

DEPARTMENT OF PSYCHIATRY MENTORING PROGRAM COLLEGE OF MEDICINE, UNIVERSITY OF ARIZONA

Goals

The Department of Psychiatry Mentoring Program is designed to support the professional, academic, and personal development of our faculty members:

The program will identify and foster pursuit of scholarly activities for each faculty member contributing to the service, education, and/or research aspects of our mission. This shall enhance the academic identity of the Department and its members.

Structure of Mentoring Program

The mentoring program in the Department of Psychiatry will consist of a combined approach involving group based and individual mentoring. The group activities will include quarterly discussions among the mentors addressing topics that target the refinement of mentoring quality and scholarly activity; and quarterly discussions with mentees addressing topics related to their academic career development. For the individual aspect of this model, the Department Mentoring Committee will assign a senior faculty member to work with each junior faculty member to provide one on one mentoring.

Matching Mentors, Mentees, and Mentoring Tiers

In order to maximize our departmental resources, two tiers of mentoring experiences will be made available and will be assigned based on the faculty member's preference and degree of scholarly activity involvement. Tier one has been designed to serve the special needs of individuals with very high scholarly interest regardless of their tenure eligibility or preferred area(s) of scholarship. Tier two will be the default program for the rest of the faculty.

Mentoring will be provided for all salaried faculty members at the rank of Assistant Professor. Mentors should preferably have an academic affiliation with our department.

Section chiefs will be asked to participate in the Department Mentoring Committee and will secure adequate mentorship for their faculty.

Assignment of Mentors and Mentoring Tiers

The Psychiatry Mentoring Committee will assign a mentor to all benefits-eligible assistant professors currently in the Department and to incoming benefits-eligible assistant professors (on all tracks) prior to their arrival in the Department.

Mentor assignment will be based on the faculty member's objectives and interests. The mentor will likely be someone who has values, expertise and interests similar to those

stated by the junior faculty member. Mentors will be sought first from within the Department. If there is no appropriate senior faculty member in the department, a mentor will be sought from another department.

Mentored faculty members are encouraged to identify additional mentors bringing complementary expertise to assist in other aspects of their career advancement.

Faculty members at a level of Associate Professor or higher will be asked to serve as mentors, and will also be encouraged to seek and retain their own mentors. Under certain circumstances the Department Head may request that an individual mentor be assigned to a senior faculty member. In such cases, the Department Mentoring Committee may assist in selecting a suitable mentor.

Expectations of each participant

Prior to assignment of mentors (and whenever a change in scholarly interest occurs), junior faculty will complete the form entitled, "Rating your Scholarly Interest" (Appendix A). Information contained in that document will be evaluated by the Mentoring Committee prior to assigning a specific mentor and a mentoring tier.

The Mentoring Committee will be in charge of organizing the quarterly group discussions for mentees as well as mentors. Tier one mentees are expected to participate in all group meetings, while tier two participants may selectively participate in at least one meeting per year. Topics for mentee group discussions will include:

- General professional skills (time mgmt, communication, writing, teaching)
- Promotion and Tenure topics and preparation of CV's
- Research development (space, time, resources, regulatory issues)
- Grant preparation (sources, application format, submission)
- Grant/Project/Program Management (research, educational, or services)

Tier one mentors should meet with their assigned mentee at least monthly, and are expected to participate in quarterly departmental mentor training and an annual assessment meeting. Tier two mentors should meet with their assigned mentee at least once every six months, and should participate in at least one training meeting per year. During the quarterly training for mentors, strategies for successful mentoring will be discussed. The progress of the mentee, mentor, and their relationship will be discussed annually.

Mentees are expected to:

- Define broadly their career goals.
- Identify a specific area of scholarly interest.
- Seek timely feedback and be open to ideas and suggestions from their mentors.
- Complete their annual P&T evaluation form and discuss with mentor prior to submission.

- Review feedback from P&T committee with mentor and prepare a plan to address areas of improvement or further develop areas of strength.
- Evaluate the mentoring relationship annually.
- Tier one mentees are expected to complete an Individual Academic Plan on a yearly basis and update it as needed (Appendix B).

