Mentoring Facilitator Tool Kit



UCSF FACULTY MENTORING PROGRAM

MENTORING FACILITATOR TOOLKIT



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Purpose

The purpose of the Mentoring Facilitator's Tool Kit is to:

- Provide an overview of the UCSF Faculty Mentoring Program
- Describe the concepts and benefits of mentoring
- > Define the role of the mentor and mentee
- Provide strategies for being an effective mentor
- > Describe the phases of the mentoring relationship
- Provide tools to help the mentoring facilitator manage the mentoring pairs



Faculty Mentoring Program

Results from the **2002 UCSF Faculty Climate Survey** strongly supported the need for a UCSF faculty mentoring program to help facilitate the recruitment and retention of the highest quality faculty, increase faculty diversity through improved mentoring of under-represented faculty and improve faculty satisfaction. Mentoring is a critical component of career advancement for all health science faculty. It has been defined as a multifaceted collaboration between a junior and senior professional with the primary goal being the nurturing of the junior professional's development. UCSF has embarked on an ambitious plan to improve mentoring for all faculty. Mitchell D. Feldman, MD, MPhil was appointed to the newly created position of Director of Faculty Mentoring, and is working closely with the Dr. Sally Marshall, Associate Vice Chancellor for Academic Affairs, and the Chancellor's Committee on Faculty Life to establish and oversee a mentoring program for all UCSF faculty across all schools. The vision is for all UCSF faculty to feel supported in their pursuit of a successful and satisfying career, and for the UCSF faculty mentoring program to become recognized as the national center of excellence for mentoring in the health sciences.

Mentoring facilitators have been appointed in each Department/Division to work with the Director of Faculty Mentoring to oversee all aspects of the mentoring program. Junior faculty (up to associate level) and new faculty will be paired with at least one recognized mentor in their home Department/Division. Faculty mentors can contribute significantly to the development of their mentees' research, teaching and clinical skills, particularly with respect to career satisfaction, career management and collegial networking. The program will be evaluated at regular intervals. Awards for excellence in mentoring will be established to recognize the importance of mentoring for UCSF faculty career development.

UCSF Director of Faculty Mentoring

Mitchell D. Feldman, MD, MPhil is the UCSF Director of Faculty Mentoring. He provides leadership and oversight for the development and administration of the Faculty Mentoring Program, and serves as liaison with department chairs and mentoring facilitators. He is currently a Professor of Medicine and leads research and educational programs in faculty development and behavioral issues in medicine. You can contact Dr Feldman by e-mail at **mitchell.feldman@ucsf.edu**.

Faculty Mentoring Contact Information:

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Mission and Vision

Mission

All UCSF faculty members feel supported in their pursuit of a satisfying and successful career.

Vision

To be the national center of excellence for mentoring in the health sciences.



Faculty Mentoring Program Goals

- Support and facilitate faculty development through mentor/mentee pairs
- Provide accurate, timely information and counsel regarding advancement and promotion at UCSF
- Identify a comprehensive curriculum to support the career development of faculty in all series
- Build a mentoring database of processes and outcomes to support and evaluate mentoring activities
- Provide a strong central structure, resources and leadership for faculty mentoring

Program Core Components

Director of Faculty Mentoring

Establish and oversee program for faculty at UCSF

Mentoring Facilitators

Responsible for setting up and overseeing mentoring program in Dept/ORU/Division

One on One mentoring program

All junior/new faculty paired with senior 'career' mentor

Recognition for Mentors

Mentoring awards Advancement and promotion

✤ Core Curriculum

Workshops and seminars, invited speakers, retreats Topics to be covered include:

- o How to be an effective mentor, mentee
- CV preparation
- o Manuscript preparation and submission
- o Obtaining funding
- o Work/life balance

UCSF Academy of Mentors

(To be established)

