

Job description: UMMS Learning Communities House Mentor January 2026

Prerequisites

- **Employment**
 - UMass Chan Worcester campus: Maintain salaried employment with the UMass Chan Worcester clinical partner: UMass Memorial Health Care as a member of either UMass Memorial Medical Group (UMMMG) or Community Medical Group (CMG)
 - UMass Chan regional campuses. For designated learning community mentor positions at regional campuses, maintain salaried employment within the criteria set by the educational leadership at the regional campus site.
 - Major Educational Affiliate Sites: For designated learning community mentor positions at major educational affiliate sites, maintain salaried employment at the affiliated educational site.
- **Faculty Appointment**
 - Maintain a faculty appointment at UMass Chan Medical School
- **Clinical Practice**
 - Maintain a clinical practice in any combination of outpatient care and/or inpatient care and/or supervision of the provision of patient care by resident/fellow (precepting)
 - A Mentor's clinical practice must comprise a minimum of 0.2 FTE

Expectations of House Mentors who are fully engaged in the role

- **Leadership**
 - Serve as an institutional educational leader and role model
 - Serve as a House leader
 - Develop role and expertise in clinical skills teaching, coaching, and mentoring at UMass Chan
- **Curriculum**
 - Teach in the Physical Diagnosis course
 - Teach in the Hospital Sessions course
 - Teach in the Becoming a Physician (BAP) course
- **Mentor** approximately 25-29 medical students divided among the 4 Medical school classes. Responsibilities include:
 - Regularly scheduled 1-on-1 meetings (minimum of 3-4 per year with each individual student)
 - Additional *ad hoc* meetings with students as needs arise
 - Monitoring and coaching individual medical student development: including personal adjustment, academic progress, career planning, and professional identity formation.

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- Regular monitoring of students' grades and evaluations in their learning portfolio.
- Meeting *ad hoc* with students who are having difficulties to provide personal support, assessment of challenges, and possible triage to access appropriate institutional resources .
- Support mentees during remediation process with provision of clinical skills practice opportunities if appropriate
- MD/PhD students
 - *Maintain* informal contact with MD/PhD mentees in their PhD years, meeting at least once per year while in graduate school)
 - Participate in clinical skills refresher course for MD/PhD students resuming medical school as indicated.
- Participate in key medical school milestone events in which mentors have an important role with their students including
 - Transition to medical school (August) for entering first year students– attendance required
 - White Coat Ceremony (September) for first year students – attendance required
 - S.O.A.P. Week (March) for graduating students– attendance required Monday of Match week
 - Match Day (March) for graduating students – attendance strongly recommended
 - Transition to Clinical Years Ceremony (March) for rising clerkship students - attendance strongly recommended
 - Commencement (June) for graduating students– attendance required
- **Coaching**
 - Develop skills as an educational coach
 - Assume the coaching role during all or part of each student meeting
 - Prep for coaching by reviewing student portfolio, including evaluations prior to each student meeting
 - Utilize portfolio to coach student assessing milestones and competencies and promote student development as a master adaptive learner
 - Maintain a record of all student meetings
- **House Community**
 - House mentors should be involved in their House, including:

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- Actively promote vertical integration within their Houses by periodically organizing meetings with their student cohorts in various years.
 - Participate in House events which involve faculty
 - Collaborate with students and other mentors in their House to promote House identity and fulfill House mission
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- **Faculty development**
 - Participate in weekly Faculty Development for Teaching and Mentoring
 - All Mentors contribute to faculty development by periodically by leading presentation of content/cases
 - Punctual attendance at a minimum of 75% of in-person faculty development sessions.
 - Punctual attendance at a minimum of 75% of virtual faculty development sessions.
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- **Mentor FCE offsets**
 - The % FTE that is designated to support mentoring activities for a given class of students has been calculated to represent the following percentages of a clinical FTE:
 - Mentoring first years=11% FTE
 - Mentoring second years =8% FTE
 - Mentoring third years =5% FTE
 - Mentoring fourth years =5% FTE
 - Total FTE for Mentor following 4 years of classes = 29%. This offset structure allows for increasing levels of support over time as new mentors typically begin by taking 1st year students only, and each year, add another cohort of incoming students, so that as mentors enter their 4th year, they have a full complement of students.
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- **Mentor Transitions**
 - As mentors move on to new roles, they often transition out of the LC Mentor role over a number of years by continuing to follow their current students through their graduation.

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NOTE: This LC Mentor Job description is subject to periodic review and revision based on programmatic structure and needs.