Faculty Advising and Mentoring
Mentoring Program Overview

A voluntary program within the University of Colorado Department of Anesthesiology for the support and development of faculty members in the key areas of clinical competence, teaching effectiveness, research productivity and administrative capability.

Department of Anesthesiology Mission Statement

Define and deliver state of the art patient care.

Make world-class discoveries and innovations.

Provide an outstanding education and foster a commitment to lifelong learning.

Develop leaders serving the professional and academic communities.

Mentoring Program Rationale

Formal advising and mentoring programs in academic medicine and in business are key components of an integrated professional development program. In academic medicine, mentored faculty members have higher job satisfaction¹. Mentoring contributes important support for the principles of a commitment to lifelong learning and developing leaders as outlined in our departmental mission statement.

Mentoring Program Components

The advising and mentoring program will focus on the professional development of the mentee (protégé). Key faculty members in the program are represented by one of several titles. These are Preceptor, Academic Advisor, Focus Mentor (Mentor) and Chair or Division Chief. Roles within the advising and mentoring program for each of these faculty members are summarized below.
The Protégé

The central member of the faculty within the mentoring program is the protégé or mentee. The main purpose of the program is to assist in the professional development of the protégé. The process, as outlined, should be driven by the protégé. The protégé will be responsible for scheduling all meetings within the program, for communicating needs to the other faculty members within the program, and for selecting appropriate mentors.

The Preceptor

Upon appointment within the department, a protégé who is a member of the faculty will be assigned a Preceptor. The Preceptor will be a faculty member with sufficient experience at the protégé’s academic home to be a resource in learning the lay of the land, advising on work matters, guiding the protégé as they assume their faculty duties. An ideal preceptor has expert skills in the area of protégé faculty activities. Preceptors will be provided ongoing education in teaching skills, coaching and providing feedback.

The Academic Advisor

As a senior faculty member in the Department, the Academic Advisor will be expected to provide guidance with the selection or appointment of the preceptor and appropriate mentors. Academic Advisors, within each hospital in the department, will also be responsible for ensuring the dissemination of information to the mentors and protégés regarding the requirements and documentation for annual review, midterm review, and promotion. The method with which these duties are fulfilled may vary from hospital to hospital within the department. Under direction from the Chair, the Academic Advisor will be responsible for helping the faculty member complete the annual review process, producing a document for review by the Chair. Academic Advisors will be provided ongoing education in mentoring, the promotion process at the University of Colorado, and management skills appropriate for supervising the mentoring of protégés. The academic advisor will be an individual of a higher academic rank who has traversed the promotion and tenure process of the protégé. When possible the choice of this advisor will include faculty suggested by the protégé.
The Mentor

Protégés who have a focus in research, administration, quality improvement, education, clinical subspecialty, or another field of academic endeavor may choose a Mentor(s) (Focus Mentor) in this area of focus. This Mentor(s) will function in the traditional role of advisor and coach in the subject matter specified. Mentors will be selected from among those with the necessary knowledge and experience in the subject matter and need not be from within the Department. Mentors will be provided with ongoing education in mentoring and coaching.

The Chair or Division Chief

The Chair (and Division Chiefs) will be provided an annual report by the Academic Advisor on the progress of the protégé in each appropriate area (clinical and focus). For most areas, accomplishments from the previous year will be reviewed, and the Mentee, in consultation with the Mentors and Advisor, will establish goals for the following year. At the discretion of the Chair, resources such as academic time and funding for research or education may be tied to specific goals or accomplishments. Since the Chair provides an annual review of each member of the faculty as required by the Dean, at the Chair’s discretions, this may be accomplished as a part of the faculty mentoring program.

Educational Components

An annual curriculum of education is provided for the faculty members in the mentoring program. While some of these programs already exist here at the School of Medicine, the program will work with educators in the Faculty Development Office and the Academy of Medical Educators to tailor specific education modules to the needs of the Anesthesiology Department. The curriculum will repeat on an annual basis unless new hiring ceases, and evaluations of each program will be reviewed by the Mentoring Program Leadership to enable continuous evaluation and improvement of the didactic.

Education in core areas will include: Mentoring, Promotion Process, Dossier Creation, Curriculum Vitae Review, Providing Effective Feedback, Coaching, and Teaching Skills Development.
A bibliography will be provided and the department may provide a handbook of these materials for each Mentor, Mentee and Advisor. Documents may include

**Educational Components (continued)**

the Handbook for Dean Lowenstein’s lecture Promotion 101, as well as the Dossier Building Guide and the Mentoring Guide, also from the Dean’s Office. Reference to the online education module on the CU Blackboard site “How to be an effective Mentor” will be included, as will additional reference material such as:


**Forms**

Forms will be created for use in the mentoring program for documentation of components of the program such as meetings between protégé and Mentor or Advisor, clinical skill evaluation of the protégé, and annual goals set by the Mentee. Annual review documentation will be the document of goals set and accomplished as well as appropriate components of the promotion dossier (CV, Teacher’s Portfolio, Clinician’s Portfolio).

**Mentoring Program Leadership**

As established by the Chair, the mentoring program will be administered by the Vice Chair for Faculty Development (VCFD). The Program Leadership, led by the VCFD will include a member of each enterprise committee and will include at least one member from each hospital (UCH, Children’s, VA, DHMC). This group is responsible for continuing review and an annual report on the program.

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1 Academic Medicine. 73(3):318-23, March 1998