

Mentoring and Faculty Development Handbook for the
Department of Preventive Medicine
2011-2012

Prepared by the Mentoring and Faculty Development Task Force

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1. INTRODUCTION

1.1 Rationale

In recognition of the importance of mentoring to the careers of junior faculty members and postdoctoral fellows, the Department of Preventive Medicine (DPM) is implementing formal guidelines on mentoring and faculty development. The DPM believes that “Junior faculty are an essential resource and a significant investment for academic health centers.”¹ We also believe that in preparation for becoming an independent investigator and for promotion to the next level, mentees should take an active role in their own professional growth and development. Learning to be a leader takes practice that begins by leading one’s own career development under the guidance and supervision of a knowledgeable mentor. These principles also apply to postdoctoral fellows since they are selected based on their interest in seeking academic positions after an additional period of training, we include their development as a high priority in our mentoring and faculty development plan. To facilitate career development among our junior faculty and fellows, we have developed formal mentoring guidelines. The success of our department, and ultimately institution, depends on the retention and advancement of junior faculty and on the best possible placement of talented postdoctoral fellows who are prepared for the next step in their careers. An effective program will be a major asset in recruitment of future faculty and fellows to the department.

The Department’s overarching philosophy of mentorship is to encourage junior faculty and fellows to take ownership of their career paths and practice leadership skills pertaining to their own academic development. Taking initiative to manage the workload, meet the milestones and seek out guidance and assistance from senior as well as peer-mentors are hallmarks of success in academia. Development of these skills and demonstration of scholarly productivity are paramount

1.1.1 History

In 2010, the Task Force on Mentoring conducted a survey of junior faculty to gauge satisfaction with the department’s mentoring structure. An additional objective was to gauge whether there were adequate resources for faculty development offered by the DPM. Most junior faculty indicated that a senior faculty member was taking primary responsibility for meeting with them regularly and evaluating them annually prior to the department review. However, they were not aware that there was a formal “mentoring program” in the department. There was considerable variability in satisfaction with the current mentoring provided by the department. In response to these survey results, we prepared this handbook for our faculty and fellows to use as a guide to improve their interactions and to describe policies regarding annual review in the department and in the medical school.

In the survey, junior faculty also expressed interest in workshops on topics related to career development including grant writing, team management, budget management, negotiations, professional networking and presentation skills. In response, we are implementing a professional development series in the department in 2011-2012. These workshops provide the opportunity to discuss and explore these topics as tailored to careers in epidemiology, biostatistics and other aspects of preventive medicine using a group format. These workshops hosted by the department are meant to supplement not supplant the mentor/mentee relationship described in this handbook. The activities in the DPM are meant as an adjunct to faculty development programs offered by the Feinberg School of Medicine (FSM) and Northwestern University (NU) as described in Appendix I and on the Faculty Affairs Office website.

1.1.2 Process for Developing the Mentoring and Faculty Development Handbook

The Preventive Medicine Mentoring and Faculty Development Handbook was developed to serve as a resource for faculty and fellows in the department. It provides an overview of the department faculty review process, a description of the responsibilities of senior and junior faculty in a mentoring relationship, and provides other resources (e.g., individual faculty development plans, mentoring compacts) that faculty members may choose to use in their mentoring relationships. Many of these resources are also relevant to postdoctoral fellows, though policies regarding review should conform to the requirements of the postdoctoral funding source and training program director. The recommendations and resources provided in this handbook are derived from “best practices” as determined by research studies that have evaluated effective mentoring practices. The material is adapted from mentoring handbooks available from peer institutions as well as experiences contributed by DPM faculty members. We encourage all faculty members to implement strategies that have previously been successful, but also to consider whether other proven approaches might enhance their effectiveness as mentors.

We anticipate that this will be a dynamic Handbook subject to annual review and update by the DPM Executive Committee with modifications based on feedback and contributions from faculty and fellows who use the handbook.

1.2 Mission, Goals and Annual Objectives

The mission, goals and annual objectives of the Mentoring and Faculty Development Program in the Department of Preventive Medicine are as follows:

Mission

To help faculty and postdoctoral fellows reach their full potential and feel satisfied and supported in their careers by developing recommendations, providing access to educational programming and sample evaluation templates that mentors and mentees can use to monitor progress towards their professional goals. We will achieve this mission by creating an environment that promotes professional growth through teamwork, honesty, mutual respect, dynamic feedback and intellectual enthusiasm.

(Draft March, 2012)

Goals

The goals of our program are as follows:

- To develop departmental policies for mentoring assignments
- To provide faculty and fellows with clear expectations for mentoring relationships
- To describe departmental procedures for annual evaluation
- To provide resources for mentors and mentees to evaluate progress towards professional goals
- To provide educational programming for professional development
- To highlight opportunities and encourage participation in professional development activities offered through the Feinberg School of Medicine and Northwestern University
- To improve faculty and fellow satisfaction with professional development activities in the Department of Preventive Medicine

Annual Objectives

The objectives for 2011-2012 are as follows:

- Produce and seek feedback on a new Mentoring and Faculty Development Handbook
- Create a list of mentor/mentee pairings
- Create a centrally accessible space on the department internet server with progress evaluation tools available to faculty and postdoctoral fellows
- Present professional development workshops on topics of interest that were identified during the 2010 survey of junior faculty
- Encourage attendance and involvement of junior faculty in the grant-writing and manuscript-writing courses available within FSM; to attend promotion and tenure programs, panel discussions and other mentoring activities supported by the Faculty Affairs Office, Medical Faculty Council and Women Faculty Organization.

2. THE MENTORING PROCESS

The ultimate metric of a successful mentoring program for our junior faculty is demonstrated excellence in research, teaching and service resulting in promotion according to the standards established for their career track. The metric of success for our postdoctoral fellows is demonstration of research productivity that affirms their ability to compete for and acquire research funding and academic faculty positions. The following chapter provides a general overview of the mentoring process in the Department of Preventive Medicine.

2.1 Mentoring Roles

A mentor's responsibilities can encompass the career and professional development of the mentee, oversight of the mentee's research program, or both. It is not required that one person fulfill both of these roles; often, a mentee is better served by having more than one person fill these synergistic but non-overlapping roles. In brief, the two roles are defined as follows:

Professional Mentor

- Professor or Associate Professor in the Department of Preventive Medicine
- The professional development mentor ("professional mentor") is expected to take a broader view of the mentee's activities related to their professional development
- The Professional mentor may not share research interests with the mentor, but is in the same general discipline or a complimentary discipline
- Responsible for carrying out the department's evaluation and review process for the mentee

Research Mentor

- A research mentor may take a narrower view of the mentee's development and is primarily focused on the research program
- Research interests that are closely aligned with those of the mentee.

Both roles are important to the careers of junior faculty and postdoctoral fellows, and recommendations in the manual pertain to both, though some activities may clearly fall within the purview of one or the other. While all activities related to faculty evaluation and review and interaction with the Department Executive Committee are the responsibility of the professional mentor, he/she should seek input from the research mentor in order to get a complete picture of the mentee's activities.

The professional mentor is required to have a primary appointment in the DPM so that he/she will be familiar with department's expectations and review process. **Junior faculty in the DPM who have appointments with more than one Department, are required to identify at least one mentor within the DPM.** A mentor from another department will be listed as a "secondary" mentor and should communicate regularly with the DPM primary mentor who will carry out the annual department review of faculty.

