



Faculty Advising Handbook

<http://www.faculty.diversity.ucla.edu/mentor>

Welcome to the Council of Advisors

Thank you for accepting the invitation to become a member of the Council of Advisors, a group of experienced faculty members engaged in providing invaluable career advising to colleagues. The Council is made up of former members of the Academic Senate Council on Academic Personnel (CAP), as well as Full Professors who embody a collective campus-wide experience both broad and deep in terms of understanding what is required to advance through the faculty ranks at UCLA.

In this first year of the program, the Council's focus will be upon providing career advice, mentoring and a "sounding board" from outside their home department to Assistant Professors as they advance to Associate Professor. This effort is supplemental to mentoring provided within each department. In future years, the Council may also engage in career advising for colleagues at all stages of an academic career, if such advising is requested.

We will assign Council members, in teams of two, to advisees beginning in the Fall Quarter of 2009. These assignments are expected to last for the duration of one academic year and may be extended by mutual agreement. Evaluation of the program will be ongoing during the course of the year, with a summary evaluation in Spring 2010 to help guide future Council of Advisors efforts.

Thank you again for your generous commitment to helping your colleagues advance their academic careers. Your advice and experience will undoubtedly prove to be a highly regarded resource for others.

Sincerely,



Tom Rice
Vice Chancellor
Academic Personnel



Christine A. Littleton
Vice Provost
Diversity & Faculty Development

Included in this Handbook

THIS HANDBOOK IS INTENDED AS A RESOURCE FOR COUNCIL OF ADVISORS members. In it you will find an article on *Effective Mentoring* developed by UCLA's Academic Personnel office as well as materials developed specifically for use in the Council of Advisors program. In addition, articles and sections from other institutions' career advising and mentoring guides have been included for your reference. In the last section, you will find an annotated bibliography of materials on mentoring and career advising, available on the Faculty Diversity & Development website.

Sections:

- A. Council of Advisors Checklist**
- B. Faculty Diversity & Development Mentoring Web Page**
- C. Sample Forms: Agreement, Advisee Information, Advisor Information**
- D. Effective Mentoring**
- E. Tips for Advisors**
- F. Common Issues Regarding Career Advising**
- G. Some Suggested Questions to Discuss**
- H. Advisor's Checklist**
- I. Academic Mentoring—How to Give It and How to Get It**
- J. Annotated Bibliography**

Council of Advisors Checklist

Step 1

You will receive an advisee assignment from the Faculty Diversity & Development office, beginning in Fall 2009. This communication will include the name of the Council of Advisors member with whom you have been paired, along with the name, information and CV of your advisee. Please communicate with your fellow Council of Advisors member to decide how you would like to begin. It is preferred that both advisors meet with the advisee together. However, if this is not possible, you may choose to meet with your advisee individually.

It is important to make initial contact with your advisee within 1-2 weeks of receiving the assignment so that the advisee is assured of your interest and engagement in the process.

Step 2

Prior to the initial meeting, please review the materials that have been provided about your advisee, including his or her CV.

Step 3

At the initial meeting, review and complete the Agreement form (sample found on page 3, with a downloadable version posted online at <http://www.faculty.diversity.ucla.edu/mentor/docs/agreement.doc>). This form documents the objectives, duration and frequency of meetings upon which advisee and advisors have agreed. A copy of this form should be submitted to Faculty Diversity & Development as a record for the Council of Advisors program.

Step 4

Meet in person with your advisee at least once per quarter and more frequently if so desired. In addition, you may keep in contact via email or by telephone. If any questions or concerns arise during the course of the year, please contact Faculty Diversity & Development (310) 206-7411 or facdevelopment@conet.ucla.edu for assistance.

Step 5

At the end of the academic year, participate in the evaluation process by completing an online survey provided by Faculty Diversity & Development.


At any time, if you have questions or encounter issues in your advising capacity that would be best handled by another campus resource, contact Faculty Diversity & Development at (310) 206-7411 or facdevelopment@conet.ucla.edu for assistance.