Mentors are encouraged to do the following:

- Work with mentee to define career goals and identify a primary area of scholarly interest.
- Review/critique the mentee's work. This would include reading manuscripts and grant proposals, providing constructive criticism in a timely manner.
- Review evaluations of teaching or clinical performance.
- Provide practical advice about activities which will advance their career through the development of a regional and national reputation. This might include assessment of committee invitations, journals in which to publish, meetings to attend and present, grants to apply for, time management, etc.
- Review and discuss mentee's annual P&T evaluation form prior to submission.
- Help mentee identify strategies to address areas of improvement or further develop areas of strength based on P&T evaluation feedback.
- Model all aspects of faculty behavior, including relations with the community, colleagues, staff and employees.
- Provide institutional knowledge about what activities are rewarded, where resources may be found, and who has the power/influence to get things done.
- Advocate for the mentee within the department, for example by assisting in assuring protected time for the mentee to achieve particular goals [e.g. grant submission].
- Advise about balancing work and personal life.
- Invite to work related social events.
- Work with tier one mentees on completion of the Individual Academic Plan.

Evaluation

Outcomes of Individual Academic Plans will be reviewed with their mentors at least yearly.

Mentees will review their assigned workload and accomplishments as included in their University of Arizona formatted CV, and will submit their self assessment yearly for review by the departmental P&T committee.

Both mentors and mentees should complete annually the Mentoring Evaluation Form (Appendix C) and provide a copy to the departmental mentoring committee.

MENTORING CONTENT:

1. Instruction on:
 - How to negotiate for resources (salary, space, time)
 - Time management
 - Conflict management
 - Interpersonal communication skills
 - Manuscript preparation and submission
 - How to be a better clinical educator
 - How to teach better in the classroom
2. Information on Promotion and Tenure
 - What activities are most valued for promotion?
 - How to prepare and maintain a CV?
 - How to document teaching?
 - How to prepare and P&T dossier?
3. Mentoring
 - Attention from senior faculty about your career progress
 - Information on how to identify good mentors
 - Information on active management of the mentorship process
 - Facilitation of collaborations with colleagues
 - Professional networking activities with other faculty
 - Professional networking activities with institutional leadership
 - Full inclusion/integration into department/center activities
 - Information/mentoring in life-career balance
4. Research development:
 - Seed money for pilot projects
 - More space
 - Information on research of other UA scientists
 - Instruction on research design/methods
 - Biostatistical support (eg., data analysis)
 - Access to graduate or medical students for research projects
5. Grant preparation
 - Instruction on how to identify funding sources
 - Instruction on how to prepare grant applications
 - Biostatistical support for grant preparation
 - Administrative support in grant submission
 - Senior faculty to review grant proposals in preparation
 - Reduction of clinical responsibility during grant application process
 - Information on process of getting Human Subjects Committee approval
 - Information on process of getting Animal Subjects Committee approval
 - Information on availability of /access to bioinstrumentation

6. Grant/Project/Program Management (Research, Educational, or Services)

Instruction on general projects / program management

Instruction on grant / program administration

Instruction on personnel management

Organizational management

7. Work / Life Balance

Flexible scheduling

Tenure clock delays/extensions

Part time positions with prorated benefits

Partner benefits

Dependent care services

Dependent care subsidies

APPENDIX- A

RATING YOUR SCHOLARLY INTEREST:

(Adapted from Guide for Developing a Roadmap from the Arizona Clinician Scientist Program)

Teaching

1. I intend to teach students and residents during my regular clinical activities and take part in the minimally required academic activities.
2. Teaching students and residents is important to my career goals. I intend to be recognized as an excellent clinical teacher and to actively contribute to the presentations and discussion in conference (e.g., 2-3 conference presentations/year and active interaction with residents both at and outside conferences), and will participate in supervision.
3. Teaching all levels of medical education (residents, medical students, etc.) is important. I intend to be recognized as an excellent clinical teacher at multiple levels and to be an active mentor for medical students, residents and undergraduates interested in medicine (3+ conference presentations/year, active presentations to medical students and active involvement in clerkships or other similar activities).
4. Teaching is very important. I intend to be recognized as one of the best educators in the Department, if not the College of Medicine. I intend to teach and provide guidance at all levels with perhaps involvement in curriculum development and multiple conference presentations each year.
5. I intend to publish, and present at regional and national meetings on aspects related to medical and graduate medical education, disseminating innovative educational programs or techniques.

Patient Care

Each clinical faculty member has a core expectation for high quality patient care. The following descriptions are intended to assess the level of emphasis this work will play in your career goals.