2.2 Department Mentoring Assignments for Faculty

The following section describes the process of mentorship selection for junior faculty in the department. Because the process for identifying mentors for postdoctoral fellows may depend on the specifications described by their funding source, we do not provide guidelines for selection of mentors.

The DPM requires that junior faculty members, as defined by ranks of Assistant Professor, Research Assistant Professor and Instructor on both the tenure and non-tenure lines, have at least one primary mentor in the department. The DPM mentor should generally be at the Professor or Associate Professor rank and be a member of the same research division (e.g., Biostatistics, Bioinformatics, Behavioral Medicine, Epidemiology, Nutrition) as the junior faculty member. However, there may be appropriate exceptions to this rule. Any situations that do not conform to these standards should be discussed with the Associate Chair for Faculty Development and Mentoring. The primary mentor from the DPM is responsible for evaluating the junior faculty member's progress during the annual Departmental Review carried out by the Executive Faculty Committee.

Mentors are not assigned by the department because junior faculty members are expected to identify their career priorities and who they would like to work with. Because mentorship should be a mutually agreed upon relationship, junior faculty members should identify potential mentors and invite them to serve in that role. There are benefits to identifying multiple mentors, namely the benefits of seeking different perspectives on career development and research progress. In many cases, faculty are working across divisions within the department or across departments in the medical school or university. Mentors outside of the department and secondary mentors within the department do not need to participate in the formal annual review of the mentee, but mentees may find it helpful to seek comments on their annual statement of progress (Described in Chapter 5) from their secondary mentor.

Once agreement is reached on who will serve as the primary mentor, the junior faculty member should email the Associate Chair for Faculty Development and Mentoring to share that information. The Associate Chair will provide the updated list to the Chair for final review and approval. Ideally, the decision on mentorship should be made within two months of primary appointment to the department. For existing faculty members, the name of the primary mentor should be emailed at least 8 weeks prior to the annual faculty review in April. When there are changes in the primary mentor, the junior faculty member should send the updated information to the Associate Chair for Faculty Development and Mentoring.

2.3 Mentoring Assignments for Postdoctoral Fellows

Because the requirements across training programs are so varied, the all policies for review of pre- or post-doctoral fellows are determined by the training program director. We encourage formal mentoring relationships between faculty and fellows, but requirements for rank of mentor, departmental affiliation and responsibilities should be described in the policies for each training program. Keeping track of mentoring assignments for postdoctoral fellows is the responsibility of the training program director and the Associate Chair for Faculty Development and Mentoring will not be involved.

2.4 Anticipated Outcomes

Research on faculty development has consistently demonstrated that good mentoring has a significant positive impact on professional development in a number of different areas* including:

- Accelerated integration into the institutional culture

- Clarified expectation and criteria for promotion and tenure
- Improved productivity with guidance and support of scholarly efforts (e.g., grant applications, protocol development and research publications)
- Support in developing critical thinking and writing skills
- Honest and timely feedback on progress and accomplishments
- Reduced potential for burn-out
- Increased perceptions of institutional support
- Increased overall career satisfaction
- Increased visibility in the institution and in the mentee's field by introductions to others (advocacy)
- Increased amount of information (scientific, administrative, strategic, etc.) that is shared between faculty
- Personal support for faculty who may encounter difficulties early on in their career (professional or personal)
- Role models for benchmarking efforts and success
- Better understanding of the political landscape and potential pitfalls
- Providing a confidential place to discuss concerns and challenges
- Mutual exchange of ideas and opinions
- Enhancement of leadership and interpersonal skills

**Adapted from University of Texas M.D. Anderson Cancer Research Center "Handbook for Mentoring Faculty"*

2.5 General Mentoring Guidelines

Strategies to achieve these anticipated outcomes are as varied as the participants in the process and the metrics that define success; however, a common set of general mentoring guidelines has emerged. These mentoring guidelines can be used in one-on-one long-term mentoring relationships or in shorter-term scenarios such as preparation for a grant or a research project. *The mentor and mentee should review this document at their first formal meeting and refer to it as a guide for their ongoing interactions.*

1. Setting goals and expectations

- Establish goals and expectations together and ensure that both parties understand the goals and agree on why they are important.
- Agree on time commitments. Those time commitments can include meeting frequency, length, and expectations regarding turn-around time for feedback. If both parties have a clear picture about the numerous roles and commitments of the other party outside of the mentoring relationship, it can help provide context for the time commitments that are proposed and accepted.
- Set benchmarks where appropriate. Benchmarks can include defining the goals expected of a faculty member given their career stage. Preferably, the benchmarks agreed upon by the mentor and mentee are derived based on the experiences of the senior faculty member and their insights about what defines a successful career on the mentee's career track.

- Use of a mentoring contract. Some mentors and mentees choose to use a “mentoring agreement” as a way of explicitly stating expectations for both parties. A sample mentoring contract is provided in Appendix II.

2. Keeping on track

- Both the mentor and the mentee should have a clear picture of the “goal line” and what it takes to reach it. “Goal lines” might distinguish between short-term project goals or long-term goals related to career promotion. Maintaining a listing of specific goals and the activities that are necessary to accomplish them can help the mentee remain focused and guide the mentor in strategizing his/her role in the mentee’s success. It is the mentee’s responsibility to keep track of the goals and meet the mutually accepted deadlines. If problems arise the mentee should schedule a meeting with the mentor and/or other relevant resources to make course adjustments as needed.
- Regular review of mentee CV. Mentees should continually update their CVs as new papers, abstracts and other relevant projects are completed. Mentors should review CVs and make recommendations for action where there may be gaps in the mentee’s professional efforts. More frequent review of the CV (e.g., at least semi-annually) can help mentors identify ways in which they can facilitate opportunities for mentees (e.g., speaking opportunities, editorial board positions, study section membership). Frequent review can also ward off problems before they arise or progress is too far delayed.
- Some mentees may wish to use an individual development plan (examples found in Appendix III) as a tool for self-monitoring and/or communication with the mentor to assess progress

3. Assessing the relationship

- Both the mentor and the mentee should pay attention to satisfaction with the mentoring relationship. The relationship should be comfortable to both parties and mutually beneficial. Reflecting on the following questions periodically can help clarify where changes in the relationship are warranted, namely: 1) Is the mentee comfortable approaching the mentor for assistance when it is needed? 2) Is there a mutual sense of trust? 3) Are there other faculty who may be better situated to assist the mentee in this period of his/her career?
- Revise expectations and the relationship periodically. As the mentor and mentee responsibilities and needs change the previously set goals, expectations from the relationship and time commitments may change. By evaluating regularly, the mentoring relationship can be modified so that it remains productive and effective.

4. Giving and Receiving Feedback

- Feedback between the mentor and mentee should be ongoing, regular and candid. Honesty is the hallmark of a rewarding relationship that is essential for professional growth.
- Effective feedback is offered in a timely manner, focuses on specific behaviors, acknowledges the influence of outside factors, emphasizes actions, solutions and strategies.
- Mentors should provide feedback to mentees on the mentee’s strengths and assets, areas for growth and development, harmful behaviors or attitudes and observations on how the mentee may be perceived by others.
- Mentees should take the initiative to meet with the mentor and provide feedback on whether the advice or guidance received was beneficial or solved an issue and whether the mentor communication styles and actions facilitate a positive mentoring experience.

