The Department of Medicine (DOM) mentoring program will complement the College of Human Medicine (CHM) Tenure System Mentoring Program. The overview of the CHM program is:

**College of Human Medicine Clinician Educator Mentoring Program (CEMP)**
To learn personal and professional perspectives through peer mentoring in groups facilitated by successful clinician educator faculty mentors.

**College of Human Medicine Tenure System Mentoring Program**
The overall goal of this program is to supplement existing departmental mentoring activities and to assist junior faculty in achieving the award of tenure. This program is also available to selected fixed term research intensive faculty.


**Framework for Development of Department Mentoring Program**

Our program will contain the elements outlined below. Although it will be the mentee’s responsibility with input as necessary from the division chiefs and Vice Chair for Research (VC4R) to assemble his/her committees, create a development plan, arrange meetings with mentors and report on progress, both the mentoring committee and the department is responsible for ensuring that these steps are all taken:

1) Description of mentors and mentor responsibilities:
   a) Size – Large divisions should strive to create *mentoring committees* comprised of at least two and up to four senior faculty, possibly including one from another department. Small divisions may have to adopt a less formal approach that relies on a more on 1:1 mentoring.
   b) Frequency of mentoring meetings – every 2 months at a minimum, with possible additional 1:1 meetings with individual mentors as needed
   c) Mentoring should encompass both strategies to success at work and broader career planning

2) Developmental plan for mentee – should include short and long term goals and specific tasks to accomplish over next year

3) Reporting expectations – decide on when/how/what will mentee report to mentor or to mentoring committee

4) Evaluation of mentoring:
   a) How will mentee progress be evaluated by mentors? To be determined by the mentor.
   b) How will the division chief/ VC4R evaluate the progress of the mentee?
   c) Evaluate performance of mentors: This will be done with by the division chief/VC4R
   d) Evaluate overall effectiveness of department mentoring program
   e) Incorporate mentor and mentee activities into the annual faculty performance evaluation process
Responsibilities of the Mentoring Program Director, DOM Vice Chair of Research²

The Vice Chair will be charged with implementing a structured research mentoring and career development program for junior faculty that is consistent with the department’s strategic plan.

Specific responsibilities will include:

1) Identifying senior faculty to serve as mentors
   a) Review with the DOM Advisory Committee the expectations of the DOM Division Chiefs responsibilities:
      i) identify junior faculty for the program,
      ii) identify division faculty mentors,
      iii) assist in the program review annually
2) Ensuring that targeted junior faculty are successful in forming advisory committees if applicable
   a) Research
      i) ensure the new faculty member has the appropriate introductions and contact persons including other colleges, basic science departments, access to networks and distribution lists (MSU community faculty) and appropriate information about conference presentations and grants/awards
      ii) Extension Education – (Jeff Dwyer, MSU Extension Director) ensure that new faculty have appropriate introductions and access to networks and resources in the community and organization. Support faculty development activities. Assist in creating a community of geographically dispersed tenure unit members.
   b) Service – do not overload with departmental committees, and assist in choosing appropriate university committees. [Links provided]
3) Performing ongoing data collection to assess effectiveness of mentoring activities
4) Preparing an annual summary of mentoring activities and their impact on faculty
5) Recognizing and rewarding senior faculty for outstanding mentorship

The division chief/VC4R can greatly facilitate the success of the mentoring program by encouraging the active participation of senior faculty in mentoring efforts and by educational efforts among the faculty to overcome possible biases.

Responsibilities of the Principal Research Mentor³

This mentorship role is focused on facilitating development of the independent research and/or creative scholarship activities of the mentee. It is essential that the mentor have expertise or in-depth insight into the mentee’s area of research or scholarly focus. Meetings take place every 2 month at the minimum. For research-intensive junior faculty members, the Principal Mentor (above) will often be a central research mentor. Coordinate with the Division chief on responsibilities 1-4 listed above.

