



**COLLEGE OF MEDICINE
AND LIFE SCIENCES**

THE UNIVERSITY OF TOLEDO

Faculty Mentoring Program Handbook

UToledo College of Medicine and Life Sciences

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Facilitated by the UToledo College of Medicine and Life Sciences Faculty Mentoring Committee
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Purpose of the Faculty Mentoring Program Handbook

- Provide an overview of the UToledo College of Medicine and Life Sciences Faculty Mentoring Program
 - Mission, Vision and Goals
- Describe the concepts and benefits of mentoring
 - Why are Mentoring Programs Needed?
 - Selection of Mentors
 - Establishing a Mentoring Committee
- Provide suggested resources for the mentoring facilitators
- Appendices
 - Sample Data Collection Worksheet for Mentoring Committee chairs
 - Sample Mentoring Committee summary letter



UToledo College of Medicine and Life Sciences

Faculty Mentoring Program Overview

Faculty mentoring is a fundamental part of career development for all basic science and clinical faculty. Mentoring is a multifaceted interaction and collaboration between junior and senior faculty members with the goal of creating a supportive environment for the junior faculty member's career development and success.

The UToledo College of Medicine and Life Sciences (COMLS) has developed a structured program that offers formal mentoring of all faculty at the Assistant Professor rank in tenure-eligible tracks (*i.e.*, junior faculty). The UToledo College of Medicine and Life Sciences Faculty Mentoring Committee (FMC) consists of senior members from both basic science and clinical departments who assess and review the processes and procedures for early faculty mentoring, providing advice to the Dean on ways to support and improve faculty mentoring.

All junior faculty at the rank of Assistant Professor in a tenure-eligible track (*e.g.*, Academic Basic Scientist Track, Basic Science Educator Track, Clinical Scholar Track, Clinical Educator Track) are required to have a Junior Faculty Mentoring Committee (JFMC). Although many COMLS Departments and/or Divisions traditionally have supported internal junior faculty mentoring, those efforts were consolidated into the COMLS-wide FMC in 2020, to support consistent and unified mentoring practices across COMLS. All Assistant Professors in a tenure-eligible track with hire dates after July 1, 2017 are required to have a JFMC. Each JFMC will provide summaries of agreed-upon action items for the junior faculty member to accomplish by the next JFMC meeting.

Faculty at the rank of Associate Professor are strongly encouraged to continue meeting with their existing mentoring committee, referred to hereafter as the Mid-Career Mentoring Committee (MCMC) or form a new MCMC, with MCMC members determined by the faculty member and departmental chair, until the faculty member has been promoted to Professor (with tenure).

Third-year pre-promotion review: In addition to mentorship by the JFMC, all junior faculty in tenure-eligible tracks will undergo a one-time summative assessment of their progress towards promotion/tenure after completion of the third year. This third-year pre-promotion review is a formal assessment of the faculty member's progress towards promotion and tenure, as outlined in the C.V. and other supporting information, that will be performed by the department's APT committee (appointment/promotion/tenure), followed by the Department Chair and COMLS Dean. All information should be uploaded into Faculty 180 for review.

Mission and Vision

Mission: The mission of the Faculty Mentoring Committee (FMC) is for all UToledo College of Medicine and Life Sciences (COMLS) faculty members to be actively and continuously supported in their pursuit of a successful professional career.

Vision: The vision of the FMC is to engage with both junior and senior faculty to provide a supportive and collegial environment that promotes faculty success through mentoring and enhances our national and international reputation.

Goals: The goals of our mentoring program are to promote career development, advancement, and promotion of our faculty by:

- Providing all tenure-track junior faculty (*i.e.*, Assistant Professors) mentees with effective mentors through Junior Faculty Mentoring Committees (JFMC);
- Supporting and facilitating mid-career faculty (*i.e.*, Associate Professor) development through mentoring by Mid-Career Mentoring Committees (MCMC);
- Identifying specific and unique mentoring goals and metrics for each mentee;
- Creating and building a mentoring database of processes and outcomes to support and evaluate mentoring activities;
- Developing a strong central mentoring structure, resources, and leadership to support the faculty mentoring program at UToledo COMLS.

Why Do We Need Mentoring Programs?