3. FOR THE MENTEE

The rationale for the department handbook is to create a structure that will support the success of junior faculty members and postdoctoral fellows by creating an environment that encourages them to take a leadership role in pursuing their own pathway to the professoriate. Senior faculty and mentors are interested, willing and motivated to offer help, guidance and assistance as needed and as appropriate but the initiative, attention to deadlines, and effort in maintaining the ongoing relationship are expected to emanate from the mentees. This chapter provides suggestions that have proven successful in other institutions for the responsibilities of mentees. Where appropriate, we specify between junior faculty and postdoctoral fellows.

3.1 Characteristics of Successful Mentees

General principles of workplace etiquette should be followed when engaging in a mentoring relationship. Although mentees may consider their mentor a “friend”, the mentor is a senior colleague who should be afforded the same degree of respect that all professional colleagues warrant. Characteristics common among successful mentees have been compiled from a number of on-line sources cited in the Reference list and from the senior faculty in this department. Some of these characteristics include:

Adapted from the Mentoring Handbook for Faculty at the University of Texas M.D. Anderson Cancer Center

Appreciative	Shows appreciation for the mentor’s time and efforts on his or her behalf
Available	Meets regularly with their mentor
Confidante	Shows loyalty and trustworthiness toward mentor; maintains confidentiality in appropriate matters
Dependable	Follows up on projects and commitments in a timely manner
Initiative	Actively seeks opportunities, asks to serve on committees or task forces, seeks specific advice or feedback and proactively shares interests and skills; suggests mutual projects; reminds mentor of availability for speaking engagements, grant and manuscript review
Learner	Learns from successes, mistakes and mentor guidance. Asks questions and challenges established thinking and ideas
Listens	Actively listens to understand advice and guidance from their mentor
Positive	Not afraid to fail responsibly. An optimistic mentee is more likely to tackle difficulties and to stay on course for success
Proactive	Takes responsibility for driving the partnership in order to meet personal goals
Realistic	Holds realistic expectations of mentor and mentoring relationship; accepts praise and criticism equally
Receptive	Accepts constructive criticism and acts to improve upon areas identified by the mentor
Reciprocates	Makes introductions, offers assistance or gives advice once he or she is in a position to help further the mentor’s professional development
Self-Aware/ Introspective	Develops realistic and thoughtful goals for the development of his or her

	profession, career and mentoring relationship
Trustworthy	Is honest with himself/herself and the mentor regarding establishing and following through on goals
Willing	Willing to communicate needs, desires and expectations and accept feedback graciously

Singletary² adapted these characteristics into a listing of Do's and Don'ts for Mentees:

DO	DON'T
Take the initiative: Recognize the need for mentoring and seek it out	Avoid difficulties: Don't expect your mentor to solve all of your problems for you
Avoid perfectionism: Accept that you will make mistakes and learn from them	Sidestep work: Do not expect or let your mentor do work you should be doing yourself
Maintain balance: Preserve time for family and friends	Stay in your comfort zone: Do not shy away from new learning experiences
Work hard: Give your best effort; successful grants and papers are not written exclusively between 9 AM and 5 PM Monday through Friday.	Bottle it up: Do not avoid talking about problems, anxieties or grief because it makes you seem "less than perfect"—recognize that everyone has these experiences and feelings
Be respectful of your mentor's time: If you request a meeting with your mentor, have an agenda in mind. Provide mentors and colleagues with adequate time to provide feedback on manuscripts, grant proposals, annual review documents, etc.	Let your ego get in the way: Recognize that everyone (faculty, trainees, nurses and patients) has something to teach you
Support your peers: Exchange personal and professional support with them; every mentee is also a peer-mentor for someone else	Work joylessly: Do not become so caught up in the rigors of work that you fail to experience the joy that should come from working in a field you love
Welcome experience: Pursue the widest range of professional experience you can get	
Seek counseling: Solicit advice or counseling if you experience problems with depression, substance abuse or burnout	

Because the benefits of the mentoring relationship are weighted heavily towards the mentee, the mentee should take the bulk of responsibility and initiative for setting the tone of the relationship. The most successful mentoring partnerships are those in which the mentee takes the initiative for calling meetings, identifying topics for discussion, setting goals and deadlines. However, taking initiative requires the mentee to be clear about his/her goals and the type of support required to meet those goals.

3.2 Resources for Monitoring Progress: Faculty Development Plan

One strategy that can help mentees to organize and clarify their goals is to keep an individual Faculty Development Plan (FDP). FDPs are a way for faculty and fellows to rate their progress, identify professional development needs and determine their career objectives. The FDP provides a structure whereby one can succinctly lay out long- and short-term goals and the intermediate actions or skills that are needed to reach those goals. The FDP can serve as a tool for self-monitoring—without being shared

with the mentor. To be most effective, the FDP can be shared with mentors where it can serve as a communication tool that mentees can use to get feedback about their progress and suggestions about how to reach their goals. For example, a mentee may have in mind a short- or a long-term goal, but not know what it takes to achieve that goal; the mentor can help fill in the details. By completing a FDP annually, faculty and fellows can:

- Establish target dates for the completion of various training or skills improvement opportunities
- Set goals and sub-goals for the upcoming year, and consider how to spend one's time to reach those goals
- Define a detailed approach to obtain the specific skills needed to meet goals along with an anticipated time frame for obtaining those skills; and,
- (If shared with the mentor) help the mentor understand your goals so that they can better guide your efforts

There are examples of FDPs found in **Appendix II**. Word versions of these FDP templates can be accessed on the DPM shared Q drive in the Faculty Development folder. These FDP templates can be adapted by faculty and fellows to match the requirements of their position.

While all of the preceding information is relevant to both junior faculty and postdoctoral fellows, the following section is specifically for junior faculty.

3.3 Responsibilities of junior faculty

At a minimum, junior faculty should meet with their primary mentor twice: 1) To review the MFD Handbook and discuss the structure of their proposed working relationship; 2) To discuss the annual statement of progress, which must be signed by the mentor. Following the internal review, the mentee must schedule a meeting with the Department Chair to discuss feedback from that review. While the mentor and mentee should meet a minimum of twice yearly, most successful relationships will involve regular and ongoing contact between the mentor and the mentee.

Junior faculty member is responsible for preparing the following materials for annual review as detailed in Chapter 5 and attached in Appendices V and VI:

- Annual statement of progress
- Curriculum vitae
- Annual bibliography
- Documentation of teaching
- Critical references

4 FOR THE MENTOR

While the preceding chapter applied to mentees, who are typically junior faculty and postdoctoral fellows, recommendations in this chapter “for the mentor” apply to senior faculty. However, they apply equally to faculty and fellows of all ranks who are serving as a mentor to someone more junior than themselves.

