

**THE DEPARTMENT OF EPIDEMIOLOGY AND BIostatISTICS
ARNOLD SCHOOL OF PUBLIC HEALTH
UNIVERSITY OF SOUTH CAROLINA**

Faculty Mentoring and Development Plan

**DRAFT (Approved for implementation by Faculty at
December 2005 Meeting)**

The philosophy of the Department is that each faculty member can learn and grow in ways appropriate for their stage of career development and that the Department is committed to facilitating this growth. This document provides background information regarding 1) faculty mentoring and development, 2) setting priorities and time management, 3) a listing of resources, and 4) material related to the Learning and Development Plan.

1. Faculty Mentoring and Development

Academic success can be defined in terms of lead authorship, principal investigatorship, promotion, tenure, career awards (including teaching, research and service), honors, power and reputation in your discipline. Sackett (2001) recently posed that the determinants of academic success are not "academic" defined in terms of intelligence, theoretical understanding, mastery of a body of knowledge, and teaching skills. More likely than not, the determinants of academic success are *mentoring*, creating *periodic priority-lists* (an effective Learning and Development Plan) and careful *time-management*.

All faculty members are encouraged to engage in some form of mentoring, in accordance with each member's individual needs. When the person being mentored is a new faculty member, or a junior faculty member, mentoring has been defined as the provision by an already successful academician of *resources* (but not obligations), *opportunities* (but not demands), *advice* (but not orders) and *protection* (Sackett, 2001). Resources specific to USC and to our Department are presented in a separate section below; general considerations related to opportunities, advice and protection are as follows.

1.1 Opportunities

Mentors should systematically examine items that come under their purview for its potential relevance to the scientific development and academic advancement of junior faculty under their mentorship. Examples include carrying on duplicate, blind confidential refereeing of manuscripts and grants. Comparing critiques, sharpens the critical appraisal skills of the junior colleague, they're able to observe the mentor's refereeing style and will help them develop their own. Junior colleagues should be considered for sharing authorship on editorials commentaries and essays and could assist

the mentor in reviewing the evidence in the relevant literature, synthesizing it and be involved in the multiple drafts. Such collaboration on grant applications would also be beneficial. Inclusion of junior colleagues in social as well as academic events that comprise the visit of colleagues from other institutions encourages equipment relationships and may open up opportunities. Attendance as a group to scientific meetings will also provide opportunities to be introduced to prominent colleagues, and also to meet and get to know other young faculty and newcomers to the field. The opportunities to compare the impressions and ideas gained at scientific meetings, while they're fresh and in a relaxed and congenial atmosphere can be fun and productive of future research ideas. It is important that opportunities are offered without coercion and accepted without resentment. Opportunities must never involve the offloading of unwanted tasks, with little or no academic intent.

The mentor should also try to bring those being mentored into an ongoing research project. Through this, they can gain hands-on practical experience and learn how to create and function as a member of a collaborative team and develop skills in research management. Mentors should also provide opportunities to observe, model and discuss teaching strategies and tactics in classroom situations. As a junior colleague develops their independent research agenda, opportunities will likely mature and can incorporate nominations to scientific committees such as grant review committees and task forces, and participation in symposia. Also, additional involvement in scientific organizations will increase academic experience, network opportunities and recognition.

1.2. Advice

Advice can take the form of active listening and should focus on the development as an independent thinker, and should not involve commands or authoritarian pronouncements. Advice means providing frequent unhurried and safe opportunities for the junior college being mentored to think their own way through their choices in the scientific and methodological challenges in their projects, the pros and cons of embarking on a particular research project, and their development as social beings. In addition to discussion of academic issues it may be important to go through a checklist of items encompassing personal and family, health concerns, relationships, finances and the like. Mentors should also be knowledgeable and effective in addressing and advising around the special problems of women in academic careers. Gender-based inequalities exist. It is imperative that all women pursuing academic careers have easy access to discussing and receiving informed empathetic advice about special issues that face women in academics. If the principal mentor is a man, needs may be best met by specific additional mentoring around these issues from a woman.

1.3. Protection

Junior faculty members need to be insulated from needless academic buffeting and from the bad behavior of other academicians. The learning and development plan for a new and relatively junior faculty member should have the appropriate balance with regard to teaching, research and service depending on the type of appointment and track. Science

DRAFT_For Engaged Institution Initiative team members only. All others contact the Department for permission to access. 2

often involves vigorous debate of ideas study designs data and conclusions and junior faculty need to get used to being subjected to keen and critical scrutiny. Help can be accomplished by inviting junior faculty to rehearse their presentations in front of their mentors prior to presentation at national meetings. Every statement and slide can be challenged in a relaxed and supportive setting where presentations can be a revised and responses rehearsed. Mentors can also be a mediator and assist in resolution of conflicts, should they arise with other members of the faculty or staff.

1.4. Identifying a Mentor or Mentoring Committee

Each faculty member may request and be assigned an advocate/advisor , mentor or a mentoring committee as soon as he/she is appointed or at any appropriate point in the term of appointment. The mentor or mentoring committee should be selected by the faculty member in conjunction with the department chair. The advisement or mentoring will serve to welcome the new members of the department and serve as a continual source for orientation to the department, USC and the community. The mentor /advisor can provide guidance, information and encouragement and referral when necessary while the new employee becomes familiar with policies and procedures of the department and the University, The program should be interactive and proactive and focus on formulating the Learning and Development Plan.

1.5. How to Be a Good Mentor and Mentee

The mentor and mentee should become cognizant and periodically review the characteristics of effective mentoring relationships which are:

- 1) Mutuality -- The relationship should be beneficial to both people at some level, although the common perception is that the relationship is focused on the person being mentored.
- 2) Familiarity -- There must be a comfort level with each others' styles and values.
- 3) Compatibility -- Simply stated, you have to like each other and enjoy each others' company, not a social sense, but in a basis of respect.
- 4) Flexibility -- The relationship will change, and both people must be able to deal with that. A mentoring relationship may become collegial: it may become a friendship. It may also simply end when the time comes, but it certainly will change.
- 5) Purposeful -- There must be a purpose and goals should be set, preferably in writing such as development of the Learning and Development Plan.
- 6) Power -- A mentoring relationship should be one of shared power, a win-win situation, where each partner gains and neither lose. Both partners should be focused on a plan of action supporting the protégés development.

Prerequisites for a good mentor include being a competent academic who must have not only achieved their own academic success, but also must act like it towards their junior colleagues. In other words mentors must feel secure enough that they are not only comfortable taking a backseat to those being mentored in matters of authorship and

recognition but they should actively pursue a secondary role. The mentor should not compete for recognition with the individual they are mentoring. Mentors should strive for free and open exchange of ideas, priorities aspirations and criticisms. Mentors must like mentoring and be willing to devote the time and energy required to explore and solve both the routine and the extraordinary scientific and personal challenges that arise. Mentors must periodically seek feedback so they can evaluate their own performance, decide whether they remain the best person to continue to mentor their junior colleagues and identify ways to improve their mentoring skills.

Traits of a good mentor:

- *Respectful.* A good mentor views the mentee as a valuable but inexperienced colleague.
- *Committed.* A good mentor takes the time to provide guidance on a wide range of professional topics.
- *Demanding.* A good mentor sets and models high standards.
- *Adaptable.* A good mentor realizes that mentees have different strengths and needs.
- *Encouraging.* A good mentor helps the mentee through the low spots encountered in any academic career.
- *Proactive.* A good mentor does not wait for the mentee to contact him/her but provides opportunities for contact.
- *Nurturing.* A good mentor finds ways to ensure that the mentee is ready to compete in their respective professional fields.

Being a mentee is not a passive role, but involves responsibilities including actively seeking and accepting guidance, sharing values, needs, and aspirations and being willing to listen and learn.

Traits of a good mentee:

- *Considerate.* A good mentee recognizes that mentors are busy professionals who are donating valuable time.
- *Responsible.* A good mentee carefully thinks out questions to maximize the use of the mentor's time.
- *Respectful.* A good mentee realizes that some communication with the mentor might be professionally sensitive and should be kept confidential.
- *Adaptable.* A good mentee understands that the mentor's schedule may prevent him/her from being available at the time or in the mode that they desire.
- *Proactive.* A good mentee suggests ways in which he/she can benefit from the relationship.

A mentor functions as a coach, counselor, teacher, supporter, encourager, protector, challenger, sponsor, guide and friend. Mentoring activities with and for one's mentee include: helping to learn risk-taking behavior, communication skills, and institutional and professional political skills; providing advice, encouragement and criticism; facilitating career advancement; and fostering involvement in research and scholarly productivity.

Behaviors that can lead to constraining or even destructive mentoring relationships are discouraged. These include avoidance- not being available or accessible; dumping- forcing mentees into new roles with no support; blocking- continuously refusing requests, withholding important information, taking over projects or overbearing supervision; and overt criticism- focusing only on inadequacies. Mentors and mentees must not use the relationship to manipulate or exploit the other.

Mentoring involves many stages and phases and development of the relationship is a gradual interactive process. Embracing the mentoring program outlined herein goes beyond the usual informal and unstructured nature of traditional mentoring and sanctions and helps manage formal mentoring for the purpose of socializing new members, fostering productive relationships and increasing access to mentoring.

Some good basic advice on Mentoring and being a Mentee is available in Swazey and Anderson, 1995; the National Academy Press publication “Adviser, Teacher, Role Model, Friend” and at <http://www.mentoring.org/training/TME/index.adp>

2. Setting Priorities and Time Management

A list of priorities is essential for academic success and should be built in to help formulate your learning and development plan. The Priority list should be reviewed at least every six months and should be discussed with your mentor. It has been noted that the Priority list can be simple in format, but very difficult in execution.

Here is an example of considerations for setting priorities recommended by Sackett:

List 1: things I'm doing that I want to quit

List 1a: things have just been asked to do, that I don't want to do

List 2: things I'm not doing that I want to start

List 3: things I want to keep doing

List 4: how I plan to shorten list #1 and lengthen list #2 over the next six months

Entries on this list are about doing, and not about having. Also notice that there is no copout entry for things that you are required to do. Items must be thought through until they can be allocated either to list #1 of things you want to quit or list #3 of things you want to keep doing. Generating list #1 and #3 can be facilitated by reviewing one's schedule for the past year or several months. List #2 can be derived from multiple sources such as the next research question you would like to pursue, ideas generated from reading or during conversations with colleagues or trips to scientific meetings and other research centers. One can also think about aspirations, or contemplated changes in personal goals or personal relationships. It is necessary to titrate list one versus list two and three. Failure to stop doing enough old things in order to free of time for doing new things is a recipe for both academic and personal disaster. Imbalance in activities and poor time management can lead to not finishing some very important assignments or not meeting your self imposed short term goals, and therefore experiencing increasing dissatisfaction with both or either your professional or personal life. The ultimate goal is to construct a priority list that if realized will lead to a set of research, teaching and

DRAFT_For Engaged Institution Initiative team members only. All others contact the Department for permission to access. 5

service activities that would make it fun to go to work. Such a priority list or something similar may help in the crafting of your learning and development plan. Time management must be directly related to your stated priorities. However, for most academicians, the most important element of time management for academic success is setting aside and ruthlessly protecting time that is spent writing for publication. Protected writing time can occur outside normal working hours but late night and weekend working hours, often compromise the time for family, friends, and social events. It is recommended that time be set aside, perhaps one day per week, for dedicated writing time. To protect the time tell everyone that you aren't available for phone calls, committees, classes or departmental meetings etc. It is often difficult to fight procrastination and rigorous self-imposed rules are needed for this protected writing time. This time should not be used for writing grants, refereeing manuscripts, or answering electronic or other types of mail, working to keep up with the literature or for responding to non-emergencies that can't wait until another time.

The Faculty Learning and Development Plan is designed to assist faculty members to develop time management skills, relative to explicitly stated goals, action items required to attain the stated goals, and time lines for completion of those action items. Time management must also account for attainment of balance with respect to research, teaching and service as appropriate for each faculty member's appointment and stage of career development. Balance with respect to other areas of life must also be considered carefully. Your mentor or mentoring committee and Department Chair are available to assist you in development of time management skills.

3. Resources Available to Faculty

Both physical and monetary resources are needed for successful pursuit of an academic career. This includes adequate space to work, adequate administrative support and adequate tools such as computer hardware and software and other physical research needs, in some instances laboratory space and equipment, etc. Resources also include support at the department and Center level to enhance productivity such as monetary resources for faculty development, to go to courses and meetings and when appropriate bridge funding to facilitate grant development. The mentor should assist in the negotiations and provide advice to put the appropriate resources in place so that the learning and development plan can be implemented.

