Mentorship in the Department of Pediatrics

Henry Lee
Goals

Enhance the culture of mentorship
- To benefit individual mentors / mentees in their careers and job fulfillment
- To increase productivity and prominence of the department

Thank you:
Mary Leonard
Scott Sutherland
Becky Blankenburg
Lisa Chamberlain
Caroline Toney-Noland
agenda
1. case for focus on mentorship
2. building on others' work
3. what's next

contact me with ideas re: mentorship
goal of mentor training
for junior faculty - peer scholarship communities

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Notes from Research Advisory Committee 2012

1. Clinical researchers (instructors and CEs) in the dept perceive the need to produce scholarly research for **career advancement**. However, these individuals (in general) are not sufficiently prepared nor resourced (e.g., time availability, aligned with seasoned mentors) by the dept to conduct research. The Pediatric Mentoring Program is not designed to be a research mentoring process – it is designed to provide guidance to the individual on a variety of career advancement issues.
Department of Pediatrics

CE Faculty
N = 234

UTL Faculty
N = 28

Asst  Assc  F  Asst  Assoc  Fell  Asst  Assoc

Men  Women
No Room of One's Own

Early journal submission data suggest COVID-19 is tanking women's research productivity.

By Colleen Flaherty // April 21, 2020

Female scientists and those with young dependents are disproportionately affected

There is a well-documented, persistent gender gap in science...
Unequal effects of the COVID-19 pandemic on scientists

Kyle R. Myers, Wei Yang Tham, Yian Yin, Nina Cohodes, Jerry G. Thursby, Marie C. Thursby, Peter Schiffer, Joseph T. Walsh, Karim R. Lakhani & Dashun Wang

Nature Human Behaviour (2020) | Cite this article

54k Accesses | 3097 Altmetric | Metrics
Fig. 2: Field and group-level changes in research time.

From: Unequal effects of the COVID-19 pandemic on scientists
Female scientists and those with young dependents are disproportionately affected

There is a well-documented, persistent gender gap in science\textsuperscript{5,6}. We find that there are indeed substantial differences between our male and female respondents in how the pandemic has affected their work. Female scientists and scientists with young dependents reported that their ability to devote time to their research has been substantially affected, and these effects appear additive: the impact is most pronounced for female scientists with young dependents.
Department of Pediatrics

91 Associate Professors (all lines)

- 5 Hispanic/Latinx
- 0 Black/Afr Am
- 1 other underrepresented minority
Demonstrated Benefits of Mentoring in Academic Medicine

- Increases the number of grants submitted, grant success, and mean grant dollars awarded
- Increases the number of publications among faculty
- Improves retention rates among faculty and likelihood of promotion
- Improves perceived skills and confidence among faculty
References


Retention Rates and Promotion

- A structured mentoring program at UCSD resulted in **improved retention rates** with 85% of mentoring participants remaining at UCSD and 93% in academic medicine.\(^6\)

- “A study of Canadian obstetrics/gynecology fellows found that those who reported they had a mentor were more likely to achieve a **promotion** (hazard ratio, 2.33; 95% CI, 1.36-3.99).”\(^7\)

- A mentoring program in the Department of Pediatrics at Stanford found that, “sixty-nine percent of mentees felt more prepared to advance their careers, 81% had a better understanding of the **criteria for advancement**... Retention of Assistant Professors **improved** after initiation of the program; 4 of 13 hired from 2002–2006 left the institution whereas 18 of 18 hired from 2007–2014 were retained.”\(^8\)

- A survey of over 500 faculty at the University of Colorado School of Medicine found that “absence of mentoring was prevalent (55% of respondents) and was strongly associated with **intent to leave** (OR = 1.76; CI95: 1.23, 2.51).”\(^9\)
"Of all faculty subgroups, junior women clinicians appear most at risk for not realizing their professional potentials; and within this subgroup, minority women face additional challenges”.

“Certainly, our most important finding has been that family negatively affects women’s, but not men’s, early academic careers."

'Women reported that they were more likely to have been used to further their mentors’ careers compared to their male peers.'
Lack of Value Alignment with Institution or Sense of Belonging:

- In a 2016-2017 study, URMM faculty identified the following barriers in academic pediatrics: “(1) the lack of other URMs in positions of leadership, (2) being part of a low percentage of URMs practicing in academic pediatrics, and (3) the impact of racism and implicit bias in the medical field.”¹⁴

- Mentors are “indispensable in helping URMM faculty feel that they belong”⁸ to the academic institution.

- According to URMM faculty, “having mentors and role models is crucial” for success⁸, ⁹, ¹⁰, ¹¹, ¹², ¹³ and career satisfaction¹, ⁸, especially as they navigate the complex process of academic promotion and tenure.¹

Direct quote from a URMM interviewee in a 2016-2017 study:

“...so there’s the top-down mentorship there’s also like the peer mentorship or peer encouragement I think is really important when we’re talking about promotion you know one person finds out one
A Multifaceted Mentoring Program for Junior Faculty in Academic Pediatrics

Mary M. Chen\textsuperscript{a}, Christy I. Sandborg\textsuperscript{a}, Louanne Hudgins\textsuperscript{a}, Rania Sanford\textsuperscript{b}, and Laura K. Bachrach\textsuperscript{a}

