



Wayne State University
Department of Family Medicine and Public Health Sciences



Mentoring Program 2016-17

Guidelines for Mentors



School of Medicine

Mentoring

Mentoring is a key function in productive academic departments. Its purpose is to ensure that faculty members have the support that they need to thrive, whatever their career stage and trajectory. While informal mentoring is sometimes present and can be effective, not all faculty members successfully engage in informal mentoring. A formal structure can ensure that all faculty members have the opportunity to participate in mentoring relationships.

DFMPHS faculty members favor a formally-structured program because it demonstrates the department's commitment to faculty members' success. They see its potential to support new faculty, energize and sustain the progress and success of longer-term faculty, and educate our faculty about departmental, School, and University goals and achievements.

Mentoring Program Purpose

The DFMPHS Mentoring Program is intended to help departmental faculty flourish in their overall career, and thus it includes career mentoring as well as mentoring in specific academic areas such as research, teaching, and service.

The program provides support for faculty at all career stages to advance themselves, their colleagues, their academic missions, their community, and their profession.

Mentoring Program Leadership

The program is led by the DFMPHS Faculty Development Liaison (DFDL) and will be evaluated annually in consultation with the department division directors and chair.

Program Participants

Mentees. Participation in the program is voluntary except for those with Annual Review scores of 3-4. For the 2016-17 academic year, all DFMPHS tenure track faculty members and assistant professors have been invited to participate as mentees.

Mentors. One or two mentors will be selected by each mentee with a focus on: general career mentor (getting to "know the ropes" at the SOM, the University, and in an academic career), and faculty member's academic focus.

Expectations for Mentors

1. Meet or make contact in accordance with the agreed-upon plan
2. Help in formulating short- and long-term goals and completion of tasks such as:
 - a. Writing a paper
 - b. Initiating a new clinical or teaching activity
 - c. Joining a professional society
 - d. Applying for a grant
3. Provide relevant advice
4. Respect and accept gender, racial/ethnic and other differences
5. Follow through on commitments
6. Suggest additional resources
7. Discuss issues openly and be clear on expectations
8. Give honest feedback in a caring and non-judgmental manner
9. Work to maintain the relationship for one year, at which time all parties can evaluate the mentoring relationship and determine next steps.

Program Guidelines for Mentors

Prior to initial meeting:

1. Give the mentee ample opportunity to arrange and set the agenda for the first meeting.
2. Review materials that the mentee provides
3. For the initial meeting, the mentee may draft goals

**Note: Optional needs assessment forms are provided to assist in goal setting*

At the initial meeting(s):

1. Establish ground rules for working together, e.g., confidentiality, availability, communication methods
2. Discuss mutual expectations for the relationship, including time commitment
 - a. Express interest in the mentee's career.
 - b. Ask open-ended questions such as: "What are you looking for in career guidance and mentorship?"
 - c. Listen to answers and follow up with questions and reflections such as: "What do you enjoy most about your work life?" "What would you like to see happen as a result of our meeting?" "It sounds to me that the thing most want to happen is...Is that true?"
3. Review together the materials provided by the mentee
4. Help the mentee to establish short- and long-term professional goals, or plans to establish these, and a proposed focus for this year. Mentee should establish:
 - a. Goals with a specific timeline
 - b. Intermediate steps to meet the goals
 - c. An understanding of potential barriers and facilitators for the mentee to achieve his/her goals and a plan for how to negotiate these
 - d. Potential resources to support the mentee in meeting his/her goals
5. Decide together on the frequency of meetings and contacts- these can vary based on needs and preferences of individuals but should likely occur at least every month or two. Interactions may range from a brief email to a phone "check-in" to lengthy follow up.

**Note: Optional timeline forms are provided to assist in setting and achieving goals.*

At Follow-up Meetings:

1. Revisit ground rules for conducting the mentoring relationship; revise if needed
2. Review progress toward goals since the previous meeting; discuss barriers encountered and how to negotiate these
3. Give honest feedback in a caring and non-judgmental manner
4. Discuss:
 - a. Suggested next steps and timeline
 - b. Next meeting arrangements and topics, such as effectively working toward goals, time management, work/life balance, negotiation, manuscript completion, etc.
5. Suggest other resources or mentors. Recognize that a mentee's development includes strengthening some existing relationships, relying less on others, and adding new sources of support.

Whom to contact regarding the mentoring program: Dawn Misra, PhD, dmisra@med.wayne.edu, 313-577-8199.

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Reference: “Community of Mentors Guidelines for Junior Faculty” and “Community of Mentors Guidelines for Mentors”, 2010-2011. Office of Faculty Development, Children’s Hospital of Boston:

www.childrenshospital.org/research/ofd

POTENTIAL TOPICS FOR MENTORING RELATIONSHIP	
Balancing personal/professional life	Teaching
Time management, pace of career, workload	Teaching skills
Timelines for projects	Curriculum development
Practical tips for success	Teaching portfolio
Career development and advancement	Clinical Practice
Promotion/Tenure at WSU SOM	Clinical practice improvement and innovations
Improving academic documentation (CV, FAS, TP)	Quality improvement methodologies
Honing an “elevator speech”	Visibility/Reputation
Writing a personal statement	Increasing local, regional, and national visibility
Future positions desired-how to explore and work toward	Professional societies and service
Research	Networking
Scientific oversight, grant writing	Relationships to cultivate
Scientific writing and critiques	Advocacy/sponsorship by mentor
Where to get help with writing	Understanding organizational culture: structure, politics, management
Where to publish	“Inside story” on department/school/university/specialty
Issues of authorship, publication, integrity	What is valued, not valued
Integrating clinical/educational/research activities	How to succeed in the organization