**Radiology Department Faculty Mentoring Program**

**Directors:**

 Rosalind Dietrich, MD (rdietrich@ucsd.edu)

 Richard Buxton, PhD (rbuxton@ucsd.edu)

**Advisory Board:** (The Board will grow as more faculty are trained)

 Eric Wong, MD, PhD

 Cynthia Santillan, MD

 Alexander Norbash, MD

**Goals.** Our program is built on the idea that mentoring is a life-long part of the academic experience. Navigating the UC system, understanding the demands and potential conflicts between what the department expects you to do and what you need to do to be promoted, building a career path in your field on the national and international stage, and balancing work as a component of a broader life continue to be challenges for all faculty members. Our goal is to create a culture of mentoring in the department, with junior faculty able to tap the experience of the senior faculty and then become mentors to the next generation.

**Background.** The program was initiated in 2016. In 2017/2018 the School of Health Sciences began a larger program to help coordinate and guide faculty mentoring within the departments. A primary focus of this Faculty Mentoring Training Program (FMTP) is to provide training and materials for effective mentoring. We have now aligned our program with these efforts.

**Mentor training.** It goes without saying that all of our senior faculty have good mentoring skills from their experience in mentoring students and fellows. Nevertheless, mentoring junior faculty is somewhat different, and specific training in good practices and potential pitfalls substantially increases the likelihood of success in a mentor/mentee relationship. To this end, the FMTP offers a well-crafted, professional, one-day mentor training seminar in the Fall, and we can send a few faculty from our department to each one. Our goal long-term is that all of the Mentors in our program will have taken this course. Until that time, we ask all of our mentors to familiarize themselves with the Faculty Mentoring Guide developed by FMTP (available on our website). Each Mentor who completes the training will then become part of the Advisory Board.

**Academic credit for mentoring**. The effort of the Mentor can be counted as a contribution toward either Teaching or Service for the Mentor’s advancement and promotion.

**Academic and career mentoring**. Mentoring could involve many topics, and the balance of these could be quite different for different individuals. Our goal is that the Radiology program should be flexible enough to adapt to the needs of all faculty. To that end, we loosely think of mentoring as falling into two broad categories:

*Academic mentoring* involves becoming a successful faculty member at UCSD, including: understanding the UC system; developing a plan to reach the goals needed for successful promotion; writing papers and grants; and developing strategies for maintaining funding.

*Career mentoring* involves the broader goals and challenges of developing a successful and balanced career, including: building a national and international presence in your field through scientific conferences and participation in advisory groups and review panels; dealing with workplace issues involving students, staff and colleagues; and juggling work and family.

For some junior faculty a single senior faculty mentor may be able to meet all of their needs, while others would be better served with two mentors, with different goals and expectations for each mentoring relationship. To this end, each incoming junior faculty member will be matched with a senior Academic Mentor, and a goal of the first year is to identify a Career Mentor, who could be different from the Academic Mentor.

**Formalizing the Mentor/Mentee relationship**. At the beginning of a relationship we ask the Mentor and Mentee to work together to complete a Career Development Plan (CDP) using the template developed by FMTP (available on our website). While this may at first seem too “formal”, it is actually an important tool for aligning expectations between the Mentor and Mentee about the goals and the scope of the relationship. This is the opportunity to set the relationship on a track that will best meet the goals of the Mentee. If the focus of the Mentor/Mentee relationship shifts over time, it is good to re-work the CDP to reflect that change, again to be sure Mentor and Mentee are oriented in the same direction.

**Meetings.** We ask that each Mentor/Mentee pair decide how often to meet to best achieve the goals of the Mentee, with a minimum of two meetings per year. The Directors and Advisory Board will meet once a year with the other Mentors to assess the progress of the program, and in a separate meeting once a year the Directors and Advisory Board will meet with the Mentees to assess the program from their perspective.

**Workshops.** We are currently offering two ongoing workshops for junior faculty on:

*Manuscript writing* – from an initial conference abstract to a completed paper.

*Grant writing* – focusing on development of a strong competitive NIH grant.