



Mentoring from a Chair's Perspective

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Mentoring in Pitt Biostatistics

- Formal mentoring program in which early-career faculty choose a senior mentor(s)
- Mentors and mentees are trained
- For mentors: Mentoring assessed in faculty evaluations
- For mentees:
 - Mentoring distinguished from departmental faculty evaluation conducted by Chair
 - Mentor is *not* Chair
- For department: Ideally mentoring is aligned with achieving departmental expectations

Mentoring Goals

- Goals are set by mentee with guidance from mentor
- Formal mentoring contract is advised
- Attaining tenure is almost always a short-term goal for tenure-track faculty
 - Standards for tenure are not completely determined by the department
 - Balancing departmental, tenure, and personal goals (research, service, teaching and funding) is a challenge
- For non-tenure-track faculty, goals are more diverse

Aspects of Mentoring

- Mentoring addresses both professional and personal issues, and their interaction
- Holistic approach in which one size does not fit all
- More than one mentor, with mentors from outside one's institution
- Good mentoring, like good teaching, can be taught
- Mentoring is a lifelong pursuit

Challenges of Mentoring

- Is tenure the goal?
- Who sets the bar?
- How to balance different expectations?
- How to achieve work-life balance?
- What to do and more importantly, what not to do?
- Mentoring is not telling people what to do

CAR Role in Mentoring

- Gather and distribute resources
- Continue discussion at JSM Workshop
- Provide training for mentors/mentees at
 - JSM Workshop
 - Webinar
- Match mentor/mentee pairs

Mentoring in a Box:

Tools for Developing a Mentorship Program for Applied Statisticians

Committee on Applied Statisticians (CAS), July 29, 2015

CAR Role in Mentoring

- Advocate for changes in promotion criteria that more adequately address impact



Evaluating Academic Scientists Collaborating in Team-Based Research: A Proposed Framework

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Recommendations

Recommendations for evaluating team scientists:

- Contributions to team-based scholarship and specialized contributions to education and service need to be assessed and given appropriate and substantial weight
- Evaluations must be founded on well-articulated criteria for assessing the stature and accomplishments of team scientists
- Mechanisms for collecting evaluative data must be developed and implemented at the institutional level

Senior (Post-T) Faculty Issues

- Distinguish mentoring needs from performance review issues
- Performance reviews must include
 - Explicit expectations
 - Assistance from Human Resources and/or Legal Office if appropriate
- Senior faculty who are interested in changing roles can benefit from mentoring