Mentorship

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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
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
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