

FACULTY OF MEDICINE & DENTISTRY:

ACADEMIC MENTORSHIP MANUAL 2013

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Introduction

This manual is based on best-available practice evidence from the literature, as well as advice from our own faculty on how to be a good mentor. The manual also draws on the work and recommendations provided by the 2012 University of Alberta Sub-committee of the Teaching, Learning and Technology Council (TLAT) “Mentoring for new Faculty at the University of Alberta”. The existing evidence for the “best practice” for mentoring and developing mentorship programs is inconsistent and inconclusive, with typical limitations of small study sample sizes, and the use of anecdotal versus experimental data. However, a lack of evidence for benefits of mentoring is not synonymous with evidence against benefit. A reference and resource list is provided at the end of the document.

What is mentorship?

Mentorship may be defined as a personal relationship in which a more experienced and knowledgeable person (the mentor) helps a less experienced person (the mentee) benefit from their experience and knowledge (Berk et al, 2005). Within the FoMD a mentor is a faculty member with useful experience, knowledge, skills and wisdom offers advice, information, guidance, support and opportunity to a more junior faculty member and thereby assists their professional development. In a more global sense, mentorship helps junior faculty to adopt academic values, manage an academic career, and establish and maintain a productive network of colleagues (Bland et al, 1990).

The mentor must be willing to unconditionally develop a relationship of mentorship that can range from informal and short term to structured and long term. Mentorship is a multifaceted, complex and context-based activity that may take different forms and be achieved employing diverse methods of delivery. However, five elements are key to the success of any mentorship relationship (Jacobi, 1991).

1. *It focuses on achievement or acquisition of knowledge.*
2. *It consists of:*
 - a. *emotional and psychological support*
 - b. *direct assistance with career and professional development*
 - c. *role modeling (Shulman, 2010)*
3. *It is reciprocal, where both mentor and mentee derive emotional and tangible benefits.*
4. *It is personal in nature, involving direct interaction.*
5. *It emphasizes the mentor’s greater experience, influence and achievement within a particular organization.*

Two additional principles merit discussion:

1. No one can be all things to all people. One may be a great mentor for one person and less so for another. A mentee may require a change of mentorship over time as mentoring needs change, or more than one mentor may be required at a given time. This is sometimes referred to as a “mosaic model” of mentoring. (Luckhaupt et al, 2005)

Introduction *(continued)*

2. There is great value in having impartial “external review” of one’s performance, progress, and plans. Although a given mentorship may well provide this, mentorship is intended to augment but not supplant other potential sources of such review and feedback, such as research, educational, clinical, and administrative leads and experts (Covey, 1989). Indeed mentorship may be seen as part of a continuum of support, guidance, feedback and resources provided by many processes and people including academic task-based workshops (such as teaching workshops), orientation, tenure and promotion preparedness programs, and singular (dyad) or multiple (mosaic) mentor-mentee relationships

The objective of mentorship in the Faculty of Medicine and Dentistry is to guide junior faculty members in their professional development by helping them:

- establish and develop a research program
- develop and enhance their teaching skills
- effectively manage clinical and administrative responsibilities
- if on tenure track, to obtain tenure and first promotion
- be a respected member of the University community
- gain recognition and respect in the broader scientific and/or clinical community
- fully exploit career development opportunities (Bachrach, 2005)

Senior faculty members and the Faculty itself may also benefit. This may include satisfaction from assisting new colleagues, improving managerial skills, keeping abreast with new knowledge and techniques, increased stimulation from new and creative faculty members, enhanced status and self-esteem, increased stability and social health of the organization, increased faculty commitment to their profession and the FoMD, and capacity building for future organizational leadership. (Boice 1992; Fagenson 1989; Greying and Rhodes 2004; Lannkau and Scandura 2002; Reich 1986; McNellis 2004; Otto 1994; and Luna and Cullen 1995)

Mentors also benefit from guidance and support and each Department within the FoMD is expected to have a Mentorship Director. The Mentorship Director could have a related role such as Graduate Coordinator but should usually be distinct from the Chair or divisional director of the Department to avoid conflicts of interest. The Mentorship Director would work with the Chair of the Department to ensure that Mentor/Mentee relationships are properly constituted and working. However, under certain circumstances where Chairs or divisional directors appear to be the most suitable mentors, they should be allowed to assume these roles.

