

Mentoring/Faculty Development Plan
MUSC - Department of Obstetrics and Gynecology

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1. Introduction

The Department of Obstetrics and Gynecology (OB GYN) recognizes that an annual evaluation is not sufficient for junior faculty development. Junior faculty are, therefore, strongly encouraged to seek continued advice from members of the senior faculty. Though there could be more than one mentor, it is suggested that one individual serve as primary mentor and the point person. All assistant professors and non-tenured associate professors should select one or more senior (tenured associate or full professor) faculty member from the department or any other appropriate area of the University where they will establish a mentoring relationship. The overall mentoring process is managed by the vice chairman of academic affairs, Dr. Roger Newman, complemented by the chairman.

The details included in this document outline the Department's approach and information surrounding the mentoring process. This document can also be found on the OB GYN Department Intranet site:

<http://mcintranet.musc.edu/obgyn/hr/index.htm>

The faculty handbook can be found at the site noted below for additional information:

<http://academicdepartments.musc.edu/provost/faculty/handbook.pdf>

2. Department's Goal on Mentoring

The goal is for all faculty of the department to achieve their individual full potential as members of the Medical University of South Carolina and to be rewarded for that achievement. Since the University is a place where everyone is learning, it is vital that each member of the faculty see tangible evidence of that professional growth, whether it be in the easily measured domains of writing papers for publication, writing and receiving grants, or preparing and presenting lectures for students and trainees of our colleges, or in the less easily measured aspects of teaching students, residents and fellows, mentoring young investigators and junior faculty, or developing clinical expertise by specializing in some area of clinical medicine. It is incumbent on faculty members, their mentors, department chairs, and the university leadership to see that tangible progress is being made and documented. This mentoring plan is designed to assist in this process.

3. Description of Promotion and Tenure Process Within the Department

Each College at MUSC has different tracks and ranks and a process through promotion in which faculty progress is documented. The various ranks in our Department and College and the description of how the Department's Promotion and Academic Committee operators can be found in the links below with guidelines for achieving them.

- a. Faculty affairs website
<http://academicdepartments.musc.edu/com1/faculty/index.htm>
- b. College of Medicine
<http://www.musc.edu/com1>

The process of promotion/tenure requests for OB GYN is as follows:

- a. Faculty approaches or is approached by their division head about promotion/tenure using guidelines from the Faculty Affairs Website.

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- b. Division head submits a letter to the departmental Academic Affairs Committee supporting promotion/tenure.
- c. Academic Affairs Committee discusses application and determines if candidate is ready for promotion/tenure.
- d. Chairman of Academic Affairs Committee sends detailed letter to the Chairman with their results.
- e. Departmental Executive Committee and Chairman approves.

4. Resources Available for Faculty Development

Resources are required for optimal faculty development and may be found in the department, at the institutional level, and at the state or national level. The department of OB GYN provides the following:

- a. Every faculty has negotiated time for research.
- b. Research Division – a specific division to promote the research activities of our department as a whole (including an emphasis on support for junior faculty) exists within our department. The Research Division assists departmental faculty with grant development , regulatory approval, budget creation , research assistance, bio-statistical analysis, and grants accounting.
- c. Departmental Start-up Funds – funding to promote research has been established and exists in a departmental research development fund account. These funds are allowed based on the mentor’ and Research Division Head’s recommendations on behalf of the mentees.
- d. Laboratory Support – several options are available to faculty in the OB GYN Department and at the Hollings Marine Laboratory. These options include space and lab personnel in the Clinical Sciences building, supervised by the Research Division and space and lab personnel at the Department of Natural Resources and the Hollings Marine Laboratory supervised by Dr Lou Guillette CoEE Endowed Chair for Marine Genomics.
- e. The OB GYN Department provides \$5,000 development money each year, to each faculty member. This funding is provided for support of faculty development and to be used for items such as travel to scientific meetings, purchase of books, journals, software, etc.
- f. The OB GYN Department pays for all fellows and new faculty to participate in the MSCR program.
- g. The OB GYN Department currently has two fellowship programs, one for the MFM Division (MFM) and one for Infectious Disease (RID). Each fellow in these programs has a formal mentorship relationship with the fellowship program director and the divisional faculty with whom he/she undertakes specific research projects.

