

UNIVERSITY OF WASHINGTON SCHOOL OF MEDICINE



Department of Radiology

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Goals:

Development and institution of a facilitated mentoring program for the University of Washington School of Medicine, Department of Radiology for junior faculty to aid orderly career growth and development, to benefit and meet the needs of all faculty.

To purposefully assist junior faculty to improve productivity, department stability and loyalty, and leadership capacity.

A facilitated mentoring program has specific implementation guidelines, outcome measurements, and built-in rewards and recognition for those who participate. The relationship is based on a negotiated agreement between a mentor and a mentee and will include a description of skills to be learned, the types of activities to be engaged and learn new skills, and decisions regarding time and frequency of meetings and feedback sessions.

The Department of Radiology is committed to a mentoring program for new and junior faculty, who are in part entrusting their careers to the department and the School of Medicine. This program will additionally provide orientation for new faculty to the department and to the University. Mentoring is strongly encouraged during major faculty transitions to help culturize faculty new to our local environment

This program complements the department Promotion Committee and annual faculty review, but does not replace either function.

What is mentoring?

A mentor is a trusted counselor or guide. A mentor-mentee pairing is a one-on-one personal relationship between a more experienced or skilled faculty member with a lesser experienced or skilled faculty member. The primary goal is to develop the skills of the mentee. However, the mentor also should receive

personal reward and benefit through enhanced status in the department, by taking pride in the development of a junior faculty member, receiving fresh ideas, and renewing a mentor's own motivations. Mentoring provides a method to facilitate regeneration of our discipline. It is beneficial for the individuals involved, as well as the profession.

What is facilitated mentoring?

A facilitated mentoring structure is designed to assess the needs of the mentee, create an effective mentoring relationship, guide the mentoring pair in accomplishing the desired skills to be developed, and evaluate the results for the program.

A mentor is one who:

- is a wise and talented advisor and teacher:
- has moved beyond preoccupation with one's own career development and is secure in fostering the growth of the mentee; ability to share credit
- is willing to use the power and experience of their positions to aid the advancement of the mentee
- as an extensive network of resources and is respected for ability
- as a recognized voice in the profession; the person whose opinions are sought
- as genuine interest in the development of the mentee
- is willing to commit the time and energy required to make the relationship successful
- gives objective feedback
- guides and advises, does not "do" for the mentee
- is an advocate and sponsor for career enhancing opportunities for the mentee
- provides socialization within the profession and explains the rules of the game
- includes the mentees when conducting research, publishing work, securing grant funds, and serving on committees
- provides intellectual stimulation, builds confidence and helps develop individuality and security in the mentee
- helps ensure the mentee meets institutional requirements for progress
- helps ensure the mentee has the knowledge to succeed in one's career
- helps the mentee develop proper work-life balance
- opens doors to new learning experiences, resources, and people

Although a mentor usually does not fulfill all of these needs, a mentor should recognize the need to fill gaps in other ways.

A mentor is not:

- automatically a best friend, and should not feel obligated to invite mentees to family or social functions
- the sole exclusive advisor of the mentee
- not someone to be dismissed casually

A mentor should:

- make sure you want to be a mentor by examining your motives and capabilities
- meet with the mentee on a scheduled basis
- agree to a no-fault conclusion to the relationship for any reason; if it is not working recommended change
- maintain the integrity of the relationship
- tutor specific skills
- offer feedback on observed performances and progress in fulfilling goals of professional development
- provide vision
- serve as a confidant
- help to keep the mentee focused and not over committed
- avoid insisting that the mentee do everything your way
- expect to serve as a mentor for at least one year; after one year you may renegotiate or terminate your contract
- fill out and submit activity reports that will be sent to you; a mentor is an advocate and should not be evaluating specific performance
- refer your mentee when appropriate to learn other specific skills and are not your strength

What is in it for the mentee?

The mentee learns prudent risk-taking behaviors, communication skills, political skills and technical skills. In the relationship that develops, the mentee will gain self-confidence, advance one's career, enhance technical and research skills, and increase in job satisfaction. To be successful, the mentee should be willing to assume responsibility for skill development and career enhancement that is goal oriented. The mentee should be receptive to feedback and should have a desire to seek challenging assignments and responsibilities. A mentee brings ideas, not just problems.

