

MSUCOM Faculty Mentoring Program: *(updated 10.04.2021)*

Background: MSU ACADEMIC HUMAN RESOURCES POLICIES ON MENTORING

This policy was issued by the Office of the Provost on March 1, 2011 (to be effective Fall semester 2011); it reflects advice by the Faculty Council and the University Committee on Faculty Affairs

Policy: Each college shall implement a formal mentoring program by August 16, 2011. As a part of the college program, colleges may also require that each department or school develop its own unit level mentoring program. Effective mentoring is important to enhancing academic excellence and building a progressively stronger faculty composed of members who meet continuously higher standards and are competitive nationally and internationally. Mentoring programs will help the University achieve its goals for a high-quality faculty, diversity, inclusive excellence, and a respectful, positive work environment in which all members of the University community can thrive. While the responsibility for career development and success is ultimately that of the individual faculty member, opportunity, mentoring and the degree of environmental support that is available can affect success.

There are many forms of mentoring programs and no single model will meet the needs of all units or individuals. Each college (and/or unit) should develop a program that is most relevant to its needs based upon evidence based best practices. The practices and procedures in colleges may vary; however, all college mentoring programs must incorporate, at a minimum, the principles included below.

Principles

1. For faculty members with joint appointments, there should be one mentoring plan for the faculty member, coordinated among the units, with leadership from the faculty member's lead unit.
2. Faculty members need different kinds of mentoring at different stages of their career. Initially, at minimum, colleges are expected to provide a mentoring program for pre-tenure, tenure system faculty, and build upon the program as capacity allows. This might include, for example, the addition of associate professors, HP faculty, or fixed term faculty for whom there is a long-term commitment.
3. Colleges, units and mentors should demonstrate sensitivity to potentially different challenges faced by diverse faculty including women, persons of color, and other facets of identity.
4. Conflicts of interest should be minimized, confidentiality protected, and all faculty members provided an environment in which they can address concerns without fear of retribution.
5. A faculty member may choose not to have a mentor.
6. Mentoring policies should be clearly communicated to all faculty members, and efforts must be made to ensure that there is clarity of both expectations and roles for all parties.
7. Mentoring excellence will be considered in the annual review of faculty.
8. Formative evaluation shall be incorporated into the design of the mentoring program to maximize benefit to each individual being mentored.
9. Colleges shall assess the effectiveness of their mentoring program on a cycle not to exceed five years.

MSUCOM Faculty Mentoring Program:

General Comments:

Mentoring programs have been shown to foster improved outcomes for participating faculty, be it in publication rates, retention rates, participation in leadership and professional activities, recognition with honors and awards, contracts and grants, and/or teaching, as compared to non-participant faculty.

Allen TD, et al. Career benefits associated with mentoring for protege's: a meta-analysis. J Appl Psychol. 2004;89(1):127-136.

Eby LT, et al. Does mentoring matter? A multidisciplinary meta-analysis comparing mentored and non-mentored individuals. J Vocat Behav. 2008;72 (2):254-267.

Jackevicius et al. A Formal Mentorship Program for Faculty Development. Amer J Pharm Ed. 2014; 78 (5) Article 100

Ries A, et al.. Measuring faculty retention and success in academic medicine. Acad Med. 2012;87(8):1046-51.

MSUCOM has developed a voluntary mentoring program to support the professional development of junior faculty who have a primary appointment in COM. The goal of this program is to achieve high quality faculty that both fulfill the College's mission, and are successful in the reappointment, promotion and, as applicable, tenure processes at MSU, as described in the [MSU Faculty Guide for Reappointment, Promotion and Tenure Review](#), and in the [promotion and tenure policies of MSUCOM](#).

-Note: those faculty who have a secondary appointment in COM should refer to their primary college for initiation of college specific mentoring policies and procedures.

Newly appointed junior faculty (assistant professor: tenure stream, or health profession (HP)) will be provided this MSUCOM Faculty Mentoring program description upon initial hire and will be provided additional information via attendance at the COM annual orientation session with the Dean. Newly appointed COM faculty members will also be expected to attend the [MSU's Survive and Thrive Symposia](#), the [MSU New Employee Welcome Presentation](#), and the [MSU New Faculty Orientation](#), a program that the Office of the Provost arranges annually to assist new faculty in learning more about the academic community at MSU. These orientation programs provide an overview of the University, identifies expectations of the University community, and facilitates active involvement in faculty affairs. An introduction to university facilities and services, employee benefits, and information on cultural activities, both on and off campus, is also provided.