4.1 Recommended Topics for Discussion

The following list of suggested topics for discussion is relevant to both the professional mentor and the research mentor (as defined in Chapter 2, section 2.1). However, some suggestions may be most pertinent for one or the other type of mentor. In general, the research mentor should be most involved in addressing the ongoing challenges related to the conduct of research whereas the professional mentor should take a broader view of the mentee’s career. Additional areas that the professional mentor should address include helping the mentee build a professional network, develop professional skills and maintain a work/life balance.

The following set of recommendations is based on a combination of qualitative and quantitative research adapted from on-line mentoring handbooks, modules and research manuscripts.

Defining their Research

- Has your mentee identified a particular area in which he/she would like to specialize? Are there scientific collaborators at NU who can help them to pursue this research area?
- How much work has been done in the field on the area that your mentee proposes? There may be a tendency among junior faculty members to choose an overly broad area or an area that they are interested in, but that is saturated with big research names. Help your junior faculty member identify whether there is a sub-area that they can claim as their own.
- If your mentee does not have a clear idea of what he/she would like to pursue, can you help them focus their interests? One strategy to promote focus is to invite mentees to collaborate on your ongoing research. By doing so, they may be able to identify aspects of the work that are of greatest interest to them.
- Will the mentee be able to develop a line of research that will lead them to scientific independence from you [their mentor]?
- Can you facilitate opportunities for the junior investigator to contribute to grant reviews? Participating on grant review committees can help junior faculty members meet colleagues in their field and gain a better understanding of how study sections judge science.
- Can you identify opportunities for junior investigators to apply for research awards or research funding targeted to junior faculty? Scientific awards provide junior investigators with recognition for their work and highlight their accomplishments to others in the field.

Building a Professional Network

- What can you do to help introduce the mentee to faculty in the department, in the Feinberg School of Medicine and Northwestern University and outside our institution?
- What can you share with the mentee about the committees and leadership structure at FSM and NU? You may wish to recommend some committees that the mentee should join that will offer the best opportunity to gain particular knowledge and/or build a strong network. When

the mentee is asked to join committees, what insight can you provide about the committee leadership and its role in FSM and NU?

- Can you offer the mentee opportunities to participate in reviews of manuscripts or grant applications? Reviewing is a great opportunity for mentees to learn about research going on in the field and to consider and contrast different writing styles and strengths of applications
- What professional associations and national meetings should the mentee be active in? These are great opportunities to build a network and become known in their field.
- Can you help the mentee get invited to give talks at other institutions? These activities can increase the mentees professional profile and provide him/her with opportunities to get feedback on their ongoing work from people outside the institution.

Developing Professional Skills

- Discuss which professional skills (e.g., presenting, writing, teaching, management) your mentee feels that he/she has a good handle on and which he/she feels are areas that require attention and discuss a plan for skills development. Refer your mentee to the following courses offered by University:
 - Searle Center for Teaching Excellence to learn about innovative teaching strategies (<http://www.northwestern.edu/searle/>)
 - Galter Health Sciences Library for courses to increase research efficiency (<http://www.galter.northwestern.edu/>)
 - Center for the Writing Arts to improve their written communication skills (<http://www.northwestern.edu/writing-arts/>).
- Ask whether your mentee is aware of the career development opportunities provided by the department, the Feinberg School of Medicine Faculty Affairs Office and throughout Northwestern University (Appendix I)? The breadth of career development activities ranges from programs targeted to women (e.g., Navigating the Professoriate), to general career development (e.g., Leadership and management) and development of a specific skill (e.g., the Searle Center for Teaching Excellence)
- Ask whether your mentee is aware of career development opportunities provided by professional organizations such as the American Association of Medical Colleges, through their professional societies or through short courses or programs offered by other universities.
- Communicating scientific findings to the “lay public” is an important skill. Have you shared strategies for engaging the media with your mentee? Have you referred them to resources provided by the FSM Media Relations Department?
<http://www.northwestern.edu/newscenter/media-relations.html>

Maintaining Work/Life Balance

- Academic careers are demanding, but encourage your mentee to pay attention to his/her personal relationships since a fulfilling personal life can cushion the ups and downs of academia.
- Share your strategies for coping with the demands of an academic career. If your lifestyle is markedly different from that of your mentee (i.e., marriage, children, culture, etc.), you may introduce them to other faculty who may have more similar concerns and who may be able to offer advice on how to juggle multiple priorities.

4.2. Strategies for Productive Mentoring

In her Presidential Address to the Society of Surgical Oncology, Singletary² presented a simple listing of rules (e.g., “Do’s” and “Don’ts”) that define productive mentoring that have been adapted:

Table 4.2.1 Do’s and Don’ts of Productive Mentoring

DO	DON'T
Listen: Function as a sounding board for problems and ideas; provide wise counsel	Protect from experience: Do not assume the role of problem solver for your mentees
Support and facilitate: Provide networking experience; share knowledge of the system; recommend for awards; provide opportunities for mentees to present their research; offer assistance where needed	Threaten: Do not use threats or coercion to mold the professional lives of your mentees
Teach by example: Serve as a model for adhering to the highest values in every area of your life	Take credit: Do not assume credit for work the mentee has done
Promote independence: Give your mentees every opportunity to learn by experiences	Take over: Do not do what the mentees should be doing themselves (e.g., writing their papers or applications)
Encourage and motivate: Help mentees move beyond their comfort zones and applaud their successes	Use undue influence: Do not use a sense of obligation to influence the mentee’s professional decisions
Promote balance: Serve as a model for balance between professional and personal needs and obligations	Condemn: Do not convey to the mentee that honest mistakes are career altering disasters
Rejoice in their success: Recognize that some mentees will rise to greater levels than those who trained them—convey your joy in their accomplishments	Breach confidentiality: Violating the trust of a mentee can have a devastating impact on his/her esteem and career.
Provide timely feedback and adhere to mutually-agreed-upon timelines	

4.2.2 Four Major Principles of Mentoring

The simple rules above follow four major principles as described by the Eastern Michigan University’s Online Mentoring Module (<http://www.rcr.emich.edu/index.html>) and the UCSF Faculty Mentoring Program Toolkit (<http://academicaffairs.ucsf.edu/mentoring/>):

1) Mutual Respect and Trust

A mentor has moved beyond preoccupation with self to extend his/her legacy by fostering the growth of a developing colleague. For the relationship to be successful, it is necessary for the mentor and mentee to respect and trust one another.

Some behaviors that build trust include:

- being a proactive listener
- cooperating with others
- freely admitting mistakes and errors
- adopting an accepting and non-judgmental tone
- encouraging others to succeed

- having a positive and upbeat outlook
- honoring and respecting confidentiality
- speaking highly of others
- giving credit when it is due
- providing clear, honest feedback
- arranging opportunities for mentees to gain independence and national prominence

(adapted from UCSF Faculty Mentoring Program Toolkit).

2) Understanding and Empathy

When interacting with mentees, the mentor needs to be aware of cultural and gender differences that can cause misunderstandings and damage the relationship. The mentor also has to be aware and respectful of lifestyles and personal choices of their mentee that may be different from their own. Maintaining work/life balance can be challenging for junior faculty members (and senior faculty members), so mentors should be cognizant of such difficulties and help their mentees find strategies to maximize work performance while fostering other aspects of life that are important to them.

