



# Fall Reception for Women Faculty in Science & Medicine

## *“Why Mentoring Matters”*

Jointly Offered by  
The Women in Science & Medicine  
Advisory Committee (WISMAC)  
and  
The Office of Women’s Careers

October 23, 2014



# Fall Reception for Women Faculty in Science & Medicine

## *“Why Mentoring Matters”*

### *Opening Remarks*

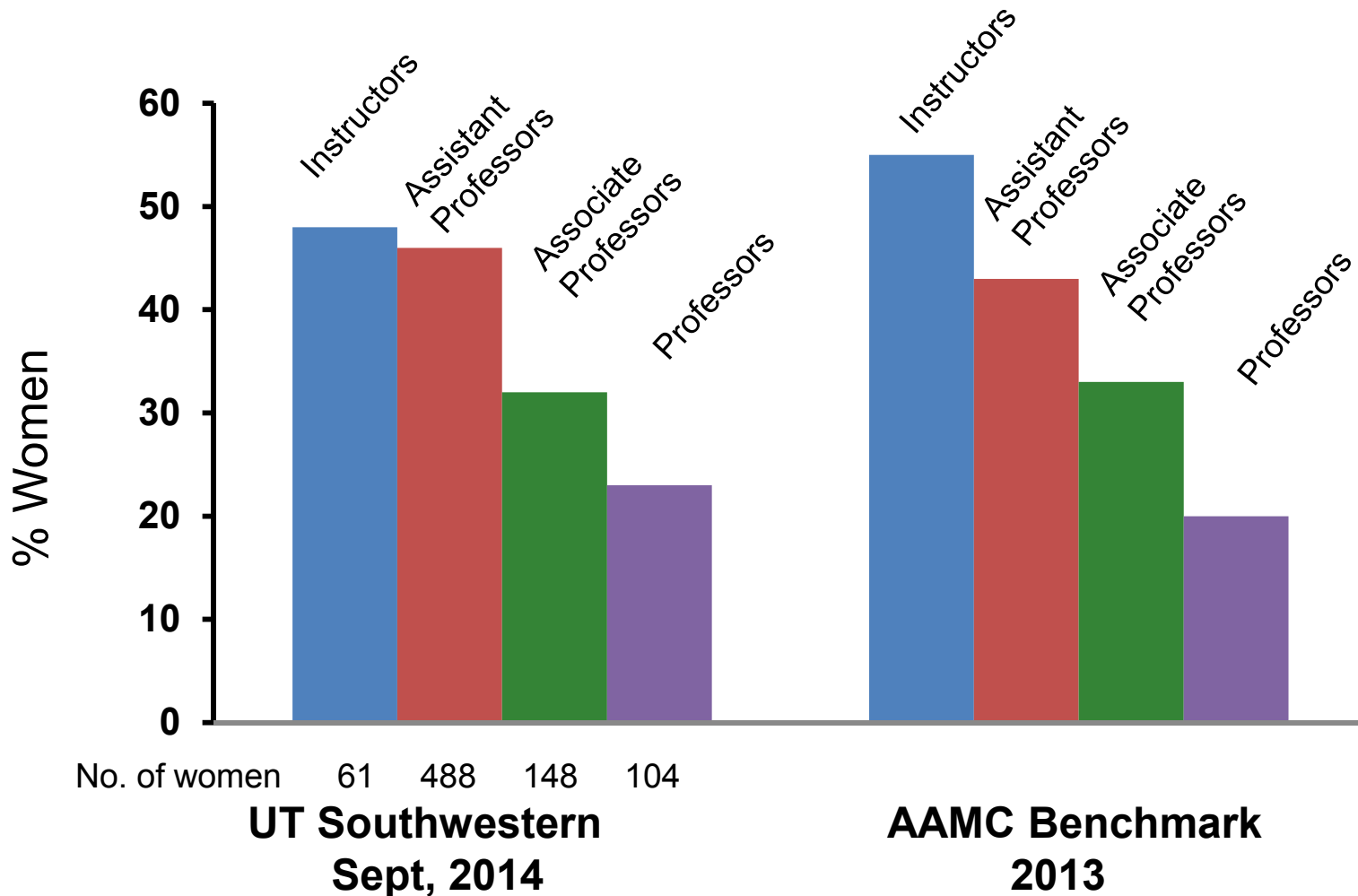
Naomi Winick, M.D.  
Professor of Pediatrics  
Co-Chair, WISMAC

# Fall Reception for Women Faculty in Science & Medicine

## *“Why Mentoring Matters”*

Helen Yin, Ph.D.  
Professor of Physiology  
Associate Dean,  
Office of Women’s Careers

# Distribution of Full-Time Women Faculty by Rank



# Fall Reception for Women Faculty in Science & Medicine

## *Why Mentoring Matters*



Adapted from a presentation by Joan  
Lakoski, Ph.D., Univ. of Pittsburgh  
School of Medicine, in an AAMC  
Faculty Professional Development  
Seminar

# The Story of “Mentor”



Telemachus,  
son of Odysseus



Athena, goddess of war,  
disguised as Mentor

# What is Mentoring?

---

- Definition of a mentor: “One who facilitates professional and personal growth in an individual by sharing insights, providing encouragement, and opening doors.”
- Mentoring facilitates both career and psychosocial growth (confidence, resilience, work-life balance)
- The mentor: mentee relation should be reciprocal, and must be cultivated through bidirectional exchanges

