Mentoring/Faculty Development Plan
MUSC – Department of Orthopaedic Surgery

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1. **Introduction**

The Department of Orthopaedic Surgery recognizes that an annual evaluation is not sufficient for junior faculty development. Junior faculty are, therefore, strongly encouraged to seek continued advice from members of the senior faculty. Though there could be more than one mentor, it is suggested that one individual serve as primary mentor and the point person. All assistant professors and non-tenured associate professors should select one or more senior (tenured associate or full professor) faculty member from the department or any other appropriate area of the University where they will establish a mentoring relationship. The overall mentoring process is managed by the vice chairman, Dr. Richard H. Gross, complemented by the chairman.

The details included in this document outline the Department’s approach and information surrounding the mentoring process.

The faculty handbook can be found at the site noted below for additional information:  
http://academicdepartments.musc.edu/provost/faculty/handbook.pdf

2. **Department’s Goal on Mentoring**

The goal is for all faculty of the department to achieve their individual full potential as members of the Medical University of South Carolina and to be rewarded for that achievement. Since the University is a place where everyone is learning, it is vital that each member of the faculty see tangible evidence of that professional growth, whether it be in the easily measured domains of writing papers for publication, writing and receiving grants, or preparing and presenting lectures for students and trainees of our colleges, or in the less easily measured aspects of teaching students, residents and fellows, mentoring young investigators and junior faculty, or developing clinical expertise by specializing in some area of clinical medicine. It is incumbent on faculty members, their mentors, department chairs, and the university leadership to see that tangible progress is being made and documented. This mentoring plan is designed to assist in this process.

3. **Description of Promotion and Tenure Process Within the Department**

Each College at MUSC has different tracks and ranks and a process though promotion in which faculty progress is documented. The various ranks in our Department and College and the description of how the Department’s Promotion and Academic Committee operates can be found in the links below with guidelines for achieving them

a. Faculty affairs website  
http://academicdepartments.musc.edu/com1/faculty/index.htm

b. College of Medicine  
http://www.musc.edu/com1
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The process of promotion/tenure requests for Orthopaedic Surgery is as follows:
  a. Faculty approaches or is approached about promotion/tenure using guidelines from the Faculty Affair Website.
  b. Faculty member submits a letter to the departmental Chair supporting application for promotion or tenure
  c. Chair discusses application with Vice Chair and/or Mentor

4. Resources Available for Faculty Development

Resources are required for optimal faculty development and may be found in the department, at the institutional level, and at the state or national level. The Department of Orthopaedic Surgery provides the following:
  a. Every Faculty has negotiated time for research
  b. Research Committee – a specific division to promote the research activities of our department as a whole (including an emphasis on support for junior faculty) exists within our department. The Research Committee assists departmental faculty with grant development, regulatory approval, budget creation, research assistance, bio-statistical analysis, and grants accounting
  c. Laboratory Support – several options are available to faculty in the Orthopaedic Surgery Department. These options include space and lab personnel in the Bioengineering building, supervised by Kay Kang, MD and Xuejen Wen, PhD.

5. Hiring of New Faculty and Initial Mentoring

The hiring process is essential to ensure success of junior faculty.

  a. The Department seeks to hire new junior (assistant professor or lower rank) or mid-level (associate professor) faculty
  b. Once the decision is made to consider hiring such a new faculty candidate, a member of the department who met and interacted well with the recruit during the initial interview process and who is willing to be the interim mentor for the new recruit should be identified as the mentor to the respective candidate.
  c. The Department of Orthopaedic Surgery will ensure that the final offer letter from the Department Chairman to the new hire includes identification of the interim mentor(s).
  d. Upon starting employment, the mentor and mentee will meet and determine if the mentor mentee relationship is suitable.
  e. If the initial relationship is not sufficient, the Department Chairman will produce a list of senior faculty within the department who have agreed to serve as mentors along with a brief summary of the academic interests of those particular faculty members. Junior faculty will meet with the Vice Chairman to select a mentor who will be approved by the Department Chairman.
  f. Within 3 months of faculty appointment, the faculty members should meet with their mentor for a discussion of the department mentoring/faculty development program.
  g. Regular meetings between the mentor and the faculty member should occur every 3-4 months.
6. **Mentoring Plan and Roles**

The role of the mentor in this relationship is as follows:

a. To act as advocate for the new hire in the negotiation process of items including but are not limited to:
   1) Deciding on the right track and rank
   2) Percent of effort for clinical activities including after hours call
   3) Percent of effort for teaching
   4) Adequate protected time for research and teaching effort
   5) Adequate support for administrative, clinical, and research efforts
   6) Development of a mentoring team

b. To assist junior faculty in developing a system (formal curriculum vitae) to document teaching accomplishments, scholarly work, service to the department, university, and community, and other activities which would be important at the time of faculty evaluation and promotion/tenure consideration. At the beginning of the relationship, the mentor and mentee will complete the Mentoring Partnership Agreement (see Appendix 1) together which outlines how the two will proceed.