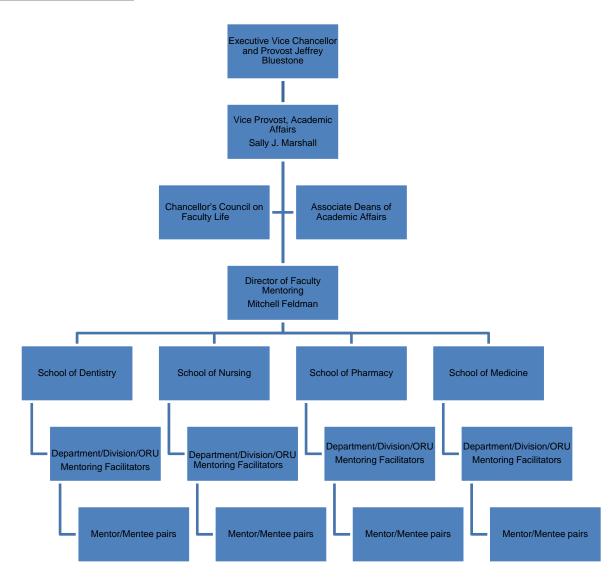
Evaluation

Inputs, process and outcomes Web based (E*Value) for program surveys and individual mentor evaluations

✤ Mentoring Program Web Site

Links to other local and international mentoring activities Mentoring Resources Mentor Development

✤ UCSF Faculty Mentoring Listserv



University of California, San Francisco Organizational Charts

http://chancellor.ucsf.edu/admincampus-pages.pdf

Mentoring Facilitator

Attributes and skills

- Associate or higher rank
- Dedicated time (0.10 FTE per 10-15 mentor/mentee pairs)
- Outstanding communication skills
- Knowledge/experience with all aspects of advancement and promotion at UCSF

Responsibilities

- Overall responsibility for local faculty mentoring program
- Set up mentee/mentor pairs for their group
- Establish local system for documenting and tracking these pairs
- Responsible for oversight of mentoring program—including yearly review of pairs
- Provide guidance and support for reassignment of mentee as needed
- Work with the UCSF Director of Faculty mentoring to:
 - o Conduct qualitative and quantitative evaluation of the program
 - o Disseminate findings and recommendations
 - o Attend mentoring workshops and organize mentoring events for their faculty
 - o Attend yearly mentoring facilitator orientation

Mentoring Facilitator Lists

School of Dentistry

http://academicaffairs.ucsf.edu/mentoring/SODMentoringFacilitators.pdf

School of Medicine

http://academicaffairs.ucsf.edu/mentoring/SOMMentoringFacilitators.pdf

School of Pharmacy http://academicaffairs.ucsf.edu/mentoring/SOPMentoringFacilitators.pdf

School of Nursing http://academicaffairs.ucsf.edu/mentoring/SONMentoringFacilitators.pdf

Faculty Mentoring Program 2009-2010 Target Mentees (N=876)

	School of Dentistry	School of Medicine	School of Nursing	School of Pharmacy
Ladder	7	30	9	7
In Residence	3	134	. 0	0
Clinical X	3	52	0	6
HS Clinical	8	325	15	8
Adjunct	5	247	15	2
Total	26	788	39	23
<u>Gender</u>				
Male	13	392	4	12
Female	13	396	35	11

What is Mentoring?

... a process where mentor and mentee work together to discover and develop the mentee's abilities.

... a long term relationship with a responsibility to provide the support, knowledge and impetus that can facilitate professional success.

... a personal process that combines role modeling, apprenticeship and nurturing.

The mentor will act as a teacher, sponsor, guide, exemplar, counselor, moral support—but most important is to assist and facilitate the realization of the dream.

... process whereby an experienced, highly regarded, empathic person (the mentor) guides another individual (the mentee) in the development and examination of their own ideas, learning and personal and professional development. The mentor, who often, but not necessarily, works in the same organization or field as the mentee, achieves this by listening and talking in confidence to the mentee.

