



Guide for Faculty Mentors

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GOALS & RESPONSIBILITIES

Mentee

Goals	Responsibilities
<ol style="list-style-type: none">1. Identify and demarcate career pathway2. Delineate steps, activities and milestones necessary to attain goal3. Obtain expert advice in priorities and focus4. <i>Career success</i>	<ol style="list-style-type: none">1. Keep mentor(s) apprised of progress2. Proactively arrange appropriately paced interactions3. Meet agreed upon goals & deadlines4. Accept and internalize feedback5. <i>Appreciation</i>

Mentor

Goals	Responsibilities
<ol style="list-style-type: none">1. Guide junior faculty career progress2. Promote professional satisfaction3. Foster mentee's strengths & unique potential4. Identify career path & professional role5. <i>Inspire</i>	<ol style="list-style-type: none">1. Availability and expertise2. Assist in setting and keeping goals3. Documentation of progress4. <i>Provide honest, meaningful feedback</i>

TIME-LINE FOR MENTORING ACTIVITIES

September – October:

- Annual mentoring survey by Mentoring Champion (MC)?
- MC makes mentoring assignments (with Section Chief or Division Chief?)
- You are asked to be a mentor

October

- Outreach to mentee -- Set up first meeting -- Call? Email?
- Ask mentee to send materials to prepare for your meeting
 - CV
 - Their faculty appointment?
 - What are their role(s) in their section or division? In the department?
 - Brief (unpolished) personal statement
- You send your mentee:
 - Link to appointments & promotions website
 - Format/template for personal statement (redacted example?)

October - December

- Hold 1st meeting
- Use Encounter Form template
- Introduce concept, value and process of goal setting
- Review expectations / establish guidelines for relationship

