



University of California  
San Francisco

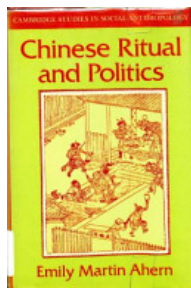
# Faculty Mentoring Program Lunchtime Series

A Conversation with Mitch Feldman, MD, MPhil., FACP  
Professor of Medicine  
Associate Vice Provost, Faculty Mentoring  
Chief, Division of General Internal Medicine, UCSF Health

# Roadmap

- My background
- Personal reflections on mentorship
- Mentorship at UCSF
- Questions and Discussion

# My Academic Journey



京都大学  
KYOTO UNIVERSITY



AVP Faculty Mentoring;  
Chief, DGIM  
Sec'y, SGIM



*“A teacher for a day; a mentor for life.”*



# Lessons Learned – 5 Tips for Academic Careers

1. **Find a niche.**
2. **Find a mentor, be a mentor.**  
(But don't always take their advice)
3. **Career paths in academic medicine are rarely linear –**  
look for opportunities to obtain the knowledge, skills and  
experience you need to advance towards your goals.  
*(If you make a wrong turn, you can always pick up your  
ladder and put it against another wall)*

# “Careers are a jungle gym, not a ladder.”

Sheryl Sandberg, [Lean In: Women, Work, and the Will to Lead](#)





# Lessons Learned – 5 Tips for Academic Careers

## 4. Take the time to reflect on your values – then make choices.

(Ask yourself- where am I truly irreplaceable? The goal is personal – professional *integration*, not *balance*.)

## 5. Take a sabbatical—even a short one.

# Guide



- 'a trusted counselor or guide' (OED)
- Self reflection and value clarification



# Sponsor

- Sponsor is typically a ***leader/powerfully positioned*** champion who uses influence to help you obtain visibility, promotion, or positions.
- Sponsor endorses your qualifications, takes risks on your behalf (often behind closed doors), advocates for you and highlights your value.
- Sponsor drives the relationship and may seek out someone to sponsor.

# Coach, Mentor, Sponsor

- **Deals with job performance:** a *coach* talks to you.
- **Relational and Career-Oriented:** a *mentor* talks with you
- **Leadership-Oriented:** a *sponsor* talks about you

# Effective Mentors Mentor Across Differences

- Cultural beliefs, worldview, and identity can influence your mentoring practice.
- Conscious and unconscious assumptions, privilege, stereotype threat, and biases may impact the mentor-mentee relationship.

# Faculty Mentorship at UCSF

- Career mentors for all Assistant Profs
- Increase recognition of mentoring
- Enhance Mentor/Mentee Competencies
- Assessment



# Career Mentors help Mentees:

## ➤ Ask fundamental questions:

- ✧ Why did you choose your profession?
- ✧ What are your 3, 5, 10 year goals?
- ✧ What career path has the greatest potential to lead to success and personal fulfillment?

## ➤ Understand their values and make good choices:



# Career Mentor

## Roles and Responsibilities

- Meet with career mentor at least 2-3 times/year.
- Review CV / goals / IDP / advancement packet.
- Career mentor should not be your 'boss'.
- Should be in your department.
- May also serve as a sponsor.
- Mentee should learn to 'manage up' in the mentoring relationship.



# Individual Development Plan (IDP) answers two critical questions:

- Where am I headed with my career?
- How will I get there?



The UCSF Faculty Mentoring Program is pleased to announce the recipient of the

## 2019 Lifetime Achievement in Mentoring Award

*Please join us for an award celebration and reception honoring Dr. Miller and his outstanding contributions to faculty mentorship at UCSF.*

Monday, July 29, 2019, 2:30–4:30 pm, Lange Room, Parnassus Library, 530 Parnassus Avenue



### Bruce L. Miller, MD

Dr. Miller holds the A.W. and Mary Margaret Clausen Distinguished Professorship in Neurology at UC San Francisco where he directs the Memory and Aging Center. He is a behavioral neurologist whose work in neurodegenerative conditions emphasizes brain-behavior relationships and the genetic and molecular underpinnings of disease. He is the principal investigator of the NIH-sponsored Alzheimer's Disease Research Center and program project on frontotemporal dementia. Additionally, he helps lead the Tau Consortium, Consortium for Frontotemporal Research and Global Brain Health Institute. He was awarded the Potamkin Award from the American Academy of Neurology and elected to the National Academy of Medicine.