Mentor Roles and Functions

Role	Responsibility	Relationship with Individual
Manager	Direct the work of the individual	 Focused on performance, professional development and career development Based on organizational needs Driven by learning agenda influenced by organizational needs Inside the hierarchy of direct reporting relationships Sometimes, but not always confidential
Sponsor	Champion the individual	 Focused on career development and advancement Driven by advancement goals rather than a learning agenda Inside or outside the hierarchy of direct reporting relationships Sometimes, but not always, confidential
Mentor	Guide and support the individual	 Focused on professional and personal development Based on mentee's expressed needs Driven by specific learning agenda identified by the mentee Outside the hierarchy of direct reporting relationships Confidential

Mentoring Functions

Career Functions

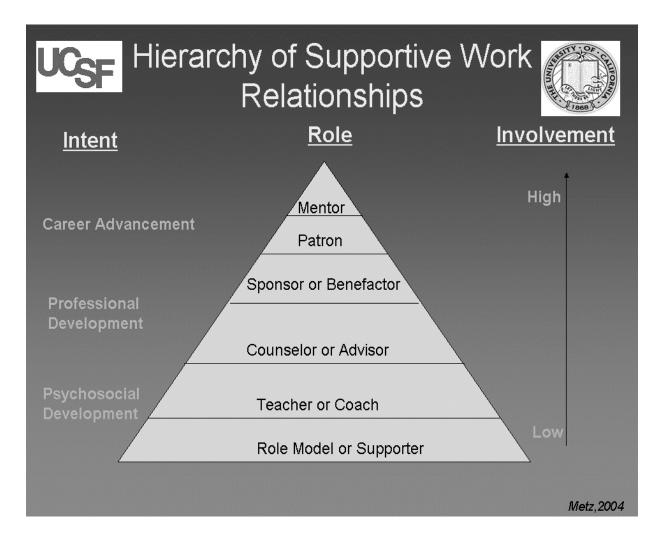
"Those aspects of a relationship that enhance advancement in the organization."

• Coaching, protecting, networking, sponsorship

Psychosocial Functions

"Those aspects of a relationship that enhance an individual's sense of competence, identity and effectiveness."

Role modeling, counseling, confirmation, acceptance



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

Benefits of Mentoring



Benefits for Mentees

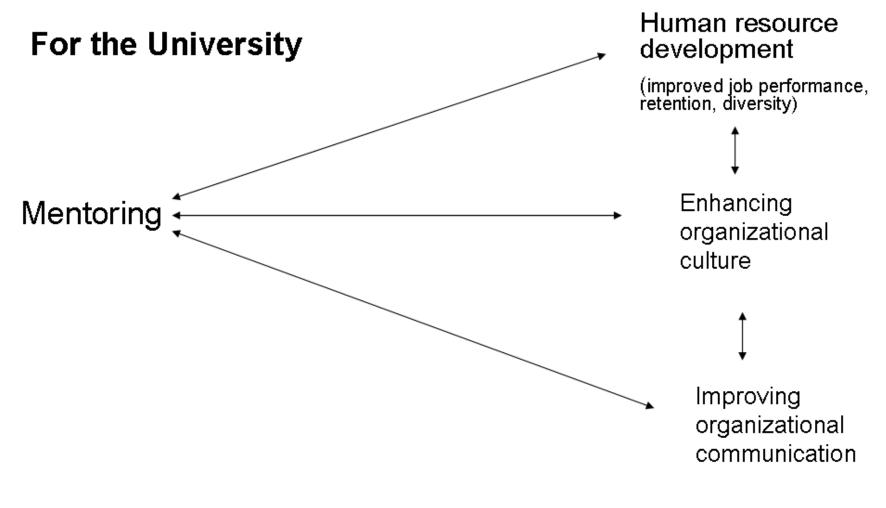
Having a mentor and receiving more mentoring functions is associated with more favorable objective (compensation, promotion) and subjective (career/job satisfaction) outcomes

Benefits for Mentors

Include developing a personal support network, information and feedback from protégés, satisfaction from helping others, recognition (including accelerated promotion), and improved career satisfaction



Benefits of Mentoring



UCSF Faculty Mentoring Program Yearly Timeline

We suggest that the mentor and mentee commit to meeting for the next twelve months. Work together to schedule meetings that include two "check-points" during the year.