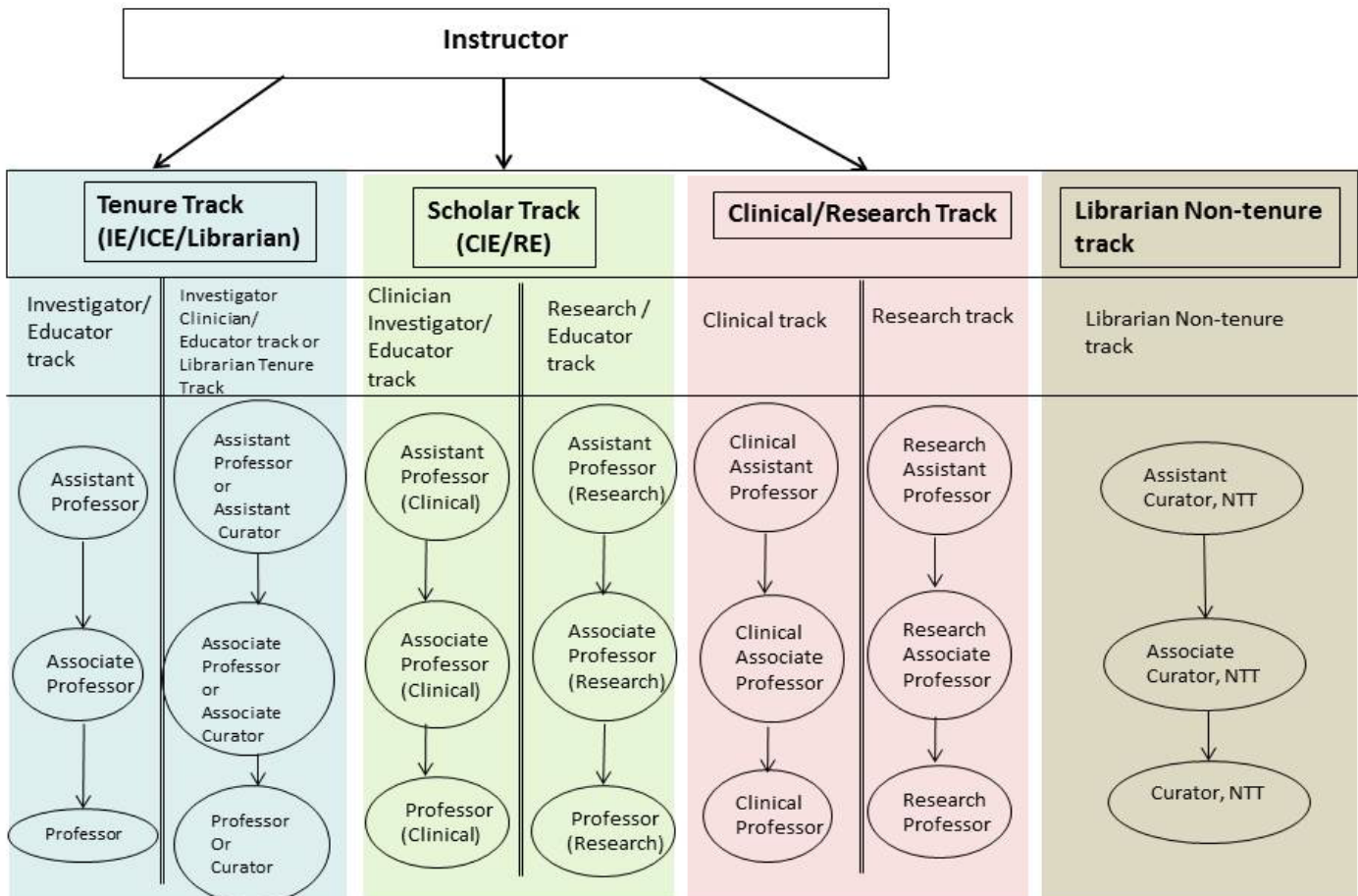
Mar - Apr

- 2nd meeting?
 - Review goals
 - Discuss timing of regular reviews

May

- Compose Annual Mentoring Letter
 - (required or optional)

