



A collection of tools for mentors
and mentees at UC San Diego from
the Faculty Mentoring Training
Program (FMTP)

Health Sciences

**FACULTY
MENTORING
TOOLKIT 3.0**

Evidence-based strategies for mentoring
in academic medicine

**DEVELOPED BY
THE OFFICE OF
FACULTY AFFAIRS**

"An ambitious project that needs to happen."
- 2017 Senior Faculty Participant

Contributors

JoAnn Trejo, PhD, MBA, Faculty Director, Professor of Pharmacology

Vivian Reznik, MD, MPH, Faculty Director, Professor of Pediatrics and Family Medicine and Public Health

Deborah Wingard, PhD, Evaluation and Assessment, Professor of Family Medicine and Public Health

Samantha Hurst, PhD, Evaluation and Assessment, Associate Project Scientist

Virginia Hazen, PhD, Administrative and Programs Manager

Alexandra Bortnick, PhD, Program Manager and Data Analyst

Rachel Tolano, MA, Program Manager and Executive Assistant

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Sponsors

Chancellor's Office; Office of Equity, Diversity, and Inclusion; Vice Chancellor of Health Sciences; Health Sciences Office of Faculty Affairs

FMTP Faculty Recognition

*Health Sciences Office of Faculty Affairs (OFA) recognizes faculty for their outstanding contributions to the mentorship of junior faculty and future leaders in academic medicine with the annual **Excellence in Faculty Mentoring Award**. To honor our awardees, OFA supports UC San Diego's regional urban forest by planting trees on UC San Diego's main campus. Every year, we commemorate our awardees with the planting of a tree in our symbolic "Mentorship Grove," emblematic of the enduring strength of mentorship relationships that provide the foundation for our faculty to flourish.*

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Overview

Rationale for FMTP at UC San Diego

Health Sciences Faculty Value Mentoring

In May 2017, the Office of Faculty Affairs (OFA) developed and administered a mentoring survey. The survey assessed the past experiences of mentors and mentees in academic medicine at UC San Diego, specifically the levels of competency in six areas: effective communication, aligning expectations, assessing understanding, fostering independence, addressing diversity, and promoting professional development. 525 faculty responded to the survey (35% response rate) with the results below:

- 70% of faculty had been a mentor
- Only 22% of faculty had participated in a formal mentor training program
- 75% believed formal mentor training is important
- 83% believed formal training in mentoring will enhance skills

These results underscore the value of mentor training to the faculty. In response, OFA created a program to enhance faculty mentoring skills.

Evidence-based Research Studies on Mentoring

- Research shows that mentorship is integral to successful careers in academic medicine and science for all faculty, including clinical faculty, clinical translational, and basic researchers, particularly for women and underrepresented minorities [1] [2] [3] [4] [5]
- Formal, structured mentorship supports the success of junior faculty in publishing scholarly work and receiving federal/extramural funding, while also improving their sense of satisfaction and engagement with the institution [6]
- Federal funding agencies are calling for evidence-based mentor training programs for faculty; this training is particularly relevant for T32 and K12 grants [7]
- Costs of failed mentoring relationships and loss of faculty productivity, engagement, and collateral damage from low faculty morale are severe [8]

Program Description, Structure, and Stakeholders

As mentorship is integral to a successful career in academic science and medicine, the Office of Faculty Affairs (OFA) developed the Health Sciences Faculty Mentor Training Program (FMTP) in 2017. 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 UC San Diego. FMTP will also enhance senior faculty training in effective mentoring, facilitate the adoption of a formalized faculty mentor program within individual departments/divisions, and cultivate an environment where mentoring excellence is valued (see Figure 1).

This program will continue to evolve as OFA identifies best practices for faculty mentorship specific to Health Sciences. The 3-year pilot program is supported by the Chancellor's Office, the Office of Equity, Diversity and Inclusion, and the Vice Chancellor for Health Sciences.

Figure 1. Program Structure



Department/Division Mentor Director (DMD) Responsibilities

Department/Division Mentor Directors (DMDs) are:

- responsible for the overall FMTP program within their individual department or division.
- senior faculty members recommended by their Department/Division Chairs.
- trained and experienced mentors.
- coordinate mentor-mentee pairings and provide oversight, guidance and support to mentors and mentees.
- act as mediators, if necessary.
- provide resources for academic promotion, policy information, and professional development opportunities.
- document and track mentor-mentee pairings, distribute surveys, and report annually to OFA.

- attend OFA-sponsored mentoring workshops, events and quarterly DMD meetings, and help build a community of mentoring excellence.

Senior Faculty Mentor Responsibilities

Faculty mentors are:

- salaried faculty appointments at the associate or full professor rank with knowledge and experience of navigating the UC system/UC San Diego policies and procedures.
- possess outstanding communication skills.
- complete the mentor training program.
- recommend that all senior faculty certify as FMTM Mentors.
- provide guidance and support to junior faculty, and facilitate the development of mentees' Career Development Plan (CDP) aligned with Department promotion and advancement criteria.
- mentor junior faculty mentees individually, or in a group format, over a 2-3 year period.
- meet with mentees 3-4x in year 1, 2-3x in year 2, and twice in year 3.
- help build a community of mentoring excellence and attend OFA-sponsored mentoring workshops and events.
- eligible to receive service or teaching credit or CME credit for full participation in the program.

Junior Faculty Mentee Responsibilities

Junior faculty are:

- salaried faculty appointment at the assistant professor rank.
- nominated by their Chair, Division Chief, or DMD to participate in the program.
- attend OFA-sponsored mentoring workshops and events to maximize the benefits of their mentoring relationships.
- meet with their mentor 3-4x in year 1, 2-3x in year 2, and twice in year 3.

Mentor Facilitator Trainer Responsibilities

OFA has identified 9 senior faculty to serve as Mentor Facilitator trainers. These faculty participated in a certificate program at the University of Wisconsin, Madison and will provide mentor, mentee, and facilitator training for clinical, clinical translational, and basic research faculty in Health Sciences. Mentor facilitators will help meet the growing need and demand for culturally responsive mentorship programming across Health Sciences.

If you are interested in becoming a Mentor Facilitator, please contact:
hsfacaffairs@ucsd.edu.

Office of Faculty Affairs Responsibilities

The [Office of Faculty Affairs \(OFA\)](#) develops and implements FMTP within Health Sciences. OFA shares information and resources with faculty and works with departments and divisions within Health Sciences to facilitate adoption of FMTP. OFA is also responsible for the following key components:

Evaluation and Assessment

OFA conducts qualitative and quantitative evaluations of the FMTP using pre- and post-assessments of faculty competence in mentoring skills and mentoring relationships. After the 3-year FMTP pilot period, a critical mass, ~30%, of trained senior faculty mentors and mentor facilitators will exist in Health Sciences.

Curriculum

- 8-hour on-site senior faculty training at UC San Diego (*highly recommended*)
- Online 90 min training module: "[Minnesota Optimizing Practice of Mentoring](#)" (*certificate of completion required as a replacement for in-person training; optional refresher*)
- 3-hour on-site junior faculty "mentoring up" training

Events and Workshops

- Annual "Excellence in Mentoring" celebration
- Bi-annual workshops on mentoring featuring nationally renowned experts in faculty mentoring and special topics, i.e. "Mentoring Millennials"

Additional Information

Visit the [Health Sciences FMTP Website](#) for more information about:

- Program Description
- Mentoring Resources
- News and Events
- Links to Departmental/Division FMTP Websites
- Data on FMTP participants and progress

Mentor Certification

Senior Faculty Mentor Training Options

8-hour onsite training, offered in the Fall (eligible to receive CME credit)

or

Online 90 min University of Minnesota – [Optimizing the Practice of Mentoring](#)

After training, complete your [Mentoring Philosophy](#) and submit this document to OFA.