Faculty Diversity & Development Mentoring Web Page

<http://www.faculty.diversity.ucla.edu/mentor>

UCLA Faculty Diversity & Development

search toolkit | policies | forms | ucla data | current faculty searches | podcasts search site



Sabeeha Merchant, Chemistry & Biochemistry Department

Home
Our Office
Our Library
Affirmative Action
Gender Equity
Resources for:
Faculty Members
Assistant Professors
Department Chairs
Search Committees
Work/Life
»Mentoring

Resources for Mentoring

General Mentoring Resources


- "Effective Mentoring" from: *News from Academic Personnel*, UCLA
- VCU School of Medicine Faculty Mentoring Guide
- Faculty Mentoring Resources @ UW Oshkosh
- "Candor in the Evaluation of Tenure-Track Faculty" from: *Good Practice in Tenure Evaluation*
- *Academic Mentoring—How to Give It and How to Get It*. A.S. Detsky & M.O. Baerlocher
- *Giving and Getting Career Advice: A Guide for Junior and Senior Faculty*. NSF ADVANCE, University of Michigan
- *How to Mentor Graduate Students: A Guide for Faculty at a Diverse University*. University of Michigan, The Rackham School of Graduate Studies

Mentoring Resources for Chairs

- Faculty Diversity & Development Chair Forum Materials: Mentoring and Advancement
- *Mentoring New Faculty: Advice to Department Chairs*. M.A. Olmstead, University of Washington
- *Principles of Good Practice: Supporting Early-Career Faculty*. M.D. Scorzinelli

Council of Advisors

The Council of Advisors is a group of experienced faculty members who have volunteered to provide career advising to colleagues. The Council is made up of former members of the Academic Senate Council on Academic Personnel (CAP), as well as Full Professors Step IV and above. Members represent all areas of the campus, including the School of Medicine. This Council provides both breadth and depth in terms of understanding what is required to advance through the faculty ranks at UCLA.




[Council of Advisors Brochure](#)

[Advisee Form](#)

[Advisor Form](#)

[Agreement](#)



[Faculty Advising Handbook](#)

If you are interested in participating in the Council of Advisors Program, please contact Faculty Diversity & Development at facdevelopment@conet.ucla.edu or call (310) 206-7411

Mentoring Networks

[Latinas in Computing Web Portal](#)
MentorNet®'s One-on-One Program links undergraduate and graduate students, postdoctoral scholars, and early career faculty in engineering, science, math, and technology with professionals in their fields for mentoring relationships.

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Council of Advisors Forms: Agreement

An electronic, downloadable version of this form is available at <http://www.faculty.diversity.ucla.edu/mentor/docs/agreement.doc>

UCLA Council of Advisors

Agreement

As part of the Council of Advisors Program, we are voluntarily entering into an advising relationship for career development. We mutually agree to the following terms and conditions for career advising, which will be periodically monitored by the office for Faculty Diversity & Development:

Objectives for the Career Advising Relationship

- 1.
- 2.
- 3.

Duration of Career Advising

Beginning Date:

Ending Date:

Frequency of Meetings

We agree to meet at least _____ time(s) each quarter. If any party cannot attend a scheduled meeting, we agree to notify the other parties in advance and try to reschedule the meeting.

Confidentiality

Issues discussed within the career advising relationship will be kept confidential, unless otherwise agreed upon by the Advisee/Advisors.

Exit Clause

If any Advisee/Advisor needs to terminate the relationship **for any reason**, he or she may do so by notifying the other parties and the office for Faculty Diversity & Development. Faculty Diversity & Development will then establish a new career advising relationship for the Advisee.

Non-Binding

Advice provided as part of the Council of Advisors Program is simply advice and is not binding on the Advisee. In addition, following any advice provided is not a guarantee of any particular result or of successful career outcomes. It is the Advisee's responsibility to use his or her best judgment in making his or her own career decisions.

Evaluation

We agree to participate in an evaluation of the career advising relationship at the end of one academic year.

Advisee SIGNATURE

Advisor SIGNATURE

Advisor SIGNATURE

Advisee PRINT NAME

Advisor PRINT NAME

Advisor PRINT NAME

Date

Date

Date

Each party should retain a copy of this Agreement and submit the original to Faculty Diversity & Development, 3134 Murphy Hall, Mail Code 140501. Email: facdevelopment@conet.ucla.edu.

An electronic, downloadable version of this form is available at <http://www.faculty.diversity.ucla.edu/mentor/docs/advisee.doc>

UCLA Council of Advisors

Advisee Information

Instructions to Advisees:

The information on this form will be used to match you, as an advisee, with two advisors from the Council of Advisors. In addition, this information will be provided to the advisors as background information for their meeting(s) with you.