As one of his nominators stated:

*"Despite Dr. Miller's remarkable scientific accomplishments, I suspect he will be most remembered for having trained a new generation of clinician-scientists whose mission is to help find treatments and cures for neurodegenerative disease."*

RSVP at:  
[tiny.ucsf.edu/2019LAMA](http://tiny.ucsf.edu/2019LAMA)

For additional information, please contact:  
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at [mfeldman@medicine.ucsf.edu](mailto:mfeldman@medicine.ucsf.edu) or  
Irene Merry at [irene.merry@ucsf.edu](mailto:irene.merry@ucsf.edu)  
or (415) 502-0244



UCSF

CAMPUS COUNCIL ON *Faculty Life*  
Faculty Mentoring Program

# January is National Mentoring Month



*Join us for  
a series of  
events during  
January 2020  
promoting  
faculty  
mentoring  
at UCSF.*

For more information,  
contact Irene Merry at  
[irene.merry@ucsf.edu](mailto:irene.merry@ucsf.edu) or  
Mitchell Feldman, MD, MPhil,  
Associate Vice Provost,  
Faculty Mentoring at  
[mitchell.feldman@ucsf.edu](mailto:mitchell.feldman@ucsf.edu)

## TIPS FOR SUCCESS: Faculty Mentoring Lunchtime Series

*This lunch series features distinguished faculty mentors in an informal session about mentorship, career advancement and satisfaction at UCSF.*

**Wednesday, January 15 / Noon-1:00 pm**  
ZSFG Building 3 / 5th Floor Conference Room A&B  
*(Light lunch will be provided)*

**Presenter:** Diane Haile, MD, Professor and Associate Chair of Clinical Research,  
Department of Medicine, Chief, HIV, Infectious Diseases & Global Medicine

Dr. Haile has cared for HIV patients and has been a long-standing NIH funded investigator since the 1980s, conducting research transforming national and international guidelines. She is co-chair of San Francisco Caring to Zero (CZ0), a citywide consortium with a goal to eliminate new HIV infections and deaths, and is the current Chair of the United Nations AIDS Scientific and Technical Advisory Committee. Topics to be covered include:

- Finding your mission, and the role of mentorship
- Developing a mentorship portfolio
- Engaging in public service

**REGISTER AT:** [tiny.ucsf.edu/2020jan15](http://tiny.ucsf.edu/2020jan15)



Diane Haile

## Moving up at UCSF: A Discussion on Advancement and Promotion

**Wednesday, January 22 / Noon-1:30 p.m.**  
Parnassus Library 5-172  
*(Light lunch will be provided)*

**Presenter:** Brian Albridge, PharmD, Vice Provost Academic Affairs

This session will help you learn how to succeed at UCSF in all ranks and series.

- What does it take to advance through the faculty ranks at UCSF?
- How will recent changes to criteria for advancement in the Health Sciences Clinical Professor series affect faculty members with prominent clinical duties?

Participants are encouraged to review fundamental information about advancement prior to the session at [tiny.ucsf.edu/fundamentals](http://tiny.ucsf.edu/fundamentals) and come prepared with questions about faculty advancement and/or suggestions for ways that the advancement process could be improved or clarified.

**REGISTER AT:** [tiny.ucsf.edu/2020jan22](http://tiny.ucsf.edu/2020jan22)



Brian Albridge

## Warming the Climate at UCSF: Women Leaders Reflect on Mentorship

**Wednesday, January 29 / 9:00-10:30 am**  
Parnassus HSW 300  
*(Refreshments and networking 10:30-11:00 am)*

**Presenters (pictured below L-R):** Tejpal Desai, PhD (Moderator), Kirsten Bibbins-Domingo, PhD, MD, MAS; Danica Fugère, PhD; Lisa Kroon, PharmD, CDE; Cathy Lomen-Hoerth, MD, PhD; Ananya C. Vittalencia, MD (UC Davis); Mia Williams, MD, MS



Most UCSF faculty report overall satisfaction with the mentoring climate at UCSF. Women and URM faculty also report high satisfaction with mentoring. However, the 2017 Climate Survey found that women and URM faculty perceive disparities in opportunities for leadership positions, professional development, and advancement compared with men. In this interactive session, a diverse panel of women leaders will share their own career challenges and successes, as well as tips, best practices, and resources for career development at UCSF. Come join a lively discussion as the panel reflects on topics such as:

- How can women and men be more effective mentors and sponsors for women?
- How to more effectively mentor (and be mentored) across differences.
- How to identify and successfully seek leadership opportunities.