OVERVIEW OF FACULTY APPOINTMENT TRACKS & PROMOTIONS



LAUNCHING THE PROMOTION PROCESS

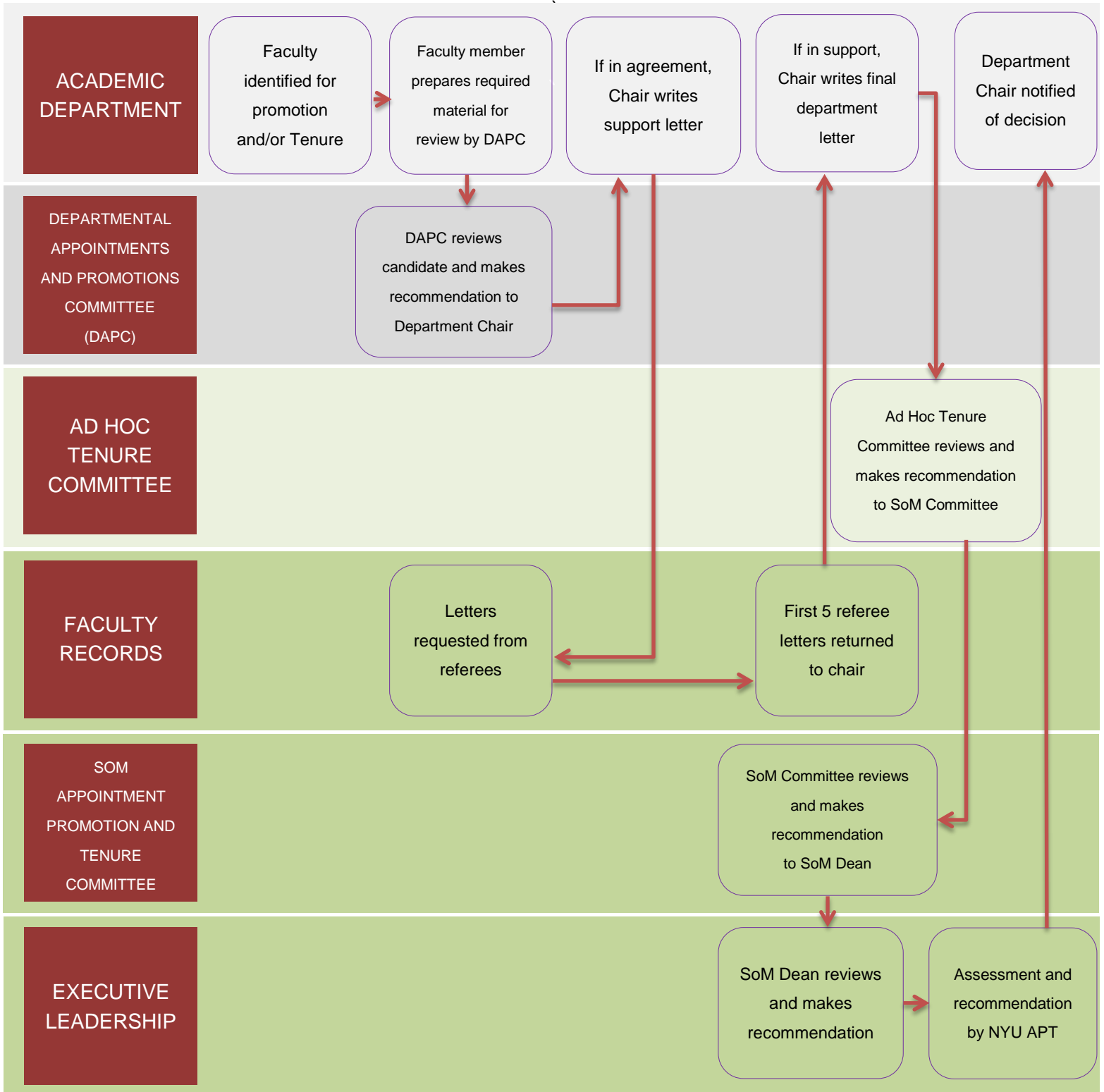
- Mentoring Champion, Mentors, Division Chiefs can (should!):
 - Propose promotion of qualified candidates
 - Urge junior faculty at the appropriate time to put themselves forth

- Faculty can directly express interest to Mentoring Champion, Mentors, Division Chiefs, Chair