Please complete this form and attach an updated CV. If you have any questions or specific requests/concerns about being matched with advisors, please contact Susan Drange Lee, Faculty Diversity & Development, (310) 206-7411. Return this form and your CV to Faculty Diversity & Development, 3134 Murphy Hall, mail code 140501, or email facdevelopment@conet.ucla.edu

Name:

Date:

Department:

Rank/Step:

Series (Please check):

Regular Series

In-Residence Series

Clinical Series

Other (specify)

Career Advising & Planning Tool

List your major professional responsibilities:

Time Allocation as Estimated by Advisee

% Teaching/ Mentoring Students

% Research

% Service

% Administration/Other Services

% Clinical (if applicable)

Areas in which you would like career advice:

Future Professional Goals

Short Term Goals

List your professional goals for the coming year:

Long Term Goals

List your professional goals for the next 3-5 years. Be specific, and indicate key milestones toward achievement.

An electronic, downloadable version of this form is available at <http://www.faculty.diversity.ucla.edu/mentor/docs/advisor.doc>

UCLA Council of Advisors

Advisor Information

Instructions to Advisors:

Thank you for agreeing to participate on the Council of Advisors. Please complete this form and return it to Susan Drange Lee, Director, Faculty Diversity & Development at facdevelopment@conet.ucla.edu or mail location 140501, 3134 Murphy Hall. This information will be used by the committee responsible for matching advisees with pairs of advisors. If you have any questions, please call (310) 206-7411.

Name:

Date:

Department:

Rank/Step:

Advisor Preferences

1. Please briefly describe you experience mentoring others: (type of mentoring provided? type of mentees?)

2. I feel comfortable providing advising in the following areas (check as many as apply):
 - Research
 - Teaching
 - Advancement – Process, considerations, policies, etc.
 - Obtaining grants and funding
 - Time Management
 - Academic Life (difficulties with colleagues, department politics)
 - Work-Life Balance (includes balancing career & family)

3. Please indicate your preferred availability for mentoring:
- One hour per month
 - Two hours per month
 - One hour per quarter
 - Other (please indicate)
4. How many people would you prefer to advise on an annual basis?
- One
 - Two
 - Other (please indicate)
5. You will be paired with one or more advisees outside of your department. Do you have any additional preferences regarding the advisee(s) with whom you are paired? (E.g., Within your division? Fields? Gender? Anything else that should be taken into consideration?)
6. Please state any considerations that the committee should be aware of in pairing you with another Council of Advisors member.
7. Do you have any questions, concerns or comments regarding the Council of Advisors and your role?

Effective Mentoring

From “News from Academic Personnel,” Volume 2, issue 2, Spring 2008
http://www.apo.ucla.edu/docs/Newsletter_Spring08.pdf

MOST JUNIOR FACULTY ARRIVE AT UCLA with only a vague idea of what is required to have a successful academic career. It is incumbent on departments and the University administration to provide new and junior faculty with counseling and career advice regarding the organization they have joined, its institutional processes, and their own career trajectory. One way of doing this is through formal and informal mentoring. Mentoring is most effective when it is *both* formal and informal, and when the process is regularly monitored. Formal mentoring involves the official appointment, by the department chair, of senior faculty as mentors who meet with junior faculty at specified intervals to review progress and future plans. Informal mentoring is more dependent on the naturally occurring discussions that take place among faculty.

There are a number of things that should be kept in mind to make the mentoring process as useful as possible. First, the selection of mentors should be made in consultation with the individual to be mentored and, importantly, with an eye to avoiding potential conflicts of interest or personality. All junior faculty should have at least one assigned mentor and required meetings should occur on a regular basis, with a recommended minimum of one meeting per quarter.

Second, the process of mentoring should cover multiple concerns that affect junior faculty. These include some of the following important areas (this is not meant to be an all-inclusive list): (1) How to balance the multiple criteria for advancement (research, teaching, professional engagement, and service); (2) Knowledge of the resources available to assist in improving teaching and/or research; (3) Knowledge of the criteria for evaluation of research, especially the importance of establishing a

record of independent creativity; and (4) The criteria for achieving promotion, and how they are concretely applied in the department.

Third, successful mentoring is a process that involves a give and take relationship between the mentor and the individual involved. The mentor should establish a positive and non-judgmental atmosphere to build trust and openness in the relationship, providing feedback in a constructive manner. Mentors should make the right introductions to colleagues on the campus or in the discipline to help establish research collaborations.