Tenure-Track, and HP Assistant Professors primarily appointed into COM will be expected to request enrollment into their primary depts' mentoring program or opt-out, via formal written communication with the respective department chairperson. COM Assistant Professors can also opt-in to the COM faculty mentoring program at any time after hire.

MSUCOM Departmental Mentoring programs:

-The success of the mentoring program will depend on all of the participants (department chairperson, career mentors*, mentee) taking a voluntary, but active role in the process. The responsibilities of each of these parties are outlined below.

**Note: COM mentors are selected as excerpted from Feldman et.al., who defined a career mentor as a “senior faculty member who is primarily responsible for providing career guidance and support but who may not have expertise in the protege’s scholarly or research area, vs a scholarly mentor who has expertise in the protege’s scientific or scholarly area”. Feldman, et.al. Does mentoring matter: results from a survey of faculty mentees at a large health sciences university. Med Ed Online. 2010;15:5063-5070.*

1. The Responsibilities of the COM Department Chairperson:

-Selection of mentor(s): The department chairperson, in consultation with the respective departmental Committees and/or other department faculty, will either serve as career mentor, or will formally appoint at least 1 associate professor as mentor (preferable 2-3) for each junior faculty member participating in the mentoring program. The criteria for the selection of COM career mentors is by design broad, and can include scientific or clinical discipline, research expertise, teaching expertise, clinical and/or other service expertise, outreach experience, guidance on time management, coaching, encouragement as well other factors. Mentors can include faculty outside of the department but in the college.

-Establishment of a “Mentee Plan for Success”: A structured “Mentee Plan for Success”, (see Appendix materials) stating clear and specific objectives to be achieved during the period of time prior to promotion, and the plans to help the junior faculty achieve those objectives, will be agreed on by the Department Chairperson, the mentor(s), and the junior faculty member at the time of appointment. This plan should include advising new faculty on matters pertaining to department/college/university policies and procedures, including those for academic reappointment and advancement. The Department Chairperson will forward a copy of this plan to the Dean of the College to confirm initiation of the mentoring program for those newly hired junior faculty choosing to participate. It is the Department Chairperson’s responsibility to assure that mentors are undertaking their responsibilities effectively.

-Review of “Mentee Plan for Success” and “Mentor Annual Review” reports. Mentors shall provide to the Dept. Chairperson an annual report/update on the progress of the mentee, the latter to be assessed as part of the required annual review of all department faculty by the respective chairperson. During the annual review of the mentee faculty member, the Department Chairperson will discuss the number and nature of the interactions with the mentor(s), such as informal meetings, grant/manuscript reviews, clinical service or other service discussions, and/or assistance with educational/teaching efforts of the mentee. At this time or at other meetings with the Department Chair, the mentee can request to change a mentor. Upon approval, the Department Chairperson will forward a copy of this review to the Dean of the College to confirm ongoing participation of the mentee in the department’s mentoring program.

-Mentor recognition: The department Chairperson will recognize that mentors are important for junior faculty development and department success. For this reason, mentoring activities are to be reported by mentors to their respective chairpersons, so as to be included and assessed on the department annual review forms and acknowledged in the annual review.

2. The Responsibilities of the COM Career Mentor:

General Concepts: A good relationship with a supportive, active mentor has been shown to contribute significantly to a new faculty member's career development and satisfaction. The Department Chairperson, along with faculty career mentors, serve to support the mentee to achieve success in their career and at MSU.

Information discussed at the mentor-mentee conversations is privileged between mentors and mentees. The mentee's progress and important issues that arise during mentor and mentee meetings throughout the year will be summarized in the "Mentor Annual Review" report (see Appendix) of the mentee, which must be approved by the mentee (signature) before submission to the Department Chairperson as part of the department annual review of the mentee.

Retaining Women and Minority Faculty (excerpted and/or adapted from [MSU-Affirmative Action Handbook](#)): The COM Mentoring Program and policies are specifically designed to also address the special circumstances of women and minorities, since women and minorities in some units and colleges do not share in the informal professional network(s) enjoyed by majority men. Additional resources available to COM Mentors and mentees include:

[The COM Office for Diversity and Campus Inclusion](#)
[The COM FEA support services](#)
[COM Health and Wellness guidance](#)
[Additional COM policies on Diversity and Inclusion](#)

-The COM career mentor will be responsible for:

- A. Scheduling meetings with the mentee on a regular basis.
- B. Preparing and submitting the "Mentee Plan for Success" and the "Mentor Annual Review" reports of mentoring activities with the Department Chair.
- C. Mentors provide advice on aspects of teaching, research, service, outreach, committee work, time-management, and/or direct mentees to appropriate individuals for advice or assistance on specific topics.
- D. Given the fact that community service demands are frequently heavy for women and minorities, the recently hired individual should be advised by the department chairperson in coordination with the mentor, as part of the "Mentee Plan for Success", if this type of activity will be rewarded through merit pay increases and recognized as a significant element in tenure and promotion review.
- E. Other ways to assist junior faculty include: read/review manuscripts, grant proposals and grant reviews; observe classroom teaching and provide feedback; discuss annual review evaluations and student evaluations; and provide guidance on class preparation (lectures, writing exam questions and giving grades); advise on clinical service or other service activities and how to document success, and expectations for participation in committee and/or other administrative activities.
- F. Advise on development and updating of a COM Teaching Portfolio summary (see Appendix for guidance) to assist in summarizing teaching activities. The COM mentor should critique the Teaching Portfolio annually.
- F. The mentor should provide a CV (template (see Appendix), and/or examples of CV's to junior faculty as further examples of MSU and COM expectations for faculty progress and recognition, and critique mentees updated CV's annually.

-Mentoring tools: To aid in the development of the mentoring/mentee relationship, general, college, and MSU based information regarding mentoring, professional development, and faculty success will also be provided by the College to all faculty, including the following:

- [COM Template for “Mentee Plan for Success” \(attached\)](#)
- [COM Template for “Mentor Annual Review” \(attached\)](#)
- [COM Professional Development Opportunities](#)
- [COM Continuing Education Opportunities](#)
- [MSU Professional Development Opportunities](#)
- [Mentor Models](#)
- [Facilitating the Mentoring Relationship](#)
- [Confidentiality in Mentoring Relationships](#)
- [Best Practices for Mentors and Mentees in Academic Settings](#)
- [Resources for Unit Administrators](#)
- [Resources for Mentor Professional Development](#)
- [Other Useful Resources](#)

-Mentors on the COM Reappointment, Promotion, and Tenure (RPT) committee: will serve in their normal role during annual faculty evaluations, including that of the mentee. However, the mentor(s) will recuse themselves from evaluation of the mentee for reappointment and/or promotion. Another department faculty member(s) will serve on RPT for the sole purpose of the mentee evaluation for reappointment and promotion at MSU. This approach will limit potential conflicts of interest. A mentor may ask to be replaced in case of changing time commitments or for other reasons. Such requests should be made to the respective Department Chairperson.

3. The Responsibilities of the COM Mentee:

MSUCOM has developed a faculty mentoring program to support the professional development and success of junior faculty who have a primary appointment in COM and who choose to participate, either at hire, or at any time thereafter. The goal of this program is to achieve high quality faculty that both fulfill the College’s mission, and are successful in the reappointment, promotion and, as applicable, tenure processes at MSU, as described in the [MSU Faculty Guide for Reappointment, Promotion and Tenure Review](#), and in the [promotion and tenure policies of MSUCOM](#).

-Note: those faculty who have a secondary appointment in COM should refer to their primary college for initiation of college specific mentoring policies and procedures.

Newly appointed faculty, or current faculty “opting-in” will be provided this MSUCOM Faculty Mentoring policy and will be provided additional information via attendance at the COM annual orientation session with the Dean.

The junior COM faculty member will also be expected upon hire to attend [MSU’s Survive and Thrive Symposia](#), the [MSU New Employee Welcome Presentation](#), and the [MSU New Faculty Orientation](#), programs that the Office of the Provost arranges annually to assist new faculty in learning more about the academic community at MSU. These orientation programs provide an overview of the University, identifies expectations of the University community, and facilitates active involvement in faculty affairs. An introduction to university facilities and services, employee benefits, and information on cultural activities, both on and off campus, is also provided. Additionally, COM faculty participating in the mentoring program should:

-Initiate and sustain interactions with the mentor(s) on a regular basis: Newly and primarily appointed into COM Tenure-track, and Health Programs (HP) Assistant Professors will be expected to request enrollment into their primary depts' mentoring program or opt out, via formal written communication with the respective department chairperson at the time of hiring. The mentee, in partnership with the assigned mentor and Dept. Chairperson, will within 6 months develop the "Mentee Plan for Success", and then annually detail progress on the plan via the Mentor Annual Report forms, to be approved by the dept. Chairperson, and then also forwarded to the COM Deans office.

