delineated objectives.***

### **C. Phase III**

Mentee is expected and encouraged to discuss regularly with mentor about challenges in attaining goals and objectives; and they should focus on completing the goals and objectives described in the *Faculty Mentoring Partnership Agreement* and/or the mentee's Annual Faculty Evaluation. Mentor can recommend that the mentee obtain additional mentoring, assistance or collaboration within and/or outside of the campus to complete the goals and objectives in a timely and efficient manner.

***During Phase III, the faculty mentee is also encouraged to apply concepts of mentoring in advising or mentoring his/her trainee. It's assumed that students and residents are required to have faculty advisors.***

Mentoring of the trainee should be started with the *Trainee Mentoring Partnership Agreement*. Similar to the goals of the IFFMP, trainee mentoring is also outcome-driven and objective-oriented. While maintaining confidentiality of the trainee mentoring relationship, to better serve his/her trainee, the faculty may discuss and seek advice from his/her mentor.

***Toward the end of Phase III, each faculty mentor and mentee will complete a form to document their accomplishments, provide constructive feedback to each other and to the faculty mentoring program, and decide on the extension or termination of the mentoring relationship. After 12 months of partnership/mentoring, the Office of Faculty Development will conduct a ceremony to celebrate the completion of the annual IFMP, select the recipients of the Mentor of the Year and Mentee of the Year awards, and introduce participants of the next IFMP.***

**Table 1:**

**DEPARTMENTAL and INSTITUTIONAL FACULTY MENTORING PROGRAMS**

	<b>DEPARTMENTAL</b>	<b>INSTITUTIONAL</b>
Availability	Year-round	Once a year
Eligibility	All faculty	All faculty
Progress and Outcome Monitoring	Department	Office Faculty Development
Matching Mentor-Mentee	Department	PLFSOM and other institutions
Basic Training for Mentor and Mentee	YES	YES
Advanced Training for Mentor-Mentee	NO	YES
Networking for Scholarly Activities	YES*	YES*
Resources	Department	YES
Confidentiality	YES	YES
Integration with Institutional Faculty Development Program	NO	YES
Length of Mentor-Mentee Partnership	Variable	12 months
Group discussion/collaboration	NO	YES
Graduation	NO	YES
Mentor of the Year Award	NO	YES
Mentee of the Year Award	NO	YES

\*Networking is limited to the PLFSOM

\*Networking includes the PLFSOM and other institutions

## **GUIDE FOR THE MENTOR**

### **1. What is Mentoring?**

Mentoring is the art of helping others to develop their talents, aptitudes, and interpersonal skills and to reach their full human potential. Mentoring is not “spoon-feeding,” “path-paving,” or “socializing.” Mentoring is listening, analyzing, guiding, supporting, and counseling.

Mentoring is a mutually beneficial relationship – both mentor and mentee gain from their interaction.

### **2. What Makes a Mentee?**

To qualify as a mentee, a person must have concrete goals and objectives, want to further their profession and accomplish individual attainments. Signs that the person wants to progress are phrases and questions such as:

- I want to be an effective teacher.
- I don't have enough confidence in teaching a large group of students.
- I would like to participate in collaborative research.
- How can I write and publish in a peer-reviewed journal?
- How can I get a promotion?

It is very difficult to help someone who does not see the need for help. In addition, the individual must appreciate and accept the need for change.

Mentees must have trust and respect for the mentor. Finally, the mentee must value the role of a mentor in achieving these objectives.

### **3. What are the Characteristics of an Effective Mentor?**

The primary characteristic of an effective mentor is that he or she be trusted and respected by the mentee.

Trust and respect create the basis for the open communication that is essential to an enjoyable and successful mentoring relationship.

Other important traits of an effective mentor are:

- Self-awareness, knowing your own strengths and weaknesses
- Communication skills – a willingness to listen and an ability to communicate with the mentee
- Openness to new ideas – having a willingness to learn
- Patience
- Perseverance
- Honesty
- Integrity
- A sense of fairness – observing and communicating both the positive and negative in a situation
- Sensitivity to the mentee’s strengths and weaknesses, and intellectual and emotional development needs
- An ability and willingness to work with the mentee on his/her development needs

For mentoring in work situations, the mentor may require technical knowledge (how to get the job done). This requirement will vary from case to case. In some instances, it may be necessary for the mentor to teach skills to the mentee. If this is the situation, then the mentor must have the technical knowledge and the ability to communicate this technical knowledge. In other circumstances, it may be sufficient for the mentor to know where and / or how the technical knowledge can be obtained.

Tip – This list of traits may seem to exclude many people from being a mentor. Not so! Awareness of the traits is more important than possessing the traits at the beginning of a mentoring relationship. Mentors can (and most probably will!) develop many of these traits while working with one or more mentees.

#### **4. Establishing a Mentoring Relationship**

Now that we have an individual who wants to grow and succeed (mentee), and has selected a suitable mentor, the next stage is to establish a mentoring relationship.

While a successful mentoring relationship could be informal, as it has been done during the last several years at this campus, it is best to give it some structure. There are few basic questions:

- Where are we going, what is our objective?
- Where are we now?
- What do we need to get to our objective?
- Who else can assist me in this endeavor?
- What will I get from this mentoring partnership?

The mentor frequently leads a discussion with the mentee along the following lines:

- What are the mentee's objectives?
- What is my mentee's background?
- What should I do if I can't answer all of my mentee's questions?
- What is the existing situation?
- What steps must the mentee take to reach his / her objective?
- What resources are available to the mentee and mentor?
- What resources need to be obtained from elsewhere?