There are pitfalls mentors should try to avoid. While one important goal of mentoring is to help determine the kind of career to be pursued, the mentors should be circumspect about imposing their own value judgments regarding a “correct” path to follow. Thus, mentors should not promote their agenda, but provide sound advice. The mentoring process can be problematic when those involved have dual relationships – for example if the mentor is a supervisor of the individual to be mentored or if the mentor is a co-author on a very large proportion of publications. Such circumstances should be avoided, but if that is not possible, the rule is to be on guard about the conflicts of interest. It often is difficult and even intimidating for junior faculty to articulate their questions and their needs under such circumstances; mentors need to be sensitive to this issue.

Finally, the process of mentoring works best when it is monitored. Mentors should provide brief summaries of mentoring discussions to the department chair, and the individual mentored should have access to the substance of these mentoring reports.

For additional information contact the office of the Vice Provost for Faculty Diversity & Development, Professor Rosina Becerra on Ext. 67411.

Tips for Advisors

AS AN EXPERIENCED FACULTY MEMBER, YOU CAN help shape careers and encourage successful outcomes. You know and can explain the system, pointing out pitfalls, shortcuts, and strategies. Often, junior faculty need to learn what they may not even know to ask.

Think of your own experiences as a junior faculty member and how you achieved your current status. Giving valued advice is usually rewarding for the senior faculty member, as well as for her or his more junior colleague—in part because it can be an invigorating connection with people in touch with the most recent advances in their field. But recognize that it is often difficult and intimidating for junior colleagues to articulate their questions and needs, and to approach more senior faculty. Recall that things you say may—without you intending it—lead them to feel more anxious, more inadequate, or hopeless about their own future. It's important to contextualize your feedback so it is actually constructive rather than undermining, and offers direction rather than simply criticism.

1. Let your junior colleagues know that they are welcome to talk with you—just on one occasion or on a frequent basis. The gift of your full attention is often the most important one you can give a less experienced colleague.
2. Clarify expectations about the extent to which you can, or will, offer guidance concerning personal as well as professional issues. If you are not comfortable assisting in some areas, suggest another faculty member who may be able to assist or other campus resources. Recognize and evaluate what you can offer, and keep in mind that you cannot be expected to fulfill every function.
3. Inform junior faculty about how frequently you will be able to meet with them. Be explicit if you have a heavy travel schedule, are about to take a sabbatical, or will be assuming an administrative position. Discuss alternative means of communication (e.g., email or telephone) and encourage them to consult others who have proven to be reliable advisors. Try always to keep appointments you do make.
4. Provide specific information about as many topics as you can, such as the informal rules of the profession and of navigating the department and institution. Help junior faculty learn what kinds of available institutional support they should seek to further their own career development. Tell them about funds to attend a workshop, for example, or release time for special projects.
5. Recognize that sometimes your own experience is relevant and useful to colleagues who are more junior; hearing accounts of how you accomplished something (or failed to), including obstacles you faced, can help normalize and contextualize experiences for them. At the same time, it's good to bear in mind that circumstances change in academia, in the various colleges, units, and in departments. So it's good to underscore the need for junior colleagues to look into specific rules, policies and practices as they currently exist rather than relying on information passed on anecdotally.

6. Share the “tacit” rules of being successful in the business of research and within the relevant unit with junior colleagues.
7. Ask your junior colleague to develop and share a work plan that includes short-term and long-term goals as well as a time frame for reaching those goals.
8. Give criticism as well as praise when warranted. Always present criticism in a private and non-threatening context with specific suggestions for improvement in the future. Rather than emphasize past problems or mistakes, focus on future actions that may remedy or redress those problems.
9. Tell junior faculty where they stand—how they are doing, and if they are showing what it takes to move up. Be specific. Don’t just tell a junior faculty member that it’s necessary to publish more in high-quality journals, but suggest which journals those are, and give guidelines about approximately how many papers to shoot for in those journals before tenure.
10. Take responsibility to encourage junior faculty to be proactive about asking questions, seeking feedback, and making connections with senior colleagues. Take the time to make sure junior faculty are doing so.
11. Communicate. Failing to communicate is the biggest pitfall for all relationships. Remember that face-to-face meetings can often clear up misunderstandings better than email. Problems need to be discussed as soon as possible.