The Mentee should keep his/her mentor(s) informed of problems and concerns, as well progress on an as needed as well on a regular and recurring basis. The mentee should seek advice and assistance on all relevant issues including those outlined above. The mentee may request changes in mentor(s); these requests may be made to the chairperson at the annual meeting, or at any other time during the year. The mentee can choose not to have a department mentor and should indicate so via a written statement to the department chairperson. A mentee should be part of a single mentoring program.

-Familiarization with MSU and COM policies on RPT: Ultimately, the individual junior faculty member will be responsible for their career success, and MSU recognition of that success. Therefore, the mentee should fully review respective faculty handbooks for all [MSU Faculty](#), and MSU [Health Programs](#) faculty as appropriate. In addition, the faculty member should also be fully aware of MSU policies and procedures regarding Appointment, Evaluation, Reappointment, and Promotion, as summarized in (but not limited to) the following MSU policies for [Tenure Stream](#), [Health Programs](#), and [Fixed-term faculty](#), as well [COM policies and guidance regarding RPT](#).

MSUCOM Mentee Success Plan:

Date: _____

A structured "Mentee Plan for Success", stating clear and specific objectives to be achieved during the period of time prior to promotion, and the plans to help the junior faculty achieve those objectives, will be agreed on by the Department Chairperson, the mentor(s), and the junior faculty member at the time of appointment and opt-in to the COM Faculty Mentoring Program. This plan should include advising new faculty on matters pertaining to departmental, college/university policies and procedures, including those for academic reappointment and advancement most of which are present in the MSU COM Mentoring Program, [MSU COM Policy on RPT](#), MSU policies on RPT and ancillary documents.

COM Dept.: _____

Mentor: _____

Mentee: _____

1. Describe the specific objectives to be achieved during the period of time prior to potential anticipated promotion in the Dept, and the plans to help the junior faculty achieve those objectives.

COM/MSU Objectives: COM tenure-stream, HP, and fixed-term faculty are provided specific guidance as to MSU and COM policies and expectations on appointment, promotion and tenure via several publicly available vehicles including documents posted at, or linked to COM and MSU websites, as well via updated [COM policies on RPT](#). These updated policies underlie all COM mentee success plans and thus are part of this mentee plan for success. Additional elements to these objectives relative to departmental expectations include (Mentor can also attach materials to this form) :

Mentee Signature/Date: _____

Mentor Signature/Date: _____

MSUCOM Career Mentor Annual Report

Date: _____

COM mentors shall provide to the Dept. Chairperson an annual report/update on the progress of the mentee, the latter to be included and assessed as part of the required annual review of all department faculty by the respective chairperson.

Dept: _____

Mentor: _____

Mentee: _____

- 1. Relative to the previously submitted “Mentee Plan for Success”, describe the specific objectives achieved during the past year. (Mentor can also attach materials to this form)**

Updated mentee CV provided & reviewed? Y_N_

Updated mentee Teaching Portfolio provided & reviewed? Y_N_

- 2. Relative to the previously submitted “Mentee Plan for Success”, is the mentee making appropriate progress towards promotion? Y_N_**

*if NO, please include information as to interventions planned, and or other adjustments to be made to the “Mentee Plan for Success” here (Mentor can also attach materials to this form)

: _____

Mentee Signature/Date: _____

Mentor Signature/Date: _____

COM MENTORING PROGRAM APPENDIX MATERIALS

Example CV:

First Name Last Name, D.O., Ph.D., M.D. (other)

Professional Street Address
City, State zip code
(Area code) phone number
email@address.com

If you prefer not to include your professional address, you may include your personal email address and telephone number

Last updated: include today's date

Current Position(s)

Academic Rank, department
Director, Center of..
Your medical school or university
City, State

Education *[Note: in reverse chronological order]*

Fellowship, University, City, State	Years
Residency, University, City, State	Years
D.O.; M.D., University, City, State	Years
B.S. in Discipline, Your University, City, State	Years

Academic Appointments *[Note: in reverse chronological order]*

Associate Professor Department of Name of University City, State	Year - Present
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Assistant Professor Department of Name of University City, State	Years
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Professional Positions and Experience *[Note: List non-academic employment and experience in reverse chronological order]*

Director, Center
Name of Medical School or University
City, State

Certification and Licensure

Diplomate, Your Board Subspecialty Certification, Your Subspecialty Board State Medical License (active and inactive, without numbers) Interpretation Certification	Years
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Professional Development *[Note: List in reverse chronological order, include year]*

Professional Memberships and Activities

[List these, in groupings by professional organization, in reverse chronological order, noting leadership positions and other positions held]

Years

Editorial Board Appointments

[List in reverse chronological order]

Include relevant dates

Committee Assignments and Administrative Services

[List in reverse chronological order, noting leadership positions held. Include university and non-university activities (e.g., work with NIH study groups, advisory to non-profit).]