Tip – Why not document this discussion? Set up a mentoring notebook. It can serve as a useful reference for mentor and mentee. You can update the notebook as the mentoring relationship progresses. Share your mentoring experiences with other faculty members.

## **RESPONSIBILITY OF THE MENTOR**

If applicable, the mentor should contact the new faculty member in advance of his/her arrival at the PLFSOM and then meet with the new faculty member on a regular basis over at least the first year (IFFMP). The mentor should provide informal advice to the new faculty member on teaching, research and committee work or be able to direct the new faculty member to appropriate individuals. Often the greatest assistance a mentor can provide is simply the identification of which staff one should approach for which task. Funding opportunities both within and outside the campus are also worth noting. The mentor should treat all dealings and discussions in confidence. There is no evaluation or assessment of the new faculty member on the part of mentor, only supportive guidance and constructive criticism.

### The Mentor

The most important tasks of a good mentor are to help the new faculty member to fully develop his/her potential and to achieve expected accomplishments. The mentors of both formal and informal mentoring will require significant contribution of time and effort. A good relationship with a supportive, active mentor has been shown to contribute significantly to a new faculty member's career development and satisfaction.

### Qualities of a Good Mentor

- Accessibility – the mentor is encouraged make time to be available to the new faculty member. The mentor might keep in contact by dropping by, calling, sending email, 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 new faculty member establish a professional network. Independence – the new faculty member's intellectual independence from the mentor must be carefully preserved and the mentor must avoid developing a competitive relationship with the new faculty member.

## Goals for the Mentor

### Short-term goals

- Familiarization with the PLFSOM and its environment and governance, including the Faculty Council, the Dean Council, and the Academic Council.
- Familiarization with TTUHSC El Paso and its environment and governance
- Familiarization with University Medical Center (UMC) of El Paso, El Paso Children's Hospital (EPCH) and their governance.
- Define and clarify expectations in clinical service (patient care), teaching, scholarship (publication/research) and academically-related public service (administrative/committee service).
- Understand procedure for annual faculty evaluation.
- Understand procedure and guidelines for midterm peer review on tenure-promotion.
- Participate in the Faculty Mentoring program (department/institutional).
- Participate in faculty development (department/institutional).
- Networking—introduction to colleagues, identification of other possible mentors.
- Developing awareness—help new faculty understand policies and procedures that are relevant to the new faculty member's work.
- Seeking and obtaining constructive feedback and encouragement, compliments on achievements through formative performance review.
- Helping to sort out priorities—budgeting time, balancing research, teaching, and service.

### Long-term goals

- Developing visibility and confidence within the profession.
- Achieving career advancement.
- Preparing for Tenure-Promotion.
- Developing, collaborating on scholarship development.
- Serving as mentor for trainees or other junior faculty members.

## 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.

## Changing Mentors

In cases of changing commitments, incompatibility, or where the relationship is not mutually

fulfilling, either mentee or mentor can terminate the partnership or seek confidential advice from his/her Chair or the Assistant Dean for Faculty Development. It is important to realize that changes can and should be made without prejudice or fault. The new faculty member, in any case, should be encouraged to seek out additional mentors as the need arises.

### Typical Issues

- How does one establish an appropriate balance between patient care, teaching, scholarly activities, research and other administrative services? How does one say "no?"
- What criteria are used for defining teaching accomplishments (level 1, level 2, or level 3)? How is teaching of students or residents is evaluated? Who will evaluate my teaching besides my learners?
- How does one obtain feedback concerning teaching? What resources are available for teaching enhancement?
- How does one identify and recruit good medical students? How are medical students supported? What should one expect from medical students? Who is in charge of the curriculum (department/PLFSOM)?
- How does one identify and recruit good residents/fellows? How are residents/fellows supported? What should one expect from residents/fellows? Who is in charge (department/PLFSOM) of the residents/fellows?
- How is the PLFSOM curriculum is different from the traditional curriculum? How much should I participate in the teaching of students?
- What are differences between scholarship and traditional research? What are the criteria for defining scholarship/research accomplishments (level 1, level 2, or level 3)? Who is in charge of scholarship/research (department/PLFSOM)?
- What is the payer's mix of the Texas Tech Physicians of El Paso clinics, department satellite clinics, University Medical Center? What are the department's typical billing and collecting rates? How is information about billing and collecting distributed? Does the department follow a mission-based budget? What are department incentives to enhance the clinical service productivities?
- What are available opportunities for faculty development (department/PLFSOM)? Who is involved in faculty development?
- How does the merit and promotion process work? Who is involved (department/PLFSOM)?
- What committees should one be on and how much committee work should one expect?
- How is information about the PLFSOM and/or the faculty is distributed? Do we have a Faculty Handbook? Is this available online?
- What social events occur in the department or at the PLFSOM?

- What seminars and workshops does the department organize? Who is involved with the CME (department/PLFSOM)?

