

Faculty Mentoring in the Department of Medicine

Informal Survey of Faculty

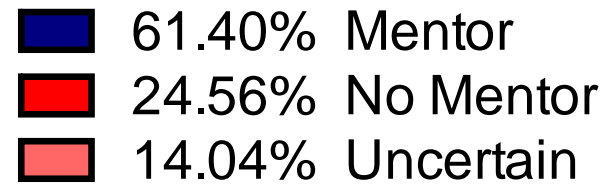
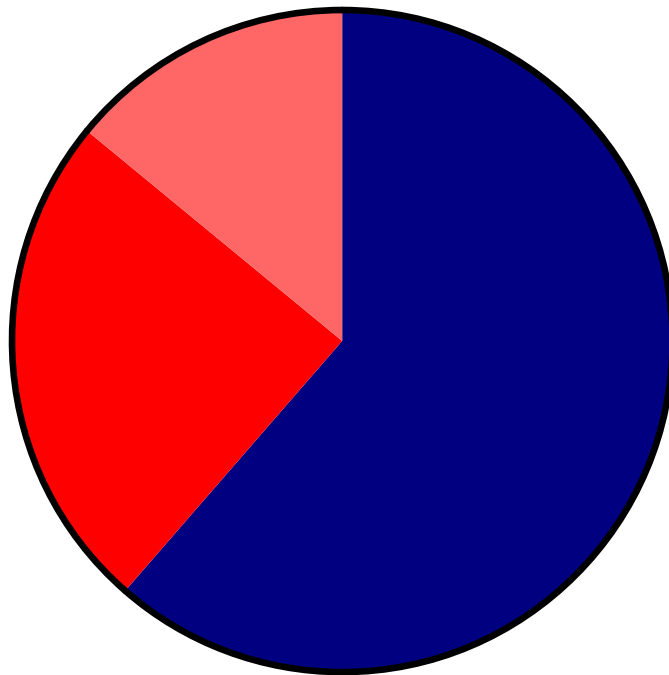
Annual review takes place using COM form	100%
Knows current promotion pathway	100%
Knows goals for coming year as documented at annual review	77%
Has strategy for achieving goals	33%
Understands the promotion timeline	22%
Has defined strategy for achieving promotion	22%
Understands the promotion process	11%
Had follow up of goals planned prior to next annual review	11%
Has an Identified mentor	22%

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?

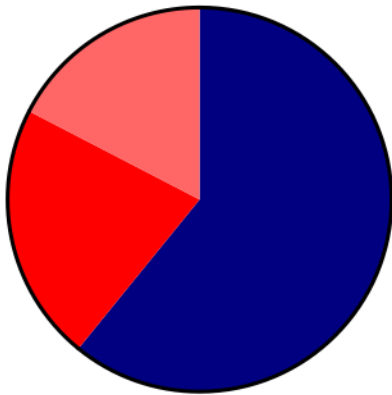
Total



Total=57

Identified Mentor?

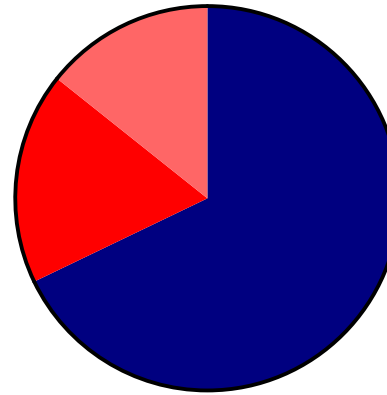
Mentor Status: Men



Total=23

■ 60.87% Mentor
■ 21.74% No Mentor
■ 17.39% Uncertain

Mentor Status: Women