**REGISTER AT:** [tiny.ucsf.edu/2020jan29](http://tiny.ucsf.edu/2020jan29)



**CAMPUS COUNCIL ON** *Faculty Life*  
**Faculty Mentoring Program**



## TIPS FOR SUCCESS

# Faculty Mentoring Lunchtime Series

This lunch series features distinguished faculty mentors in an informal session about mentorship, career advancement and satisfaction at UCSF.

Light lunch will be provided.

All faculty are welcome to attend. Registration is encouraged and will reserve you a lunch, but drop ins are welcome.

For more information, contact: Irene Merry at [Irene.Merry@ucsf.edu](mailto:Irene.Merry@ucsf.edu) or Mitchell D. Feldman, Associate Vice Provost, Faculty Mentoring, at [mitchell.feldman@ucsf.edu](mailto:mitchell.feldman@ucsf.edu).

Visit our website at: <http://tiny.ucsf.edu/ccf>

Wednesday, November 6 | Noon–1:00 pm

Parnassus Campus Room S719

**Ralph Gonzales, MD, MSPH**

In this session, Dr. Gonzales will share his own rich experiences as a researcher, health systems leader and research and career mentor at UCSF for trainees, fellows and junior faculty. He will share his reflections on the qualities of an effective mentor – and mentee – and his commitment to mentorship, sponsorship and career success with a special focus on URM trainees and junior faculty.

Some of the topics he will address include:

- Mentorship and career development for URM trainees and faculty
- How to build a successful career in implementation and innovation science
- Dr. Gonzales will reflect on his own career trajectory and lessons learned as a health system leader

Dr. Ralph Gonzales is Professor of Medicine, Associate Dean for Clinical Innovation, and Chief Innovation Officer for UCSF Health. He has engaged in the full spectrum of translational research – from practice guideline development, to implementation of innovative health care interventions, to larger community based trials that examine the comparative effectiveness of different health care interventions. Dr. Gonzales' work is multidisciplinary, patient centered, and focuses on developing new models and tools to support virtual care. In addition, he has played a significant role in national and global efforts to combat antimicrobial resistance by improving antibiotic prescribing practices – which provides a successful roadmap for translating evidence into practice, policy and public health.



Dr. Gonzales currently oversees the UCSF Health Continuous Improvement Department, the UCSF Clinical Innovation Center, and co-directs the AHRQ-funded Learning Health System K12 Career Development Program at UCSF. His outstanding mentorship has been recognized by the Mid-Career Mentorship Award from the Society for General Internal Medicine and the UCSF Academic Senate Distinction in Mentorship Award. He has also received annual mentorship awards from the UCSF Clinical and Translational Science Research Fellowship Program and the Department of Medicine Housestaff Award. He represents UCSF on the recently established UC Presidents Chicano/Latino Advisory Committee.

REGISTER AT: <http://tiny.ucsf.edu/november>

UCSF

CAMPUS COUNCIL ON *FacultyLife*

Faculty Mentoring Program

# Mentor Training Improves Knowledge and Confidence of Mentors

## ORIGINAL ARTICLE

### A Mentor Development Program for Clinical Translational Science Faculty Leads to Sustained, Improved Confidence in Mentoring Skills

Mitchell D. Feldman, M.D., MPhil.<sup>1</sup>, Jody E. Steinhauser, M.D.<sup>2</sup>, Mandana Kholi, M.D.<sup>3</sup>, Laurence Huang, M.D.<sup>4</sup>, James S. Kahn, M.D., M.P.H.<sup>5</sup>, Kathryn A. Lee, R.N., Ph.D., FAAN<sup>6</sup>, Jennifer Creasman<sup>7</sup>, and Jeanette S. Brown, M.D.<sup>2</sup>

#### Abstract

Mentorship is crucial for academic productivity and advancement for clinical and translational (CT) science faculty. However, little is known about the long-term effects of mentor training programs. The University of California, San Francisco (UCSF), Clinical and Translational Science Institute launched a Mentor Development Program (MDP) in 2007 for CT faculty. We report on an evaluation of the first three cohorts of graduates from the MDP. In 2010, all Mentors in Training (MITs) who completed the MDP from 2007 to 2009 (n = 36) were asked to complete an evaluation of their mentoring skills and knowledge; all MITs (100%) completed the evaluation. Two-thirds of MDP graduates reported that they often apply knowledge, attitudes, or skills obtained in the MDP to their mentoring. Nearly all graduates (97%) considered being a mentor important to their career satisfaction. Graduates were also asked about the MDP's impact on specific mentoring skills; 95% agreed that the MDP helped them to become a better mentor and to focus their mentoring goals. We also describe a number of new initiatives to support mentoring at UCSF that have evolved from the MDP. To our knowledge, this is the first evaluation of the long-term impact of a mentor training program for CT researchers. Clin Trans Sci 2012; Volume 4: 1–6

