Boston University Mentoring Ontology

Advisors have informal relationships with mentees and typically are less invested than mentors in the long-term career success of the mentee. Advisors may assist in such areas as developing and refining the mentee's program of research, developing curricula, navigating a particular field of interest (e.g., health policy), and networking. Meetings are arranged on an as needed basis.

Career Mentors are responsible for overall career guidance and support for their mentee. The Career Mentor can be in the mentee's department or outside of the department, but should not be their direct supervisor. Career mentors can specify particular areas of expertise that they can provide career advice on (e.g., serving on study section, national committees, navigating challenging circumstances, appointments & promotions committee).

Co-Mentors or Peer Mentors work with the mentee and their other mentors as part of a mentoring team to provide more specialized or different content area or methodological expertise. For example, for a clinical researcher such co-mentors may include a statistician, and/or a laboratory-based scientist. Co-Mentors may also support one another with career guidance and sharing best practices for work/life integration. Scheduled meetings occur every 1-3 months.

Diversity Mentors are faculty members who have self-identified as willing to share insights and guidance on how to successfully navigate the specific challenges associated with belonging to particular groups, including cultural, social, and ethnic groups. Diversity Mentors can also serve to introduce mentees to like-minded individuals and facilitate local and national networking. Faculty members may identify as belonging to that group or having mentoring experience with members of that group. Drop down menu:

- Disadvantaged background
- English as a Foreign Language
- Ethnicity (specify)
- Foreign medical graduates
- LGBT
- Physical or mental disability
- Religion (specify)
- Under-represented minorities in medicine and biomedical research
- Women

Education Mentors contribute to the educational scholarship, dissemination and career guidance for their mentee. Specifically, the **Education Mentor** actively participates in the development of the creative and independent educational scholarship of their mentees. The **Education Mentor** must have expertise in educational research, scholarship, evaluation, **or** funding. The **Education Mentor** may share resources with the mentee that include databases, funding, and evaluation tools that can facilitate the mentee's scholarship. **Education Mentors** may assist with the following activities:

- Oral presentations
- Writing of abstracts and manuscripts
- Web curriculum
- Curriculum development
- Program evaluation
- National networking
- Development of educational grant applications
- Teaching skills
- Developing a teaching portfolio
- Managing challenging teaching interactions

Boston University Mentoring Ontology

Project Mentors have a more limited functional role. They typically will supervise the completion of a defined, time-limited project (i.e., data collection, data analysis, manuscript preparation, grant preparation, etc.). This is an excellent way for a more junior faculty member to begin mentoring others, learning many of the skills that will eventually allow them to become a **Research/Scholarly Mentor**. For instance, s/he may supervise a summer research project, a 1-year commitment of research, or s/he may assist with the writing of papers, research grants and research reviews. Scheduled meetings will vary in timing, depending on the level of activity for the specified project(s).

Research/Scholarly Mentors are responsible for the overall research and/or scholarly career guidance and support for their mentee. Specifically, the **Research/Scholarly Mentor** actively participates in the development of the creative and independent research careers of their mentees. The **Research/Scholarly Mentor** must have expertise in the mentee's area of research or scholarship and often shares resources with the mentee that may include databases, space, funding, and research staff that can facilitate the mentee's research. In addition, they provide guidance to their mentees about didactic coursework and training opportunities and help them to identify potential collaborators. All early career faculty members are encouraged to use an Individual/Career Development Plan (IDP/CDP) to guide career planning. Scheduled meetings with research mentors take place 1-4 times per month or as needed to achieve the mentee's research goals. **Research/Scholarly Mentors** assist with communication of findings including:
- Oral presentations, writing of abstracts, manuscripts
- Development of grant applications
- Securing funding

Work/Life Integration Mentors are faculty members who have self-identified as willing to share insights and guidance on how to successfully navigate a range of faculty flexibility and work/life integration issues that foster vitality and resilience. Such issues may include, but are not limited to, working part time, parental leave, being a single parent, working remotely, managing finances, phased retirement, and self-care practices.
   Drop down menu:
- Part-time
- Parental leave for biological mothers and fathers
- Parental leave for adoptive/foster parents
- Single parenting
- Sabbatical
- Working remotely
- Phased retirement
- Self-care e.g. mindfulness, yoga, exercise

Mentoring Team approach: A team approach to mentoring has been found to be most effective to fulfill the faculty member's complete mentoring/career goals over their life course. The mentoring team helps to ensure that the mentee is progressing in a timely fashion to fulfill their mentoring/career goals, and can include mentors from all of the six above categories.

We recommend that if faculty members participate in the BUMC CTSI Mentor Training Program. Faculty members who have completed the program will have it noted on their BU Profiles page.

Mentoring levels. We recommend that faculty members participating in mentoring activities specify what level(s) they are willing to mentor:
- Student/pre-doc
- Resident
- Fellow
- Post-doc
- Early career faculty
- Mid-career faculty
- Senior faculty