3) Availability

One of the most important aspects for the mentor is to make time for the mentee. Trust and mutual respect are difficult to build unless the mentor and mentee have opportunities to get to know one another. It is important to have regularly scheduled meetings. On the 2010, junior faculty survey, DPM faculty most commonly reported that weekly or twice monthly meetings would be most helpful. However, that may not be possible given the busy schedules of most faculty members. Having contact, whether it's one-on-one or in a group based format, could work equally well to meet that stated level of preference. These meetings ensure that the tasks at hand get accomplished in a timely manner and that the mentee stays on the trajectory to academic success. Higher frequency of meetings also encourages both parties to discuss problems as they arise. If the mentor observes warning signs, regular meeting times give the mentor an opportunity to offer the mentee guidance.

4) Encouragement

Above all, the mentor should be a relentless and consistent supporter of the mentee's efforts and aspirations. The mentor should encourage the mentee to pursue, develop, and refine his or her own ideas. Additionally, the mentor should encourage mentees to expand their knowledge base and skills so they can achieve their goals. By sharing personal experiences of overcoming difficulties, the mentor can convey to the mentee that setbacks are commonplace and no reason to give up when things are hard. Encouragement is most productive when it extends beyond the annual evaluation of the candidate but instead takes place on a continuous basis. By maintaining regular meetings with mentees with ongoing discussion of plans and goals, the mentor can identify areas where the mentee needs support and encouragement. Honest and thoughtful encouragement will also include, at times, encouraging the mentee to abandon a project or move in a different direction.

Dissolving a mentoring relationship

Even with the best intentions, some mentoring relationships do not work or are outgrown and should be dissolved. While the reasons why they do not work are important for determining the next step, there is rarely justification for attributing blame for a failed relationship. One common reason that a mentoring relationship "fails" is because the mentor and mentee do not explicitly define expectations for one another regarding mentee goals, communication, time spent together, roles, or any number of the crucial aspects of a mentor/mentee relationship. If the dissolution of a mentoring relationship is

imminent both parties should explore the reasons so that future mentoring relationships can avoid a similar fate. It can be a learning experience for both parties to hold an open discussion about the reason for parting ways.

Once the mentor and mentee agree to part ways, the final mentoring responsibility is to inquire whether the mentee has found a new mentor (not to inquire “who”). Given the clear importance of mentoring, it is important that junior faculty and fellows identify a new faculty member who will take responsibility for helping them during their early career stages. All changes in the mentoring relationship should be shared with Associate Chair for Faculty Development and Mentoring who will update the department mentoring spreadsheet.

4.3 Responsibilities for Mentoring Junior Faculty

By agreeing to serve as a primary mentor for a junior faculty member(s) and preparing a report for the department executive committee review of faculty progress (as described in Chapter 5).

4.4 Responsibilities for Mentoring Pre- and Postdoctoral Fellows

The goals of each training program and educational program are unique. All mentoring activities for pre- and post-doctoral fellows and students should be agreed upon by the respective Training Program Director or the Educational Program Directors overseeing governing their degree program.

5. DEPARTMENT REVIEW FOR FACULTY

The Department of Preventive Medicine will review the progress of junior faculty each spring. Faculty at ranks equivalent to Assistant Professor are required to submit the following documents to the Department Business Manager by the designated date that typically falls in March:

- Statement of progress
- Curriculum vitae
- Annual bibliography
- Documentation of teaching
- Critical references

An annual calendar of dates will be posted in the Faculty Development Folder on the Q drive.

5.1 Annual Statement of Progress

Each year, the junior faculty member's progress towards promotion is reviewed by the department Executive Committee. Junior faculty are asked to prepare a statement of their progress in the areas related to research, service and education for review and discussion with their mentor. The statement should be accompanied by a current curriculum vitae and a bibliography of research publications during the previous year. Mentors are expected to meet with their mentees after reviewing the annual statement of progress to discuss it. The statement should serve as a discussion tool to evaluate progress towards career goals. Within each section, the mentor should use criteria as defined in the Feinberg School of Medicine Appointment's Promotion and Tenure Handbook to discuss whether mentees are meeting expectations. <http://www.feinberg.northwestern.edu/faculty-staff/FAO/faculty/promo-tenure/index.htm>

The annual department review provides a critical opportunity for senior faculty to identify and enact strategies to correct any problems junior faculty may have. The purpose of annual review is for senior faculty to provide regular guidance before junior faculty reach critical periods (e.g., re-appointment, time-in-residence before promotion) that are designated according to their faculty track by the Faculty Affairs Office.

New required documents for FY 2011-2012

Beginning in the 2011-2012 fiscal year, two additional documents need to be prepared by junior faculty:

1. Documentation of Teaching
2. Critical References

While the anticipated content and instructions for completing each of each is detailed on each form (Appendix VI), additional suggestions are provided in section 5.1.2.

5.1.1 Department of Preventive Medicine Annual Statement of Progress

Junior faculty are asked to prepare a statement that succinctly highlights the junior faculty member's accomplishments in the context of their career trajectory and faculty track. Because narratives are typically required for faculty members undergoing promotion, the annual statement provides an opportunity to practice this style of presenting one's accomplishments.

The content of the statement should include the elements outlined below, but be tailored to include elements that pertinent to the faculty member’s track (<http://www.feinberg.northwestern.edu/faculty-staff/FAO/faculty/promo-tenure/index.htm>).

The “style” of the statement, i.e., bulleted lists and tables vs. narratives, is up to the judgment of the junior faculty member and preference of the mentor or research division with which the faculty is affiliated (i.e, Epidemiology, Biostatistics, Bioinformatics, Behavioral Medicine). The Biostatistics division provides a template for their junior faculty members (Appendix V) that can be adapted for faculty members in other Divisions. **Table 5.1.1** suggests content that could be included in the annual statement of progress.

Table 5.1.1. Suggested Content for the Annual Review Statement

Research	<ul style="list-style-type: none"> • Overview of current scientific direction and distinctive contributions to the DPM and Northwestern University • Research grant submissions as principal investigator and co-investigator, including timeline and status (i.e., whether awarded, scored, plans for resubmission) • Relevance of publications to scientific direction. Not a simple listing of publications, because that is provided on the CV and bibliography; rather, a brief explanation “why” these publications are meaningful to the junior faculty member’s career and the scientific field. • Research presentations at scientific meetings or universities (internal and external) • Planning and/or participating in national and international meetings • Patents, development of scientific software • Collaborations with colleagues outside the department and across divisions in the department • Multicenter or national collaborations that will yield new research directions • Research awards, honors, etc.
University and Professional Service	<ul style="list-style-type: none"> • Department committee leadership and participation • University committee leadership and participation • Service to professional organizations and societies • Research or educational presentations to community organizations or lay groups (e.g., health education to churches, community clubs, high school students, etc.) • Participation in journal review, journal editor roles, study sections
Teaching and Education	<ul style="list-style-type: none"> • Course leadership in the department or medical school • Guest lectures in courses or research workshops (inside and outside Northwestern) • Positive evaluations of course teaching • Mentoring of master’s students or postdoctoral research fellows

5.1.2 Required new elements

In Fiscal year 2011-2012, the Faculty Affairs Office added two new required progress forms, the Documentation of Teaching and the Critical References, for faculty members seeking promotion to Associate Professor or Professor. While these forms will only be shared during when faculty members are being submitted by their Department APT committee for promotion, the DPM requires that these documents be completed annually for the purposes of internal review.