Adapted from “Giving and Getting Career Advice: A Guide for Junior and Senior Faculty” NSF ADVANCE at the University of Michigan <http://www.umich.edu/~advproj/career%20advising.pdf>

Common Issues Regarding Career Advising

1. Think of yourself as establishing a respectful collegial relationship. Try to engage in ongoing conversations with one another. Try to meet at least once each quarter to discuss professional development and progress in all key areas. Don't be invisible or cancel meetings unless absolutely necessary.
2. Work together to define your roles and to set goals. Remember that the career advising process is a two-way street, and you both have to establish the ground rules. This may include agreeing on what you will ask of each other. Things to consider regarding career advising may include:
 - Reading drafts of grants or papers
 - Helping create opportunities or connections
 - Providing feedback about progress
 - Providing advice about teaching issues
 - Establishing a schedule of meetings

You can avoid letting each other down, or surprising each other, if you have an explicit sense of the nature of your expectations. And of course you both need to listen and be respectful, and recognize that both of you can benefit from these interactions.

3. Don't expect career advising to be a panacea for every academic and career problem; it can't address every issue, and no one relationship can encompass all aspects of anyone's career. Sometimes there are problems or issues that cannot be solved through the career advising process, although often the process can help redirect efforts to other sources of assistance (e.g., Academic Personnel Office, Faculty Diversity & Development, Staff & Faculty Counseling Center, etc.).
4. Finally, like all other human relationships, relationships between junior and senior faculty may produce discomfort, despite everyone's best intentions. For example, some people (junior or senior) may feel that career advising requires them to expose vulnerabilities they are more comfortable concealing (a frequent concern of academics, who are occupationally subject to "impostor" anxieties) or to permit another person some degree of "control" over their decisions. A career advising relationship may even lead someone to feel more grateful, or more nurturant, than is comfortable in a professional relationship. If these uncomfortable feelings arise, they should not provoke alarm; instead, they are signs that the relationship may need some adjustment or fine-tuning. It is often possible to gain perspective on uncomfortable feelings like these from another colleague, preferably one not too directly involved with the other faculty member.

Adapted from "Giving and Getting Career Advice: A Guide for Junior and Senior Faculty" NSF ADVANCE at the University of Michigan <http://www.umich.edu/~advproj/career%20advising.pdf>

Some Suggested Questions to Discuss

This is a list of questions common to many Assistant Professors. You may consider discussing these topics in your advising meetings.

Promotion & Tenure	
	What are the formal and informal criteria for promotion and tenure?
	What or who can clarify these criteria?
	What would you have wanted to know when you began the tenure process?
	How does one build a tenure file?
	Who sits on the tenure committee and how are they selected?
	How should I prepare for merit review?
	What can I negotiate when I get an outside offer?
	How should I prepare for the fourth year appraisal?
	Is my job description matching the work I do?
	Are my research, teaching, service and grants of an appropriate level?
	Who should I meet in the institution, in the discipline and even worldwide?
Research	
	Am I publishing enough?
	How can I increase my visibility in the field?
	What conferences should I attend?
	Are there people that I should collaborate with?
	How do you get on professional association panels?
	What are the journals to publish in? Have any colleagues published there?
Teaching	
	What classes do I need to teach?
	How do I get a good teaching schedule?
	How do I get to teach important classes?
	How do I deal with sticky situations or problems with students?
	Do I have enough graduate students?
	How are teaching evaluations handled and weighted?
Service	
	What are the important committees to serve on?
	How can I get nominated to be on them?
	Are there committees to avoid?
	How is this work documented?
Department or Research Unit Culture	
	What are appropriate ways to raise different kinds of concerns or issues and with whom?
	How do people find out about and get nominated for awards and prizes?
	What organizations are important to join?