Refer to the Mentoring worksheet for additional information (attachment).
Responsibilities of the Mentees, Junior Faculty

Although the ultimate responsibility for career advancement rests with the mentee, DOM's mentoring program is designed to provide assistance and guidance. Among the responsibilities of the mentee are the following:

1) With input from mentor, create an Individual Development Plan (attachment) that includes:
   a) Long-range (three year) goals and short-term (one year) goals
   b) Specific tasks that will lead to goal achievement, particularly in the short-term
2) Identify other applicable faculty for guidance and assistance with input as necessary from the Division Chief/VC4R and appointed Principal Faculty Mentor
3) Review services available Grant Application Development and Pre-Review – see below
4) Arrange meetings with mentor
5) Report to mentor every two months at the minimum on progress, providing evidence of the successful completion of articulated tasks and goals
6) Take responsibility, be an active agent and judge of appropriate course of action for career advancement.

Grant Application Development and Pre-Review

The mentee is responsible to review the services available from the Office of the Vice President for Research and Graduate Studies, Proposal Preparation, Proposal Services, Collaboration, Writing Resources and Funding Resources and on the DOM's Resources for Researchers and CHM website, research. Please note internal and local foundational funding sources include DOM Seed Funding (DSF), CFIR, and MSU internal funding and CTSI Pilot Funding. A charge for mentors and mentoring teams for research-intensive junior faculty is to review and critique research development award and grant applications prior to submission. This should be done with sufficient lead time for the mentee to make deliberate and meaningful changes in the application, which are inevitably required. It is the mentee's responsibility to draft the application with a time line that allows this, and to arrange review by the mentoring team. She/he should work closely with the principal mentor and research mentor(s) in this process. One way to do this is to begin well in advance with planning discussions regarding specifics of the grant or award target, preliminary data, and provisional aims, followed by a "chalk talk" presentation outlining the anticipated significance, innovation, and approach to specific aims of the proposal. (Note that "significance," "innovation," and "approach" are three of the five core criteria in the new NIH review system. Organization of a draft research proposal may not always be best accomplished by this structure – i.e. if the application is going to a different funding agency – but this structure will often be useful, and it will be essential for K08, K23, and R01 applications.)

Following the "chalk talk," the junior faculty member and team then develop a time line for progress to the final application that is rigorously adhered to. It is essential that the mentee, mentor, and mentoring team be responsive to a strategic approach to timing and submission. The timeline should include early review of application requirements with the department Pre-Award office & Departmental research administrative staff and should also accommodate MSU Sponsored Programs Administration review requirements – issues that most junior faculty are unfamiliar with.

As part of this mentoring program the Department of Medicine Pre-Award Office, directed by Bart Moore, will provide support for preparation of new K08 and K23 applications and K to R transition applications and will work together with the mentee and mentor(s) to help prepare
these proposals. The Office for Research will also help with post-award requirements and grants management, including preparation of progress reports.

The Department of Medicine recognizes that grant and award proposal drafting and review, and each of the other aspects of the mentoring program, will require a significant commitment of time and energy by the mentor and mentoring team members, together with the junior faculty member.

**Individual Development Plans (IDP)**
Refer to the IDP for complete information (attachment).

**References**
1 adapted from [http://icahn.mssm.edu/about-us/services-and-resources/faculty-resources/handbooks-and-policies/faculty-handbook/faculty/faculty-development](http://icahn.mssm.edu/about-us/services-and-resources/faculty-resources/handbooks-and-policies/faculty-handbook/faculty/faculty-development)

2 adapted from [https://faculty.wsu.edu/mentoring/](https://faculty.wsu.edu/mentoring/)

3 adapted from [http://research.utah.edu/mentoring/department-programs/medicine.php](http://research.utah.edu/mentoring/department-programs/medicine.php)

4 adapted from [https://faculty.wsu.edu/mentoring/](https://faculty.wsu.edu/mentoring/)

5 adapted from [http://research.utah.edu/mentoring/department-programs/medicine.php](http://research.utah.edu/mentoring/department-programs/medicine.php)