OFA will issue FMTCP certificates along with information for academic files (service or teaching credit) once the above information has been received.

Junior Faculty Mentee Training Options

3-hour on-site training, offered in the Spring

or

Online 90 min University of Minnesota – [Optimizing the Practice of Mentoring](#)

Department/Division Mentor Directors (DMDs)

Name	Department	Division	Email Address
Ulrich Schmidt	Anesthesiology		uschmidt@ucsd.edu
Lucila Ohno-Machado	Biomedical Informatics		machado@ucsd.edu
Robert El-Kareh	Biomedical Informatics		relkareh@ucsd.edu
Stephen Hayden	Emergency Medicine		srhayden@ucsd.edu
Karen van Hoesen	Emergency Medicine		kvanhoesen@ucsd.edu
Paul Mills	Family Medicine and Public Health		pmills@ucsd.edu
David Smith	Medicine		d13smith@ucsd.edu
Emily Sladek	Medicine	Geriatrics and Gerontology	esladek@ucsd.edu
Darcy Wooten	Medicine	Infectious Diseases and Global Public Health	dawooten@ucsd.edu
John Ravits	Neurosciences		jrvkits@ucsd.edu
Irene Litvan	Neurosciences		ilitvan@ucsd.edu
John Crawford	Neurosciences	Pediatric Neurology	jrcrawford@mail.ucsd.edu
Michael Zimbrick	Neurosciences	Pediatric Neurology	mzimbrick@ucsd.edu
Christine Miller	Obstetrics, Gynecology and Reproductive Sciences		cbmiller@ucsd.edu
Pamela Mellon	Obstetrics, Gynecology and Reproductive Sciences		pmellon@ucsd.edu
Judith Varner	Pathology		jvarner@ucsd.edu
Farnaz Hasteh	Pathology		fhasteh@ucsd.edu
Sheila Gahagan	Pediatrics		sgahagan@ucsd.edu
Susan Tapert	Psychiatry		stapert@ucsd.edu
Jona Hattangadi-Gluth	Radiation Medicine and Applied Science		jhattangadi-gluth@ucsd.edu
Christine Chung	Radiology		cbchung@ucsd.edu
Rosalind Dietrich	Radiology		rdietrich@ucsd.edu
Dionicio Siegel	SPPS	Research	drsiegel@ucsd.edu
Candis Morello	SPPS	Clinical	candismorello@ucsd.edu
Tracy Handel	SPPS	Research	thandel@ucsd.edu

Preparing for Success

Establishing Effective Communication and Trust

Good communication is a key element of any relationship, and a mentoring relationship is no exception. As mentors, it is not enough to say that we know good communication when we see it. Rather, it is critical that mentors reflect upon and identify characteristics of effective communication and take time to practice communication skills.

Building a Relationship with a Mentee

Building an effective relationship of mutual understanding and trust with the mentee is a critical component of effective mentoring. Mentors can establish rapport with their mentees by using effective interpersonal communication skills, actively building trust, and maintaining confidentiality. This document contains information and advice to help mentors build rapport and create positive relationships with mentees so both parties can achieve the greatest benefit from the mentoring experience.

Interpersonal Communication

Interpersonal communication is a person-to-person, two-way, verbal and nonverbal sharing of information between two or more persons. Good communication helps to develop a positive working relationship between the mentor and mentee by helping the mentee to better understand directions and feedback from the mentor, feel respected and understood, and be motivated to learn from the mentor. Mentees learn best from mentors who are sincere, approachable, and nonjudgmental. These qualities are communicated primarily by facial expressions, and, to a limited extent, by words. People often remember more about how a subject is communicated than the speaker's knowledge of the subject.

There are two types of communication: verbal and nonverbal. Verbal communication is communication that occurs through spoken words. Nonverbal communication is communication that occurs through unspoken mediums, such as gestures, posture, facial expressions, silence, and eye contact. It is important for mentors to remember they are communicating to mentees both when they are speaking and when they are not speaking. Up to 93% of human communication is nonverbal. Body language tells those with whom we are communicating a great deal about what we are thinking and feeling. Positive or open body language include:

- Eye contact (depending on the culture)
- Open or relaxed posture
- Nodding or other affirmation
- Pleasant facial expressions

Examples of negative or closed body language include crossed arms, averted eyes, and pointing fingers. The mentor needs to be aware of what he or she is communicating nonverbally as well as what the mentee is communicating nonverbally.

When mentoring, effective communication involves more than providing information or giving advice; it requires asking questions, listening carefully, trying to understand a mentee's concerns or needs, demonstrating a caring attitude, remaining open-minded, and helping solve problems. There are many communication skills that mentors can utilize to effectively communicate with mentees, including the following:

- Active listening: Be sure to really listen to what a mentee is saying. Often, instead of truly listening to the mentee, the mentor is thinking about his or her response, what to say next, or something else entirely. It is important to quiet these thoughts and remain fully engaged in the task of listening.
- Attending: Listen while observing, and communicate attentiveness with verbal follow-up (saying "yes" or "I see") or nonverbal cues (making eye contact and nodding the head).
- Reflective listening: Verbally reflect back what the mentee has just said. This helps the mentor to check whether or not he or she understands the mentee, and helps the mentee feel understood. Examples: "*So it seems that you're overwhelmed with your workload.*" "*It seems that you are concerned about that experiment.*"
- Paraphrasing: Determine the basic message of the mentee's previous statement and rephrase it in your own words to check for understanding. Examples:
 "You're interested in developing a system for improving that."
 "It sounds like you're concerned about the design of the experiment."
- Summarizing: Select main points from a conversation and bring them together in a complete statement. This helps ensure the message is received correctly. For example, "Let me tell you what I heard, so I can be sure that I understand you. You said that the main challenge right now is balancing your clinical load and writing the research proposal."
- Asking open-ended questions: Ask mentees questions that cannot be answered with a simple yes or no. Open-ended questions encourage a full, meaningful answer using the mentee's own knowledge and feelings, whereas closed-ended questions encourage a short or single-word answer. Examples:
 Close-ended question: "You didn't think the experiment would work?"
 Open-ended question: "What factors led you to your decision to change the protocol?"
 Close-ended question: "Did you understand what we discussed today?"
 Open-ended question: "Can you summarize what we discussed today?"
- Probing: Identify a subject or topic that needs further discussion or clarification and use open-ended questions to examine the situation in greater depth. For example, "I heard you say you are overwhelmed; please tell me more about that."

- **Self-disclosure:** Share appropriate personal feelings, attitudes, opinions, and experiences to increase the intimacy of communication. For example, “I can relate to your difficult situation, I have experienced something similar and recall being very frustrated. Hopefully I can assist you to figure out how to move forward.”
- **Interpreting:** Add to the mentee’s ideas to present alternate ways of looking at circumstances. When using this technique, it is important to check back in with the mentee and be sure you are interpreting correctly before assigning additional meaning to their words. For example, “So you are saying that the reason the interpretation is flawed is because of the statistical test used to analyze the data? That is likely one reason, but have you also considered that the design may be wrong as well?”
- **Confrontation:** Use questions or statements to encourage mentees to face difficult issues without accusing, judging, or devaluing them. This can include gently pointing out contradictions in mentees’ behavior or statements, as well as guiding mentees to face an issue that is being avoided. For example, “It’s great that you are so committed to mentoring the younger researcher in the group. However, I am concerned that you are not dedicating enough time to your own research.”

