ORIENTATION TO THE UCSF-GLADSTONE CFAR MENTORING PROGRAM

John Sauceda, PhD and Jonathan Fuchs, MD, MPH
October 16, 2020
Introductions

- Name
- Where you are based
- Your research focus (1 sentence)
- What did you want to be as a young child?
Overview

- **Definition of mentoring**
- **UCSF CFAR mentoring program**
  - The Core Mentoring Program
  - Expectations of the CFAR Mentoring Relationship
  - Next steps
MENTORSHIP

John Sauceda, PhD
Assistant Professor and Co-Director, CFAR Mentoring Program

Jonathan Fuchs, MD, MPH
Professor of Medicine and Co-Director, CFAR Mentoring Program
Director, Center for Learning & Innovation, SFDPH

Monica Gandhi MD, MPH
Professor of Medicine and CFAR Director
Outline

- What is a mentor?
- Attributes of successful mentors, mentees
- The mentee-mentor relationship
  - What works and what does not?
- Formalizing the mentoring relationship
- Mentoring for diversity
Telemachus and “Mentor” Greek mythology

- When Odysseus left for the Trojan War, the older “Mentor” was put in charge of Telemachus, Odysseus’ son
What is a mentor?
How do mentoring relationships differ from other academic relationships?

- **Long-term**: Promoting professional development over time
- **Dynamic**: Changing as mentee advances
- **Reciprocal**: Benefitting both mentor and mentee
- **Active**: Shaped by mentee as well (not passive vessel)
- **Voluntary**: True mentoring relationship cannot be forced, element of altruism

Zerzan JT. Academic Medicine 2009
Scope of mentoring

**Career functions**
- Sponsorship
- Coaching
- Protection
- Challenge
- Exposure and visibility

**Personal functions**
- Role modeling
- Problem solving and counseling
- Acceptance and affirmation

Kram, KE. Mentoring at Work: *Developmental Relationships in Organizational Life*. 1988
Mentoring content areas - traditional

- Research skills
  - Research methods
  - Ethics & IRBs
- Manuscript writing and publishing
- Grant writing
- Budgets and administration

- Career goals
- CV development
- Professional networking
- Organization and committee participation
- Promotion/tenure
Mentoring content areas – skills that we do not learn in school

- How to mentor
- Time management and maximizing productivity
- Navigating work-life balance
- Negotiating skills
- How to hire great people
- Managing performance reviews
- Having crucial conversations/confrontations
- Cross-cultural issues
- Dissemination strategies
- Partnering with communities to advance research
- Enabling mentee to navigate the professional community, including introductions to relevant researchers in the field
Mentoring team

**Research mentor:** Guides the development of the creative and/or independent research careers of their mentees. *Must* have expertise in the mentee’s area of scholarship and help provide resources to support the mentee’s work.

**Research Co-mentor(s):** Works with the mentee and research mentor to provide specialized content area or methodological expertise (e.g. qualitative mentor).

**External career mentor:** Assists with overall career guidance and support for their mentee. Is distant enough to troubleshoot issues with primary research mentors.
What are attributes of a good mentor?
What are attributes of a good mentor?

- Goal-oriented
- Credible, has specialized knowledge or expertise
- Inspires excellence
- Reveals aspects of their own personal journey
- Honest and thoughtful
- Trustworthy, reliable, and committed
- Reinforces the importance of work-life balance
- Promotes independence, which increases over time
- Provides different and broader perspectives; can play the role of “devil’s advocate”
- Allows the direction of the relationship to be defined by the mentee
- Helps problem-solve by identifying the real issues and stumbling blocks that hinder research progress
- Provides constructive feedback
What are attributes of a successful mentee?
What are attributes of a successful mentee?

- Passionate about area of interest
- Goal-oriented
- Organized
- Seeks to initiate new ideas
- Accepts new challenges, willing to go beyond one’s comfort zone
- Provides mentor status updates on activities and projects
- Knows personal limits and when to ask for help
- Communicates concerns with mentor
- Seeks feedback and takes responsibility to give feedback to mentor
- Respectful of mentor’s time and availability
- Reassesses goals over time
The mentee-mentor relationship

- Mentee + Mentor = Mentoring relationship
What works and what does not?