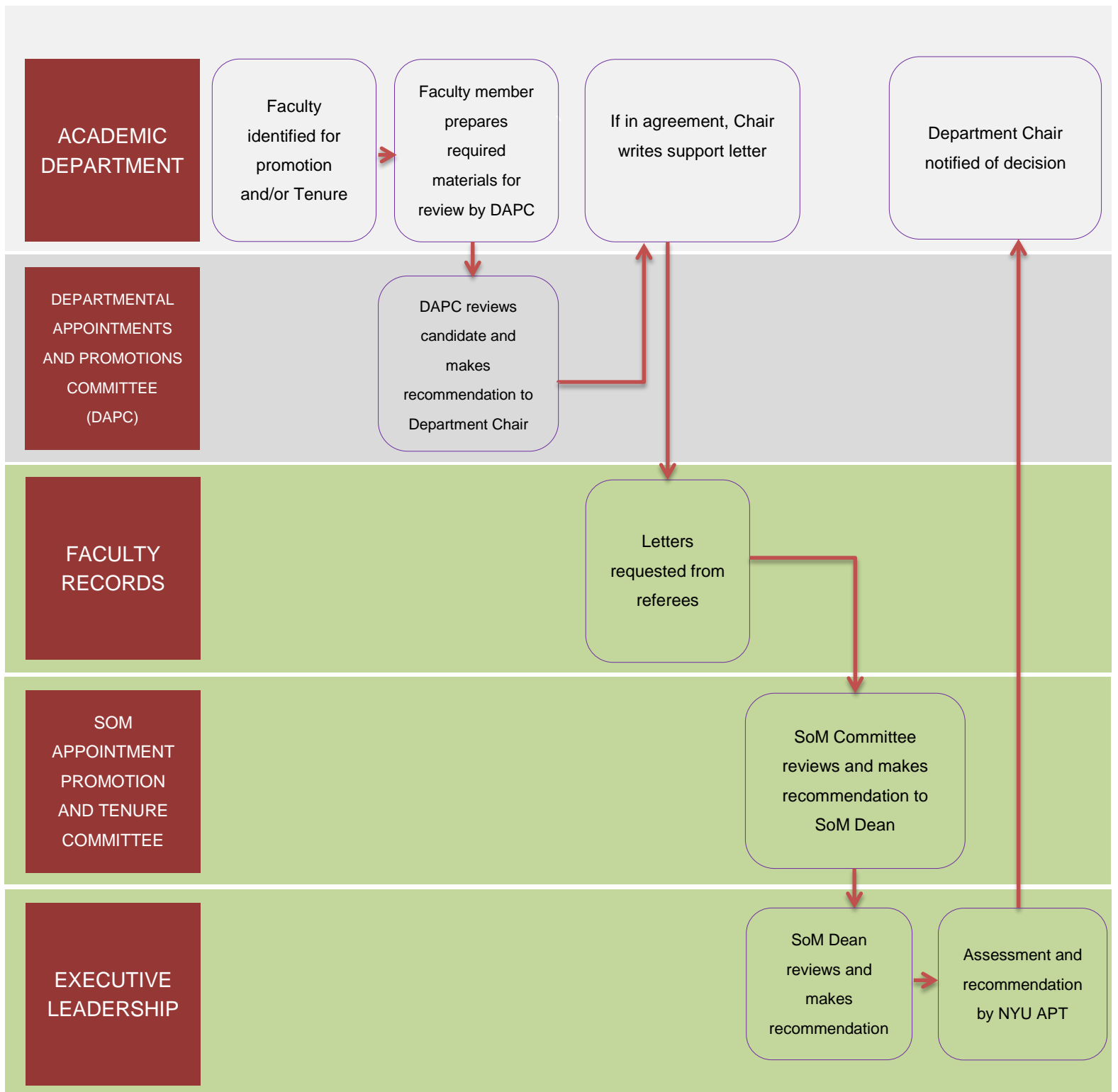
- Department Leadership should probe faculty interest in promotion

- Step One:
 - Provide candid feedback to your mentee whether they are on track for promotion
 - If not, set a timeline together, and make periodic assessments.
 - At the appropriate time, your mentee is proposed for DAPC review
 - The Department Administrator handling DAPC sends guidance & instructions about the process, submission of materials, etc.
 - Candidate submits CV
 - Some departments ask for a cover letter or personal statement for the DAPC, some do not.

Appointment & Promotion Process: *Tenure*



Appointment & Promotion Process: *Non-Tenure*



TENURE TRACK (CLINICAL OR RESEARCH) ¹	SCHOLAR (CLINICAL OR RESEARCH) ²	CLINICAL OR RESEARCH ³
Sustained record of peer-reviewed NIH funding	Promotion on basis of clinical or research excellence AND Education/Education Leadership OR Administrative leadership OR Scholarship Makes substantial contributions to the academic mission of the school	Promotion on basis of clinical excellence or research performance
National & international reputation	<u>CLINICIANS:</u> Besides clinical excellence, makes significant contributions to other missions including scholarship, education, or leadership <u>EDUCATORS/EDUCATION LEADERS:</u> Recognition as an educator, evaluations by residents/students, mentorship, development of curriculum, web-based modules, assessment tools, simulations; may have scholarly publications	<u>CLINICIANS:</u> Primary role is provision of clinical care. May teach, within Artman parameters and/or GME training
Research effort sufficient to support independent long term funding; may include research in education	<u>RESEARCHERS:</u> Role as a collaborating investigator that aids in obtaining or renewing grant funding for the institution; key collaborator on grants but may not be the principal investigator; plays a role in idea development & project oversight; directs a core laboratory	<u>RESEARCHERS:</u> Participates in research but not a key role in the development of ideas or oversight of projects. No independent funding Works in a lab of a PI
Consider placing clinician researchers on CIE track, with transfer if successful	Examples: Translational researchers, Key educators, Residency program directors, Vice chairs, Core directors	Examples: Primarily clinicians Non independent researchers