A number of attitudes and/or behaviors can serve as barriers to communication—these can be verbal or nonverbal. Verbal barriers to communication that should be avoided include the following:

- **Moralizing:** Making judgments about a mentee’s behavior, including calling it right or wrong, or telling them what they should or should not do.
- **Arguing:** Disagreeing with instead of encouraging the mentee.
- **Preaching:** Telling the mentee what to do in a self-righteous way.
- **Storytelling:** Relating long-winded personal narratives that are not relevant or helpful to the mentee.
- **Blocking communication:** Speaking without listening to the mentee’s responses, using an aggressive voice, showing impatience, showing annoyance when interrupted, or having an authoritative manner. These behaviors often lead to the mentee feeling down, humiliated, scared, and insecure. As a result, the mentee may remain passive and refrain from asking questions, or distrust the mentor and disregard his or her recommendations.
- **Talking too much:** Talking so much that the mentee does not have time to express themselves. As a mentor, it is important not to dominate the interaction.

Examples of nonverbal barriers to communication include shuffling papers, not looking directly at the mentee when he or she is speaking, and allowing interruptions or distractions. These barriers may have consequences for both the mentor and the mentee. They may lead to a poor sharing of information, fewer questions being asked by the mentee, difficulty in understanding problems, uncomfortable situations, and a lack of motivation on the part of the mentee.

Establishing Trust. Establishing trust is an essential component in building rapport with a mentee. Trust is the trait of believing in the honesty and reliability of others. Some

mentees may be nervous about working with a mentor. To put them at ease, create a trusting relationship by empathizing with their challenges, share knowledge without being patronizing, and remain nonjudgmental. Along with the other communication skills listed above, establishing a trusting dynamic is essential for a productive and positive mentor/mentee relationship.

The following list provides some ideas for how the mentor can build trust with the mentee:

- Share appropriate personal experiences from a time when you were mentored.
- Acknowledge mentees' strengths and accomplishments from the onset of the mentoring process.
- Encourage questions of any type and tell mentees that there is no such thing as a bad question.
- Take time to learn culturally appropriate ways of interacting with your mentees and help your mentees to interact appropriately with their peers.
- When appropriate, consider how local knowledge can be incorporated into the mentoring experience.
- Acknowledge mentees' existing knowledge and incorporate new knowledge into existing knowledge.
- Ask for and be open to receiving feedback from mentees, apply constructive feedback to improve mentoring skills.
- Have coffee/tea, or eat a meal, with mentees to get to know them in a non-work setting.

Adapted from the I-TECH Clinical Mentoring Toolkit, produced by the International Training and Education Center for Health (I-TECH)/University of Washington with funding from the US Health Resources and Services Administration. For more information, visit www.go2itech.org.

Attributes of a Good Mentor

- available and engaged
- a good listener
- flexible and able to adapt to mentees' individual needs
- respected by peers and leadership
- humble and self-reflective
- empathic to the mentee's personal and professional needs and cultural background
- has a sincere desire and commitment to be a mentor
- provides both critically positive and negative feedback (supportive and challenging)
- stays mindful of the needs of the mentee beyond formal mentor meetings
- shares/finds some common goals or background with the mentee
- serves as a role model
- feel/finds benefit in the relationship with the mentee
- problem solves collaboratively
- provides career coaching
- celebrates the mentee's accomplishments
- reflects on how their own cultural background and personal history influence mentoring relationships

Attributes of a Good Mentee

- motivated
- curious and creative
- a good listener
- responsible and responsive
- able to work independently as well as in a team
- resilient and open to multiple outcomes
- humble and self-reflective
- receives feedback effectively and graciously
- takes an active role in their own learning and professional development
- engages in problem solving with the mentor
- actively assesses and communicates their changing needs
- seeks/finds additional informal mentors
- reflects on how their own cultural background and personal history influence mentoring relationships

Getting Started

Initial Mentoring Conversation: Preparing the Relationship

To-Do List	Strategies for Conversation	Questions to Consider
Take time to get to know each other.	Determine your mentees' career and personal goals.	Ask mentees: What do you want your life to look like? What direction do you want to take your science? What direction do you want to take personally?
Take inventory of mentees' strengths and weaknesses.	Obtain a copy of your mentee's CV in advance of the conversation. Review mentee's UCSD profile . Identify opportunities for growth.	What kind of information might you exchange to get to know each other better? What points of connection have you discovered in your conversation? What else do you want to learn about each other?
Talk about mentoring.	Share your previous mentoring experiences with your each other.	What did you like about your academic experiences that you each want to carry forward into this relationship? What do you want to avoid?
Share your professional development goals.	Describe your career vision, hopes and dreams, and articulate broad professional development goals and the reasons why they are important.	Why do you want to engage in this relationship? What professional development goals would align with your vision of the future?
Determine relationship needs and expectations.	Ask your mentee what he or she wants, needs, and expects out of the relationship.	Are you clear about each other's wants, needs, and expectations for this mentoring relationship? What would be a logical time/outcome to indicate the closure of the relationship?
Candidly share your personal assumptions and limitations.	Ask your mentee about his/her assumptions and limitations. Discuss implications for your relationship.	What assumptions do you hold about each other and your relationship? What are you each willing and capable of contributing to the relationship? What limitations do you each bring to the relationship?
Discuss your personal style.	Talk about your personal styles. You may have data from instruments such as EI, MBTI, DiSC, and LSI.*	How might each other's styles affect the learning that goes on in the mentoring relationship?

*Emotional Intelligence; Myers Briggs Type Indicator; Dominance, Influence, Steadiness, Conscientiousness Tests; Learning Styles Inventory.

Aligning Mentor and Mentee Expectations

Mentor Alignment

The alignment phase includes a more formal articulation and documentation of expectations, roles, and responsibilities of the mentor/mentee relationship. This formal clarification of communication style, goals, progress plans, etc., can help to establish a trusting and open relationship and guide both mentor and mentees on how to be engaged and mutually responsible.

What needs to be aligned? Expectations.

- **Relational:** These expectations are unique to each relationship and establish ground rules for how the mentor and mentee can bring their best and whole selves forward. These expectations change over time as the mentee gains maturity and experience.
- **Goals:** These expectations make explicit what specific work will be done, when, and by whom.
- **Responsibilities/Accountability:** These expectations tend to apply generally to each mentor/mentor team and stand true over time.

Establish a **mentorship agreement/compact** to address specifics, including mutual goals, timelines, and responsibilities. Revisit these issues frequently and adjust your expectations and goals accordingly.

Mentee Alignment

A mentee must take responsibility to ensure that the mentor/mentee expectations are compatible and realistic. The alignment phase is a time to establish and assess goals and timelines.

A mentee should evaluate:

- Mentee goals
- Strengths
- Areas for professional growth
- Expectations of the mentor
- Timeliness
- Learning style
- Communication/meeting preferences
- How progress is evaluated
- Red flags in the mentor/mentee relationship

A **mentorship agreement/compact** made at the beginning of the mentor/mentee relationship should reflect the best of intentions for the relationship and how things will move forward. The mentee should use the [UC San Diego Health Sciences Career Development Plan \(CDP\)](#), which would be reviewed with the mentor every 6 months

Mentor-Mentee Misalignment

If there is misalignment, reevaluate if relationship is necessary. As soon as symptoms of misalignment are detected, have a candid discussion to get to root cause of misalignment and seek guidance from DMD to help realign pair.