Although providing mentorship implies a considerable commitment, the effort is worth it. Mentoring a young faculty member through the first 5-6 years of academic life can be extraordinarily satisfying and stimulating.

Roles and Responsibilities

In the FOMD, the Mentor should be:

- a more senior member of the academic staff. This could include an associate or full professor faculty member in the tenure or Clinical Academic Associate track, or more senior Faculty Service officers
- Interested in and committed to the ideals of the mentorship process
- Well established and experienced within the relevant academic community or general interest area of the mentee
- Thoroughly familiar with the current Department and Faculty organization, academic procedures and sources of external academic support or the interest and ability to source this knowledge
- Willing and able to freely provide expertise, resources and source material in the particular field
- Willing and able to provide constructive criticism and promote best performance from mentee

The Mentor is expected to:

- Meet with mentee at least twice per year to discuss career goals and progress and to annually indicate that such meetings have occurred by submitting a report to the Department Chair (see below). In addition the mentor and mentee should be available for occasional ad hoc meetings that may be required to address time sensitive issues or exigencies.
- Maintain strict confidentiality regarding information that is shared. Content may be shared with the Mentorship Program Director, the Division director, the Department Chair, the Institute Director or any other person only with the mutual and written consent of both mentor and mentee.
- Assist the mentee in adapting to the cultural norms of academic and scholarly life (Brown, 1999)
- Assist the mentee in focusing their goals and timing of career development plans and ensuring alignment with their job description. (Caniano et al, 2004)
- Assist mentee with strategies to develop the specific skills relevant to their academic area
- Challenge the mentee to expand their abilities and to accept new participatory, contributory, and leadership responsibilities within their job description (Aukerly et al, 2011)
- Provide networking opportunities and introductions to key institutional leaders, and promote exposure of the mentee within the institution
- Provide a safe and non-judgmental environment where the mentee can freely voice frustrations, doubts, and concerns
- Role model and offer of guidance regarding professional competence and behavior (Shulman, 2010)
- Aid in preparing for academic watersheds such as promotion
- With the mentee's permission, advocate on their behalf
- Be receptive to the mentee's constructive and consolidative feedback on the nature and value of the relationship (Morzinski et al, 1994)
- Receive a Positive annual evaluation of mentor by mentee
- Contribute to a collegial, enjoyable and productive relationship

Roles and Responsibilities *(continued)*

As mentioned previously, mentors may be unable to fulfill all of these needs by themselves for every mentee. In such instances they should help to link the mentee with other mentors (the mosaic model of mentorship) or orientation activities, task based experts or support workshops, and Faculty development programs that can address these particular needs.

If the above expectations are not met or the relationship is unfulfilling on either individual's part, reassignment will occur. The mentee will have an identified mentor until promotion to Associate professor.

In the FOMD, the Mentee should be:

- Interested and committed to the ideals of the mentorship process
- Willing to accept responsibility for their career development.
- Regularly engaged in honest self-assessment
- Willing to commit time and energy to mentorship relationship and make time for at least two meetings per year

The Mentee is expected to:

- Maintain strict confidentiality regarding information that is shared
- Meet with the mentor at least twice a year to discuss career goals and progress and to annually indicate that such meetings have occurred. In addition the mentee (and mentor) should be available for occasional ad hoc meetings that may be required to address time sensitive issues or exigencies.
- Set goals and timetables for completion of projects and invite reflections on progress towards them. These action plans can be reviewed at each mentorship meeting (Lewellen-Williams et al, 2006)
- Identify barriers to the achievement of goals and offer potential solutions.
- Be receptive to suggestions, advice, and constructive and consolidative feedback (White, 2009)
- To listen to and ask questions of the mentor (Farrell et al, 2004)
- Be open about thoughts and feelings, and provide constructive and consolidative feedback to the mentor on what works and what doesn't. (Schor et al, 2011)
- Report on the annual report form that meetings have taken place
- Contribute to a collegial, enjoyable and productive relationship (Zerzan et al, 2009)

Program Details

Selecting Mentors

The goal of our Faculty is to insure that all incoming Assistant Professors and Associate Professors without tenure and faculty service officers (FSO) have a mentor within the FoMD (Cappell, 2010). Many departments have an established process of assigning mentors for incoming faculty, and this is often done by the Chair of the Department, in consultation with the Divisional Director and Faculty member. The mentor should not normally be the Chair of the department or Director of the Division where the Faculty member holds his/her appointment. However, under certain circumstances where these individuals appear to be the most suitable mentors, they should be allowed to assume the role of mentor. In some cases two mentors might be appropriate, for example of a new faculty member's job description spans two very different areas of research or clinical practice or is filling a role that is not normally performed in a particular department or division. The new faculty member must be comfortable with the mentor chosen, in order to establish a good mentoring relationship, and they have the right to oppose those choices that are not working (see next section).

