Mentorship Program

Evaluation Results and Status

Linda Weinreb
Melissa McLaughlin
Leadership Team
June 9, 2017
Background

- Faculty cited a need for mentorship
  - Climate surveys (2011, 13) and feedback session at a 2013 faculty retreat
- 2013: The Chair asked each member of the Department’s Leadership Team to establish a personal goal devoted to faculty retention
  - Dan and Linda chose to establish a formal program to support mentorship (after pilot Bob became co-leader)
The Program

**Charge** – Dan Lasser charged a planning group to develop a mentorship program for the department as a means to improve retention of junior faculty (Lasser, Weinreb, Reidy, Mullin, McLaughlin)

**Goal:** Develop and implement a structured mentorship program for junior and mid-level faculty members.

Its focus is on **five major areas identified by the faculty:**

- scholarship
- career development
- leadership/program development
- project development
- work/life balance
The Process

- Recruitment – Mentors and mentees complete a SurveyMonkey Application
- Mentors provide brief bios
- Preliminary matches based on information provided
  - In some cases, pre-established pairs volunteer
  - Allow for supervisors to serve as mentors when requested
- Phone interviews with potential mentees to clarify their needs
Participant Data

- Pilot – 21 pairs (21 mentees and 19 mentors)
- 2015 cohort – 16 pairs (5 continuing from pilot, 11 new)
  - 14 mentors, 16 mentees
  - 1 mentee also served as mentor
  - 1 continuation pair withdrew during the program
- 2017 cohort – 12 pairs (5 continuing, 7 new)
  - 12 mentors, 13 mentees (1 mentee also serving as a mentor)
- To date:
  - 25 faculty have served as mentors
  - 40 faculty have participated as mentees
Program Expectations

What we expect from participants:

- Active participation in associated program events as scheduled
  - Includes an evening Kick-off meeting
- Completion of the required Mentoring Agreement
- Establish 1 measurable goal to be which reflects what you hope to achieve while working with your mentor (Tip: Consider incorporating this goal into your annual faculty review).
- Adhere to a meeting schedule about every 6-8 weeks over an 18 month period and a commitment to track your activities and progress
- Completion of required program evaluation as requested
- We recommend that the mentee follow-up each meeting with an email containing a brief summary of what was discussed, the results of the meeting, what is to be done, and by whom prior to your next meeting.
- Participants are no longer required to provide email updates as part of the program. However, we will ask you to complete a progress report every 6 months.
What participants can expect:

- We will check-in with mentors and mentees on an individual basis within the first 3-4 months by phone/email to ensure that the pairing we have made is a good match.
- Aim to offer a training session about halfway through the program for mentors and mentees to participate (topic selected by group completion of a needs assessment).

Collaboration

- Joanna Cain reviews the submitted goal(s) for each pair and provides direct feedback. Pairs are asked to revise their goals and resubmit.
- Joanna Cain is available for 1:1 meetings with mentor or mentee participants or with pairs to provide specific guidance when needed.
**Documents We Use**

**Individual Mentoring Plan**

**Mentoring Agreement**

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**FMCH Mentoring Program 2017-18 Mentoring Agreement**

<table>
<thead>
<tr>
<th>Mentor</th>
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<tbody>
<tr>
<td>Mentee</td>
<td></td>
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</table>

- **Purpose and desired outcomes of the mentoring relationship:**

- **Timeline and proposed length of relationship:**

- **Activities to be conducted:**

- **Expectations:**

- **Communication methods and frequency:**

- **Actions to be taken if problems arise:**

- **I agree to enter into this mentoring relationship as defined above and will maintain confidentiality.**

<table>
<thead>
<tr>
<th>Mentee</th>
<th>Mentor</th>
<th>Date</th>
<th>Date</th>
</tr>
</thead>
</table>
## Mentorship Program Post Assessment Comparison