### **TIPS FOR MENTORS**

- Exchange CV's with the mentee to stimulate discussion about career paths and possibilities.
- Ask about and encourage accomplishments. Provide constructive criticism and impromptu feedback.
- Use mentor's knowledge and experience to help junior faculty member identify and build on his/her own strengths.
- Attend all faculty development events on mentoring.
- Try to be in contact regularly and frequently during the first 2-3 months to discuss the junior faculty's career and activities. Commit to making at least one contact per month thereafter to show that the mentor cares about the mentee's career.
- Discuss annual performance reviews with the junior faculty member: how to prepare, what to expect, how to deal with different outcomes. Preview the document before it is submitted to the chairperson.
- Familiar with the organizational structure of the PLFSOM and its guidelines for faculty appointment, tenure and promotion.
- Aid the junior faculty in exploring the institutional, school, and departmental culture, i.e.: What is valued? What is rewarded?
- Check-in with the Assistant Dean for Faculty Development or the Associate Dean for Faculty Development with any concerns, or problems.
- If applicable, share knowledge of important PLFSOM, UMC, EPCH, El Paso Medical Society and other professional events that should be attended by the junior faculty member.

## GUIDE FOR MENTEES

- Discuss with the Chairperson about the request and preferences for a mentor within the department, or participate in the institutional faculty mentoring program.
- Show initiative in career planning: write a personal statement with realistic expectations about educational or professional philosophy; exchange CV with the potential mentor for discussion.
- Realize that success is important not just to the mentee but also to the department and the PLFSOM. Consider that "going it alone" may not work well for anyone and being a good team player is essential for growth.
- Give high priority to scheduled meetings with the mentor and take advantage of email and the telephone to keep in touch informally. Be willing to ask for help.
- Discuss with the Chairperson and/or contact the Office of Faculty Development about available opportunities for faculty development.
- Let the Associate and/or Assistant Dean for Faculty Development know if the faculty has any questions or concerns about the faculty mentoring program.
- Make and maintain contacts with other junior faculty within the department, as well as in other departments and schools. (Enrolling in the Faculty Development Course (FDC) is a good start.)
- Become familiar with the resources available to support and strengthen teaching and scholarship development (the Faculty Orientation sponsored by the Office of Faculty Affairs is very helpful and informative).
- Set a meeting with the department chair to discuss departmental expectations for tenure and promotions (obtain a copy of the PLFSOM Guidelines for Faculty Appointment, Tenure and Promotion which is available online, or contact the Office of Faculty Affairs).
- Request the Division Chief or the Chairperson for a Formative Evaluation every six months. Review results of the evaluation with the mentor
- Discuss with the mentor, the Chairperson, the Assistant Dean for Faculty Development or the Associate Dean for Faculty Development about available resources and supports for faculty and career development, especially if you are Hispanic faculty, women faculty, or faculty of an underrepresented minority group (URM)
- Mentees should be encouraged to formulate their career goals clearly, define sharply any problems they perceive and bring specific problems to meetings for discussion. The mentor may wish to ask for some such material in writing. Mentors cannot guarantee the happiness and work environment of mentees at the PLFSOM and they cannot make promises as to salary equity, but they can offer support, encouragement and useful information. It is important to establish how issues of confidentiality will be dealt with.

The mentor/mentee pair should agree to a no-fault conclusion of the relationship if either party feels that the intended goal is not being achieved, without either blaming the other.

- Mentees can select more than one mentor, perhaps for different purposes, and mentors can counsel more than one mentee.
- In the offer letter sent to new faculty, a Chairperson can assign a (temporary) mentor. The mentee may remain with this original mentor or may add another mentor at any time by asking the Chair or participating in the institutional faculty mentoring program. Mentors may be changed without need to state a reason. New faculty members can contact the Assistant Dean for Faculty Development or the Associate Dean for Faculty Development for additional information on the faculty mentoring program

## **RESPONSIBILITY OF THE MENTEE**

- It is the mentee's responsibility to remind, maintain and be punctual in all scheduled meetings with the mentor.
- Clarify with the mentor about expectations, goals and objectives for this mentoring partnership.
- Do not hesitate to disclose strengths and weaknesses, and seek advice.
- Review progress periodically with the mentor.
- The mentee should keep the mentor informed of any problems or concerns as they arise. If input is desired, give sufficient time to allow the mentor to review and provide feedback.

## **SUGGESTED TOPICS OF DISCUSSION BETWEEN MENTOR AND MENTEE**

### **I. General:**

- What is the recommended approach for junior faculty to effectively participate in the department operation? (Divisions, Committees?) How are decisions made? What are the opportunities for junior faculty involvement?
- Is support staff available to junior faculty? What can be expected of support staff? What supplies and expenses are covered by my department? Are there other resources available to cover expenses related to teaching and research?
- What are available opportunities for faculty development (departmental/institutional)?
- How, where and when to participate in the Faculty Development Course (FDC)?
- How is the faculty mentoring program conducted (departmental/institutional)?
- Who, where, how to ask for improving oral presentation or a specific teaching activity (Morning Report, Noon Conference, Journal Club, or Small Group Discussion, Medical Skills Course, or Clinical Simulation).
- What is the curriculum of the PLFSOM? Who should I contact to get additional information?
- What should I do? Who should I contact if I want to participate in the teaching of the MS1/MS2/MS3 or MS4?
- What is the average working hour of the residents in my department? How do they perform in the In-Service examinations? What is the department 3-year board examination pass rate?
- What conferences should the junior faculty attend? How much travel is allowed/expected/supported? How do I choose between large conferences and smaller events? What can I do at professional gatherings to gain the type of exposure that can lead to good contacts and potential names of tenure-file reviewers?
- How many CME category I credits are needed for the annual renewal of a medical license? How to conduct a CME-sponsored teaching activity?
- What is Digital Measures (DM) and/or Activities Insight? How can I complete the DM? Where can I get additional information on DM?