Duration of Mentorships

The initial term for the mentor assignment should be for one year and renewable. This will be enough time to determine if both the mentor and mentee are satisfied with the arrangement (Farrell et al, 2004). Should either the mentor or mentee not be satisfied with the mentoring relationship, either can choose not to renew the mentoring relationship and a selection of a new mentor should proceed. If after one year, both the mentor and mentee are agreeable to renewal, the term should be renewed and remain in place at least until the promotion of the mentee to Associate Professor with tenure. Mentorship in the domain of discovery scholarship such as salary awards and operating grants will however, continue as deemed appropriate by the Department Chair and Institute Director. As strong collegial bonds can often formed through the mentoring process, the mentoring relationship may continue on an informal basis after promotion with tenure. In some instances, a team-based mentorship with several concurrent mentors may be most appropriate to enable a full scope of mentorship. Regardless, it is important that all the faculty members will have an identified mentor until promotion to Associate Professor (Sekerka et al., 2003).

If at any point during this period expectations are not met on either part, reassignment is suggested. It is understood that some mentoring relationships will not be sustained as some would be predicted not to work, through no fault of either individual, but because a cooperative and synergistic relationship does not form.

Frequency, Recording, and Reporting of Mentorship Meetings

The expectation is that the mentor and mentee meet on a regular basis (at least twice a year) to discuss the progress and goals of the mentee's career development (Leslie et al, 2005). This would be a minimum requirement and it would be encouraged that informal meetings occur once per month, particularly early after the initial appointment since the first two years are very important

Program Details *(continued)*

The expectation is that the mentor and mentee meet on a regular basis (at least twice a year) to discuss the progress and goals of the mentee's career development (Leslie et al, 2005). This would be a minimum requirement and it would be encouraged that informal meetings occur once per month, particularly early after the initial appointment since the first two years are very important for the future success of the faculty member (Truong et al, 2012). The mentor should initiate the first meeting by contacting the mentee and asking them to identify, prioritize, and record their expectations and the goals they would set to meet those expectations. This self assessment should be communicated to the mentor prior to the meeting to give time to the mentor to identify goals that the mentee may have missed, assess priorities, and to think of strategies to assist the mentee in achieving those goals.

Meetings should be conducted in confidence; their content may only be discussed with the Divisional Director or Department Chair (or any other person) with the mutual consent of both the mentor and Faculty member. A mentorship workbook to help guide the content and structure and reporting of these meetings is included in the appendix.

The mentor will be asked to confirm to the Department Chair by letter that discussions of professional development have taken place; the mentor will be invited to bring any concerns or suggestions to the Chair's attention but only with the agreement of the Faculty member. Since discussions are meant to be confidential and the topics of discussion could be of a sensitive nature, detailed reporting of the meetings to the chair or other individuals is not recommended (Connor et al, 2000).

It is suggested that all Assistant or Associate Professors prior to tenure would record the name(s) of their mentor(s) in the mentorship section of the FOMD Annual Report, as well as the number of meetings with the mentor that have taken place in the previous calendar year.

Components of professional development

Objectives and Suggested Topics for Discussion at Initial meetings

An effective mentor uses their professional and academic career as a model to display the qualities of honesty, professional and personal integrity, accessibility, approachability, motivation, supportiveness, and encouragement (Merrill et al, 2010). An effective mentor also listens well and creates an atmosphere in which the mentee feels comfortable talking about anything that affects his or her career. One of the ways to accomplish this is to meet frequently in a variety of settings. The approach to creating a bond with the mentee is dependent upon the personalities of the individuals and initially upon the personal preferences of the mentor. (Donovan et al, 2009) Here are some ideas:

- a. *A monthly lunch at a restaurant near the University.*
- b. *If the mentee is from outside of Edmonton, introducing the mentee (and his or her family) to some of the cultural, artistic and sports activities available to them in the city and its surroundings; for example cross-country skiing in the river valley, Oilers hockey, the various golf courses, the large range of theatre and performing arts in Edmonton, orientation to the downtown or Old Strathcona, a day trip to Elk Island National Park or Fort Edmonton, or dinner with spouses in one of Edmonton's many fine restaurants.*
- c. *Sharing some of your own experiences as a young academic, particularly those you would not like to see your mentee repeat. Perhaps sharing educational projects, or processes, or grant reviews or articles that were not initially successful and what you did to address that.*
- d. *If you participate in some regular exercise, inviting your mentee to join you. Not only is this a means to facilitating communication, it makes the point that exercise is an important part of wellness.*
- e. *Identifying your mentee's strengths, expertise and interests and expressing an interest in learning from them. The literature stresses that successful mentoring is the result of a two-way learning and support process (Marshall, 1998).*
- f. *Helping the mentee gain some insight into Faculty, Department, University and regional health politics. This will foster awareness and a sense of belonging.*
- g. *Making the mentee aware of the Faculty Agreement and of the AASUA and their roles in promotion and tenure issues and the life of the University.*
- h. *Sharing strategies for time management and work/life balance (Ramanan et al, 2004)*

Here are some suggestions for providing your mentee with networking opportunities and introductions to key institutional leaders, and promote exposure of the mentee within the institution:

- a. *Raise awareness about various committees within the faculty and the commitment required by them. Encourage participation, as administrative service plays an important role in reaching requirements for tenure and promotion.*
- b. *Encourage awareness of various funding opportunities (internal and external) and the ethics review board processes.*
- c. *Encourage participation in local journal clubs and scholarly meetings*
- d. *Encourage participation in academic and professional societies*

Components of professional development *(continued)*

- e. *If you are hosting an established visiting speaker, make sure your mentor has an opportunity to meet with them.*
- f. *Seek opportunities for your mentee to be invited to other institutions*
- g. *Encourage your mentee to attend Faculty council meetings on a regular basis*

What follows is a list of suggested topics for discussion at initial meetings. The list is not exhaustive but is meant to help initiate discussions. These topics are aligned with the Faculty Evaluation Committee (FEC) guidelines for promotion. Although specific topics will vary depending on the mentee's of academic appointment and relative time distribution for the various activities and contributions, over time all of the domains relevant to the mentee's job description need to be addressed as part of the mentoring process.

Setting Career Goals and Ensuring Alignment with the FOMD Mission

The mentor should schedule a meeting with the mentee no later than two months after the mentee starts her or his position (Chew, 2000; Garman, 2001). Prior to the first meeting, the mentee should be asked to perform a critical self-assessment to identify their career goals, and as objectively as possible, analyze their current progress towards them (Sargent et al, 2006). This will involve (at least implicitly) an assessment of their time-management skills. At the meeting, the mentor and mentee should review this assessment together, along with the criteria for career advancement, and the mentee should identify specific short, midterm and long term goals to meet those requirements (McKenna & Pugno, 2006). This is an excellent way to begin a good mentorship relation. If the mentee is unable to identify specific goals (e.g. "to successfully deploy and achieve the following outcomes for a particular clinical innovation" or "to contribute to the curriculum revision of course XXX" or "to publish two papers in high impact journals within the first three years of my appointment"), then the mentor must help the mentee to work on this. If the mentee has a scientific mentor, it might be useful for the three of you to meet to set goals and then meet perhaps every six months to check progress toward achieving them. Specific goals are critical to a successful and well aligned career (Jones & Tucker-Allen, 2000).

The mentor and mentee should jointly and annually review the guidelines for Promotion and Tenure to ensure alignment and trajectory are maintained (Pololi et al, 2002). This manual's appendix contains a brief summary of the materials and documentation needed for evaluating eligibility for promotion and tenure, both at your department's mandatory year three Academic Evaluation committee review of the mentee, and at the Faculty Evaluation Committee (FEC) meetings. The evaluation criteria, application process and deadlines may be viewed in greater detail in the FEC guidelines manual (link) and FOMD Promotions and Tenure workshop handout materials (<https://aro.med.ualberta.ca>).