¹ tenure tracks, formerly ICE or IE

² non-tenure tracks, formerly CIE/RE

³ non-tenure tracks, part time appointment tracks but now designated by clinical/research track

Pathways for Promotions

Scholar CIE (Clinician Investigator Educator) or RE (Research Educator)

- Excellence in clinical or research realm and something else
 - Distinguished contributions & high level of commitment to the teaching & educational mission beyond expectations of average faculty members
 - Administrative leadership
 - Scholarship

Scholarly contributions not captured by traditional promotion criteria

- (Publications, grants, and national reputation)

TT ICE (Investigator Clinician Educator) or IE (Investigator Educator)

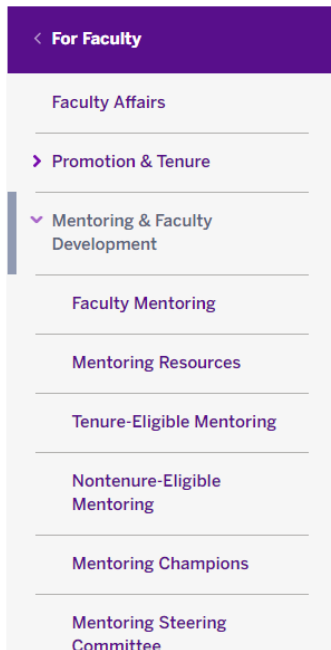
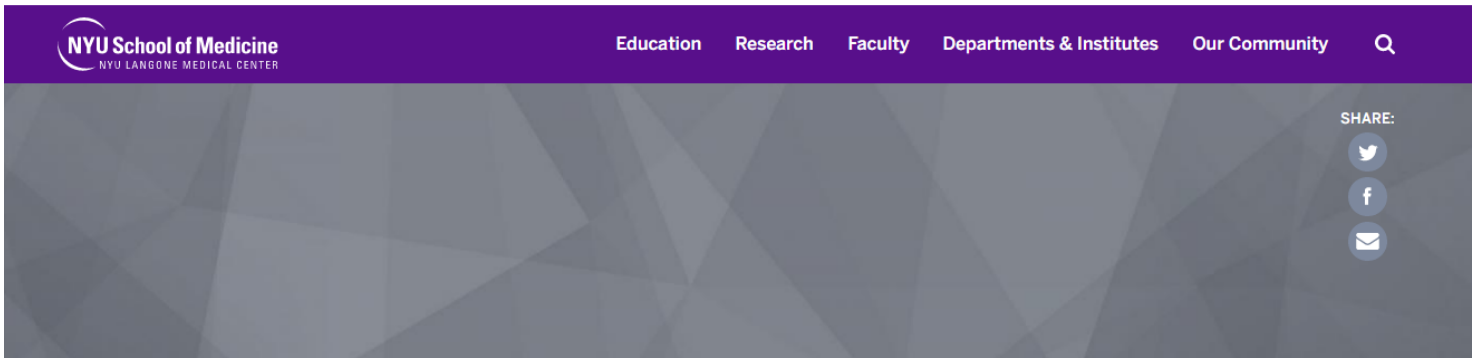
- Achievement of extraordinary distinction as researchers, educators and scholars
 - Scholarship with publications
 - External funding
 - National & International reputation

Clinical / Research Track

- Primary role in delivery of clinical care
- OR
- Primary role in supportive research
- Varying participation in education, clinical research, administration

RESOURCES FOR MENTORS

<https://med.nyu.edu/for-faculty/mentoring-faculty-development>



FOR FACULTY

Mentoring & Faculty Development

NYU School of Medicine's Office of Mentoring and Faculty Development ensures that junior and midcareer faculty have the support, information, and resources they need for career development. We cultivate growth opportunities by providing structure, guidance, and tools to mentors, mentees, and mentoring leadership. Thus, we enhance our ability to recruit and retain faculty, promote faculty engagement and professional satisfaction, and ensure the vitality of our institution.

