

**DEPARTMENT OF PATHOLOGY**

**MENTORING COMMITTEE MANUAL**

**Table of Contents Page No.**

Mentoring Committee Overview 2

Timeline and Process 3

Mentoring Committee Report Form 5

UAB HSOM Individual Development Plan 7

UAB HSOM Faculty Affairs & Development Office Resources 13

**MENTORING COMMITTEE OVERVIEW**

The Department of Pathology is committed to the professional development and career success of faculty in all academic pathways. It is expected that all faculty members at the rank of Assistant Professor (tenure-earning & non-tenure earning) or Clinical Assistant Professor establish a Mentoring Committee within 6 months of their initial faculty appointment. The Mentoring Committee will serve until promotion of the faculty to the rank of Associate Professor or Clinical Associate Professor; however, Mentoring Committees may also be of benefit to faculty members at the rank of Associate Professor or Clinical Associate Professor or higher.

The Mentoring Committee will advise and provide individualized guidance and consultation to assist with the academic career development and success of a faculty member in the Department of Pathology.

**TIMELINE and PROCESS**

*“A mentor should be a teacher, counsellor, guide, and role model. Ideally, mentees should self-identify their mentor; someone with a reputation for excellence, who is passionate in teaching and generous in sharing both personal and professional experiences. A good mentor is an advocate; they seek opportunities for and take pleasure in the mentee’s success. They are responsive, readily available for advice and help, yet provide space for maturation. A good mentor inspires.”*

**Mentorship in academic medicine: truth is in the eye of the beholder**. Nature Reviews Endocrinol. 19:2023

<https://doi.org/10.1038/s41574-023-00846-z>

**What is a Mentor?**

**Faculty Mentoring Committee**

* **Committee Setup and Composition:** Within6 months ofinitial faculty appointment, faculty at the rank of Assistant Professor or Clinical Assistant Professor shall consult with the Division Director and Vice Chair of Faculty Affairs to identify 3-4 UAB faculty at the rank of Associate Professor or higher to serve on their Mentoring Committee. It is the responsibility of the faculty to identify and recruit the Mentoring Committee.
* It is highly recommended that at least 2 members of the Mentoring Committee should be from other departments or divisions at UAB. Faculty from institutions other than UAB may serve on mentoring committees following approval by Vice Chair of Faculty Affairs and/or Division Director. The faculty should identify a Primary Mentor to chair the Mentoring Committee.
* Criteria for mentor selection should include approachability, motivation, strong commitment to faculty development and complementary expertise, skills, and/or abilities for mentoring needs. Mentors should be actively engaged and invested in faculty success, assisting faculty in the development of high-quality teaching, service and research portfolios, reviewing paper and grant submissions, and aiding in identification of internal and external leadership opportunities.
* Division Directors should not serve on mentoring committees of faculty in their division. Faculty are always encouraged to seek guidance and advice from their Division Directors independent of their mentoring committee.
* Upon assembly, faculty should send a list of the committee members to the Vice Chair of Faculty Affairs with a copy to the Division Director.
* **First Committee Meeting:** The faculty shall communicate frequently with the Mentoring Committee to develop a career plan to meet short-term and long-term career goals, which should be reviewed by the Division Director prior to the first Mentoring Committee meeting. The first Mentoring Committee meeting should be held before the end of the first year of their initial faculty appointment. A copy of the UAB HSOM Individual Development Plan or IDP can be used to assist faculty in developing their career plan. Faculty are encouraged to share their IDP with the committee before the first meeting. See HSOM IDP form at end of manual.
* **Committee Meeting Frequency:** The Mentoring Committee should meet with the faculty member as a group every 6 months, with more frequent meetings if needed or desired. Frequent one-on-one meetings with individual committee members are highly recommended and strongly encouraged.
* **Committee Reports:** The Mentoring Committee Report is due to the Vice Chair of Faculty Affairs within a one month after each committee meeting.
* The Mentoring Committee Report Form should be filled out and completed by the faculty member and reviewed by all committee members.
* The Primary Mentor or a designated committee member shall approve the main discussion points of the meeting, and send the final report to the Vice Chair of Faculty Affairs with a copy to the Division Director. The faculty member can also email the report to the Vice Chair of Faculty Affairs with a copy to the Primary Mentor and Division Director.
* The Division Director may request to review the Mentoring Committee Report Form during annual faculty evaluation.
* **Change of Committee Members:** The faculty shall always show appreciation for the time and commitment of the committee. In case there is a need to change the committee composition by adding or replacing committee members, an updated list should be sent to the Vice Chair of Faculty Affairs with a copy to the Division Director, reflecting changes in the composition of the Mentoring Committee.