Clinical and Translational Research

### An Innovative Program to Train Health Sciences Researchers to Be Effective Clinical and Translational Research Mentors

Mallory O. Johnson, PhD, Leslie L. Subak, MD, Jeanette S. Brown, MD, Kathryn A. Lee, RN, PhD, and Mitchell D. Feldman, MD, MPhil

#### Abstract

The creation of the Clinical Translational Science Awards for academic health sciences campuses in 2006 was implicitly accompanied by a call for a new paradigm of faculty development and mentoring to train the next generation of researchers and leaders in this new approach to research. Effective mentoring is critical to help early-career investigators become successful, independent researchers, and a new approach to mentoring is vital to recruit, advance, and retain fellows and junior faculty engaged in clinical and

translational research. However, in addition to the many rewards of mentoring, there are numerous substantive barriers to effective mentoring. These barriers include a lack of training in how to be a mentor, lack of time and structural and financial support for mentoring, and competing personal, administrative, and clinical demands.

The authors describe an innovative program, the University of California, San Francisco Mentor Development Program (MDP), established in 2006 and designed

to train midcareer academic health sciences researchers to be more effective as clinical and translational research mentors. Using a framework for presenting innovations in academic research, they present the rationale, design, implementation, and mechanisms being used to evaluate and sustain the MDP. Specific details of the objectives and content of the MDP sessions are provided as well as evaluation criteria and a link to specific curriculum materials.

Acad Med. 2010; 85:484–489.

### Training the Next Generation of Research Mentors: The University of California, San Francisco, Clinical & Translational Science Institute Mentor Development Program

Mitchell D. Feldman, M.D., MPhil.<sup>1</sup>, Laurence Huang, M.D.<sup>2</sup>, B. Joseph Guglielmo, Pharm.D.<sup>3</sup>, Richard Jordan, D.D.S., Ph.D.<sup>4</sup>, James Kahn, M.D.<sup>5</sup>, Jennifer M. Creasman, M.S.P.H.<sup>6</sup>, Jeanine P. Wiener-Kronish, M.D.<sup>7</sup>, Kathryn A. Lee, R.N., Ph.D.<sup>8</sup>, Ariane Tehrani, Ph.D.<sup>1</sup>, Kristine Yaffe, M.D.<sup>9</sup>, and Jeanette S. Brown, M.D.<sup>10</sup>

#### Abstract

Mentoring is a critical component of career development and success for clinical translational science research faculty. Yet few programs train faculty in mentoring skills. We describe outcomes from the first two faculty cohorts who completed a Mentor Development Program (MDP) at UCSF. Eligibility includes having dedicated research time, expertise in a scientific area and a desire to be a lead research mentor. A post-MDP survey measured the program's impact on enhancement of five key mentoring skills, change in the Mentors-in-Training (MIT) self-rated importance of being a mentor to their career satisfaction, and overall confidence in their mentoring skills. Since 2007, 29 MITs participated in and 26 completed the MDP. Only 15% of the MITs reported any previous mentor training. Overall, 96% of MITs felt that participation in the MDP helped them to become better mentors. A majority reported a significant increase in confidence

# 2017 Faculty Climate Survey Finds Continued Satisfaction with Mentoring

- ✓ Faculty with mentors report more satisfaction with their career and with UCSF than those of similar rank without mentors.
- ✓ More than 2/3s report mentoring is very or somewhat important in making their experience at UCSF positive.
- ✓ Women and URM faculty more likely to report that mentoring has been important in making their experience at UCSF positive.



The career  
“sweet spot”...

Ikigai = “the reason  
for being”



# Resources

Mentors help mentees to align expectations, develop obtainable goals, sort out work-life integration issues and more. Mentoring helps to increase mentee professional and personal satisfaction, lift morale, diminish stress and prevent burnout.