Mentoring Programs have been shown to:

- Promote career development and satisfaction
- Improve success of women and underrepresented minorities in academic health careers
- Enhance faculty productivity (active mentoring is linked to increased funding and publications)
- Increase interest in academic careers
- Increase promotion in academia
- Improve self-efficacy in teaching, research and professional development
- Increase the time that clinician educators spend in scholarly activities
- Improve collegiality in the work environment

Benefits for Mentees: Having a mentor and participating in mentoring programs is associated with more favorable objective outcomes (compensation, promotion) and subjective outcomes (career/job satisfaction)

Benefits for Mentors: Having a mentee and participating in mentoring programs is associated with improved career satisfaction

Selection of Mentors

When selecting mentoring committee members, please consider the following criteria:

- Senior faculty members at the rank of Associate Professor or Professor in tenure-eligible tracks may serve as mentors on JFMCs.
- JFMCs should consist of two to three senior faculty from the same or related disciplines. Senior faculty from different departments may serve on the same JFMC. If more than three members are proposed for a JFMC, the committee membership should be reviewed and approved by the FMC.
- Senior faculty may serve on more than one JFMC.
- Since research shows that mentees who have input into committee membership are more satisfied with their mentoring relationships, Department Chairs should consult with the junior faculty member to select the preferred mentors for the JFMC.
- Department Chairs can serve on JFMCs but should avoid any perceived favoritism or conflicts. It is preferable that Chairs serve on JFMCs outside of their department
- Junior faculty are encouraged to contact FMC members for assistance in selecting JFMC members or if any concerns arise during the mentoring process. FMC members are committed to providing advice, help, and assistance to all COMLS junior and mid-career faculty.
- JFMC, especially those in clinical departments, are encouraged to be composed of faculty members from different departments, including considering at least one member from a basic science department.
- Two additional mentoring programs are available through the Office of the Provost: one for women and one for under-represented faculty.
<https://www.utoledo.edu/offices/provost/faculty-mentoring.html>

1. UTOLEDO UNDER-REPRESENTED FACULTY MENTORING PROGRAM

The UToledo Under-Represented Faculty Mentoring program is for under-represented minority (URM) faculty and provides formal opportunities for mentoring beyond what is available at the department level. This program is

structured to offer the formation of mentor-mentee pairs, social events for junior faculty to engage in networking and group mentoring through workshops that present information uniquely tailored for URM faculty. A Faculty Mentoring Committee oversees the administration of the program and provides assistance to pairing mentors and mentees.

The Faculty Mentoring Committee for the program are designated to assist the university to help retain URM faculty, which is aligned with the University of Toledo's Diversity and Inclusion Plan. The mentoring committee monitors the mentoring pairs and evaluates the success of the mentoring match and needs of the junior faculty member. The committee is co-chaired by the vice president of diversity and inclusion and the vice provost for faculty affairs. Each college dean will appoint one committee member to represent their respective college to the Faculty Mentoring Committee.

Diverse mentors provide the mentee with informal advice about the areas of teaching, research, and service, and assists the mentee to establish a professional network at UToledo and in the community. Both lecturers and tenure track faculty are eligible to participate. Participation is completely voluntary for both mentors and mentees. The mentee may remain with this original mentor indefinitely or may add another mentor at any time based on their needs.

For further information about the UToledo Under-Represented Faculty Mentoring Program, please contact the Provost's Office.

2. UTOLEDO WOMEN'S MENTORING NETWORK

The _ seeks to retain and support women faculty and staff across campus. Women faculty and staff who would like a peer mentor are asked to contact Dr. Amy Thompson, vice provost of faculty affairs at amy.thompson@utoledo.edu. outlining their professional and personal interests.

Each participant is paired with a senior faculty or staff member who shares similar interests and has volunteered to serve as a mentor. This mentee/mentor match does not replace the department's own mentoring programming but rather, it builds upon the work of departmental mentoring relationships. Senior faculty or staff members interested in serving as a mentor should fill out a brief online form (<https://www.utoledo.edu/offices/provost/webforms/application-to-be-mentor.html>) to express their interests and willingness to serve.

Establishing a Junior Faculty Mentoring Committee (JFMC)

1. A JFMC should be established by the department chair for each faculty member at the rank of Assistant Professor in a tenure-eligible track (e.g., Academic Basic Scientist Track, Basic Science Educator Track, Clinical Scholar Track, Clinical Educator Track) in either COMLS basic science or clinical departments.
2. The composition of the JFMC should occur in consultation with the mentee.
3. The Department Chair may serve on JFMCs within their department, but it is preferable that the Department Chair serves on JFMCs outside of their department.
4. The JFMC should consist of two to three senior (Associate Professor or Professor) faculty members in the same or related discipline. The JFMC will select a faculty member to be the JFMC chair (not to be confused with the Department Chair)
 - a. Senior faculty may serve on more than one mentoring committee.
5. The JFMC will meet with the mentee at least two times per academic year.
6. Prior to the JFMC meeting, the JFMC chair will ask the mentee to provide relevant information to the committee for review, including:
 - a. An updated CV (in the [COMLS standardized CV format](#))
 - b. Extramural research support (current and pending)
 - c. Publications (since appointment and under review)
 - d. Presentations at regional, national, or international meetings
 - e. Additional scholarship activities (e.g., journal manuscript review, study section service, and other activities that demonstrate national and international recognition)
 - f. Teaching/educational activities (including student evaluations)
 - g. Advising/mentoring
 - h. Curriculum development, learning assessment, and other educational activities
 - i. Service on national, UToledo, COMLS, and Departmental committees
7. The JFMC will pre-review the provided information and, during the meeting, will discuss items with the mentee that are important for career development and academic progression/promotion.
 - a. A sample mentoring committee data collection worksheet is available in Appendix A.
 - b. Progress should be directly compared with the [COMLS Faculty Tracks for Academic Ranks and Criteria for Promotion and Tenure](#)
 - c. The [COMLS APT Checklist](#) also may be used as a reference