Generally, at all meetings, time management strategies should be reviewed. Encourage the setting (and keeping) deadlines to avoid last minute efforts and the misalignment that follows such persistent patterns of short term immediacy. Also encourage the mentee to keep their academic portfolio information and documents current and regularly reviewed (Manning, 2009). These include:

- Current curriculum vitae
- Current Education dossier

Components of professional development *(continued)*

- Teaching contributions including peer-review and learner evaluations
- Graduate student supervision
- Educational contributions to objectives, curriculum and Summative assessment
- Publications
- Presentations
- Other Products and processes of scholarship
- Peer reviewer activities
- Administrative and other services
- Awards and recognition
- Names of potential referees (internal and external to FOMD) for letters of recommendation for promotion and tenure.

The mentor can use this information to provide more pertinent advice and guidance. Examples include how to prepare a CV, education dossier and annual report that highlight the importance and scholarship of these activities and contributions, strategies for effectively managing peer review activities (i.e. when to serve on grants panels and editorial boards and how to balance this with other commitments), and steps to gain local national and international recognition (publication, attendance at meetings, hosting visits from prominent academicians).

Links to guides on how to best prepare the Annual report, an Education dossier, and tenure and promotion application packages are located in the appendix.

Teaching and the scholarship of education

Where a new academic staff member has a significant time commitment to education, the mentor should try to determine if there is sufficient protected time to ensure scholarly success (Cappell, 2009). If getting adequate protected time is a problem, the mentor can alert the divisional director or the Department Chair or the Director of Career Development. For appointments with a significant education component (equal to or more than 20% of the job description), see the "Mentoring the clinical educator and innovator" section below.

The mentor can provide:

- guidance on how to work with the divisional director or department Chair to define educational responsibilities that align with the time allotted in the job description educational activities and contributions and with the skills and interests of the faculty member (Wasserstain et al, 2007)
- guidance and support to identify strategies and resources for enhancing teaching mastery appropriate for the particular learner environments, and make preparation of teaching material more efficient and effective. The mentor should encourage the mentee to have peer-review of their teaching (Sargent et al, 2006).

Research and Scholarship of Discovery

Where a new academic staff member has a significant time commitment to research, the mentor should try to determine if there is sufficient protected time to ensure research success. If getting

Components of professional development *(continued)*

adequate protected time is a problem, the mentor can alert the divisional director or the Department Chair or the Director of Career Development. For appointments with a significant research component, see the section "Mentoring the clinical scientist and the research scientist" below.

The mentor can provide:

- Opportunities to network with other colleagues in similar areas of interest. The mentor can be an excellent resource to the new faculty member for identifying others on campus with similar research interests and who may be interested in scientific collaboration (Dolan et al, 2010).
- Assistance to promote or enhance research and scholarly activities. These include:
 - Advice and guidance on establishing and maintaining a research program
 - Advice and support for Grants and Grant writing
- Strategies for developing ideas for research proposals, when and where and how to apply for grants, as well as advice on the preparation of trainee award applications. Mentors could be requested to provide peer review of grant application through with the FOMD internal review program
- Strategies for effective communication of research results (Publications and other research outputs)
- Strategies on how to target the most appropriate scientific audiences, and how to respond productively to requests for revisions and rejections of manuscripts

Clinical Practice and Scholarship

The mentor can provide:

- Support to define clinical innovations and scholarship activities that will support tenure and promotion. A worksheet to assess and guide the scholarship of a clinical innovation is included in the appendix.
- Assistance to the mentee in addressing expectations of clinical activities that exceed time allotted in the job description, to promote the balance clinical activities with other academic activities (Caniano et al, 2004).

Administration and the Scholarship of Leadership

The mentor can provide:

- Advice to the mentee on what committee memberships are appropriate for junior faculty (McKenna et al, 2011). Well aligned committees increase the mentee's local visibility, competence and understanding in areas pertinent to their career goals (Sargent et al, 2006). Examples include some graduate student, departmental education and research committees, and search and selection committees. These all provide important insights into the development of research, educational, and clinical programs and are appropriate even for new faculty. However, curriculum planning and strategic planning committees, admission committees, institutional review committees, and other committees requiring extensive time commitments and significant systemic perspective

Components of professional development *(continued)*

and experience, should be the responsibility of more senior faculty. The topics under discussion in these committees typically require many meetings and can absorb a significant amount of time.

