



THE OFFICE OF ACADEMIC DEVELOPMENT AND ENRICHMENT MENTOR GUIDE (UPDATED 10/2016)

The Office of Academic Development and Enrichment (OADE) provides this guide to help you navigate the beginning stage of a mentoring relationship. Effective faculty mentoring is vital to career success at the Icahn School of Medicine at Mount Sinai. A good mentor can help a junior faculty member navigate the complexities of the promotion process, identify skillsets that need development, and help provide guidance on work-life balance issues. Mentors also benefit from the relationship by enhancing their own skills, developing faculty in their field of interest, and creating a legacy that has a lasting impact.

If you have any questions about mentoring, please feel free to reach out to the Office of Academic Development and Enrichment by emailing ramaa.chitale@mssm.edu.

I. INITIATING THE MENTOR/MENTEE PROCESS

This section will introduce you to the beginning stage of a mentoring relationship.

A. Being Asked to be a Mentor

Junior faculty members are encouraged to choose mentors both in and outside of their department for their mentoring committee. If you have been asked to join a mentoring committee, it is expected that you will give full consideration to the request. We recommend that you consider the following issues related to becoming a mentor.

- **Evaluate your skills and time**
Are you the right person for the job? Your potential mentee may think you can provide a specific expertise, or that you can invest a certain amount of time that might not be practical for you. It is important to evaluate your qualifications as a mentor. You may need to ask your potential mentee what his or her expectations are, and then assess what role you can realistically fill as a mentor (e.g. career counselor, scientific expert, work-life balance advisor).
- **If you want to say yes, be ready to set expectations for structure, terms, understanding and style of your relationship**
Refer to Section B of this document on page 2 that outlines mentor guidelines.
- **If you want to say no, consider connecting the junior faculty member with another potential mentor**
If you feel you cannot provide the mentoring requested, consider suggesting another faculty member to the mentee as a potential mentor. If you are unable to come up with suggestions, refer the requestor to a department mentoring leader or a division mentoring champion for guidance.

B. Mentor Guidelines

Regardless of the role you're going to play on a junior faculty member's mentoring committee, here are some general concepts and guidelines for mentoring:

- **Structure, Terms, Understanding, Style**

How many times per year will you meet? Will you allocate time for a regularly scheduled meeting every month or every quarter? Should the mentee schedule a meeting when they want to ask you questions? These are all questions you should be prepared to discuss with your mentee during initial meetings.

- **Short-Term Goals**

Establishing short-term goals (goals to be completed within 12 months) is a great topic of discussion for your first mentoring meetings. A short-term goal might be something as well defined as: submitting a grant application, writing a manuscript, updating a CV, doing grand rounds, or taking a leadership-training course.

- **Efficiency and Resources**

Your mentee is likely to be unfamiliar with the wide variety of resources, programs, and services available at ISMMS. Make sure they know what is available to them.

- **Empowerment: Knowledge Gaps and Networking**

Depending on your mentee's long-term goals (which may not yet be defined), there are likely knowledge gaps that you can help your mentee fill yourself, or by referring someone who can help with that subject (e.g. the appointments, promotions, and tenure process)

C. Mentor Best Practices

- **Be courteous:** Allocate regularly scheduled meetings and give sufficient notice before rescheduling meetings. Respond to emails and telephone calls promptly.
- **Be honest about the relationship:** Clarify your role and manage your mentee's expectations about what can be expected of you. Let your mentee know if you think that the relationship needs to change, due to changes in their needs, pressures on your time, etc.
- **Play a role in career advancement:** Talk about your mentee's accomplishments within the institution, introduce them to others, and recommend your mentee for national events.
- **Help establish goals:** What do you and your mentee hope to accomplish as a result of the mentoring relationships?

Adapted from document prepared by A. Gore, Ph.D., M. Grace, Ph.D., K. Kaplan, Ph.D., and A. Wang, M.D.

D. Mentee Documents

Below and on the following page are documents for your mentee to prepare before meeting with you. Please keep in mind that the documents may be finalized only after your mentee confers with you. Your mentee will be seeking your input on strategy and revisions.

- **Skills Assessment:** Encourage your mentee to self-assess using the **2016 School Annual Faculty Performance Evaluation** (reproduced below). Based on your mentee's identified weaknesses and strengths, you can use the results as the basis of an action plan that solidifies strengths and rectifies weaknesses.

Note that the scale is intended as follows:

1 = needs improvement, 3 = satisfactory, 5 = highly proficient

SCHOLARSHIP						
Peer-Reviewed Publications— <i>quality and quantity; personal impact factor; H-index</i>	1	2	3	4	5	N/A
Invited Presentations— <i>regional/national/int'l; quality and quantity</i>	1	2	3	4	5	N/A
Other Evidence of Scholarship— <i>e.g., innovation, web-based materials</i>	1	2	3	4	5	N/A
TEACHING						
Mount Sinai Medical/Graduate Students — <i>lectures, course development/directorship; T dollar generation</i>	1	2	3	4	5	N/A
Postdoctoral Fellows, House Staff/Clin.Fellows— <i>#, venues, outcomes</i>	1	2	3	4	5	N/A
Regional, National, International Teaching— <i>quantity/quality</i>	1	2	3	4	5	N/A
Teaching/Mentoring Excellence— <i>e.g., course evaluations, teaching awards, mentee evaluations/productivity</i>	1	2	3	4	5	N/A
RESEARCH						
Extramural and Internal Funding — <i>type, \$, R dollar generation, renewal prospects, research density, the School pilot funding</i>	1	2	3	4	5	N/A
Innovations — <i>patents, patent applications, licenses</i>	1	2	3	4	5	N/A
Clinical Trials— <i>scope, patient enrollment, financials</i>	1	2	3	4	5	N/A
CLINICAL						
Patient Care— <i>e.g., quality, malpractice, certification, patient satisfaction</i>	1	2	3	4	5	N/A
wRVUs— <i>performance against MGMA benchmarks</i>	1	2	3	4	5	N/A
FPA Financial Results — <i>clinical receipts, expenses, deficits</i>	1	2	3	4	5	N/A
SERVICE						
Service/Leadership at ISMMS and MSHS— <i>e.g., institutional committees</i>	1	2	3	4	5	N/A
Service to Primary Dept./Institute— <i>e.g., committees, administration</i>	1	2	3	4	5	N/A
Professionalism— <i>towards faculty, trainees, staff. Incidents (positive or negative)?</i>	1	2	3	4	5	N/A
Mentoring— <i>Active participation as a mentor or mentee</i>	1	2	3	4	5	N/A
External Service/Leadership — <i>e.g., study sections, professional society committees; editorial boards; public advocacy (e.g. testifying before Congress, lab tours to policy makers, advocating Federal \$ for science), public education and talks to lay audiences, and high school science outreach</i>	1	2	3	4	5	N/A

- **CV:** If your mentee is unfamiliar with the required format for CVs at ISMMS, you can direct them [here](#) for an institution template they can use.
- **Personal Development Plan (PDP):** Junior faculty are strongly encouraged to create and update a Personal Development Plan (PDP) within six months of hire date and review it with their mentoring committee members at least once every six months. A PDP is a customized, written plan designed to achieve the mentee's goals. The content of the PDP is based on the Skills Assessment.

Each mentee has received both [chart](#) and [long-hand](#) PDP formats from which to choose. Your mentee may have several goals to achieve. Be sure to check with your department mentoring leader, or division mentoring champion, listed on the OADE website, to learn of any specific criteria set forth in the framework of your department's mentoring program.

As you review your mentee's PDP, consider whether the following PDP criteria:

- Defined goals realistically
- Categorized goals as short-term (within 12 months) or long-term (years)
- Listed resources that could help in achieving goals
- Brainstormed how to obtain the necessary resources or skills to achieve goals
- Asked you for help on specific tasks to help achieve goals
- Created a realistic timeline

II. DEVELOPING YOUR MENTORING RELATIONSHIP

This section provides tools to ensure that your mentee is asking the right questions, measuring their success and that you are giving appropriate feedback.

A. Topics of Discussion

Here is a [list of questions](#) that your mentee has received. These questions are suggestions for your mentee to ask you to help stimulate discussion. Take a moment to review them so that you may be prepared to address some challenging topics.

B. Constructive Feedback

As you review your mentee's PDP you should offer considerate, constructive feedback on your mentee's work. Giving and receiving feedback is a vital aspect of the mentoring relationship. If you find yourself struggling with providing constructive criticism, consider whether your comments will:

- Focus the direction of my mentee's plans
- Address a specific issue or concern that your mentee has
- Inspire confidence to take action
- Stimulate creative thinking
- Provide the insight and wisdom that only experience can provide
- Acknowledge challenges while giving your mentee tools to overcome those challenges

III. ADVANCING THE MENTOR RELATIONSHIP

Key resources on which your mentee may need your guidance:

A. Appointment and Promotion: Track Specific Requirements

Each track (Investigator, Research, Clinical Practice, and Clinician and, or Educator) has its own timeline, requirements, and criteria for promotion. To ensure that you and your mentee are aware of the criteria, review the [track summary sheets](#) and discuss the areas your mentee finds challenging. Refer to the mentee's PDP and work together on strategies to overcome any hurdles.

B. Seminars & Workshops

Every year, the Office of Academic Development and Enrichment hosts several events designed to address career development at ISMMS. We strongly encourage you and your mentee to take advantage of these events. Recurring events include the Faculty Resources Fair (summer), Faculty Development Symposium (autumn), bi-monthly Coffee Talks (February, April, June, August, October), and more. Topics apply to all levels of seniority, not just junior faculty. These events also provide a way to network with other faculty members and hear outstanding speakers. Refer to the online calendar. [Click here to find out what is currently being offered.](#)

IV. OADE IS HERE TO HELP

The Office of Academic Development and Enrichment (OADE) is here to serve your mentoring relationship needs. If you have any questions, suggestions, or general comments that you would like to provide, please contact ramaa.chitale@mssm.edu.

OADE actively works to measure the success of institutional mentoring programs through Pulse Check Surveys, a series of short-questionnaires administered to new junior faculty, as well as through direct outreach to department mentoring leaders and division mentoring champions to identify needs and areas for improvement. We appreciate any insights that you can share with our office. Your input will help OADE fulfill our mission to junior faculty, and indeed, all faculty.