

# **GUIDELINES FOR MENTORING JUNIOR FACULTY**

**September 14, 2019**

# UCLA SCHOOL OF MEDICINE

## GUIDELINES FOR MENTORING JUNIOR FACULTY

### I. All Junior Faculty Should Be Mentored

Mentoring is essential for academic success and should begin as soon as possible. All assistant professors in the Regular, In-Residence, Clinical X, Health Sciences Clinical, and Adjunct series should receive mentoring in the form of (1) academic process guidance and (2) career guidance (also called professional development).

#### A. Academic Process Guidance includes:

1. Reviewing criteria for advancement in the mentee's series of appointment, including the requirements to be fulfilled in order to achieve favorable fourth-year appraisals, eight-year limit reviews, and promotion to the Associate Professor rank.
2. Reviewing deadline dates for academic actions.
3. Reviewing the procedures regarding the personnel action review process at all stages, beginning with the department Personnel Action Committee and the department Chair, and progressing to the Senior Associate Dean for Academic Affairs, the Academic Senate Council on Academic Personnel (CAP), and, finally, the Vice Chancellor for Academic Personnel.

#### B. Career Guidance (professional development) includes:

1. Assisting in time management and setting career priorities, goals and choices to judiciously balance research, teaching, management, clinical activities, and service to the department, University, professional organizations and the community.
2. Assisting in developing strategies to manage multiple demands on academic time, including knowing when to say "no". The service contributions of an assistant professor to the department, the healthcare system, and the DGSOM are expected to be judiciously limited so as not to impinge on the time required for the creative, scholarly and teaching activities that are essential for success. Nevertheless, rare opportunities to serve professional, scholarly or governmental organizations, or the community, should be exploited.
3. Determining what the mentee must accomplish in a specific period of time to advance academically; supplying honest criticism

about the current year as well as planning ahead; advising the mentee regarding what the department views as acceptable scholarship in the mentee's professorial series.

4. Reviewing and critiquing manuscripts, abstracts, grant applications and presentations.
5. If the mentee anticipates seeking a leadership role in administration, suggesting ways to develop management skills.
6. Providing advice on institutional and departmental allocation of physical resources, including space, core facilities, equipment, and appropriate staff support.
7. Providing guidance on departmental, institutional and national resources and opportunities available for professional development.
8. Suggesting ways to improve scholarly output, including advising on grant writing, facilitating the development of professional collaborations, and encouraging participation at professional meetings; making the mentee aware of competitive grants and other opportunities for research funding; assisting in linking the mentee with other people, locally and nationally, who share common scholarly interests.
9. Providing encouragement to promote excellence in teaching and suggesting ways for efficient use of time to make the maximum impact on students at every level (medical students, house staff). Monitoring the amount of time to be expended on teaching, and the level to be taught (house staff, medical students); providing constructive criticism of the mentee's teaching performance, based on a review of redacted evaluations by students, house staff and peers.
10. Providing encouragement and promoting individual recognition (e.g., nomination for awards), and advice on how to "showcase" one's work.
11. Suggesting ways to improve the content and organization of the Curriculum Vitae, including guidance on keeping it current, what to include and what to delete in order to avoid the charge of "padding".
12. Advising on the development of the academic dossier, to include a list of referees to write letters of support for promotion, documentation of teaching responsibilities, teaching evaluations, a list of contributions to committees, and a personal statement (self-statement). The personal statement should highlight the mentee's scholarly and other creative accomplishments, including those in progress, clinical and professional competence, teaching accomplishments, and administrative and leadership achievements. It should indicate the significance of

service contributions and the significance of any honors or awards. It should mention any pending grants and the mentee's role in them. Since the personal statement is likely to be read by members of reviewing agencies who may not be healthcare professionals or scientists, the language should be kept as simple as possible, and it should ideally be no longer than three pages.

## **II. Mentoring is the Responsibility of the Department Chair**

- A. The department Chair should assume responsibility for the entire mentoring process, which begins with the Chair (or his/ her designate) providing each new faculty member with a job description.
- B. The department Chair should designate the Chief of Service at each institution that is affiliated or integrated with the DGSOM (e.g., Olive View-UCLA Medical Center, VA West Los Angeles Medical Center) to assume responsibility for mentoring the junior faculty at that institution, using these guidelines.

## **III. Academic Process Guidance**

Each new faculty member should be given an individualized counseling session regarding the academic process no later than 1 month after joining the faculty, and every 6 months thereafter. The Chair may choose to provide this guidance, or may designate one or two Professors who have been adequately prepared regarding the complex requirements of the academic system to perform this function.

## **IV. Career Guidance (Professional Development)**

- A. The department Chair should assume responsibility for:
  - 1. Identifying a mentor to guide the career and professional development of each member of the junior faculty.
  - 2. Changing the mentor if the relationship with the mentee is unsatisfactory.
  - 3. Documenting the dates of formal meetings between mentor and mentee to review progress.

Mentoring thrives on informal and continuous guidance. The frequency of informal conferences between mentor and mentee for career counseling should be left to the discretion of the mentor. Junior faculty members and their mentors should meet no less than twice a year to formally review progress, and the dates of these meetings should be documented. To preserve the necessarily confidential nature of discussions between the mentor and mentee, except perhaps for a statement of professional goals

the content of these discussions should not be revealed.

4. Periodically surveying the junior faculty to determine the effectiveness of the mentoring process.

## **V. Identifying a Mentor for Career Guidance**

- A. The mentor should be an Associate Professor or Professor who has established a successful career in a field of common interest.
- B. The junior faculty member ideally should identify his/her mentor as soon as possible, but no later than 6 months after joining the faculty.
- C. The Chair (or his/her designate) should facilitate identification of the mentor by discussing with the member of the junior faculty the need for career guidance, and should ask him/her to designate a potential or current mentor.
- D. The Chair (or designate) should communicate the mentee's choice to the potential mentor, and document the approval of the mentor.
- E. To clarify the responsibilities involved in mentoring, the new mentor should be provided with these guidelines.
- F. Because departments collaborate in certain research areas, a mentoring relationship may develop between junior and senior faculty members in different departments. This should be encouraged, but the junior faculty member should also receive career guidance by a member of his/her own department's faculty.

**Dossiers for academic advancement of junior faculty require documentation of the occurrence of mentor-mentee meetings.**

CONFIRMATION OF ACADEMIC PROCESS GUIDANCE  
(Mentoring Requirement - Twice Yearly)

<u>Date of Meeting</u>	<u>With Whom</u>	<u>Candidate's Signature</u>	<u>Candidate's Comments (Optional)</u>
_____	_____	Signature _____ Date _____	_____ _____ _____
_____	_____	Signature _____ Date _____	_____ _____ _____

Chair's (or Affiliate Chief's) Certification

Chair's (or Affiliate Chief's) Comments (Optional)

Signature \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

<u>Date of Meeting</u>	<u>With Whom</u>	<u>Candidate's Signature</u>	<u>Candidate's Comments (Optional)</u>
_____	_____	Signature _____ Date _____	_____ _____ _____
_____	_____	Signature _____ Date _____	_____ _____ _____

Chair's (or Affiliate Chief's) Certification

Chair's (or Affiliate Chief's) Comments (Optional)

Signature \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_