Responsibilities of the mentee will include:

- identifying developmental needs
- set developmental goals
- formulate and maintain a documented individual development plan
- participate in career development activities
- make periodic contact with the mentoring program director on progress of the relationship for evaluation purposes
- strive to meet objectives set in the development plan
- seeks challenges and critiques

The mentee should be able to identify their own values, capabilities, dreams and goals and decide for one's self if you are capable of being mentored. You must be able to accept help and show appreciation. A mentor must be someone you can honestly trust and give full confidence to attain your goals. If initial attempts fail, don't be discouraged. A different relationship can still thrive. Expect your mentoring relationship to change over time. Do not expect the mentoring relationship that lasts longer than the contracted time.

Mutual components of the mentoring relationship:

- discuss how sensitive issues will be handled
- set a realistic and flexible ending date
- discuss the no-fault conclusion at the first meeting to allow for a graceful and escape clause in the contract
- consider the activities to be accomplished: how often to meet and what type of meeting
- participating in the mentoring program doesn't offer any guarantee of promotion
- a written agreement form with documented parameters fosters the best results

Mentoring relationships evolve from initiation, to shared cultivation, to planned separation, and finally to a collegial redefinition.

Specifics:

1. The mentoring program will operate under the following guidelines:
2. There will be an orientation packet sent out to new faculty members before their arrival at the University. This packet will include information about the department, the University, and other information deemed appropriate for a new faculty member.
3. Upon arrival, the new faculty member will meet with the Chair of the department, as well as with the departmental administrator, the research/grants coordinator, and other selected departmental members as appropriate.

4. Before arriving, the Chair or vice-chair for academic affairs will assign each new faculty member a mentor. Mentoring committee will be assigned based on the requests of the incoming faculty, the requests and time demands of the senior faculty, the incoming faculty members interests and perceived needs.
5. The mentoring committee will meet at least twice per year. A greater frequency may be needed at times. These meetings should focus on academic progress, including progress in clinical care, teaching, and research. Needs assessment questionnaire to be completed.
6. The role of the mentor and new faculty member should be one of an advocate rather than one of evaluation.
7. Junior faculty members will be asked to evaluate the mentoring process on a yearly basis.
8. New faculty members at the Assistant Professor level should ideally retain a mentor until promotion.
9. Annual Faculty Activity Report will include five mission-critical sections, including the Mentoring Program. This will be the so-called CREAM activities review: Clinical, Research, Education, Administration, Mentoring

All Assistant Professors, in all tracks, will be assigned a mentoring committee comprised of two members of the radiology department, and occasionally from outside the department in select cases. One will serve as the primary mentor, followed by a secondary mentor.

Mentoring relationships to be established immediately upon assuming faculty positions.

In almost all cases the section Chiefs will execute the role of primary mentor for the members of their section. The section chief, as primary mentor, mandates a thorough familiarity with the requirements for the ability to sponsor and support faculty through the promotions and tenure process. Guidelines and timetables to be delivered to the faculty in several formats. Each section chief is provided with the timeline information for each member of their section to aid them in preparing for their three and six year reviews as well as in preparing their promotions packet. This relationship will work only when the goals and resources are aligned. If there is a potential for conflict of interest between a junior faculty member and the section chief, mentoring relationship will be reassigned, but section chief will still remain responsible for successful outcome.

A second mentor will be established outside this relationship, and may be chosen by the junior faculty member, or selected by the vice chair for academic affairs, based upon interest shared by the junior and senior faculty, as elicited through questionnaires.

Based on responses to mentoring assignment questionnaires, all parties are informed by written letter.

It is acknowledged that mentoring oversubscription can be burdensome and will lessen the value of the experience for all involved, mentoring responsibilities are constantly reviewed and taken into consideration when new mentors are assigned.

Mentoring committees must meet at least once a year but more frequent meetings are the norm. These may occur individually with each of the two mentors or together, usually at the mentees choice. To expedite documentation of these meetings and to serve as a guideline for those mentors less experienced in mentoring process, encounter forms for mentors are distributed. These can and should be modified, and use is optional. A formal letter summarizing these meetings and outlining issues identified, career goals, and future plans is submitted to each junior faculty on a yearly basis. This letter is composed by the mentoring committee and copies are sent to the chairman and the vice chair for academic affairs. Template letters for mentors are to be distributed.

Junior faculty self assessment surveys to identify help achieve short-term and long-term career goals. This information will be provided to senior faculty advisors.