

MENTORING AND CAREER DEVELOPMENT PLAN FOR FACULTY
MEDICAL UNIVERSITY OF SOUTH CAROLINA
DEPARTMENT OF RADIATION ONCOLOGY

**Mentoring and Career Development Plan for Faculty
Medical University of South Carolina
Department of Radiation Oncology**

Table of Contents

1. Introduction	3
2. Department's Goal on Mentoring	3
3. Description of Promotion and Tenure Process within the Department	3
4. Resources Available for Faculty Development	3
5. Hiring of New Faculty and Initial Mentoring	4
6. Mentoring Plan and Roles	5
7. Mentor/Mentee Relationship Evaluation	6
8. Outcome Measures for the Mentoring Program	6
Appendix 1. Mentoring Partnership Agreement	8
Appendix 2. Career Development Plan	9
Appendix 3. Mentor/Mentee relationship evaluation	10
Appendix 4. Mentor/Mentee relationship evaluation	11

**Mentoring and Career Development Plan for Faculty
Medical University of South Carolina
Department of Radiation Oncology**

1. Introduction

The Department of Radiation Oncology (RAD ONC) 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 more than one mentor, it is suggested that one individual serve as primary mentor and the point person. All assistant professors and associate professors should select one or more senior (full professors) faculty member from the department or any other appropriate area of the University where they will establish a mentoring relationship. The overall process is coordinated by the Chair of the mentoring program (Dr. Sebastiano Gattoni-Celli) with the consent and support of the Department Chairman.

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, achieving Institutional Review Board approval (IRB) for investigator-initiated protocols, and 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 emerging 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

The process of promotion/tenure requests for RAD ONC is as follows:

- a. Faculty approaches (or is approached by) the Chairman (or division head) about promotion/tenure, after consulting the guidelines from the Faculty Affairs Website (<http://academicdepartments.musc.edu/com1/faculty/index.htm>).
- b. Chairman (or division head) submits a letter a departmental Committee (made of full professors) supporting promotion/tenure.
- c. Committee discusses application and determines if candidate is ready for promotion/tenure, and sends detailed letter to the Chairman with the Committee's recommendation.
- d. Chairman makes decision.

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 RAD ONC provides the following:

- a. Every faculty has negotiated time for research, as agreed with the Chairman.
- b. RAD ONC is developing a Research Division to promote the research activities of our

**Mentoring and Career Development Plan for Faculty
Medical University of South Carolina
Department of Radiation Oncology**

department as a whole, including an emphasis on support for junior faculty. The Research Division will assist departmental faculty with grant development, regulatory approval, budgeting, research assistance, and grants accounting. Furthermore, the following institutional resources are available to faculty for helping their academic as well as clinical research activities: the South Carolina Translational Research Institute (SCTR); the Clinical and Translational Research Center (CTRC); the Hollings Cancer Center (HCC) Biostatistical Core; grant-writing help and grantsmanship workshops through the SUCCESS center, which is part of SCTR.

- 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 recommendations of the mentor, on behalf of each mentee.
- d. Laboratory Support – several options are available to RAD ONC faculty. These options include space and lab personnel in the Drug Discovery Building and the Strom Thurmond Building.
- e. RAD ONC provides \$5,000 development money per 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 Chair of the mentoring program will receive compensation, commensurate with the success of the mentoring activities (see below under outcome measures).

5. Hiring of New Faculty and Initial Mentoring

The hiring process is essential to ensure success of junior faculty (Associate Professors, Assistant Professors, and Instructors).

- a. The Department seeks to hire new faculty.
- b. Once the decision is made to consider hiring 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 RAD ONC 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 RAD ONC faculty who have agreed to serve as mentors along with a brief summary of the academic interests of those particular faculty members. New faculty will select a mentor who will be approved by the Department Chairman.
- f. Within 3 months of faculty appointment, each new faculty member should meet with the 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 monthly departmental research meeting organized by the Research Division to foster cross-pollination between departmental researchers and to create mentorship relationships between senior faculty and junior investigators.

**Mentoring and Career Development Plan for Faculty
Medical University of South Carolina
Department of Radiation Oncology**

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 not limited to):
 - I) Deciding on the right track and rank
 - II) Percent of effort for clinical activities including after hours call
 - III) Percent of effort for teaching
 - IV) Adequate protected time for research and teaching effort
 - V) Adequate support for administrative, clinical, and research efforts
- 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 for promotion/tenure consideration. At the beginning of relationship, the mentor and mentee will complete and sign the Mentoring Partnership Agreement (see Appendix 1), which outlines the terms of the partnership.
- 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 that appropriate mentoring and feedback is provided to the mentee.
- d. To document the progress of each mentee. The mentor shall have the junior faculty member's academic well-being in mind and will offer constructive and 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:
 - I) Eligible faculty submits the promotion packet along with a cover letter to a departmental Committee (made of full professors) supporting promotion/tenure.
 - II) If approved, the completed packet is forwarded to the Department Chairman for final approval. The packet is then submitted to the Medical College 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 for promotion/tenure consideration. At the beginning of relationship, the mentor and mentee will complete and sign the Mentoring Partnership Agreement (see Appendix 1), which outlines the terms of the partnership.
- 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 that 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.