The Documentation of Teaching form is self-explanatory and activities within each category should be listed. However, completing the “Critical References” document requires that junior faculty consider why they are identifying a particular reference as “critical” at this stage in their career. A number of criteria can be used to determine why the manuscript is particularly meaningful. Some examples are below:

- Do the findings from manuscript report an answer to the ‘next critical step’ in the literature that justifies the need for further research funding?
- Does the manuscript represent a new research area that the faculty member is pursuing?
- Is the manuscript the product of important research collaboration (e.g., across departments, institutions, disciplines) that will have long-term implications for the faculty member’s career?
- Does the manuscript represent the culmination of the primary (or secondary) aims from an ongoing research project?
- Was the manuscript published in a leading journal in the discipline?
- Was the published manuscript led by a mentee that the junior faculty member supervised?

The professional mentor and research mentor may be able to help the faculty member decide why a reference should be designated as “critical”.

5.2 Department Internal Review

5.2.1 Procedures for Assistant Professor Equivalent Faculty

The Statement of Progress, CV, annual bibliography, Documentation of Teaching and Critical References are used by the Professional Mentor to complete brief faculty evaluation reports on the progress of junior faculty. After assembling these documents, junior faculty should schedule meeting with their primary mentor who will discuss the content. **Once the final materials are agreed upon the Statement of Progress should be jointly signed by the junior faculty member and mentor and submitted to the Department Business Manager.**

Once these reports are received, the Business Manager distributes them to another member of the Department Executive Committee who provides an objective review of the candidate that is shared among Executive Committee. The ensuing discussion by the Executive Committee is used by the Department Chair who provides feedback to the junior faculty member during her/his annual review meeting in April/May.

5.2.2 Associate Professor-Equivalent Faculty

Faculty member at a rank equivalent to Associate Professor are required to assemble submit their CV, Annual Bibliography, Documentation of Teaching and Critical References directly to the Business Manager. The DPM Business Manager will forward to the Department Chair who will provide the annual review of progress.

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6.3 On-Line Mentoring Resources

UCSF Faculty Mentoring Program Toolkit. Available at: <http://academicaffairs.ucsf.edu/mentoring/>

The University of Texas M.D. Anderson Cancer Research Center Faculty Mentoring Program Resources available at: <http://www.mdanderson.org/education-and-research/education-and-training/faculty-development/professional-and-career-development/index.html>

Easter Michigan University On-Line Mentoring Module. Available at: <http://www.rcr.emich.edu/index.html>

Appendix I: Existing Faculty Development Resources in the DPM, FSM and NU

Department of Preventive Medicine

Career Development Seminar Series

In 2011-2012 in response to a junior faculty survey, we will hold a monthly career development series for DPM junior faculty and postdoctoral fellows. As soon as dates are confirmed, they will be added to the Department Calendar. The topics are as follows:

- Drafting grant specific aims
- Strategies for grant preparation
- Effective strategies for motivating and managing research staff
- Professional development through professional service
- Applying for contracts and RFPs
- Peer mentoring and mentoring the next generation
- Broadening your research imprint in the community and globally

When the format of delivery of career development topics require more than a single session, we will offer multi-part workshops. The department calendar on the website will include a listing of these events.

Audience: Faculty members and postdoctoral research fellows

Junior Faculty Brown Bag Lunches

On the second Monday of each month (to correspond with the date of the department faculty meeting), junior faculty are invited to an informal lunch with the department chair. The objective of the luncheon is for the junior faculty to have an opportunity to discuss career or department specific issues in a casual venue. Content of the brown bag lunches alternates between completely unscripted to covering topics that junior faculty members request (e.g., budgeting and management)

Audience: Self-identified Junior Faculty Members

Feinberg School of Medicine

The Department of Faculty Affairs maintains a currently listing of all faculty development activities offered by the FSM in the Faculty Development subsection of the Faculty Affairs website:

<http://www.feinberg.northwestern.edu/faculty-staff/FAO/development-resources/index.htm>

These activities change annually, but have historically included “writer’s workshops” for faculty members who are preparing career development awards and other “first” awards, grantsmanship for the research professional.

The Women’s Faculty Organization has as its mission supporting the development and retention of women faculty members in FSM, but provides career development programming that is relevant to all faculty members.

Dr. Linda Van Horn is the Associate Dean for Faculty Development and is a valuable resource for staying up to date with faculty development activities in the medical school.

Northwestern University

The Provost's Office sponsors career development activities targeted to faculty members at different stages of their careers. These announcements are commonly circulated by email. Historically programming has been offered on the following topics:

- * Innovative Strategies for University Leadership
- * Navigating the Professorate for Women
- * Beyond Tenure: Collaboration for Post-Tenure Women

Appendix II

Mentoring Plan for Faculty
EXAMPLE

<i>The Mentor</i>		<i>The Mentee</i>	
Name:		Name:	
Department:		Department:	
Rank/Title:		Rank/Title:	
Phone #:		Phone #:	
Signature _____		Signature _____	
Date _____		Date _____	

Both the mentor and the mentee agree to:

Confidentiality. The information shared between the mentor and the mentee should remain confidential and will not be shared with anyone without the consent of the other.

Participate in regularly scheduled meetings. Both parties agree to meet regularly, at least _____ times per _____, and engage in supplemental meetings as necessary and as each party's availability permits.

Provide each other with honest, direct and respectful feedback. Both parties agree to let the other know what is going well in the mentoring relationship as well as address obstacles they may encounter while working together.

Regularly update and review the mentee's Individual Development Plan (IDP). The mentee agrees to fully complete an Individual Development Plan and share that with the mentor at the initial meeting. The mentor agrees to review the mentee's progress and look for gaps in their efforts towards promotion (and tenure, if applicable).

Specific areas Mentee is seeking support in:

1. _____
2. _____
3. _____

For the Mentee:

In addition to the above, I agree to:

- Be considerate of my mentor's time
- Work with my mentor to establish appropriate goals
- Ask for advice and inform my mentor of my decisions
- Listen thoughtfully to critiques, suggestions and feedback
- Keep confidences and maintain the highest standard of ethical behavior
- Re-evaluate our mentoring plan periodically
- Take ownership of my own career development by taking initiative to set up meetings, meeting deadlines and providing updates on productivity

I will **not** expect my mentor to:

- Help prepare promotion materials
- Help extensively with personal problems
- Spend unlimited amounts of time with me

For the Mentor:

In addition to the above, I agree to:

- Provide career and other advice to my mentee as requested
- Work with my mentee to establish goals
- Take initiative and follow through on commitments
- Listen thoughtfully and consider my mentee's needs
- Introduce my mentee to other faculty and staff to widen their network
- Keep confidences and maintain the highest standards of ethical behavior
- Re-evaluate our mentoring plan periodically

Appendix III: Mentor's Checklist and Self-Evaluation of Competencies

Mentor's Meeting Checklist

- Set aside time for the meeting
- Obtain and review the mentee's CV and Individual Development Plan (if one is being used) prior to the meeting
- Clarify what your mentee expects from you—and what you expect from your mentee
- Set expectations and boundaries up front (e.g., cell phone use, weekends, holidays)
- Review the mentee's short and long-term goals
- Be sure that you have accurate, up-to-date information on advancement and promotion policies for your mentee's rank and appointment. Use these to help your mentee understand where his/her time should be focused—energy expended on activities not geared toward promotion or tenure should be limited.
- Be aware of potential conflicts of interest if you are both a supervisor and a mentor for your mentee
- Recommend that your mentee joins committees and professional organizations helpful for career development at the appropriate stages of their career
- Assist your mentee in finding other mentors outside of the Department—help them network by providing introductions, even if only by email

Appendix IV: Individual Faculty Development Plan

Individual Development Plan EXAMPLE

The Individual Development Plan (IDP) provides a planning process that identifies a faculty member's academic progress, professional development needs, and career objectives. The IDP can also serve as a communication tool between junior faculty and their mentors. By customizing and completing this template, faculty can methodically plan their short and long-term career goals and obtain feedback on their progress.