Adapted from “Giving and Getting Career Advice: A Guide for Junior and Senior Faculty” NSF ADVANCE at the University of Michigan <http://www.umich.edu/~advproj/career%20advising.pdf>

Advisor's Checklist

- Set aside an hour for the first meeting with your advisee. Obtain his or her CV prior to this meeting so that you already know pertinent professional information. Use this hour to get to know other aspects of your advisee. Is he or she married? Any children? Any hobbies? Share similar information about yourself.
- Be sure that your advisee knows how to contact you: e-mail address, telephone numbers, fax number. You also should have this information from your advisee.
- Ask your advisee what he or she expects from you.
- Tell your advisee what you expect.
- Together, go over strengths and weaknesses. Ask what he or she sees as the most important aspect of career development.
- Familiarize yourself and then your advisee with the institution's promotion/tenure policies. The two of you can develop a "check list" that you can follow in regard to the advisee's progress.
- Either set up a regular time to meet (such as the first Thursday of each month), or set the next meeting at the conclusion of each meeting. Try to meet at least once a quarter with your advisee. Be flexible, but insistent about meeting.
- With your advisee write out one-year and three-year goals for your advisee's career. At the end of the year, re-examine those goals and determine if they've been met.
- Be sure that your advisee is on committees and in organizations that will help him or her in career development.
- If your advisee is interested in (or struggling in) an area that is not your strength either, actively seek others who may assist in this regard.

Adapted from VCU School of Medicine Faculty Mentoring Guide

http://www.medschool.vcu.edu/facultyaffairs/career_dev/facultymentoringguide/fmguid.pdf

Academic Mentoring—How to Give It and How to Get It

Allan S. Detsky, MD, PhD, FRCPC

Mark Otto Baerlocher, MD

STUDENTS, TRAINEES, RESEARCH FELLOWS, AND JUNIOR faculty all benefit from the direction provided by academic mentors and research supervisors. The literature contains numerous reports on the importance of mentorship in helping facilitate the future success of trainees, documenting benefits such as more productive research careers, greater career satisfaction, better preparation in making career decisions, networking within a profession, and aiding in stress management.¹⁻¹⁰ This Commentary describes several key points of advice both for individuals who mentor and those who receive mentoring (mentees). In some places, a mentor is an individual who is not the student's direct clinical, academic, or research supervisor. This advice applies to those kinds of mentors as well as the more traditional direct supervisors.

Determine How the Mentee Likes to Spend Time

Several years ago a faculty member who had worked in his profession for 10 years visited the corresponding author (A.S.D.) to announce plans for a career change. Until that time, this particular faculty member was a basic science researcher in the division of endocrinology who also provided clinical care to patients with diabetes 1 day per week. He was moving to a full-time clinical position in a non-teaching hospital and he described experiencing moderate career success and enjoyment from research activities performed during the first 5 years, but thereafter realized a dislike for the work. His clue about his career became evident when he noticed feeling excited about how the day would unfold seeing follow-up patients with diabetes and determining their clinical progress on the 1 clinical day per week vs the other 4 days of the week when he awoke, pulled the sheets over his head in the morning, and dreaded going to work in his laboratory. This realization led to an understanding that he was in the wrong job.

One of a mentor's most important jobs is to help mentees determine what kind of career they wish to pursue.^{3,11} Those who train in medicine can pursue at least 4 types: clinical care, education, research, or administration. Good mentors should present all 4 options without communicating

value judgments. In particular, because the primary purpose of attending medical school is to learn how to provide direct patient care, it is inappropriate to cause mentees to feel this activity is less worthy than the others. The best way to help mentees choose a career path is to help them understand what day-to-day activities instill excitement. One suggested approach to determine this is for mentors to express the following: "Don't tell me what you want to be (ie, an academic physician). Tell me how you want to spend your time. What gets you out of bed in the morning? What really interests you? What jobs are fun for you? Design your position around those activities."

Be Honest

Mentors need to understand that mentees frequently are afraid to tell their supervisors what they want if they feel they will disappoint their mentors. It is important that mentors not promote their own agenda over that of mentees with aspirations of producing academic clones.¹¹ The following has been stated (A.S.D.) to help the mentee become more honest: "I am a general internist, health economist, and I perform health care research. I am happy being me. I do not need you to be me to reaffirm that I made the right choice." Once said, the body language of the mentee is often observed to become much more comfortable. It is important that mentees not simply tell mentors what they think mentors wish to hear, but rather what they really think, without wasting time by pursuing unwanted directions.

At the same time, mentors need to understand that mentees may choose not to follow their advice. Mentors should not be disappointed when this happens. The nature of the relationship is that mentors and mentees should feel free to give honest expressions and advice without insistence from either side that mentees accept it.¹²

On a more formal note, some have suggested that mentoring relationships should undergo regular evaluations for process (clear objectives and regular, purposeful meetings), communication (feedback, mentees being able

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to challenge mentors), and outcomes (sense of progress and development, improved networks).¹³ Such periodic evaluations are valuable tools to help ensure ongoing honesty.

