MEETING	**Stanford Medicine Teaching and Mentoring Academy Steering Committee**
DATE	Wednesday, March 19, 2025
ATTENDEES	**Voting Members:** Julie Baker, David Schneider, Daniel Herschlag, Cara Liebert, Sharon Chen, Gil Chu, Carrie Rassbach, MaryAnn Campion, Pedro Tanaka, Payam Massaband, Tracy Rydel, Latishya Steele **Ex-Officio Members:** Christine Schirmer, Claire Medina, Cassandra Horii, Rebecca Miller-Kuhlmann, Sheri Krams, Alicia DiGiammarino, Andy Liu, Ed Gelernt, Elizabeth Asonye, Reena Thomas

AGENDA ITEM	DISCUSSION	DECISION/ACTION
Welcome	• Welcome new members, David Schneider, Daniel Herschlag, Pedro Tanaka	

Updates	• SoM Learning Environment
	  o Partnering with clerkship directors, CoachMe, GME, OFDD, OME, OMSW, etc
	• Increase Support for Bioscience Faculty
	  o Launched bioscience resource website
	  o Mentoring Challenges survey themes and exemplar comments
	  ▪ Absentee, setting expectations, career advancements, conflict in personality or communication style
	• Educators Portfolio
	  o Working to find a good database
	  o In-Progress
	• New Programs
	  o Emerging scholars cohort tied to our TMA Innovation Grants, Feedback series, Works in Progress Collaboratory, External Invited Sessions
		Crystal Botham was recommended as a speaker for the grant writing workshop.
		
		David Schneider was recommended as a speaker who knows how to present data.
		
		Daniel Herschlag was recommended as a speaker on framing questions and problems in papers.

	▪ Emerging scholars: grantsmanship, grant writing (crystal botham), survey o Presented sessions at University of Vermont and Children's Hospital LA : faculty attended these sessions. Charged $1,000 per session (3 in total).	
Discussion	**Discussion Overview:** The group explored faculty training requirements, incentives for participation, and strategies to improve engagement. Key considerations included accreditation requirements, departmental incentives, and balancing faculty workload. Questions for discussion: ● What is a reasonable incentive for faculty required to take teaching and/or mentoring skills training in order to work with learners in SoM? ○ Mandatory Training Debate: ■ Some support around requiring one hour of training, but others questioned whether mandatory participation ensures meaningful engagement. ■ Suggestion to research LCME and other accrediting bodies' requirements to clarify expectations and inform potential incentives. ○ Incentives for Participation: ■ Some were surprised that clinical faculty showed interest in incentives, given the institution ranks in the bottom 10% for mistreatment - suggesting workshops should be welcomed to improve the learning environment ■ Residents already receive similar training, reinforcing the need for faculty participation. ■ Suggested incentives included: ● Excusing clinical faculty from clinic duty for a day to attend training. ● Making student outcomes the incentive, rather than offering direct faculty benefits ● Acknowledging that basic science faculty rarely engage in workshops and have different needs/wants, requiring different strategies ■ Successful Training models: ● ACES training program improved faculty communication with patients ● Participation was incentivized at the department level, tying engagement to departmental performance goals ■ Opposition to Monetary Incentives: ● Many strongly opposed financial incentives, arguing that mentoring and teaching should be intrinsic responsibilities rather than paid tasks. ● What would a commitment from the administration to clearly support faculty in teaching and mentoring look like?	Clinical faculty have limited time and are assigned students to teach, while basic science faculty seek more student engagement. Their differing needs require distinct incentives.

	○ Challenges in Faculty-Student Interactions: ■ Fear of giving feedback – faculty worry that learner evaluations could negatively impact their promotion ■ Inconsistent conflict resolution – escalation pathways vary for MD students, graduate students, and residents, highlighting the need for clear, standardized procedures. ○ Commitment from Administration: ■ Faculty seek visible support from administration to emphasize the importance of teaching and mentoring ■ Establishing clear escalation pathways and ensuring program leadership involvement is crucial ○ Training strategies & Measuring Success: ■ Proposal of flexible training options that equip faculty with tools for mentorship, feedback, and handling difficult interactions without adding to their workload ■ Questions around effectiveness of one-time interventions and suggestions of a comprehensive, long-term strategy with measurable outcomes.	