



## Division of Cardiology Mentoring Program – Guide for Mentees

The Division expects mentoring to be a reciprocal and collaborative relationship between 2 individuals (the mentor being an experienced and more senior individual, the mentee being less experienced and at the rank of instructor or Assistant Professor), in which they share mutual responsibility and accountability for helping the mentee to work toward achievement of clear and mutually defined career goals. This must be a no-fault relationship that either party has the right to terminate at any time given a well-founded reason, without risk to the career of either party.

### What is the Division of Cardiology Mentoring Program?

#### Vision

Every early/mid-career Division member will have a welcoming and supportive relationship with an established mentor throughout the initial years of their appointment and until their achievement of promotion to Clinical Associate Professor, typically by year 5-7 after Faculty appointment. The mentor will establish a secure and confidential environment of trust within which to share their wisdom and experiences, and to coach, challenge and sponsor their mentee.

The Division of Cardiology Mentoring Program operates within and is complementary to the Department of Medicine Mentoring Program. Division members in the academic stream are enrolled in the Department of Medicine Mentoring Program, and will not have separate mentoring arrangements within the Division Mentoring program.

#### Objectives

1. To provide a structured setting within which senior faculty members may share their wisdom and experience.
2. To help early/mid-career faculty members to:
  - Achieve promotion to Clinical Associate Professor
  - On board successfully in their new role as a faculty member, obtaining the necessary knowledge, expectations and deliverables that are required for career success
  - Successfully pursue the early career path developed in conjunction with the Division Head and navigate any changes along the way.
  - Develop goals, action plans and milestones pertinent to the various facets of their University and Hospital responsibilities as follows:
    - a) Teaching
    - b) Clinical practice
    - c) Research
    - d) Administration
    - e) Advocacy
  - Understand and navigate an academic environment
  - Meet peers and leaders in the hospital and across the University in order to establish and maintain a productive network of colleagues
  - Successfully manage an academic career
  - Develop the skills to become future mentors
3. To facilitate a team approach to successful development of early career faculty.
4. To enhance Division collegiality and morale.
5. To create mechanisms for acknowledges contributions leading to success in early career colleagues.

## **Who is the Program for (the Mentees)?**

- All early/mid-career faculty not yet at the rank of Clinical Associate Professor
- Participation in the Mentoring Program is an expectation for all such faculty members

### Expectations of Mentees

- Accept personal responsibility for their own career development
- Commit time and energy to mentor/mentee relationship
- Be open to suggestions, advice, feedback
- Set goals and timetables for completion of projects, achievement of milestones and invite reflections on progress towards them.
- Listen and ask questions
- Be open about thoughts and feelings, provide feedback on what works and what doesn't
- Undertake honest self-assessment regularly
- Share mistakes and perceived areas for improvement
- Identify barriers to goal achievement and provide potential solutions

## **Who are the Mentors? (Characteristics and Qualifications)**

- Professor (usual) or Clinical Professor (usual) or Associate Professor, or Clinical Associate Professor
- Interested in being a mentor
- Willing to make time for this endeavor (minimum 2 meetings per year with at least half in person)
- Understand Division, Department and Faculty organization; academic, professional and hospital procedures; and possible sources of external support
- Approachable, empathetic, non-judgmental and supportive

### What are the Expectations and Roles of a Mentor? (see separate Guide for Mentors document)

- Maintain confidentiality about shared information
- Meet with mentee at least twice a year to discuss career goals and progress; report to the Division Head that meetings have occurred (but not the specific topics discussed)
- Assist mentee in focusing goals and timing of career development plans
- Provide appraisal and formative feedback
- Serve as a role model for professional competence and behavior
- Undertake as appropriate, on behalf of the mentee: sponsorship (networking opportunities, introductions to institutional leaders, promoting exposure in the institution, nationally and internationally), enhancement of problem solving and leadership skills, challenge to accept appropriate new responsibilities within job description, assistance in adapting to cultural norms and academic bureaucracies
- Be a "haven" where frustrations, doubts, concerns can be voiced without fear of reprisal
- Be prepared to advocate on the mentee's behalf if required, with the mentee's permission
- Have fun and create an enjoyable relationship
- Request and facilitate an annual evaluation of mentor by mentee and related evaluation of the mentoring program