- Encouragement for attendance at divisional departmental and institute meetings and retreats.
- Guidance on how to select committees that align with the interests of the mentee, including
 - Responsibilities and obligations of committee membership
 - How to determine the appropriate level of administrative activities consistent with the time committed to this activity
 - Determine when it is appropriate to consider potential leadership roles
- Guidance on how to improve leadership capabilities, and how to document administrative contributions and leadership participation (Ackerly et al, 2011).

Tailoring the Mentorship Experience

Mentoring the Clinician Educator and Innovator

Identify appropriate teaching assignments. Encourage the mentee to have peer-review of their teaching (Sargent et al, 2006).

The mentee should identify academic objectives and assign priority. Objectives for the clinical educators include researching ways to enhance teaching skills and develop assess and revise educational objectives, curriculum, and methods of evaluation:

- Determine how to work with the divisional director /department Chair to define educational responsibilities that align with the time allotted in the job description educational activities and contributions and with the skills and interests of the faculty member (Lindemann et al, 1995).
- Identify strategies and resources for enhancing teaching mastery appropriate for the particular learner environments
- Offer to observe the mentee in various teaching environments and then discuss the events with the mentee in a positive, constructive way (Schor et al, 2011).
- Advise on serving on supervisory and examination committees
- Discuss how to approach scholarship in medical education and optimize opportunities for involvement. The mentor can assist the mentee in identifying teaching activity that can be studied and in discussing possible research approaches to these topics.
- Assist the mentee in identifying specific educational roles, projects, innovation strategies and research projects. Appropriate educational roles for junior faculty might include departmental written and OSCE examination coordinators, and clinical site principle teaching physicians.
- Identify potential educational collaborations, organizations, and networking for the mentee
- Help the mentee identify the various publications which serve teachers in medicine such as Academic Medicine, Medical Education, and Teaching and Learning in Medicine. Encourage manuscript writing by helping with the organization of ideas, management of writing time, and selection of appropriate journals, and converting teaching activity and research to published papers.

Mentoring the Research Scientist and the Clinical Scientist

The mentee should identify research and scholarship activities most appropriate for their academic appointment and assign priority (Cappell, 2009). Objectives for clinical educators include researching ways to enhance teaching skills and develop, assess, and revise educational objectives, curriculum, and methods of evaluation.

Tailoring the Mentorship Experience *(continued)*

Establishing laboratory and research programs

- Assist with the identification of a timeline to establish research projects, pursue funding, and identify grant deadlines. New academics are frequently unfamiliar with preparing grant applications, and the sources of research funding available to them, and in particular, internal start-up or pilot project funds. The processes for having ethics and grant applications approved internally are complex and time consuming. Review mechanisms for internal vetting of proposals, and determine internal reviewers (one major, several minor reviewers, major reviewer need not be the mentor). Offer to read over the grant application well ahead of the deadline. These actions will increase the chances for success (Dolan et al, 2010).
- Provide advice and guidance on establishing and maintaining a research laboratory. This could include: discussions on how to determine staffing requirements appropriate to the research program; how to recruit, interview and hire staff including technical personnel; how to identify, establish and maintain collaborations; how to motivate group members and deal with laboratory members that are not performing up to expectations; and how to manage personal conflicts and other difficult situations that may arise within research groups.
- Consider the eventual number of personnel required to sustain the desired size of the mentee's research lab, including the expansion to recruitment of post-doctoral fellows.
- Discuss how to attract and keep graduate students including appropriate supervisory committee membership and timelines for graduate student development through training programmes. This is important because many junior faculty members have little experience in training graduate students. An excellent resource is the Faculty of Graduate Studies Research: fgsr-professional-dev-bounces@mailman.srv.ualberta.ca; on behalf of; Polziehn, Renee [renee.polziehn@ualberta.ca]
- Review protocol approvals for biohazard, radiation safety, ethics, etc.
- Encourage the mentee to sit on graduate student committees, department research committees, and search committees. These all provide important insights into the development of research programs and are appropriate even for junior faculty.

Ensuring dissemination of knowledge

- Evaluate the mentee's publications to date and the experimental plan(s)
- Schedule an oral presentation of work in progress at least 3 months before any grant deadline
- Encourage presentations at appropriate national and international scientific meetings
- Encourage hosting seminar speakers and meetings with other speakers
- Review strategies to keep abreast with the current research in the mentee's field



Recognition and Reward of Mentorship

For any mentoring program to succeed there must be recognition of the considerable time and effort required by mentors. The FOMD annual report has a section in which you may enter any mentoring activities (as mentor or mentee). Such recorded data are recognized as important contributions when reviewed by your divisional director, Chair or Department head and at FEC.