6 from [https://mentoringresources.ictr.wisc.edu/MenteeIDPTemplates](https://mentoringresources.ictr.wisc.edu/MenteeIDPTemplates), specifically, [IDP from UC Davis.pdf](https://mentoringresources.ictr.wisc.edu/MenteeIDPTemplates) and [UC Davis Mentoring Worksheet.pdf](https://mentoringresources.ictr.wisc.edu/MenteeIDPTemplates)
Individual Development Plan (IDP)*

1. Name__________________________________________ 2. Date________________________

3. Appointment System & Rank
http://www.chmfacultyaffairs.msu.edu/index.html
☐ First Term Faculty
☐ Health Programs Faculty
☐ Tenure System Faculty
   ☐ Assistant
   ☐ Associate
   ☐ Professor
☐ Clinical/Adjunct Non-Prefix
☐ Clinical/Adjunct Prefix
   ☐ Assistant
   ☐ Associate
   ☐ Professor

4. Primary Mentor__________________________________________
Additional Mentor(s)________________________________________

5. Identify Personal and Institutional Long Term Goals
   What do you personally hope to accomplish in your career?
   What do you want to learn from this mentored experience that will help you accomplish these
   long-term career goals?

   List your Appointment System and applicable CHM Promotion Guidelines
   List other goals discussed with Chair/Division head.

6. Areas of Focus: Definition and Distribution of Effort
   The following six areas of focus generally describe the areas where faculty direct their efforts to
   successfully accomplish their personal, institutional and academic series goals. Choose the
   applicable areas of focus for your IDP long term goals.
   ☐ Teaching—Excellence in Education
     Teaching, student advising, continuing medical education (CME), new course development
   ☐ Research/Creative Activity—Leadership in Innovative Research
     Conducting basic science and/or clinical research, presentations, publications, application for and
     receipt of grant support, copyrights and patents, editing, and peer review
   ☐ Clinical Care—State-of-the-Art Clinical Care
     Direct patient care, chart review, related clinical activities, and clinical budget performance
   ☐ Community Engagement—Civic Responsibility and Comprehensive Research
     Conducting community engaged and/or participatory research, building relationships,
     presentations and workshops, implementation of interventions
   ☐ Service—Leadership in Governance
     Participation or leadership in governance, committee membership, collegial activities. Suggested
     service priority: Department, SOM, UCDHS, University, Professional, Community
   ☐ Self Development—Networking, Work-Life Balance and Additional Mentors
     Faculty Development activities, leadership programs, CME training, earning advanced degrees,
     participation in professional academic associations or societies, developing professional contacts,
     consulting in one’s field, expanding network contacts, balancing work and personal life, utilizing
     additional mentors in specific areas of focus
Distribution of Effort
Estimate the hours per week spent in each focus area, then list the percentage of total duties.

<table>
<thead>
<tr>
<th>Focus Area</th>
<th># Hrs/Week</th>
<th>% of Total Duties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Care</td>
<td></td>
<td></td>
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<tr>
<td>Community Engagement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration/Service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Networking, Work-Life Balance, Additional Mentors)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Specific Goals in Focus Areas
Complete the focus areas that specifically apply to the criteria for your academic series that will help you accomplish your personal and institutional long-term goals.

Teaching
Year in Review: Please list last year’s goal(s) and significant accomplishments (teaching appointments, invitations, course or program improvements, etc.). If the goals were not met, explain and identify barriers.

Upcoming year’s teaching goal(s):

Identify resources, collaborators, and time commitment needed to achieve goal(s):

Identify barriers to achieving new goal(s):

Research and Research Related/Creative Activities
Year in Review: Please list last year’s goal(s) and significant accomplishments (major publications, grants, presentations, invitations, etc.). If the goals were not met, explain and identify barriers.

Identify in a single sentence the focus of your scholarly activity.