### UBC Division of Cardiology Mentorship Timetable

Milestone	Activity	Chronology
<p><b>Recruitment process</b></p> <p><b>Faculty Appointment</b></p>	<p><b>Appointment of mentors:</b></p> <ul style="list-style-type: none"> <li>-Mentor appointed for every clinical instructor and clinical assistant professor</li> <li>-Division Head chooses the mentor in consultation with Director(s) of Division Mentoring Program, confirmed with mentor and mentee</li> </ul> <p><b>Booking 1<sup>st</sup> meeting:</b></p> <ul style="list-style-type: none"> <li>- Ideally the Mentor takes the initiative to book the first meeting with the mentee</li> </ul>	<p>During recruitment process and well before actual commencement of appointment (ideal)</p> <p>Within 1<sup>st</sup> month of appointment</p>
<p><b>Mentor/Mentee Interactions</b></p>	<p><b>1<sup>st</sup> meeting between mentor and mentee:</b></p> <ul style="list-style-type: none"> <li>- Mentor and mentee complete a “<b>Mentoring Agreement Form</b>” (on website)</li> <li>-Mentor records whatever information seems appropriate in a confidential file if desired (<b>example forms on website</b>). Content agreed upon by both parties before submission.</li> <li>- Mentor and mentee agree on date for next meeting</li> <li>- Mentor completes “Mentoring Meeting Documentation Form” (Available and can be submitted from <b>website</b>). Content agreed upon by both parties before submission.</li> </ul> <p><b>2<sup>nd</sup>-4<sup>th</sup> meetings:</b></p> <ul style="list-style-type: none"> <li>- Regular meetings every 3-4 months</li> <li>- Confidential report to mentor file if felt to be needed and documentation of meeting form to Program Assistant (see above)</li> </ul> <p><b>5<sup>th</sup>-n<sup>th</sup> meetings:</b></p> <ul style="list-style-type: none"> <li>-A meeting every ~6 months</li> <li>-Confidential report if desired to mentor file and documentation of meeting form to Program Assistant.</li> </ul>	<p>Within 1<sup>st</sup> two months of appointment</p> <p>Within 1<sup>st</sup> twelve months of appointment</p> <p>Continues through duration of mentoring relationship</p>
<p><b>Review of Mentor</b></p>	<p><b>Report from mentor and mentee to Division Head and Director of mentoring Program</b></p> <ul style="list-style-type: none"> <li>-Mentor and mentee discuss and agree on whether or not the mentoring relationship should continue</li> <li>- Evaluation submitted to Division Head and Director of Mentoring Program</li> <li>-Reappointment of mentor or appointment of new mentor</li> </ul>	<p>Within year 1, and biannually thereafter</p>
<p><b>Promotion to Clinical Assoc Professor</b></p>	<p><b>Mentoring Program completed</b></p>	<p>5<sup>th</sup> to 7<sup>th</sup> year of appointment</p>

## UBC Faculty Tenure and Promotion Schedule

A principal focus of the mentoring program is the successful launch and trajectory of the career of the mentee with the achievement of promotion to Associate Professor within the expected timelines. Although the processes are standardized, there is often uncertainty in the minds of mentees and even among mentors who may not be dealing with this schedule on a regular basis. The schedules for a Clinical Instructor and a Clinical Assistant Professor appear below. A document providing details on Faculty Appointments is available on the Division website (Identified as “University of British Columbia, Faculty of Medicine Policy on Clinical Faculty Appointments”) and if the mentor or mentee wishes, can be downloaded and the relevant dates filled in as a guide to the mentoring process.

<b>Year 1</b>	Initial appointment as Clinical Instructor, for 3 years
<b>Year 3-5</b>	Reappointment for up to 10 years OR promotion to Clinical Assistant Professor
	OR
<b>Year 1</b>	Initial appointment as Clinical Assistant Professor, for up to 10 years
<b>Year 5-10</b>	Reappointment for up to 10 years OR promotion to Clinical Associate Professor

- Regardless of the start date, the first appointment will always end on June 30.
- The academic year is July to June
- Maternity and parental leaves automatically extend the clock by 1 year per birth/adoption unless waived
- For clock extensions, add an additional year within that appointment period