Symptoms of Mentor Misalignment

- Mentee and/or mentor dreads attending mentor meetings.
- Mentor does not find the time to meet as agreed upon.
- Mentor does not respond to written documents (grants, emails) in a timely manner.
- Mentee does not follow through on deadlines.
- Mentee does not feel a sense of belonging within the professional culture.
- Mentee's work is successful, but movement toward independence is not being fostered by mentor (e.g. mentor does not give up authorship position or publicly advocate for mentee).
- A sense of shared curiosity and teamwork is not present.
- Mentor does most of the talking and direction-setting during mentoring meetings.
- Mentor or mentee finds themselves avoiding the other.
- Mentor and/or mentee avoid(s) eye contact during mentor meetings (can be culturally relative).

Symptoms of Mentee Misalignment

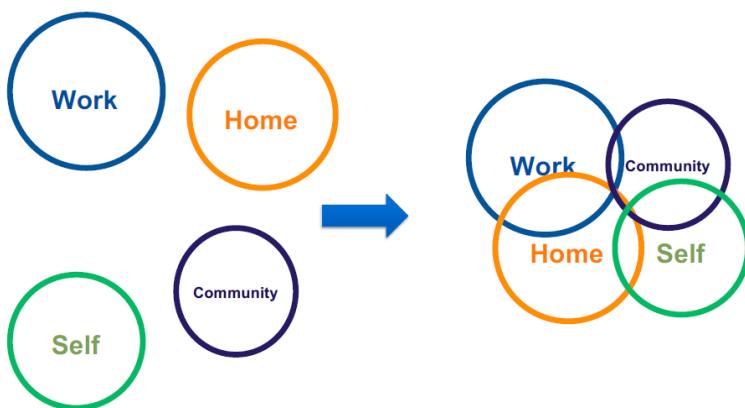
- Mentee and/or mentor dreads attending mentor meetings.
- Mentor does not find the time to meet as agreed upon.
- Mentor does not respond to written documents (grants, emails) in a timely manner.
- Mentee does not follow through on deadlines.
- Mentee does not feel a sense of belonging within the professional culture.
- Mentee's work is successful, but movement toward independence is not being fostered by mentor (e.g. mentor does not give up authorship position, publically advocate for mentee).
- A sense of shared curiosity and teamwork is not present.
- Mentor does most of the talking and direction-setting during mentoring meetings.
- Mentor or mentee finds themselves avoiding the other.
- Mentor and/or mentee avoid(s) eye contact during mentor meetings (can be culturally relative).

Crucial Conversations

Enhancing Work/Life Integration

Addressing the complementary roles of work and family life as part of a more comprehensive view of mentees' career development is often a feature of successful mentoring relationships. Work/life integration is a concern for both men and women. In its Statement of Principles on Family Responsibilities and Academic Work, the American Association of University Professors stated: "Transforming the academic workplace into one that supports family life requires substantial changes in policy and, more significantly, changes in academic culture." (1) Considerable planning and foresight are required to manage the inevitable conflicts that exist for early career academics as they attempt to initiate a research-oriented career at the same time that many choose to begin a family. Even for those without children, managing work and other personal demands and responsibilities can be daunting. Mentors can play an important role in guiding and supporting their mentees through the early stages of a career and family life, but are often unsure of an effective method by which to address these issues with their mentees, or even if it is appropriate to do so.

The well-established program of materials, [Total Leadership](#), is designed to guide participants through a series of reflective exercises assessing the goals participants have for themselves in four domains of their life: 1) work, 2) family, 3) community, and 4) self. The exercises culminate with mentors conducting a small-scale "experiment" designed to make a small but meaningful change in their behavior that will achieve better integration of their goals across these four domains. Improved work/life



integration skills on the part of mentors serve not only as an effective way to model desired behaviors for mentees, but also provides a practical experience from which mentors may feel more comfortable addressing issues related to work/life integration with their mentees.

Figure 2. Not work life “balance” but “integration.”

Work/Life Integration - Four-Way Assessment [9]

Domain/Circles	Importance	Focus of time and energy
Work/Career	%	%
Home/Family	%	%
Community/Society	%	%
Self: Mind, Body, Spirit	%	%
Overall	100%	100%

Reflection Questions:

1. What is the biggest, or most compelling, disconnect between the importance of a domain and the percentage of your time you spend in it?
2. Are there obvious places where you might work harder to bring a domain of life into more consistency with your core values?
3. Are some of your core values that are not getting expressed well in all domains of your life? Are there some domains of life where you are able to express many of your core values?

Source: [American Association of University Professors. Statement of Principles on Family Responsibilities and Academic Work.](#) Draft endorsed June 2001.

Equity and Inclusion Research

Diversity, along a range of dimensions, offers both challenges and opportunities to any relationship. Learning to identify, reflect upon, learn from, and engage with diverse perspectives is critical to forming and maintaining an effective mentoring relationship, as well as a vibrant learning environment.

Diversity Studies for Discussion

Read the description of the following studies and discuss with faculty mentors the implications for their mentoring.

Employees (men and women) favor male names in hiring. Studies of hiring involve assigning a man's name or woman's name to the same application and randomly

distributing the applications to a group of reviewers. The reviewers are more likely to hire the person if there is a man's name on the application. The sex of the reviewer has no effect on the outcome. The result has not changed much over 40 years of doing the study [10].

Reviewers (men and women) rate male employees higher than females, particularly when they're busy. Many studies show that when reviewers are asked to review job performance based on a written description of the person's accomplishments, they rate the performance higher if they told that they are reviewing a man. In one study the difference between ratings for men and women candidates was greater when the evaluator was busy or distracted. The sex of the reviewer was not significant [11].

Letters of recommendations display biased, gendered language. A linguistic analysis of 300 letters of recommendation for successful candidates applying for (and ultimately being offered) faculty positions at a major medical school showed differences in language and content. Male candidates were referred to more often as "researchers" and "colleagues," whereas women were referred to as "teachers" and "students." There were 4x more references to women's personal lives than to men's, and there were more "doubt raisers" in letters about women [12].

Reviewers disfavor articles authored by women. An ecology journal initiated double-blind review (authors' names not revealed to reviewers, reviewers' names not revealed to authors). During the 6-month period of the trial, the acceptance rate for papers first-authored by women increased significantly. There was no change in the frequency of acceptance of papers first-authored by women in a similar ecology journal during same period [13].

Priming evaluators about their prejudice can help reduce bias. Evaluators expressed less prejudice against African American candidates if they were instructed to avoid prejudice [14].

Priming individuals with positive associations can help reduce bias. When participants were shown images of admired black figures they associated negative words with black people less than those who were shown pictures of disliked black figures or not shown pictures at all [15].

Employer discrimination surfaces when decisions are ambiguous. One study examined differences over a ten-year period of whites' self-reported racial prejudice and their bias in selection decisions involving black and white candidates for employment. They report that self-reported prejudice was lower in 1998-9 than it was in 1988-9. At both time points, white participants did not discriminate against black candidates when their qualifications were clearly strong or weak, but they did discriminate when the qualifications were mixed or the decision ambiguous [16].

Neuroscience evidence supports a biological response to stereotype, which impacts performance. Stereotype threat is the anxiety people feel about confirming stereotypes of a group to which they belong. When stereotype threat is activated,

usually by reminding a person of their race or sex, a person may identify with a negative stereotype and perform less well than without activation. MRI examination of the human brain shows that activating stereotype threat makes blood move from the cognitive centers to the affective centers of the brain [17].