## II. Scholarship and Research:

- Principles of scholarship / research development at the PLFSOM.
- Research and available resources: Who should I contact for information concerning clinical trials, intramural or extramural grants, or IRB?
- Authorship etiquette: On collaborative efforts, how are the authors listed? How important is first authorship? How is the alphabetical listing of authors viewed?
- Where should I publish? What should I publish? How much/how often? What are my department/school's expectations regarding publication before tenure and promotion? How do journal/chapters in edited collections/conferences compare?
- What is a seed grant? What other research resources are available to me as a faculty member?
- How important are grants? How do I get hooked into the grant-writing process? How much effort should I be investing in capturing research funding? How can I find people to assist me in writing the best possible proposal and drawing up the budget? What are departmental expectations of the percent of my salary to be supported by external grant funding?
- What is the expected percentage of indirect cost funding on grants I received? How much will the PI receive from the indirect costs after the study is over? For laboratory space, what is the expectation of the amount of indirect funds recovery per square foot of laboratory space I occupy? How does the department assess shared cost for use of common equipment and its service contracts?
- What do I see as my research "niche" in my department, in my area of research? What does my chair see my area of research contributing to the department, and eventually to the school?
- For medical doctors, what is the expected level of clinical duty while trying to write and acquire external funding? Is clinical research funding considered equivalent to basic research funding? Are translational research opportunities available at the PLFSOM? How does the IRB operate at this institution?
- Should I give presentations on research within my department? How often? What is the Scholarly Activities Research Project (SARP)? How are colloquia in the department organized? What are the opportunities for my students to present their SARP?
- Should I give presentations about my work/research at other universities/institutions/public settings? How often? How important is this? If it is important, how do I get invited to give these talks?
- Is collaborative work encouraged or discouraged in my department/school? With other members of my department or from other departments? With international colleagues? With colleagues who are senior/more established? With other junior faculty/graduate

- students? Long-standing collaborations or single efforts?
- If I want to pursue a specific research interest, who should I contact? Should I form a research group? What sort of activities should the group do, as opposed to work I should undertake individually?

### **III. Teaching:**

- Will I be expected to assemble a teaching portfolio for my tenure review? What goes into such a portfolio?
- What am I expected to teach? Graduate, undergraduate, seminar, lecture, practicum, recitation, special topic, service courses? Are some types of teaching more valued? How much flexibility is there in teaching schedules? Who controls the schedule?
- Which are the "good" subjects to teach? Is it good to teach the same course semester after semester and stay with a single area? Or should I "teach around"?
- Is it good to develop new courses? Specialized courses in my research area?
- How can I use a special topics course to get a new research project off the ground?
- How much time should I spend on my course preparation? Where's the line between sufficient preparation and over-preparation?
- Will I have a teaching assistant? Who will select him/her? What can I expect of a teaching assistant, and what are my responsibilities for evaluation of his or her performance?
- Are there departmental/school standards for grading? What degree of freedom do I have in determining course content? Does my department expect midterm and final exams?
- How am I evaluated on teaching? What importance is placed on peer observation of my teaching? On student evaluations? If senior faculty do observe my classes, who asks them to come? To whom do they report, and in what way? What resources are there for improving my teaching?
- Who will provide feedback on my teaching effectiveness?
- How can I improve my teaching effectiveness?
- If a classroom problem arises and I am not sure how to handle it, what are my options for seeking advice?
- What documentation related to teaching should I prepare? Syllabi? Exams? Abstracts?
- What is Ilios? Who manages it? How can I get trained?
- Who can explain the PLFSOM curriculum to me? (MS1-4)
- How should I develop a teaching portfolio? What form should it take? What should it include?

#### **IV. Student/ Resident Supervision:**

- How important is my work with students/residents? How many should I expect to supervise? How many is too many? How much advising should I expect to do? How do I set limits on the amount of time/effort I invest in supervising trainees?
- How do I assess my trainee's performance? Who can train me on performance assessment?
- How important is it to the department that I am student/resident advisor? On a student/resident committee?
- What should I keep in files on my teaching/supervising of students/residents? Remember that I have to write reviews and recommendations for them.

**V. Service:**

- How much committee work should I expect to perform within my department? School? University? At the beginning of my career at the PLFSOM? What committees should I push to serve on? Are there any committees that I should avoid? How much time should I expect to devote to committees and other forms of service as a junior faculty member?
- How important is professional service outside of the university? How much paper and proposal reviewing is reasonable? Review boards?
- How do I weigh the prestige of organizing a national event in my field versus the time commitment?

## **VI. Professional Development and Peer-Review Process:**

- How long is my appointment? When will I come up for review? What sort of reviews? How is a mid-point pre-tenure-promotion review different from the tenure-promotion review? What is the process? (What do I submit for review? When? How do I hear the results? How are the reviewers selected? Do I have a role in that process? Who will go over the results or plan for a remedial program with the reviewed faculty?)
- Who will inform me that I'm up for review? Who will assist me in preparing for peer review?
- What are the guidelines for renewal or dismissal of an appointment?
- What goals and objectives should I put in my annual evaluation? How can I ensure that I'm able to accomplish them?
- If I am responsible for submitting my own list of potential outside reviewers, how do I go about assembling such a list? What kind of reviewers should I try for? Are international and domestic reviewers considered equally? How is the reviewer's own eminence evaluated?
- What information is important in my application for tenure-promotion? Is there any activity too trivial to include? Should I include copies of congratulatory letters in my tenure-promotion application?
- How are salary raises determined in my department? School? How will I find out about my raise? What's the process for discussing my raise in a given year?
- How can I get feedback on my performance at any point in my career?