Mentoring provides opportunities to both junior faculty and experienced faculty. As committed senior advisors and trusted guides, mentors provide counsel that helps junior faculty to further their personal and professional goals.

A conviction that mentoring strengthens the faculty and advances the mission of the department and institution offers strong incentive to mentors. Plus, many mentors derive enormous gratification from the success of their mentees. By imparting their professional ideals, ethics, and values, mentors can influence subsequent generations of doctors and researchers—and the future of their fields.

Educator Community

<https://med.nyu.edu/for-faculty/leadership-development/educator-community>

ENCOUNTER SHEET: Tenure Eligible Faculty

Faculty mentee: _____	Meeting date: _____
Faculty appointment and track: _____	Date of initial Faculty appointment: _____
Years on Faculty at NYU: _____	Date of last promotion: _____
Tenure Clock Start Date: _____	Third Year Review: _____
Six Year Review: _____	Tenure Recommendation Due: _____

A) Research

1. Research Directions / Current Projects

2. Collaborations

3. Current and planned funding sources (grants in progress or funded)

4. Publications in past year

5. Research Presentations

6. Research Obstacles/Frustrations

B) Exposure / Profile

1. Invited Lectures

2. National Reputation

3. Local/National/International Societies

4. Invited lectures, Visiting Professorships

5. NYU CME participation

6. Editorial work

C) Teaching

1. Teaching Activities/Teaching Log / Conferences

2. Extra-departmental Teaching

D) Administrative / Service

1. Committee and Service contributions (Departmental/SOM)

2. Administrative responsibilities

3. Clinical responsibilities

4. Departmental mentoring responsibilities

5. Medical Students, residents, and fellows involved in your research

E) Problems-General Well Being

F) Timeline for Promotion Application

G) Is the mentee making progress towards promotion on their current career path?

If no, provide an explanation and detailed plan of action, with deadlines.

ENCOUNTER SHEET: Nontenure Eligible Faculty

Faculty mentee: _____ Meeting date: _____

Faculty appointment and track: _____ Date of initial Faculty appointment: _____

Years on Faculty at NYU: _____ Date of last promotion: _____

1. Research Directions

2. Publications and Presentations

3. Teaching Activities/Teaching Log/ Academic e-Portfolio

4. Committee and Service contributions (Departmental/SOM)

5. CME participation

6. Local/National/International Societies

7. Reviewer / Editorial Work

8. Timeline for Promotion

9. Problems-General Well Being

10. Is the mentee making progress towards realizing his/her career goals?
If no, provide an explanation and detailed plan of action, with deadlines.

ENCOUNTER SHEET: Faculty Educators

Faculty mentee: _____ Meeting date: _____

Faculty appointment and track: _____ Date of initial Faculty appointment: _____

Years on Faculty at NYU: _____ Date of last promotion: _____

1. Role in Education
2. Teaching Activities/Teaching Log/ Academic e-Portfolio
3. Committee and Service contributions (Departmental/SOM) in Education
4. Local/National Societies
5. Reviewer / Editorial Work
6. Research in Education (*Assessment and Outcomes, New Educational Models, Education in the Clinical Environment, etc.*)
7. Publications and Presentations
8. Funding
9. Other professional interests & roles (Clinical, research, administration)
10. Committee and Service contributions (Departmental/SOM) outside Education
11. CME participation
12. Timeline for Promotion
13. Problems-General Well Being