1. I intend to reduce my clinical responsibilities to the minimum level required to maintain credibility for other activities.
2. A reasonable level of clinical activity will continue to be important and necessary for my career goals
3. Clinical activity is very important to my career goals. I will develop my skill set to match my intended departmental and community contribution.

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4. Clinical activity is the primary focus of my career and anticipate to become a leader in care of my specific area(s) of interest.
5. I intend to promote advancement in the field dissemination of innovative contributions relevant to the conceptualization, evaluation, improvement, or delivery of clinical care in my area of expertise.

Research/Scholarship

1. Research is of very little interest. I intend to participate in research and scholarly activities by supporting other faculty member projects through the identification of potential patients and advice where I hold special expertise. I intend to publish an occasional scholarly report.
2. Research is a minor interest. I intend to participate in research and scholarly activities by conducting small scale, non- or lightly-funded research studies and to publish the results of those studies. I also intend to become involved in department sponsored or authorized clinical trials as a liaison or collaborator. I intend to publish scholarly work to meet the guidelines for Promotion and Tenure.
3. Research is a major interest. I intend to be continuously involved as a collaborator on one or more fully funded grants, to support my salary from these grants, and to publish regularly from results of these studies and other scholarly activities. These publishing activities would meet or exceed the guidelines for Promotion and Tenure.
4. Research is a primary interest. I intend to become the PI on one or more fully funded grants, to support my time and my collaborating team with funding from these grants and to publish regularly from the results of these studies and other scholarly activities.
5. I intend to establish an independent research program and sets of collaborative relationships that will contribute to new knowledge, promotion of and training in research (including mentoring of faculty) and dissemination of scholarly research through a stream of scientific presentations and publications.

Service/Administration

1. I have no interest in administrative activities and would not formal administrative appointments. I intend to serve (not lead) on a limited number of departmental hospital or college committees that are directly related to my expertise.
2. I have a minor interest in administration activities and would support the Department through ad hoc assignments or service on specific departmental, hospital or college committees that support my activities in other areas such as research or education.

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3. I have a major interest in administration activities and would seek a limited number of such positions to buy-down my clinical time. I would supplement this interest by service on departmental, hospital or college committees that are focused on this area.

4. I have a primary interest in administration activities and would seek a major position in the Department, hospital or college that is consistent with my expertise (e.g., program director, clinical director, etc). I would supplement this interest by service on departmental, hospital or college committees that would further this goal.

5. I intend to become a regional and national leader in the field of psychiatry or other administrative aspects of healthcare. I would seek to participate in policy development, education and advocacy, and work on dissemination of innovative activities and initiatives that would promote better training of health care providers, better identification and treatment options, and better services for our communities.

APPENDIX- B

Individualized Academic Plan: Timeline for Fiscal Year 2012-2013													
Task Name	Date Finished	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Establish career development goals													
Identify Area of Scholarship: Niche													
Practice Time Management													
Submit 1 st author Manuscripts													
Participate as Co-author													
Obtain Grant Funding													
Improve Skill Set													
Conduct ongoing studies													
Present at National Conferences													
Participate in Teaching													
Participate in Outreach													
Participate in Administration													
Life Balance													

◆ Goal set with deadline

✓ Goal accomplished

✦ Top two priorities

APPENDIX- C

TABLE 1

Self-Assessment: How Good a Mentor Are You?

Activity/Strategy	Question/Task	Example	What could be done better?
Appreciating individual differences	Give an example of an incident that illustrates your acknowledgment of individual difference		
Availability	Give an example of the strategy you use to be available to your students/staff/mentee		
Self-direction	What was your rating on a visual analog scale where 1 is micromanagement and 10 is swim or sink?		
Questioning	Describe how you last used active questioning to lead a mentee towards a solution		
Celebration	When did you last celebrate a student/staff member's/mentee's achievement? How did you celebrate?		
Building a scientific community	Describe a deliberate strategy you use to build a scientific community in your group		
Building a social Community	Describe a deliberate strategy you use to build your group as a social community		
Skill development	Describe steps you take to develop the critical, writing and presentation skills of your students/staff/mentees		
Networking	Describe one example of how you have introduced each of your students/staff /mentee into the scientific network of your research area		
Mentor for life	How many of your past students/staff/mentees are you in contact with?		
What one thing will you do differently after reading the description of the mentoring behavior of the <i>Nature</i> mentors?			

From the following article:

Nature's guide for mentors

Adrian Lee, Carina Dennis and Philip Campbell

Nature 447, 791-797 (14 June 2007)

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