## **VII. Personal Issues:**

- What policies does the PLFSOM have for family and personal leave? How do I go about asking for such leave? Do I begin at the department level? Is there an appeals process if my request is turned down?
- What programs/assistance does the PLFSOM provide for childcare?
- How visible must one be in the department? Is it expected that I'll show my face every day? Is it acceptable to work at home?
- What problems does the university's Employee Assistance Program (EAP) deal with?
- What are the university's sexual harassment policies?
- If I am involved in a controversy or dispute, where do I go for help?
- What should I do if I have unresolved issues with other faculty members or my supervisor?

## **RESPONSIBILITY OF THE DEPARTMENT CHAIR**

As soon as the appointment is made, the chair should consider assigning a mentor. For faculty appointed as Associate Professor or Professor, assignment of a mentor is optional, but still encouraged, to effectively introduce the new faculty member to the PLFSOM. The chair is responsible for clarifying expectations, opportunities and available resources to the new faculty. The Chair, his/her designee or the Assistant Dean for Faculty Development is responsible for advising new faculty on matters pertaining to academic performance reviews, and guidelines for tenure-promotion. It is also the chair's responsibility to ensure that mentors have current information on the PLFSOM's academic personnel process.

1. As soon as a faculty candidate accepts the offer, the Chair, Center Director or his/her designee should work with other colleagues in the department to develop a mentoring plan for the new faculty member (please refer to the Framework of the PLFSOM Faculty Mentoring Program). The prospective faculty mentor should be consulted in developing this plan. The plan should include attention to teaching, trainee supervision and evaluation, clinical skills, and research. Care should be taken not to be unintentionally coercive in the formulation of the mentoring plan and to ensure that it yields reasonably consistent advice for the new appointee. Although a typical mentoring program for faculty, especially for those on non-tenure track, lasts approximately 12 months, faculty members on tenure track may request an extension of the mentoring program to ensure adequate guidance on tenure. This long-term mentoring plan should include participation by several faculty members within or outside of PLFSOM.
2. Department Chairs, Center Directors and faculty members, with the support of the Office of Faculty Development, should work to develop a "climate of mentoring" in which all members of the department willingly mentor their new colleagues. Collegial conversations about the intellectual concerns of the department are one of the best modes of informal mentoring. Departments and Centers should take care to ensure that there are departmental program events, such as colloquia and seminars that include new faculty as both audience and presenters, to make them welcome as members of the community, and serve as modes of informal mentoring.
3. Chairs and Center Directors should work with the Office of Faculty Development to ensure that new faculty take full advantage of institutional faculty development and the faculty mentoring programs.
4. Chairs and Center Directors should support collaborative teaching and research, team teaching, and interdisciplinary teaching efforts on the part of junior faculty, both for the

- intrinsic value of such work and because collaborative work is itself a form of mentoring.
5. Chairs and Center directors should encourage faculty members who are at the midpoint of their appointment to participate in the Pre-Tenure-Promotion Performance Review. This peer-review process will provide objective feedback on the reviewed faculty member's accomplishments. Chairs will coordinate a remedial plan with the mentor of the reviewed faculty and the Assistant Dean for Faculty Development to assist the faculty in addressing the "off-track areas."
  6. For faculty members who have joint appointments, their Chairs and Center Directors should review their work assignments carefully to ensure that they are not being unduly burdened by an excessive number of new course preparations, large classes, heavy clinical service, or demanding administrative service assignments.
  7. All faculty members, regardless of their ranks and tracks, should be given the opportunity to enhance their teaching, especially in the areas of adult learning, effective teaching, evaluation of trainees, oral presentation, and application of technology in medical education. Sponsored by the Office of Faculty Development, the PLFSOM comprehensive faculty development program provides ample training opportunities in these areas.
  8. The department Chairs should encourage new faculty members to apply knowledge and techniques that they had gathered in the faculty mentoring program in advising/mentoring their students and residents.
  9. The department Tenure and Promotion Committee should develop criteria to recognize faculty mentors whose contributions have led to positive measurable outcomes. Similarly, department Chairs and Center Directors should recognize invaluable time and effort that faculty mentors have invested in their mentees. Chairs should establish and award incentives for mentors to reinforce this essential endeavor.
  10. No one is born a mentor but many learn to become a mentor. Effective mentoring requires care, dedication, sacrifice, trust, and confidence. Stand-alone mentoring programs frequently fail or become unsustainable. To sustain effective faculty mentoring and to make it an exciting endeavor in medical academia, the department and the institution must support a comprehensive faculty development program.
  11. The Dean may recommend all chairs that they include in their annual reports a section on mentoring and on diversity. The Dean will request a report on the Institutional Formal Faculty Mentoring Program from the Associate Dean for Faculty Development.
  12. The Dean may advise chairs of departments with very few women and/or minority hires to enhance the recruitment and development of such faculty.

## **FREQUENTLY ASKED QUESTIONS**

### **WOMEN FACULTY MENTORING PROGRAM**

Data from other institutions revealed a higher attrition rate, fewer scholarly accomplishments, longer time for tenure-promotion and lower compensation in women faculty compared to men faculty counterparts. Recognizing these potential disadvantages, the Faculty Council has established a Chapter of Women in Medicine and Sciences. This Chapter is supported by the Office of Faculty Affairs, and its representatives participate in the Advisory Committee of the PLFSOM Faculty Mentoring Program.

