

**UCSF DEPARTMENT OF PEDIATRICS
EARLY FACULTY DEVELOPMENT AND MENTORING PROGRAM**

Program Overview

Effective interventions to improve training, academic progress and retention would include ongoing active self-assessment and greater discussion of the academic career tracks, career development by mentors, formal orientation and career development meetings, processes to increase professional visibility, and implementing professional development methods and departmental oversight to reduce the concern about career success in the long term. The Professional Development Committee has proposed the development of a program for early faculty for the Department of Pediatrics. The overall approach in the development and implementation of this plan is to maximize existing resources for early faculty within pediatric divisions and institutes, our Department, the School of Medicine and the University while creating the framework to a successful and satisfying academic career plan for our early faculty.

The Early Faculty Development Plan (EFP) packet consists of several components:

- A. ***Early Faculty Individual Development and Self-Assessment Plan*** (EF-IDP): academic progress to include goals and plans for achieving goals. Division chief and mentors will review and provide a plan for mentorship and support based on your self-assessment.
- B. ***Academic CV***
- C. ***Mentorship plan***

The Early Faculty Program (EFP) is based on the following premises to ensure a successful academic career:

- ***Self-assessment*** and pro-active professional planning is essential
- ***Scholarly/creative activity*** is core to a successful academic career
- Appropriate ***mentorship*** is key to early faculty development
- Establishing professional ***networks*** of colleagues accelerates early faculty development
- ***Academic skills building*** experiences through professional development programs including workshops, courses, specific mentored experiences, among others are important components to early faculty success
- Knowledge of and access to Departmental, School of Medicine, and University ***academic resources*** including but not limited to websites, educational and professional resources, early scholarly/creative activity support, and professional development professionals enhances early faculty development

Mission Statement

The mission of the Early Faculty Program is to create a positive atmosphere which fosters professional growth in academic medicine as researcher, educator and master clinician by strengthening the members of early faculty through the leadership of a strong faculty development and mentoring program which focuses on these critical areas:

Managing a productive academic medicine career

- In support of your academic career needs
- In support of the Department and University's overall mission and goals

Understanding the vision, rules and operating procedures in academic medicine at UCSF

- Understanding criteria for advancement in career track
- Understanding how the merit and promotion system works

Developing and sustaining a network of professional colleagues

- Assistance in mentorship, advice and training

THE EARLY FACULTY INDIVIDUAL DEVELOPMENT AND SELF-ASSESSMENT PLAN

The purpose of the self assessment is to provide early faculty and the division chief with a clear understanding of what it means to shape a successful career in academic medicine over time. In doing so, the self assessment provides a shared language for discussing early faculty progress from appointment to promotion.

After a self assessment early faculty in concert with their division chief and mentors identify developmental opportunities that will help address any concerns / challenges that need further development. The EF-IDP will serve as a functional tool to help organize a self-assessment of early faculty's current progress, skill levels, strengths, and developmental needs. The purpose of the EF-IDP is for clarification of what professional activities are necessary in order to make appropriate progress towards academic goals, and at the same time to identify potential barriers that may impede such progress while there is time to adequately address such progress. A progress summary and plan for the next year to address any concerns and/or areas that need further development is required.

UCSF Academic CV

The CV is the key method for documenting and planning career progression, exhibiting activities and accomplishments in fulfilling the promotion precepts and demonstrates professional skills, academic awards and achievements.

The UCSF Academic CV format can be found at:

<http://acpers.ucsf.edu/acapers/downloads/cvguidelines2005.pdf>

SETTING UP THE MENTORING RELATIONSHIP

For the purpose of our program we define three types of mentoring relationships which focus on review of career self-assessment, developing an individual development plan and CV with research/ scholarly activity, teaching and clinical activity descriptions outlined. Mentoring relationships are fluid and are multiple and change over time as mentee needs evolve. However, both the mentor and the "mentee" have specific roles and obligations to assure that an appropriate mentoring relationship will be developed over time and to clarify when changes in goals or mentorship partnerships are needed.

1. **Career Mentor(s):** Division chief is responsible for the oversight and mentoring of early faculty during their career development in the early years, usually the first three years in an academic appointment. In addition, there are other important mentors who provide career guidance who actually may be more important than a division chief in specific instances of early faculty development.
2. **Research/Creative Activity Mentor:** Project mentor requested to assist early faculty on specific projects with skills beyond that of the career mentor. This mentor may or may not be a member of the Division or Department or the School.
3. **Peer/Collaborative Mentorship:** Collaborative and peer mentorship creates an environment of support and guidance for achieving career satisfaction and advancement. Peer mentoring fosters networking and camaraderie and enhances faculty awareness of personal career goals, values, strengths, and priorities, and supports the early faculty's integration into a collaborative effort and a collaborative and collegial team. This type of mentorship is often informal.

Expect that your mentors will be multiple and will change according to your needs over time. If you have difficulty identifying or obtaining what you need from any/all of your stated professional mentors, you always have the option of contacting anyone on the Professional Development Committee through the administrator (Nannette Nemenzo) of the Chair (Mary-Ann Shafer) at any time for a confidential consultation. The Department and the Chair, Dr. Sam Hawgood are committed to successful development of our early faculty. This is a most exciting time and the Faculty of the Department of Pediatrics welcomes you and wants to assist in your continued success. Your mentoring plan will only work as well as the time you put into developing and nurturing it from both the early faculty and mentors perspectives.

EF-IDP and Mentoring Toolkit

In an effort to facilitate the program with organizational tools and forms to assist with the documentation and recordkeeping, the following documents have been created to facilitate the program.

- Early Faculty Individual Development and Self-Assessment Plan (EF-IDP)
- Guidelines for the UCSF Academic CV
- Mentoring Program Checklist

References:

1. "Shaping a career in academic medicine: Guidelines for mentor/mentee conversations"
Faculty Affairs and Professional Development, University of Pennsylvania School of Medicine
http://www.med.upenn.edu/mentee/documents/mentor_guide.pdf
2. "Mentoring Toolkit"
Emory University School of Medicine, Department of Medicine
<http://medicine.emory.edu/faculty/Manual/documents/DOMMentoringToolkit.pdf>