<table>
<thead>
<tr>
<th></th>
<th>Mentee (N=30)</th>
<th>Mentor (N=27)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Satisfaction with program</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Somewhat / completely satisfied</td>
<td>88.9%</td>
<td>81.7%</td>
</tr>
<tr>
<td><strong>Status of meeting primary goal</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partially or fully implemented</td>
<td>77.8%</td>
<td>84.6%</td>
</tr>
<tr>
<td><strong>Comfortable with choice of mentor/mentee</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Somewhat/strongly agree</td>
<td>94.4%</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>Mentor/mentee committed to relationship</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Somewhat/strongly agree</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
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<th>Mentee (N=30)</th>
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<tbody>
<tr>
<td></td>
<td>2015</td>
<td>2016</td>
</tr>
<tr>
<td>Defined goals/expectations together</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Somewhat / completely agree</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>91.60%</td>
</tr>
<tr>
<td>Have benefitted from the relationship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Somewhat / completely agree</td>
<td>100.0%</td>
<td>92.3%</td>
</tr>
<tr>
<td></td>
<td>85.7%</td>
<td>75.0%</td>
</tr>
<tr>
<td>Would recommend mentoring program to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>other faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Somewhat / completely agree</td>
<td>94.5%</td>
<td>92.3%</td>
</tr>
<tr>
<td></td>
<td>90.4%</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td>Mentee (N=30)</td>
<td>Mentor (N=27)</td>
</tr>
<tr>
<td>-----------------------------------------------------------------</td>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Program improved my confidence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Somewhat/strongly agree</td>
<td>70.6% 84.6%</td>
<td>- -</td>
</tr>
<tr>
<td>Program helped me learn new knowledge, skills, behaviors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Somewhat/strongly agree</td>
<td>72.2% 84.6%</td>
<td>- -</td>
</tr>
<tr>
<td>Program led to opportunities for dissemination at regional or national conference</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Somewhat/strongly agree</td>
<td>38.9% 53.9%</td>
<td>- -</td>
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<tr>
<td><strong>Lead to increased networking opportunities</strong></td>
<td></td>
<td></td>
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<tr>
<td>Somewhat / strongly agree</td>
<td>77.8%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Program led to opportunities for dissemination in peer reviewed journal</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Somewhat/strongly agree</td>
<td>16.7%</td>
<td>38.5%</td>
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</table>
Mentorship Program Post Assessment

<table>
<thead>
<tr>
<th>Average number of meetings</th>
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</thead>
<tbody>
<tr>
<td>• 50% met 1-2X /month</td>
</tr>
<tr>
<td>• 30% met 1X/every 2-3 months</td>
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<table>
<thead>
<tr>
<th>Occasionally experienced challenges in finding a meeting time</th>
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<tbody>
<tr>
<td>• 50-60% of mentees/mentors noted this</td>
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<table>
<thead>
<tr>
<th>Method of communication</th>
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</thead>
<tbody>
<tr>
<td>• In person meetings 60%</td>
</tr>
<tr>
<td>• E-mail 30%</td>
</tr>
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</table>
# Mentorship Program Post Assessment

<table>
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<tr>
<th>ACHIEVING GOALS: Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>• “-- has had a number of clinical commitments which have made it very difficult for her to get to this goal.”</td>
</tr>
<tr>
<td>• “She worked on leading meetings but I don’t think she had time to work on the public speaking as much as she had hoped. Barriers included new opportunities presenting themselves and she reprioritized those opportunities.”</td>
</tr>
<tr>
<td>• “-- has accomplished all but publishing. She is still waiting for final data collection of birth records when her last few participants give birth to analyze the final follow-up data. While her sample was smaller than hoped for and there were few statistically significant results, she may decide to write a qualitative paper.”</td>
</tr>
<tr>
<td>ACHIEVING GOALS: Mentee</td>
</tr>
<tr>
<td>-------------------------</td>
</tr>
<tr>
<td>• “I published a book chapter and was able to identify necessary steps to confirm my initial analysis in my dissertation.”</td>
</tr>
<tr>
<td>• “It has been a helpful but daunting process and I have learned a lot and been more intentional in participating in preparation and self-reflection about my academic direction than I would have been without the program. I think it will be reasonable for me to apply for promotion around my 7th year.”</td>
</tr>
<tr>
<td>• “My mentor’s advice has helped me continue the collaborations with other investigators, prepare and submit the academic promotion package, and manage competing demands on the work. We have also discussed and found a potential opportunity to work with the clinical system.”</td>
</tr>
<tr>
<td>• “This was the framework I used to speak with my Medical Director. It allowed me to discuss openly what my goals were and align my interests to help him with his work. It was much easier to articulate my “ask” after I had thought it through in a safe place.”</td>
</tr>
</tbody>
</table>
# Mentorship Program Post Assessment Comparison

## MOST SATISFYING PART OF RELATIONSHIP: Mentor

- “is a smart, committed, wonderful doctor and person, and it was a pleasure to work with her and witness her growth as a newer faculty mentor.”
- “Watching her satisfaction with her successes. Seeing her gain in confidence as her skills obviously grew. Our interactions together were fun and enjoyable. We have a friendship which gives me a lot. I grew in my mentoring skills as I had to walk the line between mentor and friend at times.”

