

## FACULTY MENTORING & DEVELOPMENT PROGRAM

Department of Allied Health Sciences \* School of Medicine  
UNC-Chapel Hill  
REVISED DRAFT 20210205

The Department of Allied Health Sciences (DAHS) Faculty Mentoring & Development program is designed to support the careers of all faculty members and to focus on mentorship primarily at the Instructor and Assistant Professor levels. The program is not intended as a formal evaluative process but rather a means of providing mentoring, support, and constructive feedback toward career advancement.

### OBJECTIVES OF THE PROGRAM:

- Enable faculty members to thrive in their respective roles within the university
- Stimulate development of a successful career plan based on the primary role(s) of the faculty member: clinical practice, administration, research, service, and/or education
- Support mentee-driven processes for career development and advancement
- Review academic activities, ensuring that they meet established performance goals
- Facilitate productive networking and collaborative partnerships, both within and beyond DAHS and UNC-Chapel Hill
- Help identify funding opportunities and resources to support career growth

### ELIGIBLE FACULTY

Faculty who are affiliated with a Division or Center within the Department of Allied Health Sciences at the rank of Instructor or Assistant Professor are expected to participate in the mentoring program. Faculty at higher ranks are encouraged to participate if engaged in new or evolving roles.

### PROCESS:

- Each faculty member at the rank of Instructor or Assistant Professor will select a team of mentors, at least one of which comes from within the Department. This does not preclude having multiple DAHS mentors, but encourages external members as well. Although 3-4 members is customary for a mentoring committee, it may also be the case that a single mentor or pair of mentors best suits the mentee's needs. The number of mentors is not as important as the fit with the professional goals of the mentee.
- Division Directors serve as consultants for identifying mentors and supports for the Mentee but are not expected to serve as members of the mentoring committee unless requested by Mentee.
- The mentor/ mentoring team will meet with the Mentee at least once a year and more often as needed.

- Documentation and review of mentoring meetings and goals will be integrated into the annual review process.

### **GUIDELINES FOR MENTEES, MENTORS, and DIVISION DIRECTORS**

<b>TASK</b>	<b>MENTEE</b>	<b>MENTOR</b>	<b>DIVISION DIRECTOR</b>
ESTABLISH A MENTOR / MENTORING TEAM	Identifies potential mentors and reaches out to prospective mentors; reports membership of mentoring team to Division Director.	Responds to request for mentorship; reviews CV of faculty member and other relevant materials to prepare for mentoring. A Primary Mentor is typically designated to act as the lead or sole liaison	Presents the mentoring policy/program to new faculty members; supports identification of potential mentors; assists if needed with recruitment of mentors; confirms that mentoring is occurring for all relevant faculty.
SCHEDULE MENTORING MEETINGS	Contacts mentoring team at least annually and initiates scheduling of mentoring team meeting/s. Calls on Division Director to troubleshoot / assist if problems are encountered with scheduling of meetings.	Commits to meeting with Mentee at least annually and more frequently as needed; responds in a timely manner to scheduling requests. The Primary Mentor and Mentee may meet more frequently as needed.	Communicates with Mentee to confirm mentoring meetings are occurring at least annually; provides input or assistance as needed or requested.
PREPARE FOR MEETINGS	Establishes agenda; reviews A&P documents and self-assesses progress and goals; sends relevant documents in advance of mentoring committee meeting/s, depending on agreed-upon process.	Reviews A&P documents and progress toward desired goals; identifies areas for growth and development.	Assists as needed in identifying areas that may benefit from additional mentoring.
DURING THE MEETING	Leads discussion; identifies specific milestones; sets goals for interim and next meeting.	Contributes to evaluation of progress toward goals; provides insights regarding direction and resources.	Not expected to be present unless requested by the Mentee
FOLLOWING THE MEETING	Maintains record of meetings and relevant notes for annual review. Integrates mentoring process with annual performance goals and promotion processes	Committee members follow up on any mutually-agreed upon contacts or resources	Reviews mentoring plan at annual review meeting and checks off where indicated on APPR. Counsels or advises mentee if meetings are not occurring or not meeting needs.

## FREQUENTLY ASKED QUESTIONS

- **Can established mentoring committees be incorporated into this program?**

Yes. If an existing mentoring committee, for example related to a K award, is working well and fits the program's description, there is no need to replace that committee.

- ***Who makes sure documentation of mentoring is completed?***

It is the Faculty Mentee's responsibility to organize the meetings and to define goals and share them with the mentoring committee. The Mentee should also maintain records (in whatever form they choose) of mentoring meetings, goals, and progress toward goals. This information will be integrated into the departmental annual review form and discussed with the division director. The mentee maintains discretion relative to the information shared.

- ***Mentors outside of the Department: how do mentees find them, and what is their incentive for mentoring?***

Often, appropriate mentors outside the Department are easy to identify based on the mentee's work focus. If not, Mentees should ask their Division Director or colleagues for recommendations. The incentives to serve as a mentor are to contribute to junior faculty development and support the future of research, education and practice; mentoring is considered a fundamentally important academic activity by most UNC faculty.

- **When forming a mentoring committee should the Mentee reach out directly to potential Mentors?**

Yes, it is appropriate and in fact preferable for the Mentee to ask a prospective mentor if they are willing to do this. The Mentee should then report the names of mentors to their Division Director and designated DAHS administrative staff.

- ***Must the Mentors hold higher ranks than the people they are mentoring?***

No, if their experience and expertise are appropriate to serve in a mentoring role for that Mentee, they may be at any rank.

- ***Will clinical performance be addressed/managed by this program?***

The mentoring program is designed to support a Mentee's professional development, not evaluate clinical performance. However, Mentees in clinical roles may include Mentors who have advanced clinical or clinic management expertise as part of their team.

- ***Is the mentoring program mostly for researchers?***

No. All of our major departmental missions (teaching, clinical service, administration, professional service, and research) are important. The Faculty Mentoring Program was designed to ensure that Faculty professional development is considered and discussed on a regular basis, regardless of primary mission focus.

- ***Can the committee change over time?***

Yes. As the faculty member's career trajectory evolves or as changes occur with current or prospective mentors, it may be appropriate to change the committee membership. This includes increasing or decreasing numbers of mentoring committee members as well as changing the makeup of the committee. The Faculty member may address this directly with the current mentor/mentoring team and/or request consultation with the Division Director regarding committee membership.

- ***Who decides how often the committee meets?***

The mentoring committee and Mentee should meet at least annually, but the frequency of meetings between Mentors and Mentees will vary according to the needs and focus of the faculty member and should be driven by the Mentee. When both a Primary Mentor and a mentoring committee take part in the process, the Mentee and Primary Mentor may naturally meet more frequently than the entire committee.

- **How can I arrange a mentoring meeting when my committee members are very busy, and some are at other institutions?**

Teleconferences and videoconferences are suitable for meetings. In some cases Mentees have held in-person meetings with part of the group, while obtaining separate input from others. When there are no major issues to discuss, an email meeting may also be appropriate.

- **What is the difference between mentoring and coaching?**

Mentoring typically provides a broad overview of career development at multiple levels, whereas professional coaching typically focuses on specific skill development. One informal way to think about communication with coaches versus mentors is that coaches talk 'to' their clients in order to provide guidance for development, while mentors talk 'with' their mentees at the mentee's request in order to support career decisions and direction ([https://www.catalyst.org/wp-content/uploads/2014/12/Mentor\\_Sponsor\\_Coach.pdf](https://www.catalyst.org/wp-content/uploads/2014/12/Mentor_Sponsor_Coach.pdf)). The DAHS Faculty Development program focuses on mentorship.