Faculty Mentoring Program Goals
To provide all junior faculty mentees with a career mentor
Support and facilitate faculty career development through mentor/mentee pairs
To promote faculty scholarship, research, leadership, and career development

Program components
One on one paired faculty mentoring
Mentor/mentee training
Faculty development workshops
Group mentorship

Evaluation
The program and mentor-mentee pairs will be evaluated yearly
Metrics will be used to see if mentees find this program helpful to their goals and career.
NU Radiology Mentorship Program (NU RaMP)

**Why Mentoring Matters**

Mentoring has been shown to:
- Promote career development and satisfaction
- Improve success of women and underrepresented minorities in academic health careers
- Enhance faculty productivity (mentoring is linked to funding and publications)
- Increase interest in academic careers
- Predict promotion in academia
- Improve self efficacy in teaching, research and professional development
- Increase the time that clinician educators spend in scholarly activities
- Lead to less work-family conflict

**Characteristics of an Effective Mentor: The Three C’s**

**C**ompetence
- Professional knowledge and experience
- Respect
- Interpersonal skills and good judgment

**C**onfidence
- Shares network of contacts and resources
- Allows protégé to develop his/her own terms
- Demonstrates initiative, takes risks
- Shares credit

**C**ommitment
- Invests time, energy and effort to mentoring
- Shares personal experience

From UCSF mentorship toolkit
<table>
<thead>
<tr>
<th>Behaviors That Build Trust</th>
<th>Behaviors That Destroy Trust</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being a proactive listener</td>
<td>Not paying attention to what is being said</td>
</tr>
<tr>
<td>Cooperating with others</td>
<td>Being competitive</td>
</tr>
<tr>
<td>Openly sharing and being vulnerable</td>
<td>Withholding and keeping people out</td>
</tr>
<tr>
<td>Actions are parallel to words</td>
<td>Acting contrary to words</td>
</tr>
<tr>
<td>Accepting and non-judgmental</td>
<td>Criticizing and disapproving</td>
</tr>
<tr>
<td>Authentic and true-to-self</td>
<td>Acting with a hidden agenda</td>
</tr>
<tr>
<td>Freely admitting mistakes and errors</td>
<td>Blaming others for mistakes</td>
</tr>
<tr>
<td>Actively seeking out different perspectives</td>
<td>Keeping a closed mind to new ideas</td>
</tr>
<tr>
<td>Encouraging others to succeed</td>
<td>Discouraging others from taking risks</td>
</tr>
<tr>
<td>Having a positive, upbeat outlook</td>
<td>Projecting a negative perspective</td>
</tr>
<tr>
<td>Honoring and respecting confidentiality</td>
<td>Breaking confidence</td>
</tr>
</tbody>
</table>

**Effective feedback:**
- Is offered in a timely manner
- Focuses on specific behaviors
- Acknowledges outside factors that may contribute
- Emphasizes actions, solutions or strategies

**Effective Feedback from Mentee:**
- Whether the advice or guidance you offered was beneficial and solved an issue
- Whether the mentor communication style and/or actions facilitate a positive mentoring experience
- Whether the mentor communication style and/or actions create challenges to a positive mentoring experience

**Effective Feedback to Mentee:**
- Mentee strengths and assets
- Areas for growth, development and enhancement
- Harmful behaviors or attitudes
- Observations on how your mentee may be perceived by others
NU Radiology Mentorship Program (NU RaMP)

Mentors Role in Mentee Development

Support
- Listening—actively (empathically)
- Expressing positive expectations
  (Mentors) balance both a present sense of where their 
s are and a dream of what they can become.
- Serving as advocate
- Self-disclosure as appropriate

Challenge
- Setting tasks
- Setting high standards
- Modeling
- Providing a mirror

Vision
- Provide a vision for a satisfying and successful career

Mentor Dos and Don’ts

<table>
<thead>
<tr>
<th>Do</th>
<th>Don’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen actively</td>
<td>Fix the problem</td>
</tr>
<tr>
<td>Support and facilitate networking and</td>
<td>Take credit</td>
</tr>
<tr>
<td>brokering</td>
<td>Take over</td>
</tr>
<tr>
<td>Teach by example</td>
<td>Threaten, coerce or use undue influence</td>
</tr>
<tr>
<td>Be aware of role conflict</td>
<td>Lose critical oversight—</td>
</tr>
<tr>
<td>Encourage and motivate mentee to move</td>
<td>allow friendship to cloud judgment</td>
</tr>
<tr>
<td>beyond their comfort zone</td>
<td></td>
</tr>
<tr>
<td>Promote independence</td>
<td>Condemn (mistakes or lack of agreement are</td>
</tr>
<tr>
<td>Promote balance</td>
<td>not career altering disasters)</td>
</tr>
<tr>
<td>Rejoice in success and convey your</td>
<td></td>
</tr>
<tr>
<td>joy</td>
<td></td>
</tr>
<tr>
<td>Encourage reciprocity</td>
<td></td>
</tr>
</tbody>
</table>

From UCSF mentorship toolkit
Evaluating Your Mentee’s Goals
Use the checklist below to appraise your mentee’s goals:

Specificity
☐ Has your mentee identified specific short and long term goals?
☐ Are the goals definite and precise?

Measurability
☐ Are your mentee’s goals quantifiable in nature?
☐ Has your mentee determined how to measure success?

Work Plan
☐ Does your mentee have an action plan to achieve their goals?
☐ Has your mentee considered the outcome of achieving these goals?

Reality Check
☐ Are your mentee’s goals realistic given the circumstances?
☐ Has your mentee determined a completion date?
☐ Can success be achieved within the time allocated?
☐ Will additional resources or tools be needed to achieve success?

Your Role
☐ Is your role to advise, suggest or listen?
☐ Will your mentee’s goals require you to provide something other than guidance?
☐ How can you be most helpful to your mentee?

Mentor’s Meeting Checklist

- Set aside adequate time for meetings
- Obtain and review mentee’s CV and IDP prior to meeting
- Be sure to review contact information and other meeting arrangements
- Clarify what mentee expects from you—and what you expect from mentee
- Review mentee’s short/long term goals
- Be sure that you have accurate, up-to-date information on advancement and promotion policies for your mentee’s series
- Ask mentee to help you with writing, research, teaching, curriculum development etc. that is consistent with their career goals
- Be aware of potential conflicts of interest if you are both a supervisor and mentor for the mentee
- Be sure that mentee has joined committees and professional organizations helpful for career development
- Assist your mentee to find other mentors within and outside
Mentoring Partnership Agreement

As a mentor and mentee in the NU RaMP Mentoring Program, we agree to abide by the following set of guidelines:
1. Commit to making the time to meet on a regular basis, no less than 3 times per year.
2. Keep the content of our conversations confidential.
3. Practice active listening.
4. Provide each other with honest, direct and respectful feedback.
5. Other: ________________________________________________
   ________________________________________________

Mentor_________________________  Mentee_________________________

Date_________________________

Initiation:
First Meeting Checklist

Get to Know Each Other
☐ Share information about your professional and personal life
☐ Learn something new about your mentee/mentor

Establish Guidelines
☐ When and where will we meet?
☐ How will we schedule meetings?
☐ How will we communicate between meetings?
☐ What agenda format will we use?
☐ Will there be any fixed agenda items to be discussed at every meeting?
☐ How will we exchange feedback?
☐ How will we measure success?

Partnership Agreement
☐ Review partnership agreement, modify if desired, sign and exchange
☐ Review goals for the mentoring relationship

Confirm Next Steps
☐ Schedule date, time and place of future meetings

From UCSF mentorship toolkit