8. Within one week of each JFMC, the Chair will write a draft summary of discussion points and areas for future growth, the draft summary will be provided to the mentee and JFMC to confirm accuracy, edits/corrections should be made within one week, and a final version of the meeting summary will be emailed to the mentee and JFMC within two weeks of the JFMC.
 - a. A sample summary letter is available in Appendix B.
9. The mentee will have two weeks to sign the JFMC summary and prepare specific action plans, if needed.
 - a. The JFMC summary and mentee action plan (if needed) will be sent to the Department Chair for review.
10. The COMLS Faculty Mentoring Committee (FMC) will request feedback from junior faculty mentees and JFMCs once per year to identify best practices, assess if JFMCs are decreasing time to and improving successful dossier approval for tenured Associate Professors, and solicit feedback for continuous improvement. As noted above, junior faculty are encouraged to contact any FMC member if concerns arise during the mentoring process. FMC members are committed to providing advice, help, and assistance to all COMLS junior and mid-career faculty.
 - a. Success of the COMLS Junior Faculty Mentoring Program will be evaluated annually through mentee and committee surveys. Results will be shared with faculty at COMLS Council meetings.
 - b. FMC will meet at least twice per year to assess faculty mentoring progress, review survey data, and propose, discuss, and vote on changes to the mentoring program.

Establishing a Mid-Career Mentoring Committee (MCMC)

1. As noted above, faculty at the rank of Associate Professor are strongly encouraged to continue meeting with their existing mentoring committee, referred to hereafter as the Mid-Career Mentoring Committee (MCMC), or may form a new MCMC, with MCMC members determined by the faculty member and departmental chair, until the faculty member has been promoted to Professor (with tenure). MCMCs should provide advice to mid-career mentees on how to increase their national and international reputation, should assist with maintaining externally-funded grant support (which is often more difficult than obtaining the first grant), with increasing the number of high-impact publications, increasing the mentee's h-index, increasing the level of responsibility on national, UToledo, COMLS, and Departmental committees, etc.
2. The Department Chair may serve on MCMCs within their department, but it is preferable that the Department Chair serves on MCMCs outside of their department.
3. The MCMC should consist of two to three faculty, at full Professor rank, in the same or related discipline. The MCMC will select a faculty member to be the MCMC chair (not to be confused with the Department Chair)
 - a. Senior faculty may serve on more than one mentoring committee.
4. The MCMC should meet with the mid-career mentee at least once per academic year. Prior to the MCMC meeting, the MCMC chair will ask the mentee to provide relevant information to the committee for review, including:
 - a. An updated CV (in the [COMLS standardized CV format](#))
 - b. Extramural research support (current and pending)
 - c. Publications (since promotion and under review)
 - d. Presentations at regional, national, or international meetings
 - e. Additional scholarship activities (e.g., journal editorial boards, study section service, and other activities that demonstrate national and international recognition)
 - f. Teaching/educational activities (including student evaluations)
 - g. Advising/mentoring
 - h. Curriculum development, learning assessment, and other educational activities
 - i. Service on national, UToledo, COMLS, and Departmental committees. (including additional service and responsibilities since becoming Associate Professor)
 - j. Clinical activities and clinical educational activities
5. The JFMC will pre-review the provided information and, during the meeting, will discuss mentee progress and areas for growth toward academic progression/promotion.

- a. A sample mentoring committee data collection worksheet is available in Appendix A.
 - b. Progress should be directly compared with [COMLS Faculty Tracks for Academic Ranks and Criteria for Promotion and Tenure](#)
 - c. The [COMLS APT Checklist](#) may be used to assess progress to date.
6. Within one week of each MCMC, the Chair will write a draft summary of discussion points and areas for future growth, the draft summary will be provided to the mentee and MCMC to confirm accuracy, edits/corrections should be made within one week, and a final version of the meeting summary will be emailed to the mentee and MCMC within two weeks of the MCMC.
 - a. A sample summary letter is available in Appendix B.
7. The mentee will have two weeks to sign the MCMC summary and prepare specific action plans, if needed
 - a. The MCMC summary and mentee action plan (if needed) will be sent to the Department Chair for review.
8. The COMLS Faculty Mentoring Committee (FMC) will request feedback from mid-career faculty mentees and MCMCs once per year to identify best practices, assess if MCMCs are decreasing time to and improving successful dossier approval to tenured Professors, and solicit feedback for continuous improvement. As noted above, mid-career faculty are encouraged to contact any FMC member if concerns arise during the mentoring process. FMC members are committed to providing advice, help, and assistance to all COMLS junior and mid-career faculty.
 - a. Success of the COMLS Junior Faculty Mentoring Program will be evaluated annually through mentee and committee surveys. Results will be shared with faculty at COMLS Council meetings.
 - b. FMC will meet at least twice per year to assess faculty mentoring progress, review survey data, and propose, discuss, and vote on changes to the mentoring program.