Part 1: Skills Assessment

Evaluate your skills and abilities in the following areas:

(5 = Highly Proficient; 3 = Average Proficiency; 1 = Not at all Proficient)

You may want to use highly accomplished faculty members in your area as reference points for assessing your own skills. Skip those skills that do not apply to your career and add in others that you believe are important to you specifically.

General Research Skills					
Designing research studies or protocols	1	2	3	4	5
Analytical skills	1	2	3	4	5
Problem solving/Troubleshooting	1	2	3	4	5
Creativity/Developing new research directions	1	2	3	4	5
General Clinical Skills					
Clinical diagnosis	1	2	3	4	5
Clinical treatment	1	2	3	4	5
Communicating with patients and their families	1	2	3	4	5
Teaching Skills					
One-on-One teaching	1	2	3	4	5
Small group teaching	1	2	3	4	5
Large group presentation	1	2	3	4	5
Professional Skills					
Grant writing skills	1	2	3	4	5
Oral presentation skills	1	2	3	4	5
Manuscript writing skills	1	2	3	4	5
Mentoring skills	1	2	3	4	5
Working with your mentors	1	2	3	4	5
Leadership and Management Skills					
Leading and motivating others	1	2	3	4	5
Budgeting	1	2	3	4	5
Managing projects and time	1	2	3	4	5
Organizational skills	1	2	3	4	5
Interpersonal Skills					
Getting along with others	1	2	3	4	5
Communicating clearly in writing	1	2	3	4	5

Communicating clearly in conversation	1	2	3	4	5
Conflict management	1	2	3	4	5
Other Skills (List)					
	1	2	3	4	5
	1	2	3	4	5

Sharing and discussing this self-evaluation with your mentors can help you focus on your most immediate developmental needs.

Part 2: Create your own Individual Development Plan

What follows is a general form that should help you focus on your career goals and outline the steps you need to take to succeed in your chosen field. Set aside time to fill this out completely, ignoring those areas that don't apply to you personally. (You can download a Word document from the Mentoring webpage linked from the Faculty Development home page.) If you need to add other areas, of course do so. This IDP should be a living document as your needs and goals will change and evolve as you grow professionally. The aim is to set clearly defined career goals and create an approach for achieving them.

The specific objectives of filling out an IDP annually are to:

- Create an annual outline that will help you achieve your long-term career goals
- Establish target dates for the completion of various training or skills improvement opportunities
- Set goals and sub-goals for the next year, including a discussion of how you will spend your time
- Define in detail the approach you plan to take in order to obtain the specific skills and strengths needed along with the anticipated timeframe for obtaining them
- Help your mentor understand your goals so they can better guide your efforts

Individual Development Plan for _____
(year)

(Your name)

Today's Date: _____

Your current academic title and rank: _____

Your department: _____

Career and Professional Goals

What are your professional goals for the upcoming year?

What are your long-term career goals (3-5 years)?

What are some motivating factors for pursuing these goals?

Are there special circumstances or barriers that may make it more challenging to achieve your goals for the upcoming year?

What were your main goals for the past year?

Which of the above goals did you meet? If you did not meet a goal, why not?

Time Management

By your best estimate, how did you allocate your time during the past year? How, if at all will you change this time distribution in the coming year?

	This Year	Next Year
% of time spent on teaching, training or mentoring others	_____	_____
% of time spent on research and/or creative work	_____	_____
% of time spent on patient care	_____	_____
% of time spent on administration and other duties	_____	_____
Total % of time	<u>100</u>	<u>100</u>

Development of General Research Skills

What further research-related skills do you need to acquire to be successful in this step of your career and in the next step? What will you do during the next year to improve your research skills?

Development of Teaching Skills

What further teaching skills do you need to acquire to be successful in this step of your career and in the next step? What will you do during the next year to improve in this area?

Development of Professional Skills

What further development do you need in the areas of grant writing, oral presentation of your work, manuscript writing, mentoring, or being a better mentee? What will you do during the next year to improve in these areas?

Development of Leadership and Management Skills

What further development do you need in the areas of leadership, budgeting, time management, project management and organization? What will you do during the next year to improve in these areas?

Development of Interpersonal Skills

What further development do you need in this area? What will you do during the next year to improve your interpersonal skills?

Development of your CV

Update your CV and attach the updated document to this IDP so that you and your mentor can carefully track your progress.

Final Goal Setting and Prioritizing

Overall, what goals will receive your top priority for the coming year? Create a monthly timeline for fulfilling these goals and attach it to this IDP. Reference it regularly to keep yourself on track.

List your current activities and scholarly efforts.

Keep this list updated so that your mentors can have a quick synopsis of what you are working on and what progress you have made. Including small descriptors of where you are on each effort is useful. Feel free to add to this list if you have other areas you are working on.

Papers

- ❖
- ❖
- ❖

Projects

- ❖
- ❖
- ❖

Grants

- ❖
- ❖
- ❖

Continuing Education

- ❖
- ❖

Committees

- ❖
- ❖

Presentations

- ❖
- ❖

Conferences

- ❖
- ❖

Community Outreach

- ❖
- ❖

Part 3: Implement your Plan

Filling out your Individual Development Plan is just the beginning of the career development process and serves as your roadmap. Don't just file it away somewhere. Academic careers are increasingly difficult to manage, so paying attention to your milestones and ensuring your efforts are appropriately focused will help ensure a successful career.

Revise and modify this plan as necessary. It is not cast in stone; it will need to be updated as circumstances and goals change. The challenge of implementation is to remain flexible and open to change.

Plan to set a semi-annual (or more frequently, if appropriate) meeting with your mentor(s) to review and discuss your IDP. Be sure to prepare a written outline for this discussion. For example, create a prioritized list of the most important items you wish to discuss.

Also, be sure to regularly reference the criteria for promotion for your rank and track. Your efforts should be mostly focused on progressing along these criteria. These can be found on the Faculty Academic Affairs website.

Adapted from the UCSF Faculty Mentoring Module

Appendix V: Biostatistics Faculty Annual Evaluation Template

INSERT Faculty Name

Date

Attached please find summaries of my accomplishments (*Insert date* through *Insert date*) and my goals (for *Insert date* through *Insert date*). As the signatures below attest, I have discussed these summaries with (*Insert mentor's name*), my primary mentor in the Department of Preventive Medicine.