New women faculty are encouraged to contact either the department-assigned mentor or the representative of the PLFSOM Chapter of Women in Medicine and Sciences for additional information on the Women Faculty Mentoring Program.

### **HISPANIC AND UNDERREPRESENTED MINORITY FACULTY MENTORING PROGRAM**

Hispanic faculty members account for 32% of all full-time faculty of the PLFSOM. The Office of Faculty Development has supported Hispanic and Underrepresented Minority (URM) faculty members in faculty development and faculty mentoring. The Assistant Dean for Faculty Development commits significant time and effort for developing, coordinating, implementing, monitoring and assessing outcomes of the Hispanic and URM faculty development and the faculty mentoring programs at targeted departments.

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- University of California, San Diego. Faculty Mentoring Program.  
<https://academicaffairs.ucsd.edu/faculty/programs/faculty-mentoring-program.html>
- The Women or Group website. <http://www.womentor.com/welcome.htm>
- University of Wisconsin System Women's Studies Librarian's Office, "MENTORING WOMEN IN HIGHER EDUCATION: AN ANNOTATED BIBLIOGRAPHY."  
<https://www.library.wisc.edu/gwslibrarian/publications/bibliographies/mentoring/>
- APA Monitor Online: "Mentoring Program Helps Young Faculty Feel at Home."

## FACULTY MENTORING INTEREST INVENTORY

**Faculty Name and Degree (M.D. /Ph.D.):** \_\_\_\_\_

**Department:** \_\_\_\_\_

**Division:** \_\_\_\_\_

**Years as faculty:** \_\_\_\_\_ **Years at the PLFSOM:** \_\_\_\_\_

**Track (Tenure/Non-Tenure)** \_\_\_\_\_

**Rank:** \_\_\_\_\_ **Years in Rank:** \_\_\_\_\_

**Email address:** \_\_\_\_\_ **Office telephone number:** \_\_\_\_\_

**Gender/Race/Ethnicity/Special Needs:**

\_\_\_\_\_

\_\_\_\_\_

**A. Areas of responsibility (*Teaching +Clin Serv +Scholarship +Acad Rel Pub Serv = 100%*)**

**1. Teaching (%)** \_\_\_ : Students \_\_\_ Residents \_\_\_ Post-Doct \_\_\_ Other \_\_\_

**2. Clinical service (%)** \_\_\_ : In-patient \_\_\_ Out-patient \_\_\_ Other \_\_\_

**3. Scholarship/Research (%)** \_\_\_ Basic Sci \_\_\_ Educ Res \_\_\_ Clin Res \_\_\_ Other \_\_\_

**4. Academically-related public service (%)** \_\_\_ PLFSOM \_\_\_ UMC \_\_\_ Other \_\_\_

**B. Career interests (short-term and long-term):**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**C. Areas that you want to accomplish in the next 12-24 months (*as you described in your annual evaluation goals/objectives*)**

**Teaching:**

**Clinical practice:**

**Research/Scholarship:**

**Other:**

**Please indicate your response to the following:**

<b>Mentoring Areas</b>	<b>Need a Mentor in this area</b>	<b>Can serve as a Mentor in this area</b>	<b>Need training to serve as a Mentor in this area</b>
1. <b>Guidance for career development</b>			
2. <b>Guidance for tenure/promotion</b>			
3. <b>Guidance for personal growth</b>			
4. <b>Guidance on negotiation and conflict resolution</b>			
5. <b>Time management and organization skills</b>			
6. <b>Sharing same gender/ethnic background</b>			
7. <b>Guidance for developing teaching portfolio</b>			
8. <b>Guidance on student/resident teaching-evaluation and/or Program Evaluation</b>			
9. <b>Guidance on teaching style, methods, oral presentation and/or technology in education</b>			
10. <b>Guidance on teaching/practicing EBM</b>			
11. <b>Guidance on research opportunities/translational research</b>			
12. <b>Guidance on technical writing/publishing in peer-reviewed journals</b>			
13. <b>Guidance on grant writing/preparation</b>			
14. <b>Guidance on study design/biomedical statistics</b>			
15. <b>Other</b>			



## FACULTY MENTOR APPLICATION

Faculty Name: \_\_\_\_\_

Academic Rank: \_\_\_\_\_

Department: \_\_\_\_\_

Completion of a Faculty Development program: YES (where, year) NO  
\_\_\_\_\_

Completion of a Leadership Development program: YES (where, year) NO  
\_\_\_\_\_

Completion of other special training \_\_\_\_\_  
\_\_\_\_\_

Please include an electronic copy of your recently updated CV

To help us select the right mentees who need your professional support in navigating through academic waters, please indicate your mentoring skills in the following areas:

### A. Professional Development Skills

\_\_\_\_\_ Career counseling

\_\_\_\_\_ Academic administration

\_\_\_\_\_ Clinical administration

\_\_\_\_\_ Promotion/Tenure

\_\_\_\_\_ Institutional organization

\_\_\_\_\_ Professional and scientific institutional/local/regional networking

\_\_\_\_\_ Professional and scientific national/international networking

\_\_\_\_\_ Balancing personal/professional life

\_\_\_\_\_ Negotiation and conflict resolution

\_\_\_\_\_ Preventing burnout in academic medicine

\_\_\_\_\_ Leadership development skills

Other \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**B. Research Development and Technical Writing Skills**