July - August	Mentor/Mentee matching and orientation
January - February	Midyear meeting
July - August	Meeting to discuss continuing mentoring relationship or matching with new mentor

Mentoring Facilitator Checklist

Review results of mentee survey and/or internal needs				
assessment				
Finalize list of eligible mentees' (junior/new faculty) current				
mentoring needs and relationships				
Assemble list of eligible mentors				
 Mentor descriptions on web site 				
 Limit 2-3 'career' mentees per mentor 				
Assist in mentor/mentee pairings make assignments as				
needed				
Create database of mentor-mentee pairs				
Distribute mentoring contract, IDP, meeting guide and other				
materials				
 Direct mentors/mentees to web site 				
Periodic check inmeet with mentors/mentees as needed				
Organize faculty development mentoring activities—faculty				
meeting, grand rounds, retreats				
Annual meeting or survey of mentors and mentees				
Assist in overall program evaluation				

Characteristics of an Effective Mentor: The Three C's

Competence

Professional knowledge and experience Respect Interpersonal skills and good judgment

Confidence

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

Invests time, energy and effort to mentoring Shares personal experience

Selecting Mentors

In matching mentors and mentees consider the following:

- ✤ All senior faculty members are eligible to be mentors
- Mentors should have a limit of two to three 'career' mentees
- Research shows that mentees who reported more input into the match were more satisfied with their mentors
- Mentor/Mentee characteristics
 - Career interests
 - Gender (gender matching has been shown to be helpful for female mentees)
 - Race/ethnicity
 - Age
 - Personal chemistry (important but hard to predict)



Mentoring Partnership Agreement

As a mentor and mentee in the UCSF Faculty 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 quarterly.
- 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

Individual Development Plan (IDP) UCSF Faculty Mentoring Program

Instructions to Mentees:

Please complete this form yearly and give a copy to your mentor before your mentoring session. Attach an updated CV in the recommended UCSF format (http://academicaffairs.ucsf.edu/acapers/downloads/cvguidelines2005.pdf).

Instructions to Mentors:

Please review the mentee's CV and this form prior to meeting your mentee.

Date:

Mentee Name:

Mentor Name:

Time Allocation as Estimated by Mentee:

- ____ % Teaching/Training/Providing Mentoring
- ____ % Research
- ____ % Patient Care
- ____ % Administration/Other Services

How (if at all) would you like to change this time distribution?

Academic Appointment

Do you understand the series to which you are appointed and the expectations for advancement in this series?

 Yes
No

Explain:

Current Professional Responsibilities

List your major professional responsibilities and if you anticipate significant changes in the coming year:

- 1.
- 2.
- 3.
- 4.
- 5.

Future Professional Goals

Short Term Goals

List your professional goals for the coming year. Be as specific as possible, and indicate how you will assess if the goal was accomplished (expected outcome).

1. Goal:

Expected outcome:

2. Goal:

Expected outcome:

3. Goal:

Expected outcome:

Long Term Goals

List your professional goals for the next 3-5 years. Again, be specific, and indicate how you will assess if the goal was accomplished.

1. Goal:

Expected outcome:

2. Goal:

Expected outcome:

3. Goal:

Expected outcome:

Mentoring Meeting Journal

Use this page to record the discussion points in each of your mentoring meetings.