**MENTORING COMMITTEE REPORT FORM** **Meeting Date**:

**Name and Degree**:

Year of Initial Faculty Appointment:

Years at Rank:

**Division**:

Current Academic Rank:

**Primary Mentor**:

Division:      Department:

**Committee Member**:

Division:       Department:

**Committee Member**:

Division:       Department:

**Committee Member**:

Division:       Department:

**Meeting Summary:** Summarize main discussion points of the meeting and include advice and recommendations provided by the committee regarding path to promotion and reaching benchmarks.

**Primary Mentor Signature**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Committee Interaction:** Briefly describe your interaction with committee members during the reporting period, including individual/group meetings, collaborations, etc.

1. **Progress Report**
2. **Research:** Summarize major research progress since last meeting.

* + 1. **Funding:** List grant applications funded/submitted since last meeting

* + 1. **Manuscripts and Abstracts**

* + 1. **Invited talks**

1. **Teaching**

1. **Service**

1. **Professional Development**

**II. Short Term Goals:** Describe action plans for the next 6 months in research, teaching, service and others; and indicate your % effort in each activity.

1. **Long Term Goals and Plans**

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Description automatically generated with medium confidence

**Individual Development Plan (IDP)**

Adapted from IDP form presented by Russell G. Robertson MD, Medical College of Wisconsin, 2004 AAMC Faculty Affairs Professional Development Conference. Accessed 5/15/10 at: www.ucdmc.ucdavis.edu/facultydev/docs/NewCareerMntrgIDP.rtf.

**Name: Date:**

**Department:**

**Faculty Track:** Non-tenure Track **Academic Rank:**  Assistant Professor

Tenure Track  Associate Professor

Tenured Professor

Academic Clinician Track

**Primary Mentor**

**Department:**

**Additional Mentor(s):**

**Departments:**

1. **Identify Personal and Institutional Long-Term Goals**

*1a) Why did you decide to work in academic medicine? What do you want to learn from this experience that will help you accomplish these long-term career goals? What do you personally hope to accomplish in your career?*

*1b) List requirements and other goals discussed with Chair/Division head.*

1. **Areas of Focus: Definition**

*The following areas of focus generally describe where faculty direct their efforts to successfully accomplish their personal, institutional, and academic goals.*

• **Teaching—Excellence in Education**

Teaching, student advising, continuing medical education (CME), new course development

• **Research/Creative Activity—Leadership in Innovative Research**

Conducting basic science and/or clinical research, presentations, publications, application for

and receipt of grant support, copyrights and patents, editing, and peer review

• **Clinical Care—State-of-the-Art Clinical Care**

Direct patient care, chart review, related clinical activities, clinical budget performance

• **Community Engagement—Civic Responsibility and Comprehensive Research**

Conducting community engaged and/or participatory research, building relationships,

presentations and workshops, implementation of interventions

• **Service—Leadership**

Participation or leadership in governance, committee membership, collegial activities.

Suggested service priority: Department, HSOM, UAB Medicine, University, Professional, and

Community

**• Self Development—Networking, Work-Life Balance and Additional Mentors**

Faculty Development activities, leadership programs, CME training, earning advanced degrees,

participation in professional academic associations or societies, developing professional

contacts, consulting in one’s field, expanding network contacts, balancing work and personal

life, utilizing additional mentors in specific area(s) of focus

1. **Specific Goals in Focus Area(s)**

Complete the focus areas that specifically apply to the criteria for your academic area(s) that will help you accomplish your personal and institutional long-term goals.

**3a) Teaching**

*Year in Review: Please list last year’s goal(s) and significant accomplishments (teaching appointments, invitations, course or program improvements, etc.). If the goals were not met, explain and identify barriers.*

*Upcoming year’s teaching goal(s):*

*Identify resources, collaborators, and time commitment needed to achieve goal(s):*

*Identify barriers to achieving new goal(s):*

**3b) Research and Research Related/Creative Activities**

*Year in Review: Please list last year’s goal(s) and significant accomplishments (major publications, grants, presentations, invitations, etc.). If the goals were not met, explain and identify barriers.*

*Identify in a single sentence the focus of your scholarly activity.*

*Upcoming year’s research goal(s): Identify resources, collaborators, and time commitment needed to achieve goal(s):*

*Identify barriers to achieving new goal(s):*

**3c) Clinical Care**

*Year in Review: Please list last year’s goal(s) and significant accomplishments (exceptional patient care, development of new techniques, clinical programs, etc.). If the goals were not met, explain and identify barriers*.

*Upcoming year’s patient care goal(s):*

*Identify resources, collaborators, and time commitment needed to achieve goal:*

*Identify barriers to achieving new goals:*

**3d) Community Engagement—Civic Responsibility and Comprehensive Research**

*Year in Review: Please list last year’s goal(s) and significant accomplishments (major publications, grants, presentations, invitations, etc.). If the goals were not met, explain and identify barriers.*

*Identify in a single sentence the focus of your scholarly activity.*

*Upcoming year’s engagement goal(s):*

*Identify resources, collaborators, and time commitment needed to achieve goal(s):*

*Identify barriers to achieving new goal(s):*

**3f) Service**

*Recommended service priority: Department, School, University, National level (e.g., Study section memberships), Other Professional (including serving on journal editorial boards), and Community engagement. Year in Review: Please list last year’s goal(s) and significant accomplishments. If the goals were not met, explain and identify barriers.*

*Upcoming year’s administration goal(s):*

*Identify resources, collaborators, and time commitment needed to achieve goal:*

*Identify barriers to achieving new goal(s):*

**3g) Self-Development (Networking, Work-Life Balance, Additional Mentors)**

*Year in Review: Please list year’s goal(s) and significant accomplishments. If the goal were not met, explain and identify barriers.*

*Upcoming year’s self-development goal(s):*

*Identify resources, collaborators, and time commitment needed to achieve goal(s):*

*Identify barriers to achieving new goal(s):*

1. **We have met and discussed this annual Individual Development Plan (IDP)**

**Mentee\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Mentor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**UAB Heersink School of Medicine**

**Faculty Affairs & Development Office Resources**

[**UAB HSOM Faculty Affairs & Development Office Webpage**](https://www.uab.edu/medicine/home/offices-services/faculty-affairs-development)

[**UAB HSOM Faculty Handbook**](https://www.uab.edu/medicine/home/images/faculty/faculty-resources/HSOM_Faculty_Handbook_Revised_September_2023_Final2.pdf)

[**UAB Faculty Handbook**](https://secure2.compliancebridge.com/uab/public/index.php?fuseaction=app.main)

[**UAB HSOM Faculty Resources**](https://www.uab.edu/medicine/home/faculty-staff/faculty-resources) **– Links for Appointment, Promotion and Tenure Guidelines, Proposal Instructions, P&T Workshops, Professional Development, and more**

[**UAB Faculty Mentoring Program and Resources**](https://www.uab.edu/medicine/home/faculty-staff/faculty-resources/faculty-mentoring-program) **– Links to Choosing a Mentor, Characteristics of an Effective Mentor, Helpful Information for Mentees, Forms and more**