\_\_\_\_\_ Basic Science Research

Area of expertise: \_\_\_\_\_

\_\_\_\_\_ Clinical Research

Area of expertise: \_\_\_\_\_

\_\_\_\_\_ Collaborative / Interdisciplinary Research

Area of expertise: \_\_\_\_\_

\_\_\_\_\_ Pharmaceutical-sponsored research

\_\_\_\_\_ Grant writing skills

\_\_\_\_\_ Biomedical statistics skills

\_\_\_\_\_ Technical writing skills

\_\_\_\_\_ Manuscript Writing/Review

\_\_\_\_\_ Literature appraisal

\_\_\_\_\_ Preparing scientific poster skills

\_\_\_\_\_ Lab management

Other: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**C. Clinical Care Skills**

\_\_\_\_\_ Clinical care  
Area of clinical expertise: \_\_\_\_\_

\_\_\_\_\_ Physical examination/diagnostic skills  
Area or skills \_\_\_\_\_

\_\_\_\_\_ Mission-based budgeting

\_\_\_\_\_ Medical practice management skills

\_\_\_\_\_ Use of Personal Digital Assistant (PDA) in medical practice

\_\_\_\_\_ Coding, billing, and compliance skills

\_\_\_\_\_ Electronic Medical Record (EMR) skills

\_\_\_\_\_ HIPAA compliance and regulations

Other:

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

**D. Teaching Skills**

\_\_\_\_\_ Adult learning principles

\_\_\_\_\_ Curriculum development

\_\_\_\_\_ Evaluation of trainees

\_\_\_\_\_ Writing questions to measure learning objectives

\_\_\_\_\_ Conduct small-group learning (Team-Based Learning)

\_\_\_\_\_ Oral presentation skills

- \_\_\_\_\_ Use of Audience Interactive Response System (AIRS)
- \_\_\_\_\_ Teaching clinical simulation  
Area of expertise: \_\_\_\_\_
- \_\_\_\_\_ Training standardized patients (SP)
- \_\_\_\_\_ Teaching/ training of evidence-based medicine (EBM)
- \_\_\_\_\_ Conduct EBM-format Journal Club
- \_\_\_\_\_ Use of Personal Digital Assistant (PDA) in medical education
- \_\_\_\_\_ Clinical, bedside teaching skills
- \_\_\_\_\_ Conduct morning report
- \_\_\_\_\_ Preparation of CME grand round

Other:

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**COMMENTS:** *To ensure the quality of a professional mentor-mentee relationship, and for me to provide my best effort in this important endeavor, I would like to request the following fundamental principles and/or understanding from my mentee:*

1. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
2. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
3. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



### FACULTY MENTORING PARTNERSHIP AGREEMENT

Working in partnership, we are entering this mentoring relationship. It is our expectation that this partnership will foster professional growth and career development. To ensure that the mentoring relationship will be a mutually rewarding and satisfying experience, we agree to the following:

1. Maintain confidentiality in this relationship \_\_\_\_\_  

Mentor Name
Mentee Name
  
2. We are committed to sustain this relationship for:
  - a. \_\_\_\_\_ months or
  - b. One year from this date.

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

Mentor Name
Mentee Name
  
3. We are committed to meet together and follow these ground rules:
  - a. Weekly \_\_\_\_\_ monthly \_\_\_\_\_
  - b. Meeting time: \_\_\_\_\_
  - c. Meeting location: \_\_\_\_\_
  - d. Select topics for discussion at the next session, OR
  - e. \_\_\_\_\_
  
4. We have established the following **goals for this mentoring relationship**:
  - a. Career development: \_\_\_\_\_
  - b. Skills development: \_\_\_\_\_
  - c. Other: \_\_\_\_\_
  
5. The **skill areas to be enhanced or developed through this partnership** are:
  - a. Teaching: \_\_\_\_\_
  - b. Scholarship/Research: \_\_\_\_\_
  - c. Other: \_\_\_\_\_
  
6. Each of us has outlined expectations for the mentoring relationship. \_\_\_\_\_
  - a. Provide regular feedback to each other \_\_\_\_\_  

Initial
Initial
  - b. Evaluate progress
  
7. We have discussed and agree to a “no-fault” conclusion, if necessary. \_\_\_\_\_
 

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

Initial
Initial

Mentor	Date	Mentee	Date
--------	------	--------	------

Signed copies of this agreement will be provided to the mentor, the mentee, the dept. Chair and the Office of Faculty Development



## TRAINEE MENTORING PARTNERSHIP AGREEMENT

Working in partnership, we are entering this mentoring relationship. It is our expectation that this partnership will foster professional growth and career development. To ensure that the mentoring relationship will be a mutually rewarding and satisfying experience, we agree to the following:

1. Maintain confidentiality in this relationship \_\_\_\_\_  

Mentor Name
Mentee Name
  
2. We are committed to sustain this relationship for:
  - a. \_\_\_\_\_ months or  

\_\_\_\_\_

Mentor Name
  - b. One year from this date.  

