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ACADEMIC SENATE MENTORING TASK FORCE

EXECUTIVE SUMMARY

In 2001-02, Larry Pitts M.D., Chair of the UCSF Academic Senate, appointed a Mentoring Task Force, chaired by Mary Croughan, Ph.D. and co-chaired by Dorothy Bainton, M.D., Vice Chancellor of Academic Affairs. The Task Force was charged with designing and implementing a faculty mentoring program for the UCSF campus to assist in career advancement. Other goals of the program were to:

- Enable UCSF to develop a reputation for excellent faculty mentoring as a means of recruiting and retaining the highest quality faculty
- Increase diversity of the faculty through improved mentoring of under-represented minority faculty and potential faculty (e.g., Housestaff and Post-Doctoral Fellows)
- Increase faculty satisfaction at UCSF

The need for a faculty mentoring program was clear. Results from the UCSF Faculty Climate Survey indicated that only 58% of faculty had been mentored since coming to UCSF, with 69% of these faculty having found their own mentor. In addition, only 36% of faculty indicated that they were satisfied with the mentoring now available to them, and only 12% indicated that UCSF was doing a good or excellent job at providing formal mentoring. At a cost of over \$100,000 for replacing each faculty member who leaves UCSF, it was clear that UCSF needed to implement and support formal mentoring programs to retain faculty.

In an effort to identify “best practices” for developing potential mentoring programs, the Task Force reviewed a variety of programs that already existed at UCSF, including those in the School of Nursing, the Department of Obstetrics, Gynecology and Reproductive Sciences, the Department of Radiology, and the Department of Cellular and Molecular Pharmacology. The Task Force also reviewed programs from other universities. The Task Force identified various “best practices” in mentoring programs and developed a menu of mentoring plans so that departments could choose from a variety of mentoring options to best fit their needs. The menu includes options for one-on-one mentoring programs, team mentoring programs, and departmental mentoring programs with campus-wide programs available to all faculty.

Attachment 1 contains the various components of the top mentoring programs identified by the Task Force. In reviewing the various programs, it became clear that different models, or different components of various models, could be selected by individual departments or divisions according to their specific interests and needs. For example, a department might want to simultaneously have one-on-one mentoring to address career advancement, while holding team mentoring sessions to address development of RO1 grant applications.

One-on-One and Team Mentoring

A one-on-one mentoring program consists of meetings between a mentor and a mentee, while team mentoring consists of meetings between a mentee and a team of mentors. The Task Force has developed a list of topics for discussion during these mentoring sessions, including but not limited to goal setting, the promotion process, grants, publications, clinical and teaching responsibilities, service and administrative responsibilities, resources, social issues, and personal development. Attachment 2 provides a list of topics to be addressed at these meetings.

Departmental Mentoring

While one-on-one or team mentoring will be the core function of any departmental mentoring program, another key component will be departmental programs for mentors and mentees. Examples of such programs are mentor training, mock study sections, manuscript review, and development of an academic CV. While the eventual goal is to mentor all faculty in **all** series (including those at advanced stages of their careers), each department may start by targeting mentoring efforts towards only new faculty, Assistant Professors, “career change” faculty, and faculty members who are experiencing career difficulties.

Departments will be responsible for identifying one or more Mentoring Facilitators within their department to implement, oversee, and evaluate all departmental mentoring efforts, including matching of mentors and mentees. The facilitator may be the department chair, vice chair, or a senior department member. Release time or some other form of compensation will be provided to the Mentoring Facilitator, and recognition of this service will be afforded at the time of advancement or promotion reviews. The quality and progress of the department’s mentoring program will be included as a criterion in stewardship reviews. Attachment 3 contains a summary of potential components of a departmental mentoring program.

Campus-wide Mentoring

A growing number of campus-wide group mentoring and development programs are available at UCSF, and the variety and format for these programs will expand. Examples of potential campus-wide programs are human subject research protections, HIPAA compliance, funding opportunities, effective presentation styles, and staff management. Appendix 4 contains a listing of potential campus-wide programs and activities.

As part of the Task Force recommendations, a central office will be established for the purpose of providing standardized training, resources, and evaluation materials, as well as generating reports on the success of the programs. The Task Force recommends that a permanent advisory committee be formed to monitor program evaluation results. Campus-wide awards for excellence in mentoring will be established. Web-based mentoring program resources will be included in the “Promotion and Advancement at UCSF – A Faculty Handbook for Success”, and mentoring program information will be available on a website.

Program Evaluation

Evaluation programs will be designed to assess the process, structure and outcomes of mentoring at various levels (one-on-one, team mentoring, divisional/departmental, and campus-wide) by the central

campus mentoring office. As part of the mentoring program, mentors and mentees will submit evaluation forms or reports; these forms will both guide mentoring discussions and provide feedback on the effectiveness of the program.

Departments will report baseline data, such as the number of faculty, the number of assistant professors eligible for promotion to associate professor, number of new faculty hires and faculty departures, and number of faculty in leadership positions according to rank and series, gender, minority status, degree status, and division. Departments also will report on existing mentoring programs and faculty member satisfaction. Departments will submit reports at the end of the first year and at five-year intervals thereafter.

One-year and five-year outcomes will be reported at the campus level to evaluate the number and nature of regularly-scheduled campus events to recognize excellence in mentoring, campus-wide mentoring events, facilities, resources, academic recognition, and incentives for mentoring activities.

In addition, focus groups of both mentors and mentees will be convened by the central mentoring office at the end of year one to gather qualitative data on process, satisfaction, and outcomes of the mentoring programs. The results of various evaluation components then will be published by the advisory committee in collaboration with the campus mentoring office.

Submitted by: Mary Croughan, Ph.D., Dorothy Bainton, M.D., Donald Kishi, PharmD on behalf of the Academic Senate Task Force on Mentoring

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ATTACHMENT 2

ACADEMIC SENATE MENTORING TASK FORCE

EXECUTIVE SUMMARY

TOPICS FOR DISCUSSION AT ONE-ON-ONE MENTORING MEETINGS

Topics for discussion in one-on-one mentoring meetings should include the following:

1. Career Goals (setting goals and determining strategies for reaching them)
2. Promotion Process (guidance on merit and promotion criteria, rank, series and accelerated promotion, review of CV and obtaining letters of recommendation)
3. Grants and Contracts (the submission process, the review process and study section comments, and pre-submission review by mentors)
4. Publications (where to submit, the review process and reviewer comments, pre-submission manuscript review)
5. Presentations (abstract submission, which meetings to attend, pre-presentation reviews, funding)
6. Resources (salary, base pay, compensation plans, sources of support, negotiation, research space, staff)
7. Clinical, Research, Teaching, and Administrative Responsibilities (department/division responsibilities, congruence with career goals, competing demands)
8. Social Issues (professionalism, how to achieve success, ethics, politics, collaboration, autonomy)
9. Networking (opportunities, facilitating contacts)
10. Leadership Opportunities and Service Commitments (notification, evaluation of competing activities)
11. Awards (notification, review of applications)
12. Personal Development (personal goals, family, achieving balance)
13. As-needed meetings for advice, discussion of problems and issues, and feedback

ATTACHMENT 3

ACADEMIC SENATE MENTORING TASK FORCE

EXECUTIVE SUMMARY –

DEPARTMENT MENTORING PROGRAM COMPONENTS

Specifics of Department support for mentoring should include:

Participation of Department chairs in creating the departmental mentoring program and tailoring it to the needs of the particular department by selecting those components of the mentoring plan menu that best fit the Department's needs.

A clear, strong message from Department chair that mentoring is a top priority for the Department.

Resources and incentives to support mentoring, including release time and recognition at the time of promotion.

Appointment of a "Mentoring Facilitator" to oversee components of the mentoring program, including assignment of mentors, conducting departmental workshops, training mentors and evaluating the mentoring program.

Specific components of departmental mentoring programs may include:

A statement in new faculty appointment letters of the Department chair's support for mentoring and a letter from the assigned mentor

Assignment of mentors and mentees (limit of 1 to 2 mentees per mentor, multiple mentors will be encouraged but only one will be officially "assigned" by the Department)

Workshops on career advancement, grant writing, publications, presentations, research opportunities, and new faculty orientation programs

Opportunities for peer mentoring or team mentoring

ATTACHMENT 4

ACADEMIC SENATE MENTORING TASK FORCE

EXECUTIVE SUMMARY

CAMPUS-WIDE MENTORING PROGRAM COMPONENTS

Specific Components of Campus-Wide Mentoring Programs:

- A. Incentives for participation in the mentoring program
 - 1. Mentor: recognition at time of merits and promotion
 - 2. Mentoring Facilitator: release time and compensation, recognition at time of merits and promotion
 - 3. Department Chair: recognition at time of promotion and stewardship review
 - 4. Awards for excellence in mentoring

- B. Campus-specific programs or workshops (as compared to those offered by departments)
 - 1. New faculty orientation program
 - 2. Career advancement: format and content for curriculum vitae; criteria for merits and promotions
 - 3. Grant writing: didactic instruction in grant writing and mock study sections
 - 4. Publications: writing and editing, peer review of manuscripts prior to submission, journal selection
 - 5. Presentations: do's and don'ts, practice presentations to peers

- C. Evaluation: centralized office for gathering, entering, and analyzing data from departments and schools

- D. Provision and maintenance of web-based mentoring program resources
 - 1. Academic Senate's Equal Opportunity Committee's Faculty Handbook
 - 2. List of non-UCSF mentoring programs and their websites
 - 3. Model mentoring programs at UCSF and their respective materials
 - 4. Guidelines for mentors and mentees
 - 5. Mentoring program training materials for mentors and mentees
 - 6. Menu of department-level mentoring program components
 - 7. Tools to assist departments in developing individualized evaluation materials for mentors and mentees
 - 8. Evaluation forms for departments to report required data on first year and five year outcomes of mentoring programs, including satisfaction
 - 9. Evaluation forms for documenting content of mentor-mentee meetings (form to be kept by mentee)
 - 10. Evaluation forms for documenting frequency of mentor-mentee meetings (form to be submitted to department chair and reported in aggregate to the school)

ATTACHMENT 5

ACADEMIC SENATE MENTORING TASK FORCE

EXECUTIVE SUMMARY

TASK FORCE MEMBERSHIP LIST

Mary Croughan, PhD, *Chair*

Dorothy Bainton, MD, Vice Chancellor for Academic Affairs, *Co-Chair*

Molly Cooke, MD

Christine Des Jarlais, Assistant Dean, Post-Doctoral Affairs, Graduate Division

Barbara Gerbert, PhD

Rachel Goldstone, Director, Student Well-Being, School of Medicine Dean's Student Affairs

Hobart Harris, MD

Sharad Jain, MD

Nancy Kaltreider, MD

Donald Kishi, PharmD

Daniel Lowenstein, MD

William Margaretten, MD

Sally Marshall, PhD

Nancy Milliken, MD

Joan O'Brien, MD

Geraldine Padilla, PhD

Jean Ann Seago, RN, PhD

W. Sue Shafer, PhD

Dolores Shoback, MD

Susan Wall, MD