## MOST SATISFYING PART OF RELATIONSHIP: Mentee

- “Her availability and willingness to help me achieve the set goals.”
- “I had a pre-existing relationship with my mentor, but the program gave more structure to our meetings and goal-setting.”
- “It was helpful to have a mentor who had published and could encourage me to stick to a timeline.”
- “My mentor is fabulous but unfortunately, due to our schedules and the distance between our two work locations, I found it very difficult to find time to meet with her. Therefore, I unfortunately found this experience somewhat dissatisfying.”
- “She truly understands me and my work, and is committed to my well-being and professional success.”
- “She was always engaged and would often forward me e-mails with opportunities for fellowships, grants, and conferences that she thought were pertinent to my clinical work and academic interests.”
Mentorship Program Post Assessment Comparison

**RECOMMENDATIONS for PROGRAM: Mentee**

- “Reinforcement of expectations regarding time for mentees and mentors.”
- “It would be really helpful to have some time dedicated to work on the goals, even a few hours a month.”
- “I would recommend that the mentees have an opportunity to have some sort of appreciation event for all that our mentors did. I will be doing that on my own, but I would love the opportunity to tell everyone how highly I regarded not only this program, but my mentor.”
- “Heavily recruit new faculty in the department to participate.”
- “Having tips or social events may have helped my mentor and I stay more engaged but our schedules and distance made this difficult, these things may have helped bridge the gap.”
**RECOMMENDATIONS for PROGRAM: Mentor**

- “Help us be a little more concrete with the mentorship goals up front. Thanks!”

- “It’s been a terrific experience for me – though my mentee was very organized and self-motivated. For pairs without that advantage, it might be helpful to provide more structure or periodic reminders. Also, training programs and suggestions are helpful.”

- “From my perspective, I think it worked very well and the matching part is probably the most crucial.”

- “Another formal meeting together would help with maybe some presentations and time to work together.”
Mentee-Mentor Competency Assessments
2013-2014 and 2015-2016 Cohorts
Post Assessments of Mentor Skills

Percent

Mentee  Mentor  Mentee  Mentor  Mentee  Mentor  Mentee  Mentor  Mentee  Mentor
Active Listening  Develop Strategies to Meet Goals  Building Confidence  Negotiate Path to Professional Independence  Helping w/ Work-Life Balance

Low (Not Skilled 1-4)  High (5-7 Extremely Skilled)
Mentee-Mentor Competency Assessments
2013-2014 and 2015-2016 Cohorts
Post Assessments of Mentor Skills

- Establishing Trust
- Set Clear Expectations for Relationship
- Aligning Expectations w/ own Helping Network
- Setting Career Goals

Percentage

Low (Not Skilled 1-4)  High (5-7 Extremely Skilled)
Mentee-Mentor Competency Assessments
2013-2014 and 2015-2016 Cohorts
Post Assessments of Mentor Skills

Rating of Overall Quality of Mentoring
Mentor is Meeting Expectations

Low (Not Skilled 1-4)  High (5-7 Extremely Skilled)
Competency Ratings of Mentors – by Mentees

Pre

3 Highest Rated Competencies:
- Working effectively with mentor whose personal background is different than mentee’s
- Acknowledging professional contributions
- Active listening

3 Lowest Rated Competencies:
- Accurately estimating ability to conduct research/scholarship
- Helping to acquire resources (e.g., grants)
- Coordinating effectively with other mentors with whom mentee works

Post

3 Highest Rated Competencies:
- Establishing a relationship built on trust
- Acknowledging professional contributions
- Active listening

3 Lowest Rated Competencies:
- Accurately estimating ability to conduct research/scholarship
- Helping to acquire resources (e.g., grants)
- Understanding his/her impact as a role model for mentee
# Competency Ratings of Mentors – by Mentors

## Pre

### 3 Highest Rated Competencies:
- Establishing a relationship built on trust
- Acknowledging professional contributions
- Active listening

### 3 Lowest Rated Competencies:
- Helping acquire resources (e.g., grants)
- Accurately estimating level of scientific knowledge
- Coordinating effectively with other mentors with whom mentee works

## Post

### 3 Highest Rated Competencies:
- Establishing a relationship built on trust
- Acknowledging professional contributions
- Working effectively with mentor whose personal background is different than mentee’s

### 3 Lowest Rated Competencies:
- Helping network effectively
- Accurately estimating level of scientific knowledge
- Coordinating effectively with other mentors with whom mentee works
Summary

- Overall, the mentorship program has been successful in supporting faculty members’ professional development.
- The mentorship program has engaged a growing number of faculty and continues to be of interest to faculty.
- Providing additional training to mentors and adding some additional opportunities for the pairs to meet may strengthen the program further.
Questions for LT:

- Do faculty have professional development needs that we are not addressing or can address more effectively?
- Would a structured mentorship program focused on leadership development be helpful for interested early and mid career faculty?
- How can the AFR process better elicit professional development and mentoring needs?