

How Does Mentoring Count in the Promotion Process at HMS?

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Key Questions

- How is mentoring represented in the promotion criteria?
- Does mentoring have different value than other forms of teaching for promotion?
- Are there types of mentoring which don't support promotion?
- What does one need to document to get credit for mentoring?
- Can mentoring substitute for scholarship?
- Does mentoring count differently at different ranks?

Evaluation for Teaching and Education

AREA OF EXCELLENCE



TEACHING AND EDUCATION

SUPPORTING ACTIVITIES



- All faculty are evaluated for contributions to teaching at Harvard and its affiliates
 - Specifically note teaching of Harvard medical, dental and graduate students
- Degree of contribution considered
- Educational activities are broadly defined
- Expected that almost all faculty will contribute to teaching

TEACHING AND EDUCATION OVERVIEW* †

(Step #2, see pages 4-5)

Given the importance of the educational mission of HMS/HSDM, it is expected that, with rare exception, all faculty will engage in teaching. Faculty will be evaluated for contributions to teaching and educational activities at Harvard and its affiliates. If this is the candidate's first faculty appointment at HMS/HSDM, teaching contributions at institutions where the candidate previously held a faculty position will also be assessed. The metrics below are for those faculty whose area of excellence is not Teaching and Educational Leadership. Teaching of HMS/HSDM medical, dental, and graduate students will be particularly noted.

TEACHING AND EDUCATION METRICS

Teaching may take the form of:	Examples of Metrics
Didactic teaching of students, trainees and peers (e.g., lectures, continuing medical education courses, grand rounds, professional development programs, seminars, tutorials)	Report level of activity (noting lectures and courses taught) and measures of quality (e.g., participant or peer evaluation); specifically note HMS/HSDM courses for graduate and medical students May note if candidate has devised innovative methods in classroom teaching and/or taught or lectured on issues related to education
Research training and mentorship (e.g., mentor for medical student, graduate student, resident, clinical or postdoctoral research fellow or junior faculty projects; service as graduate student thesis advisor or committee member)	Number and stature of trainees upon whom the candidate had a major influence Feedback from trainees, if available Publications with trainees
Clinical teaching and mentorship (e.g., teaching in the clinic or hospital including bedside teaching, teaching in the operating room, preceptor in clinic)	Level of activity Quality of teaching as measured by evaluations by students, residents, fellows
Administrative teaching leadership role (e.g., residency or fellowship director, course or seminar director)	Quality as measured by evaluations and success of courses/programs for which the candidate was a leader

* All faculty will be evaluated unless their area of excellence is *Teaching and Educational Leadership*.

† For more detailed examples of activities and metrics, see the criteria for *Teaching and Educational Leadership* as an area of excellence starting on page 10.



Mentoring Activities versus Other Forms of Teaching

- Mentoring is as valued as other forms of teaching
- Generally faculty have a range of teaching activities: local invited presentations, CME, teaching of students in courses, etc. in addition to mentoring



Mentoring that May Not Support Promotion

- For investigators, especially at more senior levels, only teaching in one's laboratory may not be considered a sufficient contribution
- Mentoring of technicians and support staff
- Listing everyone who passed through a fellowship without evidence of significant impact

Documentation

Formally Supervised Trainees and Faculty

- Individuals reported in this section should be those supervised in a research, teaching, or clinical setting. List only those trainees on whose careers you have had a substantial impact. For training directors, it is expected that only selected trainees will meet this criterion. For research, the supervision will most often have resulted in writing a grant application or a publication with the trainee or faculty member.
- Do not include individuals for whom you have only provided general career advice; such activities can be described in the narrative.
- Dates refer to a period of formal supervision; end dates should be indicated for individuals who have completed the formal supervisory period.

For each trainee, indicate:

Year(s)	Name and degrees/ Current position
	Describe the type of supervision and the specific accomplishments of your trainee that occurred as a direct result of your supervision (maximum one sentence)

Example:

2000-	Trainee name, PhD, MD/ Assistant Professor of Cell Biology, SUNY Buffalo
	Published three manuscripts, including one in <i>Science</i> ; Young Investigator Award from American Society of Cell Biology



Mentoring versus Advising

- CV instructions currently emphasize that individuals to be listed should be those for whom there is an academic ‘product’ of the mentoring relationship
- Not all relationships will be as productive as others
- The inclusion of those for whom ‘general career advice’ is given is a judgment call
- The inclusion of those for whom personal advice is given may not be appropriate



Mentoring versus Scholarship

- For promotion, with the exception of Longer Service promotions to Assistant Professor, both teaching and scholarship are required; mentoring does not substitute for scholarship
- For Longer Service promotions, scholarship is not required
- Scholarship with one's trainees can be highlighted and garner additional credit for the candidate

Creating a Promotion Profile

Select ONE area of excellence representing the major area of contribution, achievement, and impact.

Areas of Excellence

Teaching and
Educational Leadership



Clinical Expertise
and Innovation



Investigation



Evaluation for Teaching and Education

ALL candidates will be evaluated for teaching and educational contributions.

MAY identify other significant supporting activities.

Significant Supporting Activities

Clinical Expertise

Investigation

Education of Patients
and Service to
the Community

Administration
and Institutional
Service

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Teaching Leadership



Variation in Expectation for Mentoring by Rank

- At the assistant professor rank, the level of mentoring is highly variable
- Mentoring at the Associate Professor level is the norm and only mentoring will raise questions from the Committee
- The outcome of mentoring is a required component of the evaluation of candidates for professor; mentees may be contacted for feedback in the evaluation process



AAMC Toolkit

- The AAMC is in the process of developing a ‘Toolkit’ to assist faculty and promotion committees in assessing teaching activities and outcomes in the promotion process
- Mentorship and Advising one of five categories in preparation



Approach to considering mentoring in the promotion process

- Clear goals
- Adequate preparation
- Appropriate methods
- Significant results
- Effective presentation
- Reflective critique

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Guidelines for evaluating the educational performance of medical school faculty: priming a national conversation.

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Abstract

BACKGROUND: The academic community needs a sound framework for the promotion and advancement of educators. The Group on Educational Affairs of the Association of American Medical Colleges organized a consensus conference that affirmed the use of five domains for documenting the quantity and quality of scholarly engagement in educational activities: teaching, curriculum, advising/mentoring, educational leadership/administration, and learner assessment.

SUMMARY: In this article, we offer detailed guidelines to evaluate these five domains of educator performance and the essential elements of scholarly activity. The guidelines are adapted from our developmental educator portfolio template and educator portfolio analysis tool, previously published in MedEdPORTAL. A short tool for educator performance evaluation that summarizes items in the guidelines is proposed for discussion.

CONCLUSIONS: Our goal in this article is to itemize criteria for systematic faculty evaluation that can be applied in any institutional setting to assist promotion decision makers in their task of evaluating medical school faculty.

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Checklist for Preparing Materials for Promotion for Mentors

- Faithfully track your mentees and their status; note the outcomes of the work together; make sure they would consider themselves your mentee
- Provide information to your department head for preparation of the letter
- Highlight individuals you have mentored in your bibliography
- Note awards received by mentees
- Address mentoring in your narrative
- Letters from mentees useful in limited situations