



Mentorship

Dr. Ruth O'Hara,
Associate Professor, and Associate Chair

Department of Psychiatry and Behavioral Sciences
Stanford University School of Medicine
VA Sierra-Pacific Mental Illness Research Education Clinical Center

Mentors and Coaches are Needed throughout an Academic Career

- **When Mentors are Needed during your Career:**
 - Early Career
 - Mid-Career
 - Prior to Promotion
 - Career Shift
 - Always
- **Why is Mentorship Important?**
 - **Significantly improves academic survival rates and increases promotion rates**
 - (Kupfer et al., 2009; Morrison LJ, et al. 2014)
 - **Reduces anxiety**
 - (Chen MM, et al. 2016)
 - **Is associated with increased Academic Productivity and Career Satisfaction**
 - (Bertram A, et al. 2015; Fleming GM, et al 2015)

Early Career Mentorship: Getting Started at Stanford University

- You each have a designated mentor assigned to you by your Chair
- Drs. James Brooks, Janice Lowe, and Cheryl Gore-Felton meet one-on-one with all recently appointed, reappointed, and promoted faculty in the SOM
 - Dr. Brooks meets with UTL, NTLR
 - Dr. Gore-Felton meets with MCL
 - Dr. Janice Lowe meets with CE faculty
- ◆ These meetings provide
 - A brief introduction to OAA
 - Identify helpful OAA websites
 - Give an overview of expectations for your faculty line
 - Underscore the importance of annual counseling
 - Discuss benefits (e.g., new parenting extensions and sabbatical leave)
 - Make sure you have a mentor(s)

• OAA Website:

<http://med.stanford.edu/academicaffairs/professoriate/FacultyResources/counseling.html>

Foci of Early Career Mentorship

- **Navigating the Institution**
- **Career Development Trajectory**
- **Scientific Focus and Productivity**
- **University promotions and tenure**
- **Funding opportunities**
- **Career Development Opportunities and Skills Development**
- **Teaching Opportunities and Skills Development**
- **Mentorship Opportunities and Skills Development**
- **Obtaining Resources**
- **Managing finances, lab, personnel, mentees**
- **Handling Intellectual Property Issues**
- **Balancing life and work**

Mentorship Model: One Size Does Not Fit All

- Given Multiple Domains: Is one mentor sufficient?
- Committee of mentors and role models may be best

e.g. 2 to 3 Mentors Covering the following Domains

- Career Development, Promotion and Work-Life Balance
 - Scientific Emphasis and Productivity
 - Peer Mentorship
-
- Important to have a Primary/Central Mentor

Issues in Identifying a Mentor(s)

- Is area of expertise relevant to your needs?
- How does one judge expertise?
- Does seniority of mentor count?
- How do you find them?
 - Be Proactive -- Ask
 - Do your homework – what is their prior productivity with respect to successful mentorship
 - View from another research “Shop”: The external mentor
 - Inform your mentors of each other!

What should you expect from your Mentor(s): Early Career Development Stage

- Accessible – Has time to meet regularly
- Advisor on goals/career trajectory
- Advisor on meeting promotion goals
- Provides information on resources
- Manages Expectations
- Explains disappointment
- Facilitator of professional socialization – networking
- Facilitator of opportunities
- Advocate – e.g., runs interference
- Problem solves conflicts
- Model/Guides responsibilities of scientific citizenship
- Identifies foci for additional training (e.g. Biostatistics)
- Time Management
- Can at the very least point you in the right direction!

Early to Mid-Career Mentorship

- Helps you balance opportunistic feeding with doing too much – time management
- Helps you to know how and when to say no!
- Helps you create and obtain independence
 - Dealing with issues of authorship
 - Developing your own research focus and lab
 - Developing independent collaborations
 - Training your own mentees

BUT

- ◆ Ask not “only” what your mentors can do for you....

How Mentee Facilitates Obtaining and Sustaining Good Mentoring

- Mentorship is an integral part of the academic culture in order to foster the next generation of academic leaders, clinicians and researchers
- Mentorship is integral to scientific productivity and the development of new scientific areas of inquiry
- Mentee letters of support for mentors are an important consideration for their promotion

BUT MENTORS HAVE THEIR OWN ACADEMIC DEMANDS AND

THE FOLLOWING ATTRIBUTES OF A MENTEE CAN FACILITATE A STRONG MENTOR-MENTEE RELATIONSHIP

- Proactive
- Informed – Does their homework
- Accommodates to the time constraints of the mentor – Time is of the essence
- Comes prepared to meetings
- Listens
- Complements rather than conflicts with research/career emphasis of mentor
- Brings something to the table
- Has awareness and recognition of career needs of mentor
- Has reasonable expectations



STANFORD
M E D I C I N E

OAA Website:

<http://med.stanford.edu/academicaffairs/professoriate/FacultyResources/counseling.html>