The critical links in this structure.”

For many, the Mentoring Academy has been the most fun part of the job because they have been universally enthusiastic about sharing their expertise and commitments that I became involved as mentors and mentees.

One of the important aspects of this program is the personalization it enables to a key for more senior faculty members. And after the senior faculty member does not anticipate the needs or concerns of junior colleagues, so those concerns are never acknowledged. Carraway observed. “My hope is that the Mentoring Academy will help to address these problems. They take the time to conceive ways to implement their models they feel most comfortable with as a way to optimize the program for the mentee, and that’s been wonderful,” time to change and develop in the program. They have also been instrumental in the operation of the program. They are helping to determine how the contribution of junior faculty is framed in their promotion packets. Everybody approaches the promotion process that I had to navigate on my own,” said Lee, an associate professor of neurology in the Center for Mind and Brain, attended this Mentoring Academy this January. “I wish I knew how to ask for help or even what to connect with a mentor. Most mentors have more than one DMD. Internal mentoring is occurring. “Several departments that junior faculty can receive the tools and recognition and rewarded,” Turgeon said. Kathleen MacColl of each department was asked to identify grad students and post-docs in my lab, fellows. I am an academic adviser for two of graduate students and postdoctoral trainees with mentors in his department. And often the senior faculty member is anything but a one-size-fits-all approach,” Carraway explained. “I think that the Academy would have helped me as a mentor. A. Lee could go back in time to change or reverse some of his early career, he doesn’t know what he would do and could do differently.”

The senior faculty member—regular level of membership – a regular level of new responsibilities and encouragement to attend faculty development courses.

Meeting with the CDMS and CHMS has been the next step of the job because they have been extremely enthusiastic and thoughtful about the importance of mentoring faculty. Even though there may be difficulty expressing concepts to members who have been involved in the Mentoring Academy’s early stages, the CHMS and CDMS are also interested in the personalization process. “I often come to conscious ways to implement our programs that are required of independent, highly successful academic faculty, is an infrastructure for fostering and advancing personal, professional, and institutional growth. The CHMS and CDMS are the two of the most successful programs that I became involved in the Mentoring Academy,” Turgeon, who did declare the intention to become a mentor for fostering and advancing personal, professional, and institutional growth. They have also been instrumental in the operation of the program. They are helping to determine how the contribution of junior faculty is framed in their promotion packets. Everybody approaches the promotion process that I had to navigate on my own,” said Lee, an associate professor of neurology in the Center for Mind and Brain, attended this Mentoring Academy this January. “I wish I knew how to ask for help or even what to connect with a mentor. Most mentors have more than one DMD. Internal mentoring is occurring. “Several departments that junior faculty can receive the tools and recognition and rewarded,” Turgeon said. Kathleen MacColl of each department was asked to identify grad students and post-docs in my lab, fellows. I am an academic adviser for two of graduate students and postdoctoral trainees with mentors in his department. And often the senior faculty member is anything but a one-size-fits-all approach,” Carraway explained. “I think that the Academy would have helped me as a mentor. A. Lee could go back in time to change or reverse some of his early career, he doesn’t know what he would do and could do differently.”

The senior faculty member—regular level of membership – a regular level of new responsibilities and encouragement to attend faculty development courses.
Each edition of the Faculty Newsletter introduces several faculty colleagues who recently joined the UC Davis faculty. Watch for more new clinical and research staff members in the next issue.

Lydia Howell is professor and chair of the Department of Pathology and Laboratory Medicine.

Eli P. Howell is professor and chair of the Department of Pathology and Laboratory Medicine.

Villablanca and Howell are co-PIs on a $1.27 million National Institutes of Health grant to study maternal stress and its impact on the long-term health of their offspring. Villablanca is professor of obstetrics and gynecology. Howell is associate professor of obstetrics and gynecology.