c. To meet with his/her assigned junior faculty members every 3-4 months to review progress for promotion and set additional goals. While the mentor and mentee work to define the parameters of the relationship in the Mentoring Partnership Agreement, meetings should be held no less than every 3-4 months to ensure appropriate mentoring and feedback is provided to the mentee.

d. To document the progress of each mentee and keep the departmental Vice Chair and Chair aware of such progress. The mentor shall have the junior faculty member's academic well-being in mind and will offer constructive, honest advice as to his/her progress. The mentor should serve as a sounding board for the junior faculty member's research ideas and share experiences on how to handle difficult situations which might arise.

e. To inform junior faculty about the promotion and tenure process and update them with any changes in the policy. The current process is as follows:

   1) Eligible faculty submits the promotion packet along with a cover letter to the Chair.
   2) If approved, the completed packet is forwarded to the Dean’s office.

The role of the mentee in the relationship is as follows:

a. To work with mentor to develop a system (formal curriculum vitae) to document teaching accomplishments, scholarly work, service to the department, university, and community, and other activities which would be important at the time of faculty evaluation and promotion/tenure consideration. At the beginning of the relationship, the mentor and mentee will complete the Mentoring Partnership Agreement (see Appendix 1) together which outlines how the two will proceed.

b. To meet with his/her assigned mentor every 3-4 months to review progress for promotion and set additional goals. While the mentor and mentee work to define the parameters of the relationship in the Mentoring Partnership Agreement...
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Agreement, meetings should be held no less than every 3-4 months to ensure appropriate mentoring and feedback is provided to the mentee.

c. To document the progress using the Career Development Plan (CDP) as provided in Appendix 2.

7. Mentor/Mentee Relationship Evaluation

a. Mentee Evaluation of a Mentor
   At the junior faculty member’s annual review, the substance of the year-long mentoring process will be reviewed by the mentee. At this time, the mentoring relationship will be evaluated to include the items below. See Appendix 3 for the Mentor/Mentee relationship evaluation, which is to be completed by the mentee
   1) Availability of the mentor
   2) Ability of the mentor to define goals, offer advice, and solve problems
   3) Determination as to whether the appointed mentor was satisfactory for the mentee

b. Mentor Evaluation of Mentee
   Prior to the junior faculty member’s annual review, the substance of the year-long mentoring process will be reviewed by the mentor. At this time, the mentoring relationship will be evaluated using the evaluation form included in Appendix 4, Mentor/Mentee relationship evaluation, which is to be completed by the mentor.

8. Outcome Measures for the Mentoring Program

In addition to the evaluation forms completed by both the mentor and mentee, the Orthopaedic Surgery department will also monitor the following items to ensure the success of the faculty, department, college, and MUSC overall.

a. Departmental measures:
   1) Surveys of faculty on their satisfaction with the plan and their job overall
   2) Attrition of faculty within the department
   3) Percentage of eligible faculty promoted within a 5 year period
   4) Number of faculty promoted ahead of schedule (generally 6-8 years in grade)
   5) Total funding from all mentored activities
   6) Total number of publications overseen by mentors

b. Individual measures:
   1) Short term measures:
      a) Understanding the requirements policies and procedures for promotion and tenure
      b) Established relationship with a mentor in areas of teaching, research, clinical service, and faculty development
      c) Documentation of short and long term career goals
      d) Maintenance of comprehensive curriculum vitae
   2) Long term measures:
      a) Competitive funding
      b) Excellence in research, teaching, and clinical practice
      c) Time frame for promotion
c. Research-related metrics for determining the effectiveness of mentoring
   1) Number of grants submitted by mentee under the mentor’s guidance
   2) Number of these grants funded
   3) Number of original publications under the mentor’s guidance
   4) Importance of original publications under the mentor’s guidance (e.g., journal quality, impact factor, editorial written on paper)
   5) Career development progress of mentee while guided by the mentor, e.g., presentation of research at national / international meetings, invited presentations at meetings or other universities, election to study sections or specialty societies, promotion of mentee
   6) Research awards of mentee under the mentor’s guidance
   7) Metrics are outlined in the Practice Plan and reviewed during the annual review process each year and are available to all faculty.

d. Teaching related metrics for determining the effectiveness of mentoring
   1) Teaching accomplishments of mentee under mentor’s guidance, e.g., formal courses taught, course materials developed, innovative teaching methods developed
   2) Number of educational publications under the mentor’s guidance
   3) Importance of educational publications under the mentor’s guidance (e.g., journal quality, impact factor, editorial written on paper)
   4) Number of educational grants submitted by mentee under the mentor’s guidance
   5) Number of these grants funded
   6) Career development progress of mentee while guided by the mentor, e.g., presentations at national / international meetings, invited presentations at meetings or other universities, membership on education committees in or outside of the institution, promotion of mentee
   7) Honors and awards for teaching to the mentee under the mentor’s guidance

e. Clinical related metrics for determining the effectiveness of mentoring
   1) Number of presentations at institutional, national, or international meetings by trainees (students, residents, and fellows) or junior clinical faculty under the mentor’s guidance
   2) Number of publications by trainees (students, residents, and fellows) or junior clinical faculty under the mentor’s guidance
   3) Innovative clinical care developed by junior faculty under mentor’s guidance
   4) Career development progress of trainees and junior clinical faculty while guided by the mentor, e.g., graduation from clinical training program of trainees and subsequent positions, invitations to junior clinical faculty to present at meetings or other universities, junior faculty participating as members on clinical committees in or outside of the institution, promotion of junior clinical faculty
   5) Honors and awards for clinical care to the junior faculty member under the mentor’s guidance
Appendix 1. MENTORING PARTNERSHIP AGREEMENT

Working in partnership, we are entering this mentoring relationship. It is our expectation that this partnership will foster professional growth and career development. In order to ensure that the mentoring relationship will be a mutually rewarding and satisfying experience, we agree to the following:

1. Maintain confidentiality in this relationship ____________________________

   Name ____________________________

2. We are committed to sustaining this relationship for at least one (1) year from the date.

   ____________________________

   Name ____________________________

3. We are committed to meet together: weekly ______________ monthly ______________

4. We have established the following goals for this mentoring relationship:

   ____________________________

   ____________________________

5. The skill areas to be enhanced or developed through this partnership are:

   ____________________________

   ____________________________

   ____________________________

6. Each of us has outlined expectations for the mentoring relationship. ______________

   ______________

7. We have discussed and agree to a "No-Fault conclusion", if necessary. ______________

   ______________

Mentor ______________ Date ______________

Mentee ______________ Date ______________

Check box if you are lead mentor [ ]
Appendix 2. Career Development Plan (CDP) Prepared by Mentee

Instructions to Mentee:
Please complete this form every six months and give a copy to your career mentor before your mentoring session. Attach an updated CV in the recommended format.

Instructions to Mentors:
Please review the mentee’s CV and this CDP prior to meeting your mentee.

Date: ________________________________

Mentor Name: ________________________________

Mentee Name: ________________________________

Time allocation as estimated by Mentee:

_____% Teaching/training/providing mentoring
_____% Research
_____% Patient Care
_____% Administration
_____% Other Creative Professional Activity

How (if at all) would you like to change this time distribution and how could you justify that change?

Academic Appointment
Do you understand the expectations for your career advancement and promotion within the University?

______ Yes
______ No

If no, provide questions you have about career advancement and promotion at the University:
_________________________________________________________________________
_________________________________________________________________________

Current Professional Responsibilities
List your major professional responsibilities and if you anticipate significant changes in the coming year

Part 1. TO BE COMPLETED BY MENTEE

Mentee: ________________________________

Mentor: ________________________________

<table>
<thead>
<tr>
<th>ITEM</th>
<th>Excellent</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The mentor is available on a regular basis and approachable.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The mentor helps define goals.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The mentor has respect for the mentee.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The mentee has respect for the mentor.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The mentor is an appropriate role model for the mentee.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The mentor has a good understanding of the challenges presented to the mentee.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The mentor has been helpful in guiding the mentee though challenges presented.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The mentor provides both support and constructive criticism of the mentee.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The mentee maintains a portfolio of publications, lectures, clinical development, faculty/university service for periodic review with mentor(s) and annual review with Chairman.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
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</table>
Appendix 4. Mentor/Mentee relationship evaluation

Part 1. TO BE COMPLETED BY MENTOR.

Mentee: ________________________________
Mentor: ________________________________  Check box if you are lead mentor [ ]

<table>
<thead>
<tr>
<th>ITEM</th>
<th>Excellent</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The mentee is available on a regular basis and approachable.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. The mentee has developed a reasonable set of goals.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3. The mentor has respect for the mentee.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4. The mentee has respect for the mentor.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5. The mentee exhibits understanding of the requirements, policies,</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>and procedures for promotion and tenure.</td>
<td></td>
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<td></td>
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<tr>
<td>6. The mentee has a good understanding of the challenges presented</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>to the mentee.</td>
<td></td>
<td></td>
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<tr>
<td>7. The mentee has developed established relationship(s) with a</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>mentor(s) in the area of teaching, research, clinical service, and</td>
<td></td>
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<tr>
<td>faculty development.</td>
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<tr>
<td>8. The mentee takes criticism/suggestions from the mentor and</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>reacts appropriately.</td>
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