Date:

Check In (e.g. urgent issues, work-life balance, personal issues):

Goal Discussion:

Action Items:

Next meeting date: _____

Phases of the Mentoring Relationship

Initiation phase (6-12 months)

- Mentor is admired and respected for competence and ability to provide support and guidance
- Mentee represents someone with potential, can provide technical assistance and can transmit mentors values

Cultivation phase (2-5 yrs)

- Positive expectations are tested against reality
- Career functions emerge first; psychosocial functions emerge as the interpersonal bond strengthens

Separation phase

- Relationship is less central part of each individual's life at work; feelings of loss, anxiety
- Structural and emotional separation
- Provides opportunity for mentee to demonstrate skills and operate independently and for mentor to demonstrate that one has been successful in developing new talent

Redefinition phase

- Relationship becomes, primarily, a friendship
- May have ambivalence, discomfort

(Kram 1983)

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

Initiation: Structuring Meeting Time

Determine how to use your time together. One suggestion is the "**10/20/60 Rule**" that will help you to establish a solid partnership and address mentoring goals and everyday issues. For a meeting of about 1½ hours split the time roughly as follows:

First 10 Minutes

Engage in personal/professional—"check-in"

Next 20 Minutes

Focus on 'front burner' issues (upcoming presentation, manuscript revision, etc.)

Last 60 Minutes

Discuss current and long term goals and priorities



Initiation: Expectations

A critical component of a successful mentoring relationship is clarity of commitment and expectations.

Mentors and mentees need to agree on:

- Scheduling and logistics of meeting
- Frequency and mode of communicating between meetings
- Responsibility for rescheduling any missed meetings
- Confidentiality
- "Off-limits" conversations
- Giving and receiving feedback
- Working with formalized mentee goals

Cultivating the Relationship: Building Trust



When people trust each other, they allow their most authentic self to emerge. They feel free to share concerns, insecurities and doubts. Listening to each other builds trust. Sharing reservations and uncertainties builds trust. Most importantly, demonstrating by our acts that we are trustworthy builds trust.

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

Cultivating the Relationship: Giving (and Receiving) Feedback

Mentees want to receive honest, candid feedback from their mentor. Equally important is the feedback mentees can offer to mentors. Engaging in reciprocal and on-going feedback is a vital component of the partnership.

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

Separation and Redefinition



Participating in a mentoring program brings the opportunity for planning and implementing closure that is unlike most other types of relationships. Whether you determine to continue meeting on a regular basis or not, it is essential to discuss and plan the process by which your formal partnership will come to a close.

If appropriate, you will want to think about how you would like to transition from a formal to an informal mentoring partnership or to more of a peer relationship. It is recommended to instill some structure to even an informal partnership so as to yield the most benefit from the time you spend together.

Closure Checklist:

- Discuss how to use the remaining time together.
- Make sure an important goal has not been overlooked.
 - Plan a formal acknowledgement or celebration of the mentoring relationship.

Questions to Discuss:

- Have the goals been achieved?
- Have the important issues been discussed?
- How should the separation/redefinition be acknowledged?
- What will the agenda be for the last meeting?
- What would be the ideal interaction going forward?

Being a Pro-Active Mentee

The most successful mentoring partnerships are those in which the mentee takes the initiative and truly drives the partnership. In a mentee-driven partnership, the mentee determines the pace, route and destination. The mentor is then able to offer insights and counsel that is focused on the mentee's objectives.

Consider the following questions:

- Are my objectives clear and well defined?
- Am I comfortable asking for what I want?
- o Am I open to hearing new ideas and perspectives?
- o Do I allow myself to be open and vulnerable?
- o Am I receptive to constructive feedback?
- Am I able to show I value and appreciate feedback?
- o Am I willing to change or modify my behaviors?
- Do I consistently follow through on commitments?
- o Do I make an effort to instill trust?
- o Do I openly show appreciation and gratitude?

Mentee Strategies to Achieve Mentoring Objectives

Whether your objectives focus on broad issues or more specific developmental areas, your mentor's ability to help you attain those objectives will be enhanced when you have clearly defined where you want to go and how you want to get there. It's important to think carefully about your objectives and the challenges to achieving them.

Use the questions below to appraise your objectives:

Specificity

- Have you identified a specific objective for the partnership?
- Are your objectives definite and precise?

Measurability

- Are your objectives quantifiable in nature?
- Have you decided how to measure success?

Work Plan

- o Do you have an action plan to achieve your objectives?
- o Have you considered the outcome of achieving your objectives?