Years

Clinical / Quality Improvement Activities (as appropriate)

(List clinical responsibilities and other clinical activities that include number of weeks, and percentage/time effort)

Educational Activities

- Identify your teaching activities here or write "See attached Teaching Portfolio."*
- List in reverse chronological order, noting your role (course developer, course director, lecturer)*
- Include advising and mentoring responsibilities (only list those with a significant time investment that are outside of "normal" teaching duties, list project mentored and result)*
 - Include mentee name, institution, mentee level/ rank, role, project mentored, next position/accomplishment*
- Categorize educational activities as follows: Educational Administration (Director, Dean, etc.), Training Program Committees, Course and Curriculum Development, Courses Directed, Didactic Sessions, Clinical Teaching, Laboratory Teaching, Small Group Teaching, Graduate Student Committees*

[Note: Reflect the years you undertake each activity]

Honors and Awards

[Receipt of competitive scholarships, fellowships, and assistantships; names of scholastic honors, and teaching or research awards. Note: you may also list selective fellowship programs, those to which you were accepted as a competitive, as opposed to first-come, first-serve, application process.]

Years

Grants and Contract Awards

- List under sections of pending, current, and past in reverse chronological order using NIH format, even for non-NIH grants.*
- Include the title of grant, the granting agency, grant number, award total, demarcating total direct and indirect costs*
- State your role, also identifying the PI (principal investigator) if you are not the PI, and percent of effort*
- If you include contracts use two subheadings, separating contracts from grant awards*
- If voluminous, truncate this listing to the most recent decade (or past five years) and note the limitation in the heading.*

[Note: Include the years of each award]

Publications

Include relevant Dates

- List your publications in chronological order for easy updating*
- Number these and highlight your name in bold*
- Follow this order with appropriate subheadings- peer-reviewed, non-peer-reviewed publications, articles accepted for publication, books and monographs, evidence of works in progress (complete articles published in conference proceedings, book chapters, review*

articles, editorials as indicated), development and/or publication of educational materials, development of major curricular offerings or innovative educational programs, non-print materials

[Note: if you are not listed as first author on publications for which your mentored student is listed, note that role with an asterisk or other indicator]

Published Abstracts and Presentations

[List these in reverse chronological order, use an asterisk or other explained notation to demarcate invited talks and meetings that you helped to organize.]

Oral Presentations [Note: this section is for presentations given where you are an author]

Invited Presentations Date

National/International Meetings (designate if invited) Date

Local/Regional Meetings Date

Peer-reviewed Presentations (including Workshops) Date

Grand Rounds Presentations Date

Poster Presentations

National/International Meetings Date

Local/Regional Meetings Date

Social Media

(List professional activities utilizing social media)

Other Creative Products

[List CDs, interviews, simulations, films, websites, webinars, case vignettes you authored and are in use, and any other creative work products. Indicate your role in the creation of the product – creator, author, co-author, webmaster, etc.] Date

Other Scholarly Products

(Include activities in which you have participated but did not result in authorship e.g. member of a practice network, participated in an expert panel, etc.) Date

Patents and Technology Transfer

[List in chronological order to permit easy updating. Include and patent pending or patent applications, with dates of filing. List any technologies licensed to industry or others (military, etc.) with dates of licensure or filing] Date

Professional Community Activities

(Service to the community, outreach presentations, etc.) Date

COM Teaching Portfolio

A Teaching Portfolio is a compilation of materials that reflect your effectiveness and time spent teaching.

Format - Less than 10 pages in length, excluding title, table of contents, and appendices; include place, date and type of activity.

Content

- listing of intramural teaching activities: e.g., formal courses/lectures/CME, journal club leadership, one-on-one teaching sessions, editorial assistance to students, supervision and advising students or others, membership on committees related to education.
- listing of extramural teaching activities: visiting professorships, invited lectures and educational presentations at regional/national meetings, development of patient educational materials
- Clinical Teaching examples: teaching rounds, clinical didactic and bedside sessions, small group learning experience, problem-based learning sessions, seminars, journal club leadership, one-on-one teaching sessions, editorial assistance to students, supervision and advising students or others, preparation/administration of board exams, evaluator for clinical examinations, membership on committees related to education
- Assessment of teaching: summary of or reference to student evaluations, peer evaluations, departmental reviews, letters of support (solicited or not solicited)
- Awards for teaching and education
- Activities undertaken to improve teaching

Appendix: evaluations, lecture notes, syllabi, published papers, multimedia support