

Mentoring Plan
Department of Cell Biology and Physiology
UNC School of Medicine
June 2014

The Department mentors faculty to:

- Maximize excellence in research and teaching;
- Develop an academic identity and a coherent research, teaching and service portfolio;
- Educate expectations for tenure and promotions;
- Promote job satisfaction and increase retention.

Relationship to other mentoring and evaluation activities

The mentoring process is distinct from the annual face-to-face evaluations that are performed in May/June by the Department Chair. Annual Chair-Faculty meetings are intended to establish the department's future expectations and goals for the faculty member (e.g. teaching assignments and service work). They also provide an opportunity to review whether the previous year's goals were met so that success can be acknowledged or any shortcomings remediated. In contrast, the formal Faculty Mentoring Program is intended to provide strategic guidance and help with prioritizing activities required for career success. They are intended to supplement other formal and informal departmental mentoring activities, such as those provided by the Chair and fellow faculty members.

Rewarding Excellence in Mentorship

Participation in mentoring committees is considered to be an essential role of every faculty member who has achieved the level of Associate Professor or Professor, either as tenure-track or fixed-term faculty. The quality of the faculty member's mentorship will be assessed during the annual face-to-face evaluation, as part of a discussion of the faculty member's service to the department or larger university community. Outstanding mentoring may be recognized with awards, as determined by the Chair.

Fixed-Term Faculty

In our department the fixed term faculty members who work in laboratories report directly to a tenure track faculty member partner to whom the space is assigned. The Faculty Mentoring Program for fixed-term researchers provides an opportunity for guidance outside of the relationship with their tenure track research partner.

A Fixed-Term Faculty Mentoring Committee for fixed-term faculty will be charged with developing and offering career development sessions at least once a year, and more, if requested by the fixed-term faculty. Attendance at these workshop-style sessions will serve as the formal mentoring meeting for fixed-term faculty; however, a fixed-term faculty member may request an individualized session with the mentoring committee as needed. The topics of

the mentoring sessions will be determined jointly between the fixed-term faculty and the Mentoring Committee.

Tenure-Track Faculty

Mentor Selection/Development

This Mentoring Program is designed to help junior faculty members plan their careers and prioritize their career activities, with the goal of developing strategies for achieving career success and meeting the expectations of the department, the School of Medicine, and the University, by drawing on the advice of more experienced colleagues. Each tenure-track faculty member will be assigned a Mentoring Committee composed of 3-5 senior faculty members who are selected by the mentee and the Chair based on demonstrated experience and excellence as mentors. At least 2 of these faculty members should have their primary appointment within the Department; and at least 1 faculty member should have their primary appointment from outside the Department. One or more of the members of a Mentoring Committee can be replaced at the request of a mentor or mentee with agreement from the Chair (without any specific discussion of the mentee's performance), or with the departure of a mentor from the Department; however, this should only happen under exceptional circumstances. The Department recognizes that members of specific groups may benefit from mentoring by individuals who have successfully faced challenges that are unique to that group. Therefore, in mentoring faculty who are women or under-represented minorities, every effort will be made to recruit other members of these groups to serve on the mentoring committee.

Once a mentoring committee has been finalized, the Department Chair or Associate Chair will meet with the mentee and the mentoring committee to outline expectations and objectives, and to orient both the mentee and the committee to the mentoring process. At that time, all parties will agree upon the frequency, duration, and place of future meetings, which should occur no less than once every 6 months during the first probationary term and no less than once a year during the second probationary term as an assistant professor.

Mentoring Process

Before each meeting, the mentee will provide to the committee an updated CV, status of grants, list of lab personnel, copies of recent grant applications, and a list of all their professional intramural and extramural activities outside the laboratory. Mentees are encouraged to formulate both short- and long-term goals with their mentoring committees, and to bring specific problems to the meetings for discussion. At the outset, the mentee and mentors should establish how issues of confidentiality will be dealt with. In general, it is assumed that all matters considered confidential by the mentees and mentors will be kept strictly confidential and not discussed with the Chair or other colleagues.

Objectives for mentoring include career enhancement and professional development, and building and maintaining a professional network. In addition, mentors should assist mentees with issues such as: choosing a research focus, managing time effectively, preparing for the tenure review, HR and personnel issues, overcoming barriers to success, and balancing career and personal life. Mentors should advise mentees on how well they are achieving the

requirements for success on the mentee's academic pathway and rank, which must take into account the specific requirements of the School of Medicine and the University.

To document and assess the quality of mentoring with the Department, a summary of the mentoring meetings will be reviewed annually to determine the state of mentorship, the mentorship needs, and expectations of junior faculty.

Fostering Excellence in Mentorship

To assist faculty mentors in developing their mentorship skills, the Department Chair's assistant maintains a collection of excellent manuals on faculty career development and being a mentor in the Department Faculty Development Library:

[all new faculty are given a hard copy of this book]

Making the Right Moves: A Practical Guide to Scientific Management for Postdocs and New Faculty. Second edition. 2006. The Howard Hughes Medical Institute and the Burroughs Wellcome Fund.

BRIDGES TO INDEPENDENCE: FOSTERING THE INDEPENDENCE OF NEW INVESTIGATORS IN BIOMEDICAL RESEARCH . Committee on Bridges to Independence: Identifying Opportunities for and Challenges to Fostering the Independence of Young Investigators in the Life Sciences. NATIONAL RESEARCH COUNCIL OF THE NATIONAL ACADEMIES. THE NATIONAL ACADEMIES PRESS. Washington, D.C.

WHO WILL DO THE SCIENCE OF THE FUTURE? A SYMPOSIUM ON CAREERS OF WOMEN IN SCIENCE NATIONAL ACADEMY OF SCIENCES. Committee on Women in Science and Engineering. Office of Scientific and Engineering Personnel. National Research Council. NATIONAL ACADEMY PRESS. Washington, D.C.

An extensive online collection of articles on mentoring is maintained by the Burroughs Wellcome Trust at:

<<http://www.bwfund.org/pages/55/Career-Development/>>