\_\_\_\_\_

Mentee Name
  
3. We are committed to meet together and follow this ground rules:
  - a. Weekly \_\_\_\_\_ monthly \_\_\_\_\_
  - b. Meeting time: \_\_\_\_\_
  - c. Meeting location: \_\_\_\_\_
  - d. Select topics for discussion at the next session, OR
  - e. \_\_\_\_\_
  
4. We have established the following **goals for this mentoring relationship**:
  - a. Career development: \_\_\_\_\_
  - b. Skills development: \_\_\_\_\_
  - c. Other: \_\_\_\_\_
  
5. The **skill areas to be enhanced or developed through this partnership** are:
  - a. Teaching/Learning: \_\_\_\_\_
  - b. Research/Project: \_\_\_\_\_
  - c. Other: \_\_\_\_\_
  
6. Each of us has outlined expectations for the mentoring relationship.
 

a. Provide regular feedback to each other	_____	_____
	Initial	Initial
b. Evaluate progress		
  
7. We have discussed and agree to a “no-fault” conclusion, if necessary.
 

_____	_____	_____
	Initial	Initial

\_\_\_\_\_  
Mentor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Mentee

\_\_\_\_\_  
Date

Signed copies of this agreement will be provided to the mentor, the mentee, the dept. Chair, the Office of Student Affairs, and the Office of Faculty Development

## Mentoring Advisory Committee

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Alan Tyroch, M.D.	Surgery Department



TEXAS TECH UNIVERSITY  
HEALTH SCIENCES CENTER™  
*at El Paso*

Standing Committees

For a complete list of all PLFSOM standing committees, refer to the faculty handbook:  
[elpaso.ttuhsoc.edu/som/facultyaffairs/facultyhandbook.aspx](http://elpaso.ttuhsoc.edu/som/facultyaffairs/facultyhandbook.aspx)

# FACULTY DEVELOPMENT COURSE XVI CURRICULUM

## TEACHING

### LECTURE

Session 01	Welcome, Course Overview, and House Keeping Basics of Adult Learning Adult Learning Strategies Bedside Teaching
Session 02	How to Improve your lecture Basics of Audience Interactive Response System (AIRS) and Poll Everywhere Cloud Storage Develop web-based interactive learning modules with the Microsoft PowerPoint Presentation Software, Camtasia How to Prepare Professionally a Poster Presentation or Electronic Exhibit
Session 03	Library and Information Resources Workshop Accessing Library and Information Resources Literature citation management How to Use Available Resources for Learning & Practicing EBM
Session 04	Accessing Library and Information Resources How to Use Available Resources for Learning and Practicing Evidence-Based Medicine
Session 05	How to Prepare a Good Presentation Advanced PowerPoint tips, tricks and examples Box Training Mobile Computing Platform (MCP): apps, decision supporting modules and more Advanced Training Modules Computing Platform (MCP)
Session 06	Participant's Oral Presentation Session
Session 07	GME Conference Keynotes: Faculty Development in GME Quality Improvement in Health Care: An Overview Root Causes Analysis (RCA) in the Clinical Setting: User's Guide SWOT Methodology in GME Quality Improvement: Addressing language barriers in the clinical setting Sleep/Fatigue Assessment and Management: A Practical Guide
Session 08	UME Conference: Feedback and Assessment The programmatic roles of formative and summative assessment The structure and function of feedback and assessment The preparation of residents and fellows for participation in UME How clinical faculty members can influence and participate in the UME program Cultivating the academic medical center learning environment Teaching and assessing professionalism Developing learning objectives and assessments for professionalism and personal professional development Incorporating special and transdisciplinary topics in UME

Appendix 4

## FACULTY DEVELOPMENT COURSE XVI CURRICULUM

### RESEARCH

#### LECTURE

Session 01	Research across the spectrum Basic Science Session Clinical Research Session Translational Research Session Databases and Population-Based Research Medical Education Scholarship Research Commercialization
Session 02	Biomedical Statistics (without tears) for the beginner
Session 03	Basic Data Analysis using OpenEpi
Session 04	Writing Workshop Strategies for Increasing Writing Productivity Organizing / Communicating Complex Information through Writing Structuring a Research Paper Finding Publication Venues

#### Available Online

Reading and analyzing scientific articles

Managing a lab or research team

The ABC's of writing a seed grant proposal

Defining and developing a research project

Principal investigator's intellectual and fiscal responsibilities

Intellectual property

Retention and access to the research data

PLFSOM/TTUHSC El Paso policies and required compliance training

Research ethics and research misconduct

# FACULTY DEVELOPMENT COURSE XVI CURRICULUM

## CLINICAL SKILLS

### LECTURE

Session 01	How to organize a simulation session Roles of debriefing Introduction to ATACS regulations and documentation ATACS Center equipment and documentation
Session 02	Workshop on Harvey Simulator and Echocardiography
Session 03	Workshop on Central Nervous System Examination Skills
Session 04	Workshop Female Pelvic Exam and Pap Smear Workshop on Ultrasound of Obstetrics & Gynecology
Session 05	Workshop on Telemedicine
Session 06	Quality Improvement in Clinical Simulation What is Quality Assurance Performance Improvement? Understanding Patient Safety and High Reliability Organizations Root Cause Analysis: A Critical Review Overview of Quality Improvement & Dissecting Quality Measures Brief overview of QI Tool: Process Mapping and Key Driver Diagrams

# FACULTY DEVELOPMENT COURSE XVI CURRICULUM

## LEADERSHIP DEVELOPMENT

### LECTURE

Session 01	Workshop: Prepare for Your Tenure and Promotion Workshop: Faculty Academic Performance
Session 02	Principles of Negotiation and Conflict Resolution Professionalism and Teambuilding
Session 03	Faculty Mentoring: Principles of Effective Mentoring Responsibility and Accountability
Session 04	Tips for Faculty Success Enhancing Basic Science Faculty Success Enhancing Clinical Faculty Success Enhancing Medical Education Faculty Success Enhancing Nursing Faculty Success

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