Reality Check

- o Are your objectives realistic given the circumstances?
- Have you determined a completion date?
- o Is your timeline realistic?
- o Will you need additional resources or tools to be successful?

The Mentor's Role

- Will your objectives require your mentor to provide you something other than guidance?
- How can your mentor be most helpful to you?

Mentee Dos and Don'ts

Don't Do Take initiative Be passive—don't wait for • the mentor to initiate • Look for opportunities to teach your mentor interactions Be late, disorganized Be respectful of mentor's ٠ • Stay in the comfort zone time Communicate agenda and • Stay in a mentoring relationship when it is no goals with mentor prior to longer helpful meeting Clarify goals and expectations Practice self reflection • Support your peers • Keep your CV, IDP, etc. up to date Have multiple mentors • • Clarify your values

Choosing a Mentor



Choose a mentor who has the following qualities:

- Interested in developing your career
- Commitment to mentoring
- Match your emotional needs
 - o Do you need more support and praise or more challenge?
- Match with your professional needs
 - o Help with writing? Methodological skills?
 - o Research/scholarly interests
- A successful track record
- Good communication skills
- Will provide networking opportunities
- Is institutionally savvy
- Expresses interest in you as a person
- There is potential for reciprocity

Mentors Role in Mentee Development

Support

- Listening—actively (empathically)
- Expressing positive expectations

(Mentors) balance both a present sense of where their students are and a dream of what they can become.

- Serving as advocate
- Sharing ourselves

Challenge

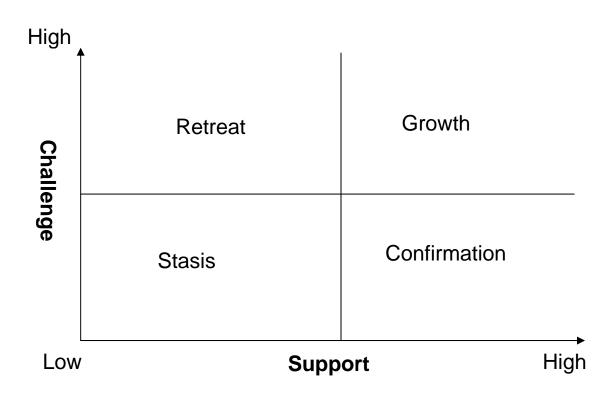
- Setting tasks
- Setting high standards
- Modeling
- Providing a mirror

Vision

• Provide a vision for a satisfying and successful career

(Daloz 1999)

Impact of Support and Challenge on Mentee Development



(Daloz 1999)

Evaluating Your Mentee's Goals



Use the checklist below to appraise your mentee's goals:

Specificity

1			

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 Dos and Don'ts

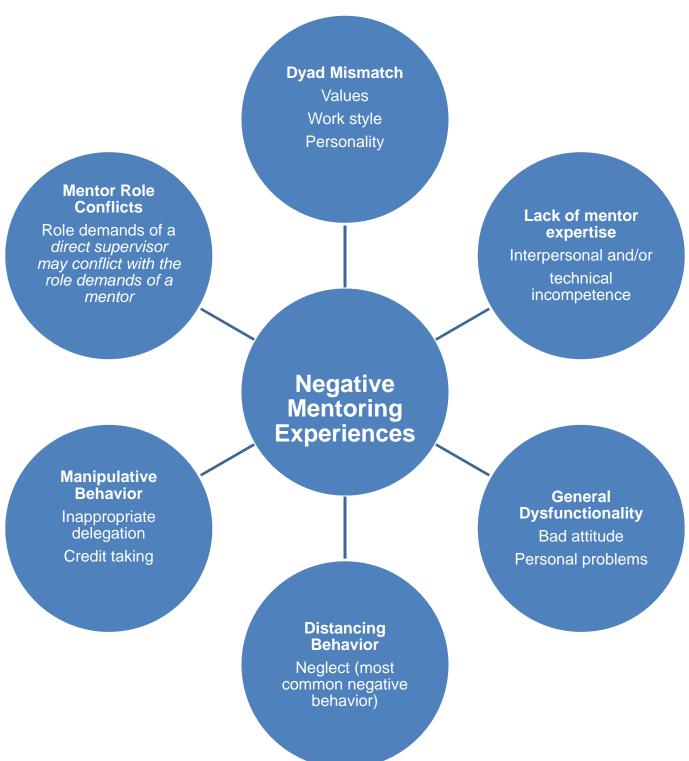
Do	<u>Don't</u>
 Listen actively Support and facilitate networking and brokering Teach by example Be aware of role conflict Encourage and motivate mentee to move beyond their comfort zone Promote independence Promote balance Rejoice in success and convey your joy Encourage reciprocity 	 Fix the problem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