MENTORING SKILLS: SETTING GOALS WITH YOUR MENTEE

Setting goals makes the mentoring process definable to you and your mentee, and will enhance its value for both of you. You may be faced with a mentee reluctant to set goals. Try to make the process non-threatening, but rather an exciting and valuable activity. Consider holding the exercise to the second meeting. Emphasize to the mentee the value of this activity & that well defined goals will:

- Help them juggle competing demands
- Achieve their personal aims
- Propel their professional career development
- Decrease the likelihood of unfocused or inconsequential efforts and activities

Goal setting is not a solo activity, but something to do together, as part of your bi-directional mentoring ‘contract’. Reassure the mentee that by working on this together you both will benefit. Sometimes the goal setting can become a bit of a negotiation process, in which there is a discussion of what is feasible and what is valuable. Setting goals will allow the you and your mentee to;

- Measure achievements
- Focus on what is most important for them to accomplish

To establishing valuable and applicable goals consider utilizing the **SMART goals format**, to ensure the goal is ideally defined and component parts are understood

- **S Specific:** You can describe the details
- **M Measureable:** Can be measured either quantitatively or qualitatively
- **A Achievable:** It is feasible for the mentee to reach this goal
- **R Realistic:** Realistic give existing constraints such as time & resources
- **T Time-limited:** Goal must be achieved within a specified time frame

Goals should be reviewed annually:

- Has the goal been met? If not why not?
- Is progress being made?
- Are the goals still realistic?
- Are they timely?
- Are they relevant to the individual's career? Do they align with the mission of the department or institution? Should they?

Once agreed upon goals shouldn't be casually changed by the mentee. Be vigilant that a goal has been changed because progress isn't being made. Try to identify a legitimate reason before abandoning or changing a goal----sometimes this is a good idea, especially has your mentee's career aspirations may evolve or change course.

MENTORING SKILLS: WRITING A PERSONAL STATEMENT

A Personal Statement allows you to frame your work & your achievements in a manner that emphasizes to the reader what you want them to appreciate about your accomplishments.

It provides readers with a key to better understand your career & CV.

- The standardized format of most academic CVs precludes you from providing emphasis & provides little means to superimpose your voice.
- Your statement allows you to speak to readers & to guide them through their review of your CV.

You likely won't know the individual readers, but you will know the context in which they are reading it.

- Know your audience, the purpose of the statement, & modify accordingly.

Why write a personal statement as a junior faculty, before anyone has asked for it?

Putting pen to paper (or fingers to keyboard) forces organization of your thoughts & consideration of your career path, past & future

- What aspect of my career defines me?
- What am I most proud of? What accomplishments are most important to me?
- What are my goals, short term and long term?
- Based on what I've just written, will I achieve my goals? Is my path as it stands going to get me where I want to go? If not, maybe I need to make changes.

Why write a personal statement as a junior faculty, before anyone has asked for it?

This document will be very valuable to you & your mentor

- A way for your mentor to get to know you 'professionally'
- Catalyzes discussions on your career path
 - Goal setting, analysis of choices good & bad, focusing your efforts, should adjustments be considered?

This first draft is a living, breathing document which will follow you through your career, in various iterations. The exercise of writing it may:

- Propel the pace of your career
- Enhance your mentor's ability to provide valuable guidance
- Make writing it for real much easier when you are asked you for it!

Introduction: Who and what you are, how long you've been at your current institution, or in your current role. Sometimes it's appropriate to state the reason for the submission of the document.

Body: Know your audience; mention areas in which you will be evaluated. Order the below according to import to your career & promotion criteria for your academic track. Well before you are going up for promotion review these criteria & consider them when drafting your statement. Delete areas unimportant to your story, or not germane to the position for which you are applying.

- Clinical role
- Research
- Service
- Education
- Mentoring
- National and international reputation (handle humbly, mention in context recognition you have received for your work)

Short summary: Conclude by reiterating your professional self- definition, the importance of your work as you see it, and where you hope to excel in the future.