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\textbf{ABSTRACT}

Problem: The departure of physician-scientists from education and research into clinical practice is a growing challenge for the future of academic medicine. Junior faculty face competing demands for clinical productivity, teaching, research, and work–life integration, which can undermine confidence in the value of an academic career. Mentorship is important to foster career development and satisfaction in junior faculty. Intervention: The goals of this academic pediatrics department were to develop, implement, and evaluate a multifaceted pediatric mentoring program to promote retention and satisfaction of junior faculty. Program elements included one-on-one mentor–mentee meetings, didactic workshops, grant review assistance, and facilitated peer-group mentoring. Program effectiveness was assessed using annual surveys of mentees and structured mentee exit interviews, as well as retention data for assistant professors. Context: The mentees were instructors and assistant professors in the department of pediatrics. Outcome: Seventy-nine mentees participated in the program from 2007 through 2014. The response rate from seven annual surveys was 84%. Sixty-nine percent of mentees felt more prepared to advance their careers, 81% had a better understanding of the criteria for advancement, 84% were satisfied with the program, and 85% found the program useful. Mentors acknowledged the program’s contribution to the advancement of the mentees.

\textbf{KEYWORDS}

faculty development; mentee; mentor; mentoring program; retention; satisfaction
Mentorship in Stanford Dept of Pediatrics

- Division Chief
- Career guidance & promotion
- Scholarship
- Scholarship Mentor
- PMP Mentor
- Project Mentor
Mentors - **improve mentorship skills**

Mentees - link to mentors / **peer mentor community**

Measure and **increase value** of mentorship in department

Promote **participation** and **effectively develop** the training and career trajectory of individuals from **underrepresented** groups.
Health Sciences Faculty Mentor Training Program (FMTP)

A structured mentorship program for all HS faculty

Mentorship is integral to a successful career in academic science and medicine. The Health Sciences Faculty Mentor Training Program (FMTP) is a formal structured mentorship program designed to support the success of junior faculty, while also improving their sense of satisfaction and engagement with the institution. FMTP enhances senior faculty training in effective mentoring, facilitates the adoption of a formalized faculty mentor program within the individual departments/divisions and cultivates an environment where mentoring excellence is valued.

Health Sciences Faculty Mentor Training Program (FMTP) was developed by the Health Sciences Office of Faculty Affairs in 2017. This program will continue to evolve as we identify best practices for faculty mentorship in the Health Sciences at UC San Diego. The three-year pilot FMTP is supported by the Vice Chancellor for Health Sciences, the Chancellor’s Office, and the Office of Equity, Diversity and Inclusion.

"Great training for all faculty, great materials and cases. The facilitators of this course were spectacular, taking mentorship to a terrific
Preface

Talent is equally distributed across all multicultural groups, access and opportunity are not. This is particularly true in science, technology, engineering, mathematics, and medicine (STEMM) professions that are expected to grow as a percent of the total workforce in the coming decades. The underrepresentation of multicultural groups in STEMM contracts is pervasive.

Individual STEMM professionals identifying as African American, Latino, American Indian, first-generation, or sexual or gender minority individuals and individuals with disabilities continue to be less likely to be successfully integrated into STEMM environments. These individuals may be questioned about their competence, challenged by their science, and simultaneously invisible as scientists. Yet under the microscope as members of underrepresented groups in STEMM, scores of commissioned reports and empirical studies document that these experiences are all too common as features of the landscape against which the academic and career development outcomes for many from
For some who read this report and wonder, "There is a science of mentorship?" we hope that this report both affirmatively answers this question and confirms that mentorship is a skill that can be developed through intentional and reflective practice and cultural responsiveness.
1. Mentorship training and development

Mission & History

Mission

To improve the research mentoring relationships for mentees and mentors at all career stages through the development, implementation and study of evidence-based and culturally-responsive interventions.
Accelerating Clinical Education Scholarship
Jennifer Friedman - Hasbro, RI

Resources:
- writing workshops
- admin support for grants / IRB
- scholarship celebration

Barriers:
- lack of time
- lack of research training / resources
- lack of collaboration

Solutions:
- half day session weekly - abstract, paper, grants
- increased clinical service efficiency
- peer mentoring
- broader network of mentors and collaborators
- biostatistician support
Solutions:
* half day session weekly - abstract, paper grants
* increased clinical service efficiency
* peer mentoring
* broader network of mentors and collaborators
* biostatistician support

Accelerating Clinical Education Scholarship - Jennifer Friedman - Hasbro Children's / RI
Peer Scholarship Communities

Promoting academic efforts among junior pediatric faculty
The Program

Join a scholarship community with 8-10 peers in your area of interest

Meet bimonthly with a Senior Scholarly Mentor to discuss on-going research

Engage in larger educational meetings with all scholarship communities
Scholarship Communities

- Advocacy
- Clinical Research
- Education
- Health Services Research
- Quality Improvement
PEDIATRIC PEER SCHOLARSHIP COMMUNITIES

Engage with a cohort of peers in your area of interest. Be mentored by Lead Faculty members to amplify your skills, expand your knowledge base, create scholarly output, and further your success in academic medicine.

- Advocacy - Clinical Research - Education
- Health Services Research - Quality Improvement

https://stanforduniversity.qualtrics.com
ife/form/SV_6lNCjNYwP3zXhRZ

APPLICATIONS CLOSE SEPTEMBER 30

Applications open from August until September 30th

~ 2 year cohort
- connection - larger community
1. Mentor training - / community
2. Peer scholarship communities
3. Connect - hclee@stanford.edu