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 and rank (see www.ucsf.edu/senate/facultyhandbook)
- 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 UCSF

Mentoring Facilitator Tool Kit



(Eby 2000)

Consequences of Negative Mentoring Relationships



For Mentees

Higher levels of work stress, lower self esteem

More likely to leave

For Mentors

Less likely to mentor others

Less likely to invest in other work activities

For Organizations

Culture of mistrust and lack of voluntarism

UCSF Resources

Resources for: [Researchers] [Educators] [Clinicians] [Leaders] [Academic Personnel]

UCSE University of California, San Francisco | About UCSF | Search UCSF | UCSF Medical Center

Home | Search | Sitemap | Contact Us

During the fall of 2001, UCSF conducted a survey regarding the campus climate for faculty. Findings revealed that the welcoming that faculty members receive after arriving at UCSF can influence their professional experience here for many years. It is discouraging not to have access to helpful resources, not to be able to find appropriate information quickly, or for the resources to exist but not to be publicized adequately.

After analyzing the findings from this climate survey, the **Chancellor's Task Force on Faculty Life** made ten principal recommendations, including a number of specific recommendations that might better inform newly arrived faculty about campus life and policies. The Chancellor's Council on Faculty Life (CCFL) was created to implement the recommendations, including the development of a website that would contain necessary information or links to such information for new faculty.

Faculty members of the CCFL have been influential in the design of our new website. The design goals included:

- Create a welcoming and user-friendly site that enables UCSF to recruit, develop and retain excellent faculty in all core mission areas.
- Allow future growth in web-based applications.
- . Be intuitive with easy access to relevant information, including links to websites already in existence.

Our goal is simple: to be the website of choice for faculty. We welcome your comments and suggestions so that we can continue to improve the site and achieve our goal.

UCSF Resources

Academic Senate http://www.ucsf.edu/senate/indexmain.html

Academy of Medical Educators http://medschool.ucsf.edu/academy/

Center for AID Research (CFAR) http://cfar.ucsf.edu/cfar?page=pr-00-02-00

Chancellor's Advisory Committee On the Status of Women http://statusofwomen.ucsf.edu/

Clinical and Translational Sciences Training http://www.ctst.ucsf.edu/events.htm

Climate for Faculty, Report of the Chancellor's Task Force on the Climate for Faculty http://statusofwomen.ucsf.edu/resources/ClimateFaculty.php

Early Faculty Development Program Department of Pediatrics Contact: Mary-Ann Shafer

Minority Mentorship Program Contact: Felicia Tripp at trippf@medsch.ucsf.edu

Office of Career and Professional Development http://saawww.ucsf.edu/career/

SOM Key Educational Skills Series http://www.medschool.ucsf.edu/workshops/

Training in Clinical Research http://www.epibiostat.ucsf.edu/courses/RoadmapK12.html

UCSF Academic Affairs http://academicaffairs.ucsf.edu/

UCSF Graduate Student Mentoring Program http://statusofwomen.ucsf.edu/resources/studentresources.php

UCSF Postdoc Mentoring Program http://student.ucsf.edu/postdocs/assets/MentorGuidelines2003.doc

UCSF Preparing Future Faculty http://www.ucsf.edu/pff/

Mentoring Resources

Partial Listing of Mentoring Programs at Health Sciences Universities:

Baylor College of Medicine http://www.bcm.edu/fac-ed/peer_mentoring/index.html

Children's Hospital Boston Office of Faculty Development http://www.childrenshospital.org/cfapps/research/data_admin/Site2209/Documents/06webj unior%20facultys.doc

Connecticut Children's Medical Center http://www.ccmckids.org/professionals/development.asp

Eastern Virginia Medical School http://www.evms.edu/women/wim.html

Idaho State University College of Pharmacy http://pharmacy.isu.edu/live/fs/

Johns Hopkins School of Public Heath Center for Mind-Body Research http://www.jhsph.edu/mindbodyresearch/mentoring_program/

Massachusetts College of Pharmacy and Health Sciences http://www.mcphs.edu/library_resources/subject_guides/mentoring.html

Medical College of Virginia Campus Office of Faculty and Instructional Development School of Medicine http://www.medschool.vcu.edu/ofid/facdev/facultymentoring.html

Northeastern Ohio Universities College of Medicine and College of Pharmacy http://www.neoucom.edu/audience/faculty/ProfDev/masterteacher

Penn State University College of Medicine http://www.hmc.psu.edu/opd/faculty/mentoring/index.htm

Robert Wood Johnson Medical School, University & Dentistry of New Jersey http://rwjms.umdnj.edu/faculty/faculy_development/mentoring.htm

Stanford University School of Medicine http://facultymentoring.stanford.edu/guidelines.html

University of Arizona Tuscon Arizona National Center of Excellence in Women's Health http://www.womenshealth.arizona.edu/researchers/mentoring.htm

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University of Arkansas Medical Sciences College of Medicine http://www.uams.edu/facultyaffairs/word%20docs/Mentoring%202005.pdf

University of California, Davis http://www.ucdmc.ucdavis.edu/facultydev/mentoring.html

University of California San Diego National Center of Leadership in Academic Medicine http://nclam.ucsd.edu/

University of California San Diego Academic Affairs http://somapps.med.upenn.edu/fapd/documents/pl00021.pdf

University of Hawaii http://www.fmp.hawaii.edu/

University of Miami School of Medicine Office of Research Education and Training http://researchedu.med.miami.edu/x16.xml

University of Massachusetts Medical School http://www.umassmed.edu/facultyadmin/mentoring/

University of Minnesota http://www1.umn.edu/ohr/img/assets/18003/estabneg.pdf

The University of North Carolina at Chapel Hill, School of Pharmacy http://www.pharmacy.unc.edu/labs/mentoring-program/tips-for-mentors-and-mentees

University of Pennsylvania School of Medicine http://somapps.med.upenn.edu/fapd/documents/pl00021.pdf

Virginia Commonwealth University School of Medicine http://www.medschool.vcu.edu/ofid/facdev/facultymentoringguide/index-2.html

Miscellaneous Mentoring Resources

A Guide to Training and Mentoring in the Intramural Research Program at NIH http://www1.od.nih.gov/oir/sourcebook/ethic-conduct/mentor-guide.htm

Advisor, Teacher, Role Model, Friend http://www.nap.edu/readingroom/books/mentor/#committee

American Heart Association Mentoring Handbook http://www.americanheart.org/downloadable/heart/1066246125811MentorBook.pdf

Association for Women in Science http://www.awis.org/careers/mentoring.html

Genentech

http://www.gene.com/gene/research/fellowship/index

MedEd Mentoring http://www.mededmentoring.org/default.asp

MentorNet http://www.mentornet.net/

Pharmacy Now MentorVIEW http://www.pharmacynow.org/mentor/default.asp

Woman to Woman Mentoring Program http://woman2womanmentoring.com/W2WMentoringProgram.html

The American Physiological Society http://www.the-aps.org/careers/careers1/mentor/guide.htm

The Mentor Directory http://www.mentors.ca/mentor.html

Virtual Mentor, American Medical Association Journal of Ethics http://www.ama-assn.org/ama/pub/category/3040.html

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