Faculty Mentoring in the Department of Medicine
<table>
<thead>
<tr>
<th>Question</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual review takes place using COM form</td>
<td>100%</td>
</tr>
<tr>
<td>Knows current promotion pathway</td>
<td>100%</td>
</tr>
<tr>
<td>Knows goals for coming year as documented at annual review</td>
<td>77%</td>
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<tr>
<td>Has strategy for achieving goals</td>
<td>33%</td>
</tr>
<tr>
<td>Understands the promotion timeline</td>
<td>22%</td>
</tr>
<tr>
<td>Has defined strategy for achieving promotion</td>
<td>22%</td>
</tr>
<tr>
<td>Understands the promotion process</td>
<td>11%</td>
</tr>
<tr>
<td>Had follow up of goals planned prior to next annual review</td>
<td>11%</td>
</tr>
<tr>
<td>Has an Identified mentor</td>
<td>22%</td>
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Junior Faculty Mentoring Survey

• All junior faculty in the DOM (n=82) invited
• 57 responded: 70% response rate
• Do you have an identified mentor?
Identified Mentor?

Total

- 61.40% Mentor
- 24.56% No Mentor
- 14.04% Uncertain

Total=57
Identified Mentor?

Mentor Status: Men
- 60.87% Mentor
- 21.74% No Mentor
- 17.39% Uncertain
Total=23

Mentor Status: Women
- 67.86% Mentor
- 17.86% No Mentor
- 14.29% Uncertain
Total=28
Junior Faculty Mentoring Survey

- All junior faculty in the DOM (n=82) invited
- 57 responded: 70% response rate
- Do you have an identified mentor?
- Assess attitudes toward identified or *ad hoc* mentor
- Ragins-McFarlin Mentor Role Instrument
- 33 Likert scale questions: Career & Psychosocial Dimensions
- Career: Coach, Challenger, Sponsor, Promoter, Protector
- Psychosocial: Acceptor, Friend, Role Model, Counselor, Social Associate, Parent
Attitudes Toward Mentor

Likert scale: 1 (strongly disagree) to 7 (strongly agree)
Attitudes Toward Mentor: Gender

Likert scale: 1 (strongly disagree) to 7 (strongly agree)
Attitudes Toward Mentor: Identified vs. *ad hoc*

Likert scale: 1 (strongly disagree) to 7 (strongly agree)
Attitudes Toward Mentor: Identified vs. ad hoc

Likert scale: 1 (strongly disagree) to 7 (strongly agree)

All junior faculty will be assigned a mentor

• Suggested by faculty member and division chief
• Within or outside of their division
• Mentor and mentee establish goals and a plan to achieve these
• Mentor and mentee meet regularly throughout year to “check-in” on progress/provide feedback toward attaining goals
• Mentee ‘tool kit’
• Mentor ‘tool kit’ and training opportunities
• Mentor, mentee, and division chief review these as a part of the annual review (i.e. mentor participates in the review)
Mentoring Plan: Timeline

Support tools for mentees/mentors:
- CV template; Green Sheet ‘cheat-sheets’
- Timeline suggestions
- Pre-review checklist to flesh out goals, plans, and promotion timeline/assessment
- Resource lists

During faculty review mentors will:
- Discuss the goals/plans from past year
- Detail goals/plans for the next year
- Assess progress to promotion
Questions?