Upcoming year’s research goal(s):
Identify resources, collaborators, and time commitment needed to achieve goal(s):

Identify barriers to achieving new goal(s):

Clinical Care
Year in Review: Please list last year’s goal(s) and significant accomplishments (exceptional patient care, development of new techniques, clinical programs, etc.). If the goals were not met, explain and identify barriers.

Upcoming year’s patient care goal(s):

Identify resources, collaborators, and time commitment needed to achieve goal:

Identify barriers to achieving new goals:

Community Engagement—Civic Responsibility and Comprehensive Research
Year in Review: Please list last year’s goal(s) and significant accomplishments (major publications, grants, presentations, invitations, etc.). If the goals were not met, explain and identify barriers.

Identify in a single sentence the focus of your scholarly activity.

Upcoming year’s engagement goal(s):

Identify resources, collaborators, and time commitment needed to achieve goal(s):

Identify barriers to achieving new goal(s):
Service
Recommended service priority: Department, School, University, Professional, and Community.
Year in Review: Please list last year’s goal(s) and significant accomplishments. If the goals were not met, explain and identify barriers.

*Upcoming year’s administration goal(s):*

Identify resources, collaborators, and time commitment needed to achieve goal:

Identify barriers to achieving new goal(s):

Self Development (Networking, Work-Life Balance, Additional Mentors)
Year in Review: Please list year’s goal(s) and significant accomplishments. If the goal were not met, explain and identify barriers.

*Upcoming year’s self-development goal(s):*

Identify resources, collaborators, and time commitment needed to achieve goal(s):

Identify barriers to achieving new goal(s):
8. **Optimal Distribution of Effort**
Revisit the table, “Distribution of Effort,” in step 6. Create a new Optimal Distribution of Effort table, taking into account your specific goals listed in step 7.

<table>
<thead>
<tr>
<th>Focus Area</th>
<th># Hours/Week</th>
<th>% of Total Duties</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>(Networking, Work/Life Balance and Additional Mentors)</td>
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<tr>
<td>Total</td>
<td></td>
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</tr>
</tbody>
</table>

9. **We have met and discussed this annual Individual Development Plan (IDP)**

Mentee_________________________________________ Date________________________

Mentor_________________________________________ Date________________________

*Adapted from IDP form presented by Russell G. Robertson MD, Medical College of Wisconsin, 2004 AAMC Faculty Affairs Professional Development Conference and University of California-Davis Health*
# Mentoring Worksheet*

<table>
<thead>
<tr>
<th>Mentor:</th>
<th>Mentee:</th>
<th>Date of Meeting:</th>
</tr>
</thead>
</table>

**Goal: Teaching**

- [ ] Goal Met
- [ ] Making Progress
- [ ] No Progress
- [ ] Not Applicable

Accomplishments:

Obstacles:

New goal or strategy to overcome obstacles (if needed):

**Goal: Research**

- [ ] Goal Met
- [ ] Making Progress
- [ ] No Progress
- [ ] Not Applicable

Accomplishments:

Obstacles:

New goal or strategy to overcome obstacles (if needed):

**Goal: Clinical Care**

- [ ] Goal Met
- [ ] Making Progress
- [ ] No Progress
- [ ] Not Applicable

Accomplishments:

Obstacles:

New goal or strategy to overcome obstacles (if needed):
Goal: Community Engagement

☐ Goal Met  ☐ Making Progress  ☐ No Progress  ☐ Not Applicable

Accomplishments:

Obstacles:

New goal or strategy to overcome obstacles (if needed):

Goal: Service/Administration

☐ Goal Met  ☐ Making Progress  ☐ No Progress  ☐ Not Applicable

Accomplishments:

Obstacles:

New goal or strategy to overcome obstacles (if needed):

Goal: Self Development-(Networking, Work-Life Balance, Additional Mentors)

☐ Goal Met  ☐ Making Progress  ☐ No Progress  ☐ Not Applicable

Accomplishments:

Obstacles:

New goal or strategy to overcome obstacles (if needed):

*Document: Mentoring Update Worksheet - Accessed and Modified from University of California-Davis Health*