Healthcare is not equitably distributed across races and ethnicities. A wide range of studies show that racial and ethnic minorities tend to receive lower quality healthcare and are less likely to receive routine medical procedures than non-minorities patients, even when the issue of access to health-care is controlled [18].

Many of these studies and others are summarized in: Fine and Handelsman (2005). "The Benefits and Challenges of Diversity" in *Entering Mentoring: A Seminar to Train a New Generation of Scientists*. Madison, WI: University of Wisconsin Press and Handelsman, Miller and Pfund (2007). "Diversity" in *Scientific Teaching*. New York: W.H. Freeman and Co. This activity was taken from the [National Academies Summer Institute on Undergraduate Education in Biology](#) (Access June 2010)

The Self-Efficacy Tool Box

Mentors Matter! You can make a difference in building mentee's self-efficacy.

Self-efficacy: belief in one's ability to achieve a specific goal or task. Self-efficacy is a situation specific self-confidence. Simply put, "*I believe I can do this.*"

Strong self-efficacy beliefs create interest, persistence, actual college degree completion, and career pursuits in science and research fields.

When mentees' career self-efficacy falters, you can support them in four ways:



What you can do:

- Talk about your own career path and the experience along the way: How do you know when you are doing well along your career path? What are the things that increase your confidence in your field?
- Consider who your mentee's role models are and what skills (and attitudes) are being modeled for them by you and others.
- Be aware of what skills and behavior protégés are observing about coping with challenges and setbacks; share strategies for what you do when you hit a wall and how you encourage yourself to get over challenges/setbacks.
- Offer time to practice skills that are strong as well as ones that need more development.
- Encourage your department to run a session where advanced mentees or faculty talk about setbacks, challenges, and how they overcame them.

2. Success/Mastery Experience

Ask yourself: *What are your mentees doing?* Are they doing well, but still lack self-efficacy for their chosen career?

What you can do:

- Reinforce your mentee's past successes (have them recall and highlight a personal "significant moment", or other specific successes in other domains, to understand what contributed to their success in the past and recreate that in the present).
- Encourage mentees to reference past successes (e.g., "you did it before you can do it now"). Help mentees adopt success strategies (match strategies to situation—e.g., reinforce effective behaviors that contributed to their past success).

3. Social Persuasion

Ask yourself: *What are they hearing?* Are they hearing that they have what it takes? Are they receiving specific feedback relating to their effort or capabilities? Is that feedback constructive? Is the message that you are sending the same as what is being received by the mentee?

What you can do:

- Foster a "you can do it" attitude.
- Be attuned to ways that you can acknowledge mentee's current successes.
- Reinforce mentees' abilities by giving specific, credible feedback about specific skills and less evaluation of the outcome or general feedback.
- Let them know that they belong in your unit/program/department.
- Be aware of signs that protégés may feel that they do not fit in ("I don't belong here").

- Talk about both the positive things protégés are doing while giving clear steps for how they can improve in areas that are challenging to them.

4. Emotional/Physiological State

Ask yourself: *What are they feeling?* How can you help mentees feel at home in your unit/ department/university? What can you do regarding the environment (e.g., networking time, program policies, etc.) that can help reduce stress and anxiety?

What you can do:

- Be aware of positive (enjoyment) or negative moods (anxiety) mentees may have related to their career decisions.
- Attend to negative, anxiety-related feelings (e.g. negative self-talk that they are not as capable or confident as other faculty or protégés).
- Acknowledge and normalize when things are difficult: “It’s supposed to be hard, everyone struggles along the way.”
- Give examples of mentees who struggled but made it (successful in your unit/ program/ department).

Sources: http://psychology.about.com/od/theoriesofpersonality/a/self_efficacy.htm?p=1

Adedokun et al., 2013; Byars-Winston et al., 2010; Lent, Brown, & Larkin, 1986; Lent, Lopez, & Bieschke, 1991.

Logistical Tools

First Meeting Checklist

A critical component of a successful mentoring relationship is clarity of commitment and expectations.

Get to Know Each Other

- Share information about your professional and personal life
- Learn something new about your mentee/mentor
- Specify off-limit topics
- Discuss the level of confidentiality

Establish Logistics

- When and where will we meet?
- How often will we meet?
- How will we schedule meetings?
- How will we communicate between meetings?
- What agenda format will we use?
- Will there be any fixed agenda items to be discussed at every meeting? Who will set the agenda?
- How will we exchange feedback in meetings? Outside of meetings?
- How will we measure success?

Partnership Agreement

- Review partnership agreement/compact, modify if desired, sign and exchange
- Review goals for the mentoring relationship

Confirm Next Steps

- Schedule date, time and place of future meetings
- Who is responsible for rescheduling, if necessary?

Mentor-Mentee(s) Meeting Annual Checklist

Mentors and mentees should commit to a structured meeting schedule for the next 12 months and subsequent years. Mentors and mentees work together to schedule meetings that include at least two “check-points” during year 1 and year 2. Mentors-mentees may modify the schedule as needed.

Year 1

Recommend 3-4 meetings; ~ 1 hour/mentee

- October – November Mentor/Mentee matching and CDP orientation (DMDs only)
- January – February 1st mentoring meeting
- April – May 2nd mentoring meeting
- July – August End of year 1 mentoring meeting
Discuss whether to continue mentoring relationship or match with new mentor.

Year 2

Recommend 2-3 meetings; ~ 1 hour/mentee

- October – November 1st mentoring meeting
- March – April 2nd mentoring meeting
- July – August End of year 2 mentoring meeting
Discuss whether to continue mentoring relationship or match with new mentor

Year 3 (optional)

Recommend 2 meetings; ~ 1 hour/mentee

- January – February 1st mentoring meeting
- July – August End of year 3 mentoring meeting

Evidence-Based Tools & Activities

Effective Communication Styles Inventory

DIRECTIONS: Print and complete this scoring form to determine your communication style.

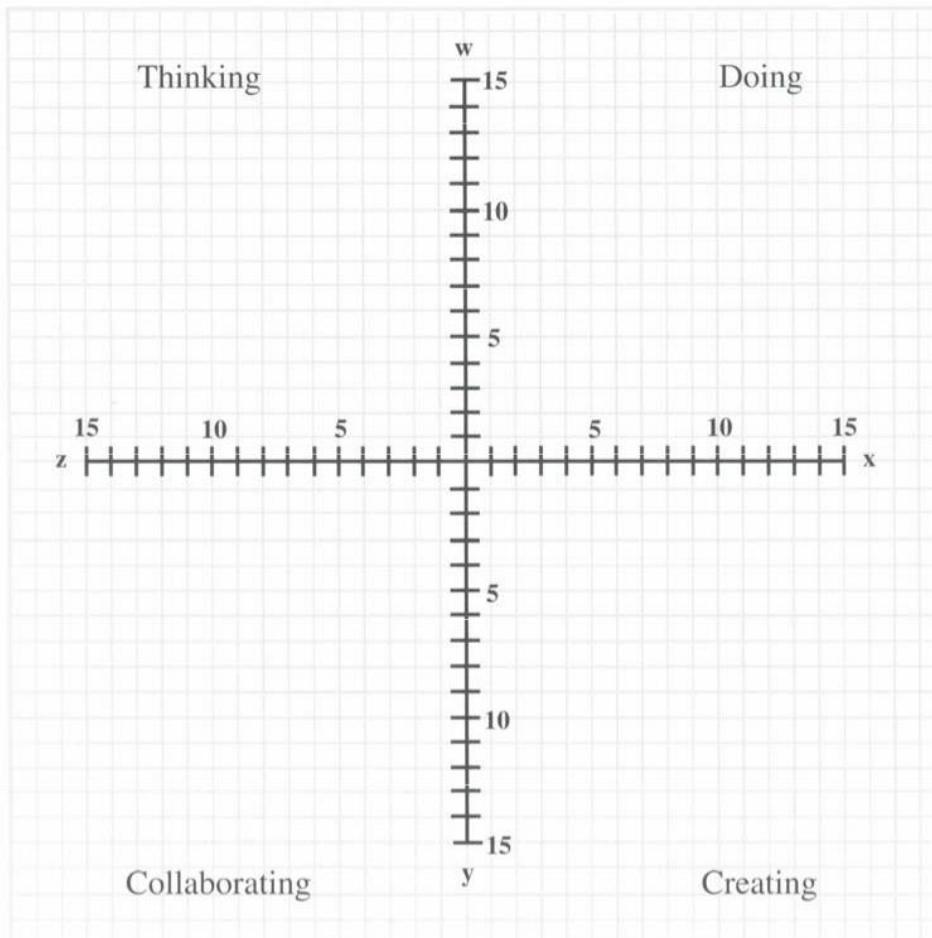
1. Reflect on your personal characteristics as you read across each of the 15 lines below and circle two descriptive words that best describe you on each line. This is a forced choice, so sometimes all four words will describe you, but you MUST select only **two**. Sometime none of the four words "best" describes you, however, you MUST select two words on each line.
2. After completing line 15, count the number of words circled on each line, (as you read across from left to right) there must only be 2 words circled on each line.
3. In each column (x, z, w, and y), count the number of words circled and indicate the "total" circled in the box provided.
4. Your "total" scores for each column represent four "points" (w, x, y, z). Take these four points and graph them on the scoring grid that follows. When plotting your points, remember zero is in the middle of the graph no matter which direction you are plotting (left, right, up, or down).
5. Draw a four sided figure to connect the four points (in other words when you connect your four points they MUST make a square, rectangle, in other words a four-sided figure). **DO NOT DRAW A KITE.** The largest area (length x width) of the four sided figure drawn represents your dominant communication style as indicated by the words you selected. If you disagree about your style, go back and review the words you selected.
6. Read the summary page for information about your style.

X	Z	W	Y
1. disputes the issue	unruffled	focused	sociable
2. will take a chance	flexible	rational	sympathetic
3. spur-of-the-moment	prudent	composed	extraverted
4. directs others	asks	pensive	lively
5. decisive	ponders	diligent	gregarious
6. takes control	collaborates	independent	amicable
7. self-assured	noncommittal	orderly	demonstrative
8. convincing	open-minded	thorough	free-thinking
9. will fight for	will defend	effective	good-hearted
10. wants to win	hopeful	pragmatic	young-at-heart
11. eager	diplomatic	systematic	innovative
12. confident	accepting	pains taking	high-strung
13. dominant	mild	plans	talkative
14. insistent	sensible	exact	helpful
15. urgent	constant	conventional	good-natured

				= 30
--	--	--	--	------

Scoring Grid

Effective Communication Styles Scoring Grid



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Effective Communication Styles Inventory Summary

THINKING/PLANNING	DOING/DIRECTING
ASK FOR ... Data Information Facts	TELL ABOUT ... Progress to goals Actions required Solutions to problems
FOCUSED ON	
Process Task Goal Doing things the right way	Task Goal Winning/being successful Making things happen
UNDER STRESS	
Avoid	Become autocratic and tell
NEED/LIKE	
Logical thinking Rational approach Careful planning Documentation	Options Flexibility Directness Conciseness
SUPPORTING/COLLABORATING	
ASK FOR ... Information re: others' skills/interests Input Feedback	VISIONING/CREATING TELL ABOUT ... Visions Ideas Stories, analogies
FOCUSED ON	
People Relationships Collaborations How situations "feel"	Big picture Models/theories/concepts Bringing visions into reality
UNDER STRESS	
Acquiesce or yield	Blame others
NEED/LIKE	
Friendliness Participation Involvement Inclusion	To understand how the details fit their picture Innovation and creativity Others to handle the details

Mentoring Agreement/Compact

The following compact is a simple form to be used as a starting point. Modify this compact to address the needs of the pair, and/or department/division. It is important to be flexible as this compact will likely be different for each mentee. This compact offers a method to articulate expectations, not to serve as a punitive measure.

Example of Mentor-Mentee Partnership Agreement (modify as needed)

As a mentor and mentee in the **UC San Diego Faculty Mentor Training Program (FMTTP)**, we agree to abide by the following set of guidelines:

1. Commit to making the time to meet on a regular basis, no less than quarterly.
2. Keep the content of our conversations confidential.
3. Practice active listening.
4. Provide each other with honest, direct, and respectful feedback.

What I expect from you, the mentee:

- You will take ownership of your career path and experience.
- You will develop your personal research skills.
- You will contribute to the department/ unit.

What you can expect from me, the mentor:

- I am committed to mentoring you now and in the future.
- I will encourage you to advance along your career path.
- I will be available for regular meetings and will provide timely review of your progress.
- I will provide a space that is supportive, safe, and free from harassment.

Mentor's Name	Mentor's Signature	Date
Mentee's Name	Mentee's Signature	Date

[Other compact examples](#), including examples from [individual](#) research [laboratories](#).

Health Sciences Jr. Faculty Career Development Plan (CDP)

Instructions to Mentees: Please complete this form annually and provide a copy to your mentor prior to your mentoring meetings with sufficient time for your mentor to review (confirm with your mentor how much time to review is needed). Attach an annually updated CV.

Instructions to Mentors: Please review the mentee's CV and CDP prior to each meeting.

Mentee: _____

Academic Series: _____

Mentor: _____

Date of Meeting: _____

Academic Appointment & Promotion Timeline

- Have you obtained your department's promotion and advancement guidelines?
Yes No
- Are you aware of what is required for promotion in your series and in your department?
Yes No
 - When is your next review file due? _____
 - When is your appraisal file due? _____
 - When is your promotion file due? _____
- Have you met with your Chair or Chief to discuss your progress to promotion?
Yes No

1. Definition of Junior Faculty Effort in Specific Focus Areas

The following six areas of focus for faculty to address their personal, institutional and academic series goals. Each year may vary in terms of emphasis/areas in progress.

- *Teaching—Excellence in Education*
Direct teaching (core lectures, electives, seminars, laboratory teaching course, grand rounds, etc.), course direction, course development, instructional design, assessment of learner performance, advising and mentorship, educational research, Clerkship Director, graduate student/post-doctoral fellow training, clinical attending, Independent Study Project committee member, PhD committee member, Continuing Medical Education (CME) course director, etc.
- *Research/Creative Activity—Leadership in Innovative Research*

Conducting basic science and/or clinical research, presentations, publications, application for and receipt of grant support, copyrights and patents, editing, and peer review, etc.

- *Clinical Care—State-of-the-Art Clinical Care*
Direct patient care, innovative clinical practices, quality improvement projects, etc.
- *Community Engagement—Civic Responsibility and Comprehensive Research*
Conducting community engaged and/or participatory research, building relationships, presentations and workshops, implementation of interventions, etc.
- *Service—Participation in University Governance*
Participation in governance, committee membership, collegial activities (suggested service priority: Department, School of Medicine, UC San Diego Health Sciences, university, professional, and community)
- *Self-Development—Networking, Work-Life Balance and Additional Mentors*
Faculty Development activities, leadership programs, CME training, earning advanced degrees, participation in professional academic associations or societies, developing professional contacts, consulting in one's field, expanding network contacts, balancing work and personal life, utilizing additional mentors in specific areas of focus, etc.

2. Professional Goals in Specific Focus Areas

Please complete the focus areas that specifically apply to the promotion criteria for your academic series established in your department's promotion and advancement guidelines. This will help you establish and accomplish your short and long-term goals.

- *Teaching—Excellence in Education*
 - Year in Review: Please list last year's goal(s) and significant accomplishments (teaching appointments, invitations, course or program improvements, etc.). If the goals were not met, explain and identify barriers.
 - Upcoming year's teaching goal(s):
 - Identify resources, collaborators, and time commitment needed to achieve goal(s):
 - Identify barriers to achieving new goal(s):
- *Research/Creative Activity—Leadership in Innovative Research*
 - Year in Review: Please list last year's goal(s) and significant accomplishments (major publications, grants, presentations, invitations, etc.). If the goals were not met, explain and identify barriers.
 - Identify in a single sentence the focus of your research/creative activity.
 - Upcoming year's research/creative goal(s):

- Identify resources, collaborators, and time commitment needed to achieve goal(s):
 - Identify barriers to achieving new goal(s):
- *Clinical Care—State-of-the-Art Clinical Care*
 - Year in Review: Please list last year's goal(s) and significant accomplishments (exceptional patient care, development of new techniques, clinical programs, etc.). If the goals were not met, explain and identify barriers.
 - Upcoming year's clinical care goal(s):
 - Identify resources, collaborators, and time commitment needed to achieve goal:
 - Identify barriers to achieving new goals:
- *Community Engagement—Civic Responsibility and Comprehensive Research*
 - Year in Review: Please list last year's goal(s) and significant accomplishments (community based activities, talks, projects, publications). If the goals were not met, explain and identify barriers.
 - Identify in a single sentence the focus of your community engagement activity.
 - Upcoming year's community engagement goal(s):
 - Identify resources, collaborators, and time commitment needed to achieve goal(s):
 - Identify barriers to achieving new goal(s):
- *Service—Participation in University Governance*
Recommended service priority: Department, School, University, Professional, and Community.
 - Year in Review: Please list last year's goal(s) and significant accomplishments. If the goals were not met, explain and identify barriers.
 - Upcoming years' service goal(s):
 - Identify resources, collaborators, and time commitment needed to achieve goal:
 - Identify barriers to achieving new goal(s):
- *Self-Development—Networking, Work-Life Balance and Additional Mentors*
 - Year in Review: Please list year's goal(s) and significant accomplishments. If the goal were not met, explain and identify barriers.
 - Upcoming year's self-development goal(s):
 - Identify resources, collaborators, and time commitment needed to achieve goal(s):
 - Identify barriers to achieving new goal(s):

3. My **Current** Distribution of Effort

Estimate the hours per week spent in each focus area, then list the percentage of total duties.

Focus Area	# Hours per Week	% of Total Duties
Teaching		
Research		
Clinical Care		
Community Engagement		
Service/Administration		
Self-Development (Networking, Work-Life Balance, Additional Mentors)		
Total		

4. My **Optimal** Distribution of Effort

Revisit the table above. Create a new table, taking into account your Professional Goals (see #2).

Focus Area	# Hours per Week	% of Total Duties
Teaching		
Research/Creative Activity		
Clinical Care		
Community Engagement		
Service/Administration		
Self-Development (Networking, Work/Life Balance, Additional Mentors)		
Total		

We have met and discussed this annual Career Development Plan (CDP).

Mentee _____ Date _____

Mentor _____ Date _____

Sample Year 1 CDP Goals for Clinicians and Researchers:

Teaching	Research/Creative Activity	Community Engagement	Service/Administration	Self-Development
Attend best teaching practices workshops at the UC San Diego Teaching + Learning Commons	Identify project and possible funding source	Review manuscript for journal	Join UC San Diego campus-wide committee	Join departmental networking group or other networking circle
Write mentoring philosophy and update UCSD Profile	Apply for OFA's Grant Writing Course (GWC) and submit grant applications	Attend academic society meetings and join committees of interest	Participate, or take leadership role, in department/division's FMTP programming (talk to your DMD)	Apply for OFA's NCLAM Junior Faculty Development Program
	Find opportunity to co-author book chapter or review article			Attend OFA's Cultivating a Culture of Academic Environment (CCRAE)
	Draft manuscripts, publications			

Mentoring Meeting Journal Worksheet

Mentees: Use this page to record the discussion points in each of your mentoring meetings.

Date:
Check-In (e.g. urgent issues, work-life balance, personal issues):
Goal Discussion:
Action Items:

Developing a Mentoring Philosophy

Given that funding agencies are requesting the mentoring philosophy of Principal Investigators (PIs), spending the time to create this philosophy will not only result in a certificate, but also serve as a resource in grant applications.

If you would like a Certificate of Mentor Training, you will need to submit a mentoring philosophy to OFA.

All DMDs are strongly encouraged to become certified in mentor training with this process.

Follow the steps below to help create your mentoring philosophy.

1. Mentoring Competencies Reflection Worksheet (*Complete after participating in the OFA-sponsored effective mentor training*).

For each mentoring competency, please list one or two specific approaches you have taken in the past and plan to take in the future.

Competency	Approaches you have used in the past	Approaches you intend to try in the future
Maintaining Effective Communication		
Aligning Expectations		
Enhancing Work-Life Integration		
Addressing Equity and Inclusion		
Promoting Career Self-Efficacy		

2. Mentor Self-Reflection Template

	What were the unique challenges and opportunities from the past year?	What was your role?	What happened? What were the results?	Was there any further action?
Meetings & Communication				

Expectations & Feedback				
Career Development				
Research Support				
Psycho-social Support				
Upcoming Year				
<ul style="list-style-type: none"> • What do you want to keep doing? • What would you like to try differently with protégé in upcoming year? • What different resources or training would be helpful to you as the mentor? 				

3. Composing a Mentoring Philosophy (250 words or less)

If you were giving advice to a faculty colleague on how to effectively mentor, what would you tell that person? If they ask how to do each item you mention, what would you say? Your answer would form the foundation of your “mentoring philosophy.”

Your mentoring philosophy is a statement that explains and justifies the way you approach personal and professional relationships with mentees as you guide their development into professionals.

Common Themes of Mentoring Philosophies

How you ...

- Identify mentees' goals
- Evaluate mentees' understanding
- Evaluate mentees' talents and build on them
- Develop relationships founded on mutual respect
- Give mentees' ownership of their work and promote accountability
- Share your own experience
- Create an interactive research environment
- Identify what motivates each student
- Balance belief with action and experience
- Create a safe environment in which mentees feel that it is acceptable to fail and learn from their mistakes
- Encourage growth through challenges
- Promote learning through inquiry
- Walk experimental avenues together

Imagine that you are applying for a position that requires mentoring junior faculty. Describe your approach to mentoring, and provide a specific example of effective mentoring.

Resources for DMDs

Department/Division Mentor Directors FMTCP Program Implementation Checklist

Use this checklist to plan an effective mentoring program. In addition to these steps, [Health Sciences Office of Faculty Affairs \(OFA\)](#) will serve as a resource and guide for the development of your program. OFA requires annual program report and encourages your participation in OFA/DMD quarterly meetings and FMTCP special events and workshops.

- Review the **FMTCP Toolkit** (with special attention to "Overview" and "Resources for DMDs").
- If you have not already, participate in the **Sr. Faculty FMTCP training** (offered every fall).
- Conduct a **mentoring needs assessment** with all faculty ranks and series in your department/division.
- Form an **Advisory/Steering Committee** to help direct the formation, organization, and management of your FMTCP Program. *OFA strongly encourages inclusion of highly motivated mid-career and junior faculty.
- Establish specific **mentor-mentee pairs** (using OFA template).
- Tailor the FMTCP Toolkit and **junior faculty career development plan (CDP)** to suit your department and faculty needs and distribute to participants. *Co-brand materials with [Health Sciences Office of Faculty Affairs \(OFA\)](#) and include [OFA FMTCP links](#).
- Apply for OFA funding** to launch your program. Departments are eligible for \$2000 and divisions for \$500 to support mentoring-related activities. OFA will send you the Fund Request link after your initial meeting with the OFA FMTCP faculty directors. *Review OFA website for list of best practices/ideas. Note these funds are not to be used to pay faculty for mentoring service.
- Track progress of mentor-mentee pairs and **complete the annual report** required by OFA (using OFA template).
- Create and maintain a **departmental mentoring website** to inform faculty of initiatives, and which also serves as a recruitment tool for new faculty, residents, and fellows and demonstrates your commitment to excellence in mentoring. *Review OFA website for instructions on getting started. Remember to include [OFA FMTCP links](#) on your website and other communication materials.
- Strongly encourage faculty to attend OFA-sponsored FMTCP Sr. Faculty and Jr. Faculty trainings**, which include Annual Fall Mentor Training for Senior Faculty, Annual Spring Mentee Training for Junior Faculty, and other mentoring-related events. Other mentor training opportunities are available online at University of Minnesota's [Optimizing the Practice of Mentoring](#).
- Attend quarterly DMD lunch events** to gather and discuss best practices and challenges for your program.

Matching Mentors with Mentees

When matching mentors and mentees, consider the following:

- All senior faculty members (associate rank or higher) are eligible to be mentors
- Mentors should have a limit of no more than 2-3 individual mentees for career mentoring
- Allow mentees to request potential mentors, or at least explain the type of mentor they would like (i.e., career, research, clinical, and/or educational). Research shows that mentees who have more input into the match are more satisfied with their mentors.
- Be mindful of whether the mentor has direct influence on the promotion and advancement of the mentee

Mentor/Mentee Characteristics for Matching

- Career interests
- Gender (gender matching has been shown to be helpful for female mentees)
- Race/ethnicity
- Age
- Personal chemistry (important, but hard to predict)

Mentor Assessment of Readiness

Instructions: To determine whether you have successfully found a good mentoring match, complete the following checklist by indicating the degree to which the following statements are true (0-100%).

	%
I have a sincere interest in helping this person succeed.	
There appears to be mutual interest and compatibility.	
Our assumptions about the process are congruent.	
I am the right person to help the mentee achieve his or her goals.	
I can enthusiastically engage in helping this person.	
I am willing to use my network of contacts to help this individual.	
I can commit adequate time to mentoring this person and we are aligned on what adequate means.	
I have access to the kind of opportunities that can support this person's learning.	
I have the support that I need to be able to engage in this relationship in a meaningful way.	
I will work to understand how our identities and differences shape our experiences.	
I am committed to developing my own mentoring skills.	

Mentee Assessment of Readiness

Instructions: To determine whether you have successfully found a good mentoring match, complete the following checklist by indicating the degree to which the following statements are true (0-100%).

	%
I have a sincere interest in having this person as my mentor.	
There appears to be mutual interest and compatibility.	
Our assumptions about the process are congruent.	
This person is the right mentor to help me achieve my goals.	
I can enthusiastically engage in learning from this person.	
I am ready to accept help from this mentor's network of contacts.	
I can commit adequate time to being mentored by this person and we are aligned on what adequate means.	
This person has access to the kind of opportunities that can support my learning.	
I am ready and able to engage in this relationship in a meaningful way.	
I will work to understand how our identities and differences shape our experiences.	
I am committed to using this relationship to help develop my skills and meet my goals.	

External Grant Mechanisms for FMTP Programs

- [Burroughs Wellcome Fund Ad Hoc Grants](#)
- [The California Wellness Foundation](#)
- [Josiah Macy Jr Foundation](#)
- [Robert Wood Johnson Foundation](#)

Survival Guide

Wellness Programs

Healer Education Assessment and Referral Program (HEAR)

Educes medical and pharmacy students, house-staff, faculty, trainees, and hospital staff about burnout, depression, and suicide. Provides confidential, online assessment of stress, depression and other related issues. Makes personalized referrals to local mental health clinicians and other community resources.

Physician Well-Being Committee

Dedicated to recognizing and offering assistance to staff physicians who have problems with substance abuse or physical or mental illness, which impair their ability to practice safely and effectively. Confidentiality will be assured depending upon the severity of the situation and the immediate risk to patient safety. If you are anxious about making this first call, you may want to contact the committee Chair initially without disclosing the name of your colleague, just to learn more about how the committee can help.

Office for the Prevention of Harassment and Discrimination (OPHD)

Educes the UC San Diego community about issues of bias, harassment, and discrimination, and to assist with the prevention and resolution of these issues in a fair and responsible manner.

CARE at the Sexual Assault Resource Center

Offers free and confidential services to UC San Diego students, staff and faculty who are victims and/or survivors of sexual assault, relationship violence, and stalking.

Mentoring Resources

National Center for Faculty Development and Diversity (NCFDD)

Provides online access to mentoring, tools, and support needed to be successful in the Academy. Focuses on helping academics achieve extraordinary writing and research productivity while maintaining a full and healthy life off campus. UC San Diego is an institutional member of NCFDD.

Center for the Improvement of Mentored Experiences in Research (CIMER)

Provides resources for mentee training, mentor training, and facilitator training. Provides additional online resources for mentors and mentees.

Funding Resources

Office of Research Affairs (page with links to search engines)

Foundation Opportunities

Each month, the Foundation Relations team curates a list of upcoming deadlines for funding opportunities from private foundations.

Young Investigators Opportunities

The Young Investigator Program was developed by UC San Diego's Office of Foundation Relations and various campus partners to fill a vital need: to connect research faculty at the start of their UC San Diego careers with funding entities who are interested in a particular field of study, and willing to seed and support career development & innovation. The program strives to ensure our faculty members have the tools, partners and resources needed to immediately secure private support for their work.

New Faculty Guide to Competing for Research Funding by RAPIDS (SSO requested)

Online guide containing strategies to help new faculty identify and compete for grants to support their research.

Program Resources

Office of Faculty Affairs (OFA)

OFA facilitates faculty career success and growth through professional development activities, mentorship and leadership training. OFA analyzes faculty data to develop evidence-based effective programming and initiatives to enhance success, recruitment, and retention of an engaged diverse faculty. Please refer to the following programs:

Hispanic Center of Excellence (HCOE) Faculty Development Program

Cultivating a Culture of Respect in the Academic Environment (CCRAE)

National Center of Leadership in Academic Medicine (NCLAM) Junior Faculty Development Program

Grant Writing Course (GWC)

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