Resources for faculty mentors

1. University of Toledo Office of the Provost Faculty Mentoring Handbook <https://www.utoledo.edu/offices/provost/docs/Mentor%20Handbook%20Final%20July%202019.pdf>
2. NYU School of Medicine Faculty Mentoring Handbook <https://med.nyu.edu/for-faculty/sites/default/files/faculty-mentoring-handbook.pdf>
3. NYU School of Medicine Guide for Faculty Mentors <https://med.nyu.edu/for-faculty/sites/default/files/guide-for-faculty-mentoring.pdf>
4. AAMC Mentoring in Academic Medicine: The Current State of Practice and Evidence-based Alternatives <https://health.usf.edu/-/media/Files/Medicine/Faculty-Council/MentoringinAcademicMedicine.ashx>
5. National Research Mentoring Network <https://nrmnet.net/>
6. Chopra V, Edelson DP, Saint S. ***Mentorship Malpractice***. JAMA. 2016;315(14):1453-1454
<https://jamanetwork.com/journals/jama/fullarticle/2512789>
7. Columbia University Guide to Best Practices in Faculty Mentoring
<https://provost.columbia.edu/sites/default/files/content/MentoringBestPractices.pdf>

Appendix A: Sample Data Collection Worksheet for Mentoring Committees

Faculty Name:
Date:
Rank/Track:
Committee Members:
<ol style="list-style-type: none"> 1. Scholarship: <ol style="list-style-type: none"> a. Extramural research support: b. Publications: c. Presentations at regional, national, or international meetings: d. Additional activities (e.g. journal manuscript reviews, study section service, etc.): 2. Education/Teaching: <ol style="list-style-type: none"> a. Teaching in classrooms and in groups (including student evaluations): b. Advising/mentoring: c. Curriculum development: d. Learner assessments: e. Other educational activities: 3. Service on National, UToledo, COMLS, and Departmental committees 4. Clinical activities and clinical educational activities (as applicable): 5. Faculty development activities:
Issues impacting productivity:
Work-life balance:
Other issues:
Goals discussion:
Action items for next meeting:
Next meeting date:

Appendix B: Sample Mentoring Committee summary letter

Date:

Name of Mentee:

Department:

Faculty Track:

Dear (name of mentee):

Thank you for meeting with your Mentoring Committee on DATE and reviewing your activities and accomplishments. The following is a brief summary of that meeting and the discussion and feedback from the Mentoring Committee.

The requirements for promotion and tenure to XXXX Professor in your track were discussed with you. For future reference, they are listed on the UToledo Faculty Affairs website (Faculty Tracks for Academic Rank and Criteria for Promotion; <https://www.utoledo.edu/depts/facaffairs/medicine/>):

1. Scholarship (grants, publications, invited presentations):

Areas of strength:

- A.
- B.
- C.

Areas of future growth:

- A.
- B.
- C.

Other issues discussed:

2. Education/Teaching (graduate, medical, and/or clinical education, classroom or small group, advising/mentoring, curriculum development):

Areas of strength:

- A.
- B.
- C.

Areas of future growth:

- A.
- B.
- C.

Other issues discussed:

3. Service on National, UToledo, COMLS, and Departmental committees

Areas of strength:

- A.

- B.
- C.

Areas of future growth:

- A.
- B.
- C.

Other issues discussed:

4. Clinical activities and clinical educational activities

Areas of strength:

- A.
- B.
- C.

Areas of future growth:

- A.
- B.
- C.

Other issues discussed:

5. Faculty Development Activities:

Areas of strength:

- A.
- B.
- C.

Areas of future growth:

- A.
- B.
- C.

Other issues discussed:

Other discussion items:

Thank you for meeting with us. Within the next two weeks, please review and sign this summary with an attached action plan if that has been requested. These will be sent to the chair for final review. We will meet within the next six months or sooner if indicated in the action plan. And in the meantime, please reach out to us for assistance as needed - we are committed to your success as a UToledo faculty member!

Sincerely,

XYZ signature

Mentoring Committee Chair Name

.

_____ /date

(mentee signature line /date)

CC: Mentoring Committee members

Department Chair

(may include an attached action plan)