# Mentoring Models

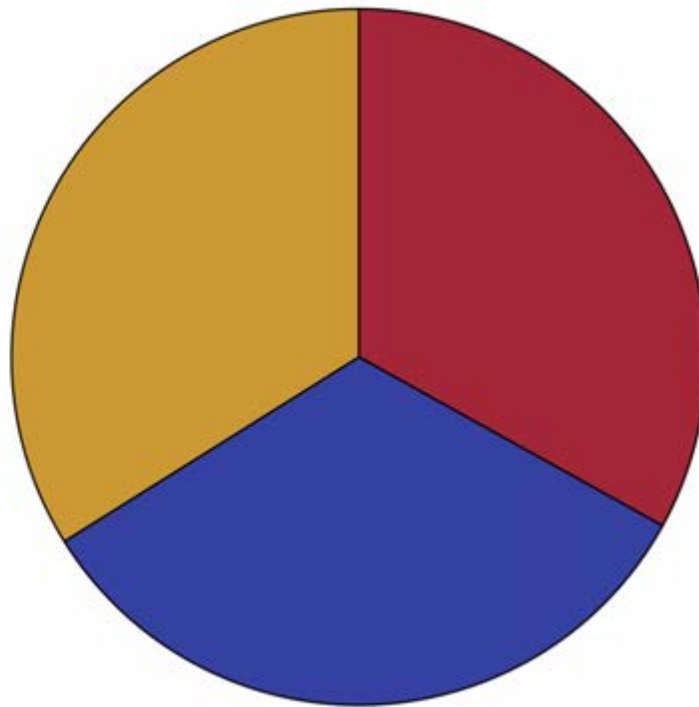
- The hierarchical dyadic model: A junior trainee is paired with a more experienced senior investigator in the same academic discipline



- Other modeling paradigms have emerged in the current team science and team based medicine environment
  - Mentoring networks
  - Peer mentoring



# A Mentor May Have Different Roles



 **Sponsor**

Champion

 **Counsel**

Research Advisor

 **Coach**

Career Advisor



Each role requires a different set of skills...

# Why Does Mentoring Matter?

- Careers in academic institutions are increasingly complex and difficult to navigate
- Mentoring throughout a professional career is critical to success
- Effective mentoring is a win:win for all
  - Mentees
  - Mentors
  - The Organization
    - ✦ Increases retention of high potential and diverse faculty
    - ✦ Grows a talented leadership pipeline

# Insights from Research on Mentoring by the Clinical Translational Science Award Consortium (CTSA)

- “Training NIH K K Award Recipients: The Role of the Mentor” (Ripley et al., Clin Tran Sci 2012). 929 K K awardees were surveyed.
  - Men account for 76% of mentors
  - 88% of K awardees are satisfied with their mentors; no gender difference
- “Sustaining the Clinical Translational Research Workforce: Training and Empowering” (Yin, Toto et al., Acad Med 2014, in press)
  - Mentoring is critically important to transitioning from a mentored to an independent investigator (K2R transition)
- “Training Mentors of Clinical & Translational Research Scholars: A Multisite Randomized Control Trial (Pfund.. Sorkness, Acad Med 2014)
  - Increased mentoring competencies
  - Mentorship skills can be taught

# Gender Related Insights from Research on Mentoring

- Departmental culture matters:
  - Relational support within the department is twice as important for job satisfaction of women than men faculty (Bilimoria et al., J. Technology Transfer 2006)
  - “Culture Matters: The Pivotal Role of Culture for Women’s Careers in Academic Medicine” (Westring et al., Acad. Med. 2014). Data from 133 female assistant professors at the U. Penn Perelman School of Medicine establish that an inclusive culture:
    - ✦ Buffers the effect of work overload on strain-based work-to-family conflict
    - ✦ Promotes the retention and success of women assistant professors
- “How Men can Excel as Mentors of Women” (Bickel, Acad. Med. 2014)
  - Understand the challenges that women disproportionately face in developing their careers

# “Why Men Still Gets More Promotion Than Women” (Ibarra, Carter, and Silva, HBR, 2010)

## Women Mentees

- Were mentored mostly about:
  - Psychosocial support
  - Developmental advice
- Had mentors with lower clout (mid-level managers)

## Male Mentees

- Were mentored mostly about:
  - Career functions
- More likely to receive active sponsorship by the mentor
- Had mentors with higher clout (executive team level)

Adapted from D. Bilimoria, PhD, Best Practices in Faculty Mentoring, 2011, Case Western Reserve University



# Increase Sponsorship for Women (Protégées)

- “The Sponsorship Effect: Breaking Through the Last Glass Ceiling” (Hewlett et al, HBR 2010)
- “Sponsorship: A Path to the Academic C-Suite for Women Faculty?” (Travis et al, Acad Med 2013)
- The UT System Women Senior Leadership Network Workshop: “Sponsorship – Developing Future Women Leaders in The UT System” (Jan 21-23, 2015, The University of Texas at Austin)

# Fall Reception for Women Faculty in Science & Medicine

*“Why Mentoring Matters”*

*Lessons from Harvard, Department of  
Labor and Bank of America*

Kathleen Gibson

President & CEO

Southwestern Medical Foundation

# Fall Reception for Women Faculty in Science & Medicine

---

*Questions?*



# Speed Mentoring Exercise

- Participants:
  - Be seated in either basic science (**B**asic) or clinical faculty (**C**linical) tables
  - Stay at the same table for three rounds of speed mentoring encounters
- Designated speed mentoring moderators will conduct sessions by rotating in three tables
- 10 min. per session
- Topics to be chosen by participants (see cheat sheet for ideas)



# Fall Reception for Women Faculty in Science & Medicine

*“Why Mentoring Matters”*

*Debrief*



# Fall Reception for Women Faculty in Science & Medicine

## *“Why Mentoring Matters”*

### *Closing Remarks*

Carole Mendelson, Ph.D.  
Professor of Biochemistry  
Co-Chair, WISMAC