Characteristics of Successful and Failed Mentoring Relationships: A Qualitative Study Across Two Academic Health Centers

Sharon E. Straus, MD, Mallory O. Johnson, PhD, Christine Marquez, and Mitchell D. Feldman, MD
# Characteristics of successful mentoring relationships

<table>
<thead>
<tr>
<th>Theme</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reciprocity</strong></td>
<td>“It’s got to be a 2-way street. It can’t be just a one-way giving relationship because then it’s going to burn out”</td>
</tr>
<tr>
<td><strong>Mutual respect for each others’ time, effort, and qualifications</strong></td>
<td>“Both individuals have to respect the qualifications of the other and the needs of the other and work together towards a common goal.”</td>
</tr>
<tr>
<td><strong>Clear expectations</strong></td>
<td>“It’s helpful to set up guidelines in the beginning.”</td>
</tr>
<tr>
<td><strong>Shared values</strong></td>
<td>“Mentorship worked best when mentors and mentees had similar interests and values.”</td>
</tr>
<tr>
<td><strong>Personal connection</strong></td>
<td>“Important to have a connection, where you feel the mentor cares about you.”</td>
</tr>
</tbody>
</table>

### Characteristics of *unsuccessful* mentoring relationships

<table>
<thead>
<tr>
<th>Theme</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Poor communication</strong></td>
<td>Mentors frustrated when their advice not followed. Mentees feel intimidated. → lack of open communication</td>
</tr>
<tr>
<td><strong>Different expectations</strong></td>
<td>Mentee and mentor expect different things from the relationship: “recipe for disaster.”</td>
</tr>
<tr>
<td><strong>Lack of commitment, lack of time, waning interest</strong></td>
<td>“If you don’t get that kind of ongoing interest and commitment, you just realize that the fit or the value isn’t there anymore.”</td>
</tr>
<tr>
<td><strong>Personality differences</strong></td>
<td>One person is extraverted and the other introverted. One person thinks on the fly and the other likes to think ahead of time.</td>
</tr>
<tr>
<td><strong>Perceived (or real) competition</strong></td>
<td>Mentor may feel threatened. Both need credit. Lack of clarity around intellectual property.</td>
</tr>
</tbody>
</table>

**Mentee-driven relationship**

- The mentee cannot be passive!
- Communicate what you want out of the relationship
- Develop and communicate the plan for the year
- Ask questions and listen
- Anticipate problems and discuss them in a timely manner

"You weren't listening. I said, 'DON'T fall.'"
Formalizing the relationship:
The mentoring meeting

- Agree on the frequency of meetings
  - Approximately every 1-3 weeks
- Mentees and mentors should come prepared
- Mentee should send an agenda ≥2 days in advance
  - Include any other documents to be discussed
- Mentee should formulate concise questions
- After meeting, mentee emails a brief summary of what was discussed and next steps
  - Consider also keeping a document of notes from mentoring meetings for reference
- Keep a running list of items for the next agenda
Resources from UCSF CTSI mentoring program

https://accelerate.ucsf.edu/training/mdp-materials

**MDP Seminar 1: Mentoring Checklist**

This is a checklist of activities to guide both the lead mentor and mentee following a mutual agreement to formalize the lead mentor and mentee relationship.

Download a printable version of the Mentoring Checklist (PDF 37KB)

**First visit**

**Mentor**

1. When the appointment is made, forward an individual development plan (IDP) to be returned at least 2 weeks prior to your scheduled meeting.

**Before the first Meeting:**

1. Review mentee documents, i.e. IDP, current CV, and NIH biosketch

**Mentee**

1. Set up initial one hour meeting date and time
2. Prior to the meeting review accomplishments of your mentor, i.e. recent publications via pub med, NIH grant database, grants etc. Obtain a copy of your mentors CV.
3. Review A Faculty Handbook for Success Advancement & Promotion at UCSF.

**At least 2 weeks before the first Meeting:**

1. Send your Lead Mentor
   - [your most recent updated CV in UCSF format](Faculty Handbook)
   - NIH biosketch
   - completed IDP
   - Career Mentor name

**During the First meeting:**

1. Detailed discussion of IDP and other materials

**During the First meeting:**

1. Discuss your areas of interest, goals, plans for the future
Individual development plan

- Meet with your mentees every 2-3 weeks, weekly if needed (UCSF model)
- Review their CV and have them fill out the individual development plan yearly
- Components of IDP:
  1) **Time Allocation** as Estimated by Mentee:
     - ___ % Teaching/Training/Providing Mentoring
     - ___ % Research
     - ___ % Patient Care
     - ___ % Administration/Other Services
     How (if at all) would you like to change this time distribution?
2) **Academic Appointment**

Do you understand the series to which you are appointed and the expectations for advancement in this series?