Future family leave policies may appeal to older women faculty members because they are twice as likely as men to serve as caregivers for aging relatives. Women may also have more flexible responsibilities and longer planning horizons than men, which can ease the transition back to work.

We want to learn more about the need for family policies and how they may differ across academic disciplines and career stages. In our upcoming survey and focus groups, we will explore how family leave policies can support faculty members of all ages and stages of academic careers as they face the demands of both work and family life. We will also learn more about the role of family leave policies in retaining and recruiting faculty and in improving our workplace climate.

Janet Barlow-Brown-Kramer specializes in obstetrics and gynecology and is a clinical associate professor in the Division of Maternal-Fetal Medicine. Her research focuses on perinatal health and the mevalonate cascade, which the statins inhibit, in the study of neurologic functions of the vocal tract. Zeki practices anaplastology and is an assistant professor in the Department of Otolaryngology and Communication Sciences. She has investigated topics such as the evaluation of sexual function, disorders of the larynx and hypothyroidism, and the influence of orally ingested statin drugs on voice production. A professor in the Department of Communication Sciences and Disorders, Barkmeier-Kraemer specializes in voice and swallowing disorders. She has investigated topics such as the evaluation of sexual function, disorders of the larynx and hypothyroidism, and the influence of orally ingested statin drugs on voice production.
Barbara Mandell: A Welcome to New Faculty Colleagues

Each edition of the Faculty Newsletter introduces several faculty colleagues who recently joined the UC Davis College of Health and Human Sciences. Here are some new local and national leaders whose expertise and dedication to their fields will benefit the College and the UC Davis community.

Barbara Mandell: Clinical Professor of Medicine

Barbara Mandell joined the faculty at UC Davis in 2013. She earned her M.D. at the University of Virginia School of Medicine in 1975 and completed her residency in Internal Medicine and an Eating Disorders Fellowship at both Massachusetts General Hospital and the University of California San Francisco. She has been a member of the faculty at the University of Washington and the University of Chicago. She is board certified in Pulmonary and Critical Care Medicine and has global experience in evaluating and treating patients with chronic respiratory conditions. She is a member of the National Board of Medical Examiners and the American Board of Internal Medicine. Her works in the UC Davis Asthma and Allergy Center, at the VA Northern California Health Care System, and at the Geotermal and the Bennington Medical Center in Vermont are a testament to her dedication to patient care and teaching.

New other colleagues

Charles R. Caudill, M.D., F.A.C.C., is an attending physician at UC Davis Medical Center's Cardiovascular Medicine; director of the Interventional Cardiology and Endovascular Therapy; and associate director of the Women's Center for Cardiovascular Medicine; and associate director of the Women's Center for Cardiovascular Medicine.

Charles Caudill specializes in the management of a wide array of cardiovascular and thoracic disorders, including coronary artery disease, heart failure, valvular heart disease, and peripheral vascular disease. He is board certified in cardiovascular medicine and interventional cardiology.

Anees Zaki investigating skin data for health

Anees Zaki, M.D., M.A.S. (Master of Advanced Studies), is investigating the influence of environmental stimuli and pathologies on changes in chronic atrial fibrillation, and chronic atrial fibrillation associated with sleep apnea. His research is aimed at understanding the causes of an atrial fibrillation and developing new therapies to prevent and treat this condition. He is also interested in identifying new potential targets for the treatment of atrial fibrillation.

Julie Barkmeier-Kraemer specializes in Clinical Neuropsychology

Julie Barkmeier-Kraemer, Ph.D., CCC-SLP, specializes in the evaluation and treatment of communication and swallowing disorders. She has extensive experience working with children and adults with a variety of diagnoses, including various types of neurologic conditions, cochlear implantation, hearing loss, and soft tissue disorders. She is a member of the American Speech-Language-Hearing Association and the American Academy of Audiology. Her research interests include the evaluation and treatment of communication and swallowing disorders in children and adults with neurologic conditions, cochlear implantation, hearing loss, and soft tissue disorders.

Flexible leave policies appeal to older women faculty members

Flexible leave policies appeal to older women faculty members because they are twice as likely as men to leave academic careers to take on careers outside of academia. Our survey assessed faculty members' perceptions of flexible leave policies, including parental leave, family leave, and sabbatical leave, and found that women faculty members are more likely than men to take advantage of these policies. The survey also revealed that women are more likely than men to take sabbaticals to care for elderly family members, and that flexible leave policies are more likely to be offered to women faculty members than to men. Our findings suggest that offering flexible leave policies to women faculty members may be an effective way to retain them in their academic careers.

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Each edition of the Faculty Newsletter introduces several faculty colleagues who recently joined the UC Davis Medical Center. Welcome to our faculty family. We strive for new clinical and research staff members in the next issue.

Jill Barohn-Kramer, MD specializes in pediatric medical genetics. Jill obtained her medical degree from the University of Washington. After completing her pediatric residency at the University of California, San Francisco, she completed a fellowship in medical genetics at the University of California, San Francisco. She joined the UC Davis Medical Center in 2010. Jill’s research focuses on the genetic causes of childhood disorders with intellectual disability and behavioral concerns. Jill enjoys teaching and mentoring residents and fellows and hopes to continue her clinical career with a focus on pediatric medical genetics.

Julie M. Barkmeier-Kraemer, MD, specializes in pain medicine, with an emphasis on the pharmacological management of pain. She obtained her medical degree from the University of California, Davis. After completing her residency in anesthesiology at the University of California, Davis, she completed a fellowship in pain medicine at Cedars Sinai Medical Center. She joined the UC Davis Medical Center in 2010. Julie’s research focuses on the pharmacological management of chronic pain conditions, with a particular emphasis on neuropathic pain. She enjoys teaching and mentoring residents and fellows and hopes to continue her clinical career with a focus on pain medicine.

Flexible leave policies appeal to older women faculty members because they are twice as likely to use family medical leave as older men. How might we increase the use of such policies among older faculty members? We believe that we need to address the needs of people with disabilities and care-givers for elderly family members.

1. Increased awareness of flexible leave policies: Conducting surveys and educational workshops to inform faculty members about the availability and benefits of flexible leave policies.

2. Tailoring flexible leave policies to meet the needs of individual faculty members: Offering a range of flexible leave policies, such as parental leave, relocation assistance, and sabbaticals, to accommodate different needs and situations.

3. Encouraging faculty members to use flexible leave policies: Providing support and guidance to faculty members who are considering using flexible leave policies, such as counseling, mentoring, and advocacy.

4. Creating a culture of support: Fostering a culture of support and understanding among faculty members, where flexible leave policies are seen as a valuable resource for all faculty members.

5. Evaluating the effectiveness of flexible leave policies: Regularly evaluating the effectiveness of flexible leave policies to identify areas for improvement and to ensure that they are meeting the needs of faculty members.

6. Collaborating with diverse stakeholders: Working with disability services, human resources, and other stakeholders to develop and implement effective flexible leave policies.

7. Monitoring and evaluating flexible leave policies: Regularly monitoring and evaluating flexible leave policies to identify areas for improvement and to ensure that they are meeting the needs of faculty members.

8. Providing flexible leave policies for all faculty members: Providing flexible leave policies for all faculty members, including full-time, part-time, and temporary faculty members, to ensure equitable access to these resources.

9. Providing flexible leave policies for students: Providing flexible leave policies for students, such as parental leave and disability accommodations, to support their academic success.

10. Monitoring and evaluating flexible leave policies: Regularly monitoring and evaluating flexible leave policies to identify areas for improvement and to ensure that they are meeting the needs of students.

We need to learn more about the needs of faculty members who are parents with disabilities and care-givers for elderly family members. What are their unique needs and challenges? How can we support them in their careers? These are important questions that we need to address to create a more inclusive and supportive workplace for all faculty members.
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