(*Insert your name*)
Assistant Professor
Department of Preventive Medicine

We have read and discussed the following accomplishments and goals.

(*Insert your name*) (mentee) Date
Assistant Professor
Department of Preventive Medicine

(*Insert mentor's name*) (mentor) Date
Professor
Department of Preventive Medicine

ACCOMPLISHMENTS: *Insert date – Insert date*

A *curriculum vitae* is attached at the end of this report.

I. TEACHING/MENTORING

A. Biostatistics Courses

- *List accomplishments*

B. Mentoring

- *List accomplishments*

II. SCHOLARSHIP

A. Publications/Submissions

- Published Manuscript
List publications
- Accepted
List publications
- Submitted
List publications

B. Invited Talks

- *List talks*

C. Grants Submitted This Year (in chronological order)

PI	Title	Funding Agency & Type/Submission Date	FTE	Status

Note: Data on FTEs are only provided for proposals with likely funding status.

D. Grants Awarded This Year

- *List grants*

E. On-going Grants/Funded Activities (Snapshot as of *Insert Date*)

PI	Title	FTE	Project Period
Total			

Note: Funding for grant writing, initial consultations, chargeback constitute an additional 20% of the funded activities, which are funded by the Dean's office. Full details of the funded activities are provided in the C.V. at the end of the document.

F. Biostatistics Collaboration Center (*Only applicable to BCC faculty*)

- *List goals*

Requestor/PI	Department	Title	Collaboration Type	Project Period

III. Institutional and National Service

A. Participation in Association activities at the local, regional, national and international levels

- **Journal Review**

List Journals

B. Committee work – department, school, university, other

- *List committee work*

The following tables list my previous year's goal and the corresponding accomplishments and actions (from the list above).

Previous Year's Goals are for the period *Insert date – Insert date*.

I. Teaching/Mentoring

Previous Year's Goal	Accomplishment/Action
<i>List previous year's goal</i>	<i>List either Accomplished or Not accomplished</i>

II. Scholarship

Previous Year's Goal	Accomplishment/Action
<i>List previous year's goal</i>	<i>List either Accomplished or Not accomplished</i>

III. Institutional and National Service

Previous Year's Goal	Accomplishment/Action
<i>List previous year's goal</i>	<i>List either Accomplished or Not accomplished</i>

(Insert mentee's name)
GOALS: *Insert date – Insert date*

I. TEACHING AND MENTORING

- *List goals*

II. SCHOLARSHIP

- *List goals*

III. INSTITUTIONAL AND NATIONAL SERVICE

- *List goals*

APPENDIX VI: Templates from Faculty Affairs Office

**Structure for Curriculum Vitae
NAME (with degrees)**

Date of Birth:
Citizenship:
Home Address:
Home Phone:
Business Address:
Business Phone:
Fax:
e-mail:

EDUCATION:

College
Medical School

TRAINING: (earliest to most recent)

LICENSURE/CERTIFICATION:

ACADEMIC APPOINTMENTS:

HOSPITAL APPOINTMENTS:

OTHER EMPLOYMENT: (optional)

HONORS AND AWARDS:

PROFESSIONAL ORGANIZATIONS (memberships and positions held):

PROFESSIONAL ACTIVITIES:

INSTITUTIONAL SERVICE (Committees, Councils, Task Forces)

TEACHING (past and present)

TRAINEES

EXTRAMURAL MEMBERSHIP

EDITORIAL RESPONSIBILITIES

REVIEW RESPONSIBILITIES

GRANT AWARDS: (past, current)

INVITED LECTURES:

PUBLICATIONS:

- A. Original Investigations
- B. Reviews, Case Reports, Letters, Editorials
- C. Books and Book Chapters
- D. Abstracts

DOCUMENTATION OF TEACHING
for
Appointments, Promotions and Tenure Committee
Feinberg School of Medicine

The APT Committee requires that this form be completed and forwarded with nominations for appointments and promotions to the ranks of Associate Professor and Professor on the Investigator track and Clinician-Educator track.

Only those sections that apply to the activities of the candidate should be completed. Hours noted should reflect the pattern of teaching contributions over the past five years. Highlight and comment on any new courses or new approaches utilized.

A. MEDICAL SCHOOL COURSES.

For each course provide the following information:

Course Title:

Role of Candidate:

Required or Elective Course:

Course Format (Lecture, Conference, Laboratory):

Contact Hours:

B. GRADUATE SCHOOL COURSES.

For each course provide the following information:

Course Title:

Role of Candidate:

Required or Elective Course:

Course Format (Lecture, Conference, Laboratory):

Contact Hours:

C. CONTINUING MEDICAL EDUCATION.

For each CME Program provide information about the following:

Program:

Role of Candidate:

No. of Hours:

D. RESEARCH SUPERVISION.

Provide the following information on each trainee, including medical students, graduate students, postdoctoral fellows, residents, and any others who have been supervised during the past five years.

Name:

Status of trainee while under candidate's supervision:

Dates:

Did work result in publications? Yes No

Indicate accomplishments of trainee since leaving candidate's supervision:

E. CLINICAL TEACHING. Describe below the nature and frequency of any clinical teaching

carried out over the past five years.

F. SPECIAL AWARDS. Describe any special awards, invitations for special lectureships, or significant roles (e.g., chair of educational meeting or session).

G. PRIMARY TEACHING ROLE. Please specify which of the above modes of teaching has been the primary teaching role of the candidate.

H. EVIDENCE OF EFFECTIVENESS. Provide information from course evaluations, letters from trainees, or other evidence that addresses the quality of the teaching activities.

CRITICAL REFERENCES
for
Appointments, Promotions and Tenure Committee
Northwestern University Feinberg School of Medicine

The Appointments, Promotions and Tenure Committee requires that this form be completed and forwarded with nominations for appointments and promotions to the ranks of Associate Professor and Professor on both the Investigator and Clinician-Educator tracks.

Please specify up to five references that represent the candidate's most significant contributions since the last promotion in rank (or appointment). Identify and explain the role played by the candidate in the work described in these key publications. Examples include: the development of the hypothesis, performing the majority of the experiments, providing essential reagents or patients, and/or writing the first draft of the manuscript.

Literature Citation #1.

Names of all authors listed sequentially on the publication:

Title:

Journal, Volume, Inclusive Pages, Year:

Role of Candidate in the Work Described in This Publication:

Impact and Consequences of the Publication:

Literature Citation #2.

Names of all authors listed sequentially on the publication:

Title:

Journal, Volume, Inclusive Pages, Year:

Role of Candidate in the Work Described in This Publication:

Impact and Consequences of the Publication:

Literature Citation #3.

Names of all authors listed sequentially on the publication:

Title

Journal, Volume, Inclusive Pages, Year:

Role of Candidate in the Work Described in This Publication:

Impact and Consequences of the Publication:

Literature Citation #4.

Names of all authors listed sequentially on the publication:

Title:

Journal, Volume, Inclusive Pages, Year:

Role of Candidate in the Work Described in This Publication:

Impact and Consequences of the Publication:

Literature Citation #5.

Names of all authors listed sequentially on the publication:

Title:

Journal, Volume, Inclusive Pages, Year:

Role of Candidate in the Work Described in This Publication:

Impact and Consequences of the Publication:

