

Office of Faculty Development Department of Pediatrics Mentor Committee Guidelines

Purpose:

Mentor Committees provide a structure and process to foster the academic career development and success of faculty. Every assistant professor is required to have a Mentor Committee. Mentor Committees may also be of ongoing benefit for more senior faculty.

Mentor Committees support faculty in all academic pathways by

- Providing individualized guidance and counsel in developing a fulfilling career as a faculty member in the Department of Pediatrics.
- Helping faculty anticipate and plan for promotion.

Structure:

- Includes at least three faculty members, selected with guidance from the division director and invited to participate by the faculty mentee.
- Three members should be from the Department of Pediatrics or other Departments in the UPSOM.
- Additional members internal to or external to the UPSOM may also be invited to participate.
- Membership should include individuals with a) expertise in areas that fit with the faculty mentee's interests, b) capacity to provide useful guidance and perspective, c) other characteristics that will serve to advance the mentee's career.
- May or may not include the mentee's division director.
- Consideration should be given to nurturing the careers of women and underrepresented minorities and attending specifically to diversity among committee memberships.
- Mentors may change at any time, based on the needs of the mentee or other circumstances, though continuity with at least one member throughout these changes is encouraged.

Timing:

- New faculty members should *establish and meet* with their Mentor Committees within the *first 6 months* of appointment.
- Committees should meet as a group at least annually, with more frequent meetings if needed or desired, such as when the faculty mentee approaches promotion.
- Faculty mentees may also choose to meet individually with Mentor Committee members, and other mentors at any time when needed.
- Mentor Committees serve until the assistant professor mentee is promoted to associate professor, although the mentee and committee may choose to continue to meet beyond promotion.

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Faculty mentees:

- Take primary responsibility for their individual career development.
- Take primary responsibility for inviting mentors to serve and for convening Mentor Committee meetings within required timeframes.
- Maintain relationships based on good communication, trust and mutual respect.
- Prepare for and lead Mentor Committee meetings.
 - Assure that meetings are scheduled and reminders are sent.
 - Provide an updated CV and meeting agenda to members one week prior to each meeting.
- Consider including discussion about your mentor committee status and or needs at your Annual Faculty Performance evaluation.

Mentors:

- Commit to serve the faculty mentee. Forms of assistance may include meeting outside of normal work hours, reviewing manuscripts or grant proposals, sharing one's own promotion materials, facilitating networking for the mentee at national meetings, etc.
- Assure that an agreed-upon set of expectations and goals are in place.
- Work with the mentee to create a career development plan that includes short and long-term career goals.
- Provide coaching, constructive feedback and anticipatory career guidance.
- Maintain relationships based on good communication, trust and mutual.
- Are familiar with the promotion and tenure policies/procedures at the University of Pittsburgh.
- Are familiar with faculty development resources offered by the University of Pittsburgh and the Department of Pediatrics.
- Consider mentees opportunities for society membership/honors for (ASCI, APS, SPR, AAP, AAAS).

Division directors:

- Assist new faculty in identifying potential mentors.
- Assure that each assistant professor has held a Mentor Committee within the first 6 months of hire and at least annually thereafter.
- May serve as a Mentor Committee member OR choose to participate in meetings but not as a committee member OR choose not to participate in meetings but to be otherwise informed about the career plans and progress of the faculty member.
- Consider including discussion during the Annual Faculty Performance Evaluation meeting about your new faculty's mentor committee status and/or needs