3.1. Internet resources for understanding USC policies and procedures.

Resource documents that should be reviewed at the outset are as follows:

- 1) New Faculty; Academic Functions and Procedures
(<http://www.sph.sc.edu/Documents/NewFacultyProcedures.pdf>)
- 2) Faculty Handbook
(<http://www.sph.sc.edu/Documents/FacultyHandbook.pdf>)
- 3) Quick Tips for New Faculty, Department of Epidemiology and Biostatistics
Vol 3on 'Sophserv'(V:) shared Epi Bios

DRAFT_For Engaged Institution Initiative team members only. All others contact the Department for permission to access. 6

- 4) By-Laws of the Department of Epidemiology and Biostatistics (V:\shared\EPI BIOS\EpiBios BYLAWS 2004)
- 5) Division of Human Resources, Policies and Procedures (<http://hr.sc.edu/policies.html>)
- 6) Index of all University Policies and Procedures (<http://www.sc.edu/policies/>)
- 7) Professional development (<http://hr.sc.edu/profdevp.html>)
- 8) Benefits (<http://hr.sc.edu/benefits.html>)
- 9) Resources available online at USC for tracking accounts (Data Warehouse), submitting and/or approving time (ITAMS) <https://itams.csd.sc.edu/default.asp>, time and effort reports (Intranet), etc.
- 10) USCeRA training for on-line routing and archiving of grant submission materials is <https://sam.research.sc.edu/uscera/TilesDefinition.do;jsessionid=D39F3D02BDF2AFC061E36A38555B4C51?definition=loginForm>

3.2. Departmental Faculty Development Fund

The Department of Epidemiology and Biostatistics has established a faculty development fund to be used for implementation of the training and development plan. Each faculty member will be eligible for \$2500 annually based on calendar year. In some instances costs will be shared with Research Centers. These funds may be used as follows:

- professional books and journals
- educational supplies such as scientific calculators and computer software
- memberships to professional societies
- travel to state national and/or international professional meetings, (when research grant funds are not available or appropriate for use) for participation as:
 - Presenter, session chair, session organizer, session discussant
 - officer in the society sponsoring the meeting
 - short courses offered in conjunction with professional meeting
 - special subgroup meetings in association with professional meetings
 - faculty attendance at state or national meeting as co-author of a student presentation

Funds will also be made available to staff on an ad-hoc basis. Written requests must be made with ample advance notice to the department chair, that include a detailed justification and appropriate documentation.

3.3. Departmental Research Development Resources

Departmental resources from salary release, and/or indirect costs will be made available on an as needed basis for research grant initiatives that require investment and are articulated in the faculty development plan. Appropriation of funds could be allowed for such expenses as part-time secretarial assistance, graduate research assistant time, statistical assistance for sample-size calculations and/or preliminary analyses, and travel

DRAFT_For Engaged Institution Initiative team members only. All others contact the Department for permission to access.

to meet with potential research collaborators. Research development resources will be prioritized for allocation to new faculty, junior faculty and faculty without research incentive accounts. Emphasis will be placed on resources needed for response to specific RFA's, and grant initiatives that require a match from the department to obtain other research development resources such as from the Vice President for Research or other special initiatives. Written requests must be made with ample advance notice to the department chair, that include a detailed justification and appropriate documentation.

3.4. *ASPH Office of Research Resources*

<http://www.sph.sc.edu/research/default.htm>

3.5. *ASPH Centers*

[Center for Research in Nutrition and Health Disparities](#)
[Office for the Study of Aging](#)
[Prevention Research Center](#)
[Center for Health Services and Policy Research](#)
[Turning Point](#)
[South Carolina Rural Research Center](#)
[Institute for Partnerships to Eliminate Health Disparities](#)
[USC Center for Public Health Preparedness](#)
[Community Disaster Response Services](#)
[USC Speech and Hearing Center](#)
[Children's Physical Activity Research Group \(CPARG\)](#)

3.6. *University Office of Research and Health Sciences*

The Vice President Research and Health Sciences is responsible for encouraging specific research investments for USC on behalf of the President and Provost. The University of South Carolina Research Foundation (USCRF) is responsible for administrating these programs. Information about University resources can be found on the web including types of seed grant funding, eligibility for these grants, requirements for the proposal, and the review process. Refer to: <http://sam.research.sc.edu/funding.html> or a direct link is <http://sam.research.sc.edu/pdf/RPS2005.pdf>

For further information, or to find out about workshops on these seed grant mechanisms, faculty may e-mail Wanda Hutto at rps@gwm.sc.edu to register for one of the following workshops:

3.7. *Additional University Resources*

[Blackboard Institute](#). Besides an introduction to Blackboard, class topics include web-based courses, posting documents, creating PowerPoint presentations, using Dream

DRAFT_For Engaged Institution Initiative team members only. All others contact the Department for permission to access. 8

weaver, importing videos, creating Adobe Acrobat PDFs, learning Flashlight Online, building surveys and quizzes with Respondus, adapting course materials for the online environment, and much more.

(Details and registration are available at: <http://csd.sc.edu/ars/bbi>)

Teaching Seminars sponsored by the Provost's Office will be held throughout the academic year. Outstanding teaching faculty will present the seminars, which are open to all faculty members. Details to be provided by the Provost's Office via emails and fliers. (Contact: Robert Best, Professor and Director, Division of Genetics, School of Medicine: 779-4928 x235 or BEST@gw.mp.sc.edu)

The ASPH Office of Research holds its New Faculty Orientation in early October each year; This interactive orientation will cover essential research issues. (Contact: Susan Cate, Director, ASPH Office of Research: 777-5551 or catesc@gwm.sc.edu)

Sponsored Awards Management (SAM) will offer its Research Educational Series throughout the academic year. The grant-training workshops are open to all faculty and staff. The schedule will be available by the end of August. (Contact: Wanda Hutto, Grants Administrator, SPS: 576-6042 or Huttowk@gwm.sc.edu)

The Professional Development Office of USC's Division of Human Resources offers a variety of grant-related classes: Contract & Grant Accounting I & II, Purchasing I & II, and Research Grant Employment for Faculty & Staff. Classes are open to faculty and staff, though some are primarily intended for staff. The Professional Development Office also provides communication and management workshops that provide training for new supervisors, tips on improving presentations, and means for conflict resolution. (Class details and instructions for enrolling: <http://hr.sc.edu/profdevp/subject.html>)

Online Computer Classes (Element K) are available at no charge at <http://learn.elementk.com> . To enroll, go to <http://csd.sc.edu/ars/> Note, it might take a few days to sign up (to verify that you are eligible). There are classes in Windows, Word, Access, Excell, Powerpoint, Microsoft Project, Acrobat, File maker, Groupwise, Lotus, Money, Notes, Quattro Pro, Quickbooks, Quicken, sap, viso, Word Perfect. While taking the online courses, you can work at your own pace, with a class or part of a class here or there.

4. Faculty Learning and Development Plan

(insert from separate document once approved by faculty next meeting)

For additional information on Faculty Mentoring, please refer to:

Children's Hospital of Boston, Community of Mentors, Guidelines for Junior Faculty and Mentors, Office of Faculty Development.

Gentry, Deborah and Walters, Connor. (2004). Mentoring Programs: Paving the Way to Success for New Faculty. 21st Annual Academic Chairperson's Conference. Anker Publishing, "The Department Chair" In Press.

Harrington, Charles; Scott, Gordon; and Schibik, Timothy. Revitalizing Mid-career Faculty Through Low Cost Professional Development, 21st Annual Academic Chairperson's Conference. "The Department Chair" 15(1): 9-12.

National Academy of Sciences. (1997) Adviser, Teacher, Role Model, Friend. National Academy Press. Washington, DC.

Sackett, David L. (2001) On the Determinants of Academic Success as a Clinician Scientist.

Swazey, Judith P and Anderson, Melissa S. (1996) Mentors, Advisors, and Role Models in Graduate and Professional Education. Association of Academic Health Centers.

Witcher, Pamela M. Innovative Faculty Peer Mentoring at the University of Maryland University College, USC Center for Teaching and Learning, November 2, 2004