There are circumstances in which mentors should perhaps not be completely forthcoming. For instance, when the mentee tells of making a particular career choice (as opposed to asking for advice about the choice), the mentor should not show disapproval or state the choice is a mistake. In these circumstances, mentors must distinguish between the mentee's requests for advice and announcements of firm decisions (often not easy to do). Once mentees have decided, expressing disappointment can be a very bad way to end the communication. Mentors can make it clear that the door is open to reverse the decision, but should not say "You are making a mistake," because that phrase may be counterproductive and will not be forgotten.

Follow Through

It is important for mentors to be supportive. This can take the form of making the right introductions, dealing with individuals whose cooperation is required, or providing financial support.^{9,12,14} In other cases, providing support simply involves responding to the mentee's questions, reading manuscripts, providing advice, and following through on promises. Prolonged delays on either side are harmful to the success of mentees. Students should, therefore, carefully investigate the experiences of previous individuals who received mentoring from someone they are considering approaching. They should review a proposed mentor's curriculum vitae and determine how many students were overseen who now have successful careers. If the answer is many, it bodes well for the future. If a faculty member has been in a mentorship role for more than 20 years but has almost no successful disciples, the mentee might do well to avoid that person.^{12,14}

Do Not Become Friends

In this relationship mentors have power. The individuals can never be equal and therefore should not establish a relationship as friends during the mentorship period. Doing so may result in complications, hurt feelings, and can be destructive. This is not to say that the mentoring relationship cannot be cordial, personal, enjoyable, or fun. This simply means that the appropriate professional distance must be maintained to protect both parties.^{15,16}

Do Not Be Afraid to Terminate a Mismatched Relationship

Personality conflicts in the mentor/mentee relationship may occur. If these conflicts are irreconcilable, to the point that a positive mentor/mentee relationship is unlikely, the relationship should be terminated. This advice applies for both mentors and mentees.

Be Explicit About Credit for Work

At the beginning of the mentoring relationship, the roles are usually very clear: mentors often provide the initial ideas, infrastructure, financial support, and supervision for a project and mentees often perform the day-to-day work. Over time, roles change. For example, original ideas or questions will ultimately be generated by mentees and mentors may increasingly play a more peripheral role. This may lead to difficulties in determining who gets credit for the work. The principal objective way of assigning credit is the designation of an individual's role on a grant application (principal investigator or coinvestigator) and the position of the names on the author list.

Early in the corresponding author's career (A.S.D.), an unfortunate interaction occurred between a mentor and mentee that best illustrates the problem. The mentee, who was then a junior faculty member, had an idea to use an existing medication to treat a genetic disorder and this intervention had a very positive result in 1 patient. Because there had been no similar descriptions in the literature, the mentee prepared a manuscript describing this case report, and the paper was subsequently accepted by a high-profile medical journal. The mentee did not include his mentor as a coauthor primarily because the mentee felt that the mentor, who was an internationally recognized expert in the field, would have received credit for the idea. The mentee claimed that the idea and work were entirely his and that the mentor had no role in the paper; moreover, the mentor certainly did not meet the current authorship criteria established by the International Committee of Medical Journal Editors (this episode preceded the development of those criteria by several years).¹⁷ The mentor learned about the paper and objected strenuously to being excluded from the author list. The disagreement ascended the chain of command at the university. Ultimately the paper was published in the high-profile journal without the mentor's name as an author. This episode led to the mentee leaving the institution because many of his colleagues reportedly ostracized him for this behavior.

The best way to avoid similar episodes is to be explicit from the beginning of a project about who is going to receive what credit, to acknowledge that the mentor/mentee relationship will change over time, and to follow the International Committee of Medical Journal Editors' established criteria for authorship, although this may require some subjective judgment. Mentors should not expect their mentees to include them as honorary authors.

Similarly, it may be common practice for some mentors to include their students as authors specifically to advance their careers even without proper contribution to warrant authorship. This is equally inappropriate. If mentors wish to include students as authors on manuscripts, an appropriate set of tasks that constitute grounds for authorship should be assigned and conducted by students.