5. Hiring of New Faculty and Initial Mentoring

The hiring process is essential to ensure success of junior faculty.

- a. The Department seeks to hire new junior (assistant professor or lower rank) or mid-level (associate professor) faculty.

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- b. Once the decision is made to consider hiring such a new faculty candidate, a member of the department who met and interacted well with the recruit during the initial interview process and who is willing to be the interim mentor for the new recruit should be identified as the mentor to the respective candidate.
- c. The Department of OB/GYN will ensure that the final offer letter from the Department Chairman to the new hire includes identification of the interim mentor(s)
- d. Upon starting employment, the mentor and mentee will meet and determine if the mentor mentee relationship is suitable.
- e. If the initial relationship is not sufficient, the department chairman will produce a list of senior faculty within the department who have agreed to serve as mentors along with a brief summary of the academic interests of those particular faculty members. Junior faculty will meet with their respective division head or Vice Chairman for Academic Affairs to select a mentor who will be approved by the departmental chairman.
- f. Within 3 months of faculty appointment, the faculty member should meet with their mentor for a discussion of the department mentoring/faculty development program.
- g. Regular meetings between the mentor and the faculty member should occur every 3-4 months
- h. All faculty are encouraged to participate in a weekly departmental research meeting (REACH) organized by the Research Division to foster cross-pollination between departmental researchers and to create mentorship relationships between senior faculty and junior investigators.

6. Mentoring Plan and Roles

The role of the mentor in this relationship is as follows:

- a. To act as advocate for the new hire in the negotiation process of items including but are not limited to:
 - 1) Deciding on the right track and rank
 - 2) Percent of effort for clinical activities including after hours call
 - 3) Percent of effort for teaching
 - 4) Adequate protected time for research and teaching effort
 - 5) Adequate support for administrative, clinical, and research efforts
 - 6) Development of a mentoring team
- b. To assist junior faculty in developing a system (formal curriculum vitae) to document teaching accomplishments, scholarly work, service to the department, university, and community, and other activities which would be important at the time of faculty evaluation and promotion/tenure consideration. At the beginning of relationship, the mentor and mentee will complete the Mentoring Partnership Agreement (see Appendix 1) together which outlines how the two will proceed.
- c. To meet with his/her assigned junior faculty members every 3-4 months to review progress for promotion and set additional goals. While the mentor and mentee work to define the parameters of the relationship in the Mentoring Partnership Agreement, meetings should be held no less than every 3-4 months to ensure appropriate mentoring and feedback is provided to the mentee.
- d. To document the progress of each mentee and keep the departmental Academic Affairs Committee aware of such progress. The mentor shall have the junior faculty

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member's academic well-being in mind and will offer constructive, honest advice as to his/her progress. The mentor should serve as a sounding board for the junior faculty member's research ideas and share experiences on how to handle difficult situations which might arise.

- e. To inform junior faculty about the promotion and tenure process and update them with any changes in the policy. The current process is as follows:
 - 1) Eligible faculty submits the promotion packet along with a cover letter to our Academic Affairs Committee. This Committee, headed by Dr. Roger Newman, Vice Chairman of Academic Affairs, serves as our departmental promotion committee.
 - 2) If approved, the completed packet is forwarded to our departmental Executive Committee and Chairman for final approval.

Tenure is handled by the departmental executive committee with final approval by the chairman; if approved, the packet is prepared and submitted to the P&T committee

The role of the mentee in the relationship is as follows:

- a. To work with mentor to develop a system (formal curriculum vitae) to document teaching accomplishments, scholarly work, service to the department, university, and community, and other activities which would be important at the time of faculty evaluation and promotion/tenure consideration. At the beginning of relationship, the mentor and mentee will complete the Mentoring Partnership Agreement (see Appendix 1) together which outlines how the two will proceed.
- b. To meet with his/her assigned mentor every 3-4 months to review progress for promotion and set additional goals. While the mentor and mentee work to define the parameters of the relationship in the Mentoring Partnership Agreement, meetings should be held no less than every 3-4 months to ensure appropriate mentoring and feedback is provided to the mentee.
- c. To document the progress using the Career Development Plan (CDP) as provided in appendix 2.