Mentoring is also recognized by departmental and Faculty basic research and clinical Tier I and II annual awards and requests for nominations are circulated each year. A list of specific departmental and faculty mentorship awards is included in the appendix. The terms of reference and nomination guide for faculty mentorship awards may be viewed at:

<http://www.med.ualberta.ca/Home/Research/Awards/Mentoring/index.cfm>

Finally, the workshops that you and your mentees attend are a great way to receive community support and recognition.

References and Resources

The Mentor's Workbook for Meetings and Reports: Helping Mentors Help Mentees

This sheet can be used during a meeting with a mentee to record issues and plans such that both mentor and mentee are always alert to what needs to be done next. Some of this form may only apply to research oriented staff or to clinical teachers but will be applicable generally to both. As a mentor, you may wish to expand this form on your own according to your own experiences.

Review of the academic goals of the mentee in each domain. If this is the first or second meeting, have the mentee make up the list and write them down. For each goal, identify key steps and milestones in reaching the goal by the desired date, and estimate the point at which the mentee is in this process (on schedule, ahead, behind) any key issues that may be hindering the ability of the mentee to achieve his or her goals. These may include academic, administrative, or social barriers. For each issue, the mentor and mentee should agree on some steps to overcoming the barriers with the mentor agreeing to facilitate these steps. Finally, list any items that both the mentor and mentee agree should be brought to the attention of either the Department Chair or Divisional Director or both.

Name of Mentor _____ Name of Mentee _____

Date of mentee's last appointment _____ Date of 3rd year AEC review _____

Date of Meeting _____ Date of last meeting _____

Eligible to begin promotion consideration _____ for promotion to take effect _____

Mentee's Position Description (%): Education () Research () Clinical () Administrative ()

Key issues discussed:

1. Education: Achievements Goals

2. Research: Achievements Goals

3. Clinical: Achievements Goals

4. Administrative: Achievements Goals

5. Review of Curriculum Vitae and suggestions for improvement: _____

6. Other comments (continue over if necessary): _____

Scheduled date and location of next meeting: _____

Signatures: _____

References and Resources *(continued)*

Mentee Mentor Workshops (list on FD website)

Contacts list of academy of mentors and FD committee members (see list on FD Website)

Faculty of Graduate Studies and Research (FSGR) Resources Sources for Faculty Development

FSGR offers workshops for faculty who are engaged in graduate student education. Several workshops are held every year geared to different roles (for example graduate coordinator, new supervisors etc). The topics that are covered may include: how students are admitted to graduate school, funding and scholarships, and supervision and mentorship. (fgr-professional-dev-bounces@mailman.srv.ualberta.ca; on behalf of; Polziehn, Renee [renee.polziehn@ualberta.ca])

The Learning Shop runs workshops and seminars for faculty regarding graduate student supervision, grant writing and more. See: <http://www.learningshop.ualberta.ca/LearningShop.do>

The Graduate Teaching and Learning Program is a newly established program based on the old University Teaching Program geared towards getting graduate students some theory and practice in the skill of teaching. Many of the seminars that are coordinated by FSGR are useful for faculty as well as students. To subscribe to the listserv and receive updates on seminars, go to:

<http://www.mailman.srv.ualberta.ca/mailman/listinfo/fgr-professional-dev>

A concentrated block of seminars and workshops are usually held at the beginning of term (Sept and January). Many of these sessions deal with practical aspects of teaching and are very useful. Offerings are not limited to these two time periods as new seminars are offered throughout the term. The Center for Teaching and Learning offers a series of workshops on teaching as well as practical sessions to teach faculty how to use Moodle, the new learning management system at the University of Alberta and also at the Faculty of Medicine & Dentistry. For more information please consult: <http://www.ctl.ualberta.ca/>

Promotion, Tenure, Merit Recognition and Reward by the Faculty Evaluation Committee:

<https://aro.med.ualberta.ca>

Promotion and Tenure Preparation Workshops: lisa.soulard@ualberta.ca

Guide to Producing an Education Dossier: <https://aro.med.ualberta.ca>

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