Separate at the End

At some point, supervisors have to end the mentoring relationship with students. It does a junior faculty member no good to continue to put the supervisor's name on grants or papers. Doing so stunts the growth and reputation of mentees and is problematic when they are considered for career awards or promotions. The responsibility for separation lies primarily with mentors and at some point mentors have to state directly, "We will no longer write together." This does not mean that mentors stop providing advice. It just means that the names can no longer be attached on grants and articles.¹⁶ Although the exact publication record and length of time for mentor/mentee relationships is not well established, data from a preliminary survey suggest that the break point seems to be 6 to 10 papers and 3 to 5 years before separation typically occurs (unpublished data, A.S.D.).

What Mentees Should Do If Mentors Do Not Wish to Separate

In these situations, mentees should ascend the chain of command in the organization and solicit help of the division head, department chief, chair, or dean. These individuals will clearly understand the issue and broker the separation. After separation, mentors and mentees can become friends, assuming they actually (still) like each other, because at this point they will be equals. One of the wise mentors of A.S.D. taught the following: "I was always careful to be nice to the people I met on the way up. They were the same people I met on the way down."

The mentor/mentee relationship is an essential aspect of career development. These suggestions provide advice and helpful behaviors for this worthwhile and integral activity in academic medicine.

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This chapter discusses the importance of clarity, consistency and candor in the evaluation of tenure-track faculty.

Detsky, A.S. & Baerlocher, M.O. (2007) *Academic Mentoring—How to Give It and How to Get It.* JAMA. May 16, Vol 297, No. 19.

<http://www.faculty.diversity.ucla.edu/mentor/docs/articles/AcademicMentoringHowtoGiveItandGetit.pdf>

This commentary describes several key points of advice both for individuals who mentor and those who receive mentoring (mentees).

Faculty Mentoring Resources @ UW Oshkosh web portal.

<http://www.uwosh.edu/mentoring/faculty/>

These faculty mentoring resources are intended to be an aid to both faculty mentors and new faculty in beginning and continuing their mentoring relationship. The resource is aimed at helping new faculty become more familiar with the university culture, increase their learning curve, become aware of University resources, and contribute to a sense of community.

NSF ADVANCE at University of Michigan. (2008) *Giving and Getting Career Advice: A Guide for Junior and Senior Faculty.* University of Michigan

<http://www.umich.edu/~advproj/career%20advising.pdf>

This handbook, from the University of Michigan, discusses why career advice is important, what exactly career advising is, and if it is the same thing as “mentoring,” as well as offering tips for senior faculty, department chairs and directors, and junior faculty.

Olmstead, M.A. (1993) *Mentoring New Faculty: Advice to Department Chairs.* University of Washington.

<http://faculty.washington.edu/olmstd/research/Mentoring.html>

This article provides advice to department chairs in their role as facilitating advancement through mentoring efforts. Olmstead offers strategies to help make the expectations and criteria for promotion clear, facilitate the acquisition of resources, provide feedback, and reduce the impediments to progress towards promotion.

Rackham School of Graduate Studies. (2006) How to Mentor Graduate Students: A Guide for Faculty at a Diverse University. University of Michigan.

<http://www.rackham.umich.edu/downloads/publications/Fmentoring.pdf>

This guidebook for faculty, along with a companion handbook for graduate students (*How to Get the Mentoring You Want*), reflects Rackham's acknowledgment of the important role mentoring plays within graduate education. This handbook was developed to assist faculty and graduate students in forming mentoring relationships that are based on realistic goals, expectations and understandings of one another.

Scorcinelli, M.D. (2000) Principles of Good Practice: Supporting Early-Career Faculty.

http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/2b/6d/64.pdf

This article offers a summary of good practices for department chairs to examine current practices and foster a departmental culture of support for early-career faculty. This article proceeds from the *Heeding New Voices Study* published in the same year.

UCLA Academic Personnel. (2008) "Effective Mentoring" from: News from Academic Personnel. Vol 2:2, (Spring).

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This article, from UCLA's Academic Personnel Office newsletter, considers the benefits of both formal and informal approaches to mentoring in the academic setting.

VCU School of Medicine. (2002) VCU School of Medicine Faculty Mentoring Guide. Virginia Commonwealth University.

http://www.medschool.vcu.edu/facultyaffairs/career_dev/facultymentoringguide/fmguid.pdf

This booklet was compiled as a guide to encourage mentoring activities at the School of Medicine on the Medical College of VCU. This guide is designed to help faculty determine if they are in a position to be a mentor, describe the rewards associated with the undertaking, offer direction on how to seek a mentor and why one should do so.