7. Mentor/Mentee Relationship Evaluation

a. Mentee Evaluation of Mentor

At the junior faculty member's annual review, the substance of the year-long mentoring process will be reviewed by the mentee. At this time, the mentoring relationship will be evaluated to include the items below. See appendix 2 for the Mentor/Mentee relationship evaluation which is to be completed by the mentee.

- 1) Availability of the mentor
- 2) Ability of the mentor to define goals, offer advice, and solve problems
- 3) Determination as to whether the appointed mentor was satisfactory for the mentee

b. Mentor Evaluation of Mentee

Prior to the junior faculty member's annual review, the substance of the year-long mentoring process will be reviewed by the mentor. At this time, the mentoring relationship will be evaluated using the evaluation form included in appendix 4, Mentor/Mentee relationship evaluation which is to be completed by the mentor.

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8. Outcome Measures for the Mentoring Program

In addition to the evaluation forms completed by both the mentor and mentee, the OB GYN department will also monitor the following items to ensure the success of the faculty, department, college, and MUSC overall.

- a. Departmental measures:
 - 1) Surveys of faculty on their satisfaction with the plan and their job overall
 - 2) Attrition of faculty within the department
 - 3) Percentage of eligible faculty promoted within a 5 year period.
 - 4) Number of faculty promoted ahead of schedule (generally 6 years in grade)
 - 5) Total funding from all mentored activities
 - 6) Total number of publications overseen by mentors
- b. Individual measures:
 - 1) Short term measures:
 - a) Understanding the requirements policies and procedures for promotion and tenure
 - b) Established relationship with a mentor in areas of teaching, research, clinical service, and faculty development
 - c) Documentation of short and long term career goals
 - d) Maintenance of a comprehensive curriculum vitae.
 - 2) Long term measures:
 - a) Competitive funding
 - b) Excellence in research, teaching, and clinical practice
 - c) Time frame for promotion.
- c. Research-related metrics for determining the effectiveness of mentoring
 - 1) Number of grants submitted by mentee under the mentor's guidance
 - 2) Number of these grants funded
 - 3) Number of original publications under the mentor's guidance
 - 4) Importance of original publications under the mentor's guidance (e.g., journal quality, impact factor, editorial written on paper)
 - 5) Career development progress of mentee while guided by the mentor, e.g., presentation of research at national / international meetings, invited presentations at meetings or other universities, election to study sections or specialty societies, promotion of mentee
 - 6) Research awards of mentee under the mentor's guidance
 - 7) Metrics are outlined in the Practice Plan and reviewed during the annual review process each year and are available to all faculty.
- d. Teaching related metrics for determining the effectiveness of mentoring
 - 1) Teaching accomplishments of mentee under mentor's guidance, e.g., formal courses taught, course materials developed, innovative teaching methods developed
 - 2) Number of educational publications under the mentor's guidance
 - 3) Importance of educational publications under the mentor's guidance (e.g., journal quality, impact factor, editorial written on paper)
 - 4) Number of educational grants submitted by mentee under the mentor's guidance
 - 5) Number of these grants funded
 - 6) Career development progress of mentee while guided by the mentor, e.g., presentations at national / international meetings, invited presentations at meetings or other universities, membership on education committees in or

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- outside of the institution, promotion of mentee
- 7) Honors and awards for teaching to the mentee under the mentor's guidance
- e. Clinical related metrics for determining the effectiveness of mentoring
 - 1) Number of presentations at institutional, national, or international meetings by trainees (students, residents, and fellows) or junior clinical faculty under the mentor's guidance
 - 2) Number of publications by trainees (students, residents, and fellows) or junior clinical faculty under the mentor's guidance
 - 3) Innovative clinical care developed by junior faculty under mentor's guidance
 - 4) Career development progress of trainees and junior clinical faculty while guided by the mentor, e.g., graduation from clinical training program of trainees and subsequent positions, invitations to junior clinical faculty to present at meetings or other universities, junior faculty participating as members on clinical committees in or outside of the institution, promotion of junior clinical faculty
 - 5) Honors and awards for clinical care to the junior faculty member under the mentor's guidance

