The Department of Psychiatry and Behavioral Sciences has created a mentoring program to assist faculty in developing their teaching/supervision and research skills.

**Potential Mentors**

The Education Council will identify teaching/supervision mentors. All faculty members who have received the Gordon H. Deckert Award for Sustained Excellence in Departmental Educational Endeavors are considered as potential teaching/supervision mentors. In addition, each Training Director will nominate other accomplished teachers to serve as teaching/supervision mentors. The names of all potential teaching/supervision mentors will be included in a list of potential teaching mentors.

The Research Council will identify research mentors based on their research productivity. Research mentors are members of the faculty who have an established record of research and/or scholarly productivity. Some have obtained external research grant support. The names of research mentors will be included on a separate list of potential research mentors.

**Mentoring Activities**

Both mentor lists will be distributed to new junior faculty members and to other junior and senior faculty members who wish to work with a mentor. Current faculty members who are interested in having a mentor will be encouraged to select a teaching/supervision mentor and/or research mentor from the mentor lists. New faculty may be assigned a preliminary teaching/supervision and/or research mentor(s) by the Department Chair. Faculty members may change mentors at any time and select another mentor as their teaching/supervision and research interests and experience change over time.

Potential mentors may agree or disagree to serve in this important capacity for a given faculty member.

After selecting a willing teaching/supervision and/or research mentor, the mentee faculty member will notify the Promotion and Tenure Committee Chair of this relationship.

The mentor and mentee will create a system to guide the mentor relationship. The specific mentoring activities can be customized to meet the needs of the faculty involved. Examples include experiences such as those described below.
Teaching/Supervision Mentoring Activities

1. Observing the mentor teach and/or supervise
2. Having the mentor observe the mentee teach/supervise
3. Having the mentor suggest readings on teaching/supervision excellence
4. Holding regularly scheduled meetings between the mentor and mentee to discuss teaching/supervision issues

Research Mentoring Activities

1. Discussing possible research projects
2. Participating in a research project being conducted by the mentor
3. Suggesting readings concerning research methodology and/or statistical analysis
4. Reading and discussing draft proposals of research projects
5. Discussing campus resources
6. Providing information about, and assistance in, the Institutional Review Board process

In addition to the above activities, various teaching enhancement courses are offered by the Associate Vice Provost for Faculty Development and Interdisciplinary Programs at the Health Sciences Center. The OUHSC Office of Research Administration also offers research-related services to faculty. Each new faculty member will be given the Academic Advancement Preparation Guide which outlines activities that may be helpful in the promotion process.

Documenting Activities

When completing annual evaluations, mentee faculty members should list the amount of contact with the mentor as an activity undertaken to improve their teaching/supervision and/or research skills. Similarly, mentors should indicate in their annual evaluation that they have performed teaching/supervision or research mentoring responsibilities by serving as a mentor. If requested, the mentor could write a letter of support for a given faculty member at the time of promotion consideration.