- FMP toolkit:  
<https://ucsf.box.com/s/pxj1187lj7lcke5ow1c6ixl58hb3f9e2>
- National Research Mentoring Network: <https://nrmnet.net>
- “Mentoring during the COVID-19 pandemic”  
<https://www.nature.com/articles/d41586-020-01028-x>
- Short blog post reviews mindfulness apps for academic health researchers “**Just Breathe: Mindfulness Apps in a Pressured Time**” <https://edgeforscholars.org/just-breathe-mindfulness-apps-in-the-age-of-anxiety/>

# Questions and Discussion

- ✓ Mentoring skillsets
- ✓ Setting expectations
- ✓ Mentoring
- ✓ Networking and collaboration
- ✓ Applying for PI jobs outside of UCSF
- ✓ How to communicate dept mentoring activities to SOM leadership?
- ✓ Getting grants by foreigners
- ✓ How to improve as a mentor
- ✓ I'm interested in learning more about sponsorship.
- ✓ What strategies do you recommend for developing a sponsor relationship?
- ✓ Mental re pandemic
- ✓ Finding mentors in a large institution - how to ask for what you need!
- ✓ How to distinguish oneself from a scientific mentor after transitioning from a preindependent to an independent scientist
- ✓ Virtual mentoring
- ✓ available opportunities for faculty development
- ✓ Prioritization
- ✓ Getting supports from industries
- ✓ Research advances
- ✓ Professional development opportunities (like LEAN courses)

## Characteristics of Successful and Failed Mentoring Relationships: A Qualitative Study Across Two Academic Health Centers

Sharon E. Straus, MD, Mallory O. Johnson, PhD, Christine Marquez, and Mitchell D. Feldman, MD

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### Abstract

#### Purpose

To explore the mentor–mentee relationship with a focus on determining the characteristics of effective mentors and mentees and understanding the factors influencing successful and failed mentoring relationships.

#### Method

The authors completed a qualitative study through the Departments of Medicine at the University of Toronto Faculty of Medicine and the University

transcripts of the interviews, drawing on grounded theory.

#### Results

The authors completed interviews with 54 faculty members and identified a number of themes, including the characteristics of effective mentors and mentees, actions of effective mentors, characteristics of successful and failed mentoring relationships, and tactics for successful mentoring relationships. Successful mentoring

personality differences, perceived (or real) competition, conflicts of interest, and the mentor's lack of experience.

#### Conclusions

Successful mentorship is vital to career success and satisfaction for both mentors and mentees. Yet challenges continue to inhibit faculty members from receiving effective mentorship. Given the importance of mentorship on faculty members' careers, future studies must address the association between a failed mentoring relationship

## Characteristics of Successful and Failed Mentoring Relationships: A Qualitative Study Across Two Academic Health Centers.

Straus S; Johnson M; Marquez C; Feldman M D. Academic Medicine. 88(1):82-89, Jan 2013.

# Successful Mentoring Relationships

- **Reciprocity**

*“It’s got to be a two-way street. It can’t just be a one-way giving relationship ‘cause then it’s just going to burn out.”*

- **Clear Expectations**

*“It’s helpful to set up sort of those guidelines in the beginning, what the mentee can expect from the relationship but also what the mentor expects...”*

**Characteristics of Successful and Failed Mentoring Relationships: A Qualitative Study Across Two Academic Health Centers.** Straus, S.; Johnson, M; Marquez, C; Feldman, M.D. Academic Medicine. 88(1):82-89, January 2013.

# Successful Mentoring Relationships

- **Reciprocity**

*“It’s got to be a two-way street. It can’t just be a one-way giving relationship ‘cause then it’s just going to burn out.”*

- **Mutual Respect**

- **Clear Expectations**

*“It’s helpful to set up sort of those guidelines in the beginning, what the mentee can expect from the relationship but also what the mentor expects...”*

- **Personal Connection**

- **Shared Values**

**Characteristics of Successful and Failed Mentoring Relationships: A Qualitative Study Across Two Academic Health Centers.** Straus, S.; Johnson, M; Marquez, C; Feldman, M.D. Academic Medicine. 88(1):82-89, January 2013.



# Failed Mentoring Relationships

- **Poor Communication**

*“If there’s a lack of communication for, you know, what the mentor expects and what the mentee expects, that’s a recipe for disaster.”*

- **Lack of Experience/Knowledge/Skills**

**Characteristics of Successful and Failed Mentoring Relationships: A Qualitative Study Across Two Academic Health Centers.** Straus, S.; Johnson, M; Marquez, C; Feldman, MD. Academic Medicine. 88(1):82-89, Jan 2013.

# Failed Mentoring Relationships

- **Poor Communication**

*“If there’s a lack of communication for, you know, what the mentor expects and what the mentee expects, that’s a recipe for disaster.”*

- **Lack of Commitment**

- **Personality Differences**

- **Perceived (or real) competition and COI**

- **Lack of Experience/Knowledge/Skills**

**Characteristics of Successful and Failed Mentoring Relationships: A Qualitative Study Across Two Academic Health Centers.** Straus, S.; Johnson, M; Marquez, C; Feldman, MD. Academic Medicine. 88(1):82-89, Jan 2013.