3) **Current Professional Responsibilities**

List your major professional responsibilities and if you anticipate significant changes in the coming year:

4) **Future Professional Goals**

*Short Term Goals*

List your professional goals for the coming year. Be as specific as possible, and indicate how you will assess if the goal was accomplished (expected outcome).

- 1. **Goal**  
  Expected outcome:  

- 2. **Goal**  
  Expected outcome:  

- 3. **Goal**  
  Expected outcome:
5) Future Professional Goals

Long Term Goals
List your professional goals for the next 3-5 years. Again, be specific, and indicate how you will assess if the goal was accomplished.

- 1. Goal
  Expected outcome:

- 2. Goal
  Expected outcome:

- 3. Goal
  Expected outcome:
Mentoring is a brain to pick, an ear to listen, and a push in the right direction

John C. Crosby
The Mentoring Competency Assessment: Validation of a New Instrument to Evaluate Skills of Research Mentors

Michael Fleming, MD, Stephanie House, MA, Vansa Shewakramani Hanson, MS, Lan Yu, PhD, Jane Garbutt, MD, Richard McGee, PhD, Kurt Kroenke, MD, Zainab Abedin, MPH, and Doris M. Rubio, PhD

Abstract

**Purpose**
To determine the psychometric properties of the Mentoring Competency Assessment (MCA), a 26-item skills inventory that enables research mentors and mentees to evaluate six competencies of mentors: maintaining effective communication, aligning expectations, assessing understanding, addressing diversity, fostering independence, and promoting professional development.

**Method**
In 2010, investigators administered the MCA to 283 mentor–mentee pairs from 16 universities participating in a trial of a mentoring curriculum for clinical and translational research mentors. The authors analyzed baseline MCA data to describe the instrument’s psychometric properties.

**Results**
Coefficient alpha scores for the MCA showed reliability (internal consistency). The hypothesized model with its six latent constructs (competencies) resulted in an acceptable fit to the data. For the instrument completed by mentors, chi-square = 663.20; df = 284; P < .001; root mean square error of approximation (RMSEA) = 0.069 (90% CI, 0.062–0.076); comparative fit index (CFI) = 0.85; and Tucker-Lewis index (TLI) = 0.83. For the instrument completed by mentees, chi-square = 840.62; df = 284; P < .001; RMSEA = 0.080 (90% CI, 0.063–0.077); CFI = 0.87; and TLI = 0.85. The correlations among the six competencies were high: 0.49–0.87 for mentors, 0.58–0.92 for mentees. All parameter estimates for the individual items were significant; standardized factor loadings ranged from 0.32 to 0.81 for mentors and 0.56 to 0.86 for mentees.

**Conclusions**
The findings demonstrate that the MCA has reliability and validity. In addition, this study provides preliminary norms derived from a national sample of mentors and mentees.
6 Competencies

- Maintaining effective communication
- Aligning expectations
- Assessing understanding
- Fostering independence
- Promoting professional development
- Addressing diversity
Diversity in academic medicine for women

Then & Now: Full-Time Men and Women Faculty by Rank

**2013 – 2014**

- Full Professor: 21% (Men) vs 79% (Women)
- Associate Professor: 34% (Men) vs 66% (Women)
- Assistant Professor: 44% (Men) vs 56% (Women)
- Instructor: 56% (Men) vs 44% (Women)
- Other: 49% (Men) vs 51% (Women)

**2003 – 2004**

- Full Professor: 14% (Men) vs 86% (Women)
- Associate Professor: 26% (Men) vs 74% (Women)
- Assistant Professor: 37% (Men) vs 63% (Women)
- Instructor/Other: 52% (Men) vs 48% (Women)

Inadequate Progress for Women in Academic Medicine: Findings from the National Faculty Study

Phyllis L. Carr, MD, FACP,1 Christine M. Gunn, MA,2 Samantha A. Kaplan, MD, MPH,3 Anita Raj, PhD,4 and Karen M. Freund, MD, MPH5

- March 15 National Faculty Study – AAMC- 5 major themes:
  1) Perceived wide spectrum in gender climate
  2) Lack of parity in rank and leadership by gender
  3) Lack of retention of women in academic medicine (the “leaky pipeline”)
  4) Lack of gender equity in compensation
  5) Disproportionate burden of family responsibilities and work-life balance on women’s career progression.
Notice of NIH's Interest in Diversity