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Appendix 1. MENTORING PARTNERSHIP AGREEMENT

Working in partnership, we are entering this mentoring relationship. It is our expectation that this partnership will foster professional growth and career development. In order to ensure that the mentoring relationship will be a mutually rewarding and satisfying experience, we agree to the following:

1. Maintain confidentiality in this relationship _____
Name Name

2. We are committed to sustain this relationship for at least one (1) year from this date.

Name Name

3. We are committed to meet together: weekly _____ monthly _____

4. We have established the following goals for this mentoring relationship:

5. The skill areas to be enhanced or developed through this partnership are:

6. Each of us has outlined expectations for the mentoring relationship. _____

7. We have discussed and agree to a "No-Fault conclusion, if necessary. _____

Mentor Date Mentee Date

Check box if you are lead mentor **]**

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Appendix 2. Career Development Plan (CDP) Prepared by Mentee

Instructions to Mentees:

Please complete this form every 6 months and give a copy to your career mentor before your mentoring session. Attach an updated CV in the recommended format

Instructions to Mentors:

Please review the mentee's CV and this CDP prior to meeting your mentee.

Date:

Mentor Name:

Mentee Name:

Time allocation as estimated by Mentee:

- _____ % Teaching/training/providing mentoring
- _____ % Research
- _____ % Patient Care
- _____ % Administration
- _____ % Other Creative Professional Activity

How (if at all) would you like to change this time distribution and how could you justify that change?

Academic Appointment

Do you understand the expectations for your career advancement and promotion within the University?

- ___ Yes
- ___ No

If no, provide questions you have about career advancement and promotion at the University:

Current Professional Responsibilities

List your major professional responsibilities and if you anticipate significant changes in the coming year

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Appendix 3. Mentor/Mentee relationship evaluation.

Part 1. TO BE COMPLETED BY MENTEE.

Mentee: _____

Mentor: _____

ITEM	Excellent	Fair	Poor		
1. The mentor is available on a regular basis and approachable.	1	2	3	4	5
2. The mentor helps define goals	1	2	3	4	5
3. The mentor has respect for the mentee	1	2	3	4	5
4. The mentee has respect for the mentor	1	2	3	4	5
5. The mentor is an appropriate role model for the mentee	1	2	3	4	5
6. The mentor has a good understanding of the challenges presented to the mentee.	1	2	3	4	5
7. The mentor has been helpful in guiding the mentee through the challenges presented	1	2	3	4	5
8. The mentor provides both support and constructive criticism of the mentee.	1	2	3	4	5
9. The mentee Maintains a portfolio of publications, lectures, clinical development, faculty/university service for periodic review with mentor(s) and annual review with Chairman	1	2	3	4	5

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Appendix 4. Mentor/Mentee relationship evaluation.

Part 2. TO BE FILLED OUT BY MENTOR.

Mentee: _____

Mentor: _____ **Check box if you are lead mentor** **]**

ITEM	Excellent	Fair	Poor		
1. The mentee is available on a regular basis and approachable.	1	2	3	4	5
2. The mentee has developed a reasonable set of goals	1	2	3	4	5
3. The mentor has respect for the mentee	1	2	3	4	5
4. The mentee has respect for the mentor	1	2	3	4	5
5. The mentee exhibits understanding of the requirements, policies, and procedures for promotion and tenure	1	2	3	4	5
6. The mentee has a good understanding of the challenges presented to the mentee.	1	2	3	4	5
7. The mentee has developed established relationship(s) with a mentor(s) in the areas of teaching, research, clinical service, and faculty development	1	2	3	4	5
8. The mentee takes criticism/suggestions from the mentor and reacts appropriately	1	2	3	4	5