**Mentoring and Career Development Plan for Faculty
Medical University of South Carolina
Department of Radiation Oncology**

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 3 for the Mentor/Mentee relationship evaluation which is to be completed by the mentee):
 - I) Availability of the mentor;
 - II) Ability of the mentor to define goals, offer advice, and solve problems;
 - III) 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.

8. Outcome Measures for the Mentoring Program

In addition to the evaluation forms completed by both the mentor and mentee, the RAD ONC Academic Affairs Committee will also monitor the following items to ensure the success of the faculty, the department, the college, and MUSC overall.

- a. Departmental measures:
 - I) Surveys of faculty on their satisfaction with the plan and their job overall;
 - II) Attrition of faculty within the department;
 - III) Percentage of eligible faculty promoted within a 5-year period;
 - IV) Number of faculty promoted ahead of schedule (generally 6 years in grade);
 - V) Total funding from all mentored activities;
 - VI) Total number of publications overseen by mentors.

- b. Individual measures:
 - I) Understanding the requirements policies and procedures for promotion and tenure;
 - II) Establish relationship with a mentor in areas of teaching, research, clinical service, and faculty development;
 - III) Documentation of short and long term career goals;
 - IV) Maintenance of comprehensive curriculum vitae;
 - V) Excellence in teaching (assessed from students' and residents' satisfaction surveys), and clinical practice (assessed from patients' satisfaction surveys);

- c. Research-related metrics for determining the effectiveness of mentoring:
 - I) Identify areas of clinical investigation with a focus on translational research;
 - II) Develop investigator-initiated protocols in coordination with the Hollings Cancer Center;
 - III) Number of cancer patients enrolled through the Department of Radiation Oncology into clinical trials at the Hollings Cancer Center, including RTOG cooperative studies.
 - IV) Number of grants submitted by mentee under the mentor's guidance;
 - V) Number of funded grants;
 - VI) Number of peer-reviewed publications under the mentor's guidance;
 - VII) Importance of original publications under the mentor's guidance (e.g., journal quality, impact factor, editorial written on paper);

**Mentoring and Career Development Plan for Faculty
Medical University of South Carolina
Department of Radiation Oncology**

- VIII) 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;
- IX) Research awards to mentee under the mentor's guidance;
- X) Metrics as outlined in the Practice Plan and examined during the annual review process (available to all faculty).
- d. Teaching related metrics for determining the effectiveness of mentoring:
- I) Teaching accomplishments of mentee under mentor's guidance, e.g., formal courses taught, course materials developed, innovative teaching methods developed;
 - II) Number of educational publications under the mentor's guidance;
 - III) Importance of educational publications under the mentor's guidance (e.g., journal quality, impact factor, editorial written on paper);
 - IV) Number of educational grants submitted by mentee under the mentor's guidance;
 - V) Number of these grants funded;
 - VI) Honors and awards for teaching to the mentee under the mentor's guidance;
- e. Clinical related metrics for determining the effectiveness of mentoring:
- I) Number of presentations at institutional, national, or international meetings by trainees (students, residents, and fellows) or junior clinical faculty under the mentor's guidance;
 - II) Number of publications by trainees (students, residents, and fellows) or junior clinical faculty under the mentor's guidance;
 - III) Innovative clinical care developed by junior faculty under mentor's guidance;
 - IV) 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;
 - V) Honors and awards for clinical care to the junior faculty member under the mentor's guidance;

**Mentoring and Career Development Plan for Faculty
Medical University of South Carolina
Department of Radiation Oncology**

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 []

**Mentoring and Career Development Plan for Faculty
Medical University of South Carolina
Department of Radiation Oncology**

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

**Mentoring and Career Development Plan for Faculty
 Medical University of South Carolina
 Department of Radiation Oncology**

Appendix 3. Mentor/Mentee relationship evaluation.

Part 1. TO BE COMPLETED BY MENTEE.

Mentee: _____

Mentor: _____

ITEM	Excellent		Fair		Poor
	1	2	3	4	5
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

**Mentoring and Career Development Plan for Faculty
 Medical University of South Carolina
 Department of Radiation Oncology**

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