Notice Number: NOT-OD-15-053

Key Dates

Release Date: January 12, 2015

Racial and Ethnic Categories and Definitions for NIH Diversity Programs and for Other Reporting Purposes

Notice Number: NOT-OD-15-089

Key Dates

Release Date: April 8, 2015
NIH New definitions of diversity

- **Racial/ethnic minorities:** Blacks or African Americans, Hispanics or Latinos, American Indians or Alaska Natives, Native Hawaiians and other Pacific Islanders
- **Individuals with disabilities:** physical or mental impairment that substantially limits one or more major life activities
- **Disadvantaged backgrounds:**
  - Annual income below established low-income thresholds
  - “Educational environment such as that found in certain rural or inner-city environments that has demonstrably and directly inhibited the individual from obtaining the knowledge, skills, and abilities necessary to develop and participate in a research career”
- **Women** at senior faculty levels in biomedical-relevant disciplines
  - NIH institutes, centers, and offices may include women as eligible candidates in faculty-level, diversity-targeted programs to address faculty recruitment, appointment, retention or advancement
Questions?
UCSF-Gladstone CFAR mentoring program
Our Team

Jonathan Fuchs
Co-Director, Mentoring Program

John Saucedo
Co-Director, Mentoring Program

Monica Gandhi
CFAR Director

Brenda Sanchez
CFAR Program Analyst
Developmental Core
Mentoring Program

Lauren Sterling
CFAR Associate Director

Cesar Cadabes
Program Analyst
Center Events/Communications
To nurture and sustain innovative multidisciplinary HIV research at the intersections of the basic, clinical, and population-based scientific disciplines
Established components of the UCSF CFAR Mentoring Program

- Focused on post-doctoral fellows/early assistant professors
- Opportunities to network/increase visibility
- Multidisciplinary collaboration
- Peer support
- Linkage with a senior career mentor
- Individual Development Plans
- Workshops/Seminars
- Specific Aims Lightning Rounds
- Annual CFAR Mentoring Program Research Symposium
  - Talks by ESIs and awards for excellence in basic, clinical, and social and behavioral science

trans and cis-mentoring: Interdisciplinary

**cis Mentor:**
Mentor from the same research discipline

**trans mentor:** Senior mentor outside the major area of the mentee's focus (basic science mentors for mentee whose research emphasizes clinical science.)

Monthly Career Development Workshops

• Draw expertise across AIDS Research Institute/CFAR
  – UCSF, Gladstone, VA, SFDPH, Vitalant
• Target high yield career development topics seldom discussed as formal part of training programs
• Participatory format (didactic, panel, discussion, readings)

• Promotions
• Applying for first grants
• Effective Networking
• Work/Life Balance
• Navigating Research Networks
• Negotiating a position/package
• Time management
• How to Give a Talk
• Team Management
• Writing tips
• Conflict resolution
The Andy I. Choi Mentoring Program of the UCSF-Gladstone Center for AIDS Research

Welcome!

The Andy I. Choi Mentoring Program of the UCSF-Gladstone Center for AIDS Research (Tribute to Andy Choi) is now in its 17th year of operation. The program is designed to help develop the scientific career goals of early HIV investigators and postdoctoral scholars. It emphasizes one-on-one interactions between well established UCSF faculty investigators and junior researchers pursuing HIV research at UCSF or affiliated institutes.

Submissions for new nominees to the program are accepted in the Fall. Online nominations for new program mentees may be submitted by potential mentors or Mentee can self-nominate.

The Mentoring Program conducts a Workshop Series and a Mentee Scientific Symposium. This event is a unique opportunity to present current research to peers, mentors, and the HIV/AIDS research community at large. The symposium is usually a half day event held at the Gladstone Institutes Mahley Auditorium. The program concludes with an all-day Leadership Retreat focused on high priority professional topics.

Monica Gandhi, MD is our new CFAR Director starting in July 1, 2019.

New nominees to the program are accepted in the Fall. To nominate a new mentee to the program, please contact one of the Mentoring Program directors. Online nominations for new program mentees may be submitted only by CFAR Scientific Council (CSC) members.

* Browse the roster of recent mentees and mentors

John Saucedo, PhD, Co-Director, Andy Choi CFAR Mentoring Program

Jonathan Fuchs, MD, MPH
Email
(415) 437-7409

Brenda Sanchez
Email
(415) 575-0508

Upcoming Events

Introduction to the CFAR Mentoring Program (2020)
10/16/20

CFAR-Wide Webinar Series - Sexual & Gender Minority Research at NIH: Past, Present, and Future Directions
10/28/20

November CFAR Seminar: Arda Adimora, MD, MPH
11/13/20

News

Call for New/Recompeting Cores and New Scientific Working Group Concept Proposals
9/9/20

Director’s Update: August 2020
8/31/20

CFAR’s AIDS 2020 Recap:
Mentoring Program Calendar & Events

The Mentoring Program sponsors educational activities for participants and the wider research community throughout the year.

- **Monthly Workshops**: Focusing on developing knowledge of the UCSF research environment, and practical skills for managing a career in HIV research. Held every third Friday from 9-10 AM (via Zoom) during COVID-19 pandemic academic year. For early career investigators and postdoctoral scholars.

- **Annual Leadership Retreat**: Provides a full day for early stage investigators to build leadership skills and receive focused feedback from peers and senior investigators. For early career investigators.

- **Annual Future Leaders Research Symposium**: Featuring scientific presentations from mentees and presentation of annual Early Career Investigator awards. For the whole community.

- **Annual Mentoring for Mentors Workshop**: Intensive and interactive meeting designed to provide mid-level and senior faculty in HIV research with the tools for more effective mentoring, especially of mentees of diversity (defined mainly as those from underrepresented racial/ethnic minorities).

### Upcoming

- **Introduction to the CFAR Mentoring Program (2020)**
  Friday, October 16, 2020 - 9:00 pm PDT

- **Introduction to the UCSF Research Enterprise (2020)**
  Friday, November 20, 2020 - 9:00 am to 10:30 am PST

- **Workshop: Time Management (2020)**
  Friday, December 18, 2020 - 9:00 am to 10:00 am PST

- **Workshop: Manuscript Writing (2021)**
  Friday, January 15, 2021 - 9:00 am to 10:00 am PST

- **Workshop: Grant Writing (2021)**
  Friday, February 19, 2021 - 9:00 am to 10:30 am PST

- **Workshop: Leadership and Team Work (2021)**
  Friday, March 19, 2021 - 9:00 am to 10:00 am PDT

- **Early-Career Research Excellence Awards**
  Wednesday, April 7, 2021 - 9:00 am to 10:45 am PDT
  Mahley Auditorium, Gladstone Institutes, Mission Bay

- **Workshop: Negotiating Skills (2021)**
  Friday, May 21, 2021 - 9:00 am to 10:00 am PDT
CFAR FUTURE LEADERS IN HIV RESEARCH SYMPOSIUM
Tuesday, April 18, 2017 9:00 AM – 12:30 PM

About The Program
The Andy I. Choi Mentoring Program of the UCSF-GIVI Center for AIDS Research was developed 12 years ago to facilitate the growth and development of the next generation of HIV investigators at UCSF. The program incorporates broad outreach to junior faculty and postdoctoral investigators at each professional school and institute within the UCSF research enterprise.

THE SYMPOSIUM WILL FEATURE:
➢ A Keynote by Dr. Eric Goosby, MD
➢ Four talks by early career stage investigators (ESIs) from our Mentoring Program: spanning basic, clinical, epidemiologic, behavioral, preventive, and translational research in HIV.
➢ Presentations of three “Excellence in Research” awards for early stage investigators (with accompanying talks by each awardee) by Drs. Paul Volberding and Warner Greene, and CAPS Director, Marguerita Lightfoot.

Dr. Eric Goosby
Keynote Speaker
UN Special Envoy on Tuberculosis
Director, Center for Implementation Sciences, UCSF Global Health Sciences

Robert Mahley Auditorium
1650 Owens Street, San Francisco
at the J. David Gladstone Institutes
Mission Bay Campus

Register Online:
Register here for Future Leaders Symposium 2017
or EMAIL: Brenda.Sanchez@ucsf.edu

Emily Dauria, PhD, MPH
Wilson Vincent, PhD, MPH
Michael Reid, MD
Jason Wojcechwoskyj, PhD
October CFAR Seminar: Tonia Poteat, PhD, MPH, MMSc + CFAR Science Spotlight: CAPS

HIV and COVID-19 Inequities among Transgender Women in the U.S.

Wednesday, October 7, 2020 - 9:00 am to 11:00 am PDT

Meeting Info
Meeting ID: 949 6654 6633
Password: CFAR
[link to meeting]

Dial by your location
+1 669 900 6833 US (San Jose)
+1 213 338 8477 US (Los Angeles)
Meeting ID: 949 6654 6633
Password: 576660

Keynote Speaker: Tonia Poteat, PhD, MPH, MMSc
- HIV and COVID-19 Inequities among Transgender Women in the U.S.

ESI Speaker: Sophia Zamudio-Haas, DrPH, MSc
- Remote hair collection for health monitoring: Feasibility and acceptability among trans women

CFAR Science Spotlight: Center for AIDS Prevention Studies (CAPS)
- Brief Overview of CAPS
- Leveraging Qualitative and Mixed Methods Research to Improve Access to Sexual Health Resources in Sacramento County
- Dyadic management of HIV cardiometabolic comorbidities among couples in Malawi
CFAR/JFAR Leadership Retreat

• The 4 “Fs”
  – Friday
  – Focus (based on needs assessment)
  – Fulfilling
  – Fun
Building effective teams
Specific Aims Lightning Rounds

• 5 minutes to present the idea
• 5 minutes to read
• 20 minutes to discuss
  – Questions
  – What works
  – What can be improved
Indicate the assistance you received from the mentoring program

<table>
<thead>
<tr>
<th>Excellent help</th>
<th>No assistance</th>
<th>Avg Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extending networking / professional collaborations</td>
<td>5</td>
<td>4.08</td>
</tr>
<tr>
<td>Enhancing understanding of multidisciplinary HIV / AIDS</td>
<td>4</td>
<td>3.62</td>
</tr>
<tr>
<td>Focusing / selecting research topic</td>
<td>3</td>
<td>3.15</td>
</tr>
<tr>
<td>Structuring research design</td>
<td>2</td>
<td>2.92</td>
</tr>
<tr>
<td>Developing your research portfolio</td>
<td>2</td>
<td>2.92</td>
</tr>
<tr>
<td>Obtaining research funding</td>
<td>2</td>
<td>2.08</td>
</tr>
<tr>
<td>Obtaining approval from CHR</td>
<td>1</td>
<td>2.00</td>
</tr>
<tr>
<td>Finding opportunities to present at national meetings</td>
<td>1</td>
<td>1.77</td>
</tr>
<tr>
<td>Preparing budgets</td>
<td>1</td>
<td>1.54</td>
</tr>
<tr>
<td>Improving computer / statistical skill</td>
<td>1</td>
<td>1.15</td>
</tr>
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</table>
What’s next

- Mentee/mentor matchmaking
- Contact your mentor to set up a first meeting
- Discuss the frequency of meetings/content/goals
- Review your IDP
- After your meetings, follow-up with an email and brief summary of major points discussed
- Participate actively in our monthly workshops
  - November 20, 2020: The UCSF CFAR Research Enterprise
- Present your work at the CFAR symposium
- Attend the Leadership Retreat
- Participate in evaluation activities
- Enjoy free food (when we can get together face-to-face)!
Checking in: How’s it going?

- We’ll check in!
- Formal evaluation

- Don’t hesitate to get in touch!

Jonathan
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Monica
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CFAR mentoring workshops
(monthly - examples)

- The Mentoring relationship
- Intro to the UCSF CFAR Research Enterprise
- Time and priority management
- Promotions and advancement at UCSF
- Manuscript writing - pushing it through
- Grant writing (step-by-step for K)
- Having crucial conversations
- Team building
- Leadership styles
- Negotiation at your level
- Incorporating community and CABs into your research
Other announcements

- One-day Grant Writers’ seminar at the Gladstone [https://cfar.ucsf.edu/event/grant-writers-workshop-gladstone](https://cfar.ucsf.edu/event/grant-writers-workshop-gladstone) on March 20, 2020. CFAR will cover the cost of the workshop handbook which is regarded as the ultimate authority on proposal writing! Space is very limited.


- Interested in being a mentor for community-based program staff?
  - Mentoring Orientation Webinar- October 30, 2019 12-1PM  
  - Email [AIDS2020.localAMP@gmail.com](mailto:AIDS2020.localAMP@gmail.com)
Acknowledgements

• Monica Gandhi
• Peter Hunt
• Mallory Johnson
• Our mentors
• Brenda Sanchez
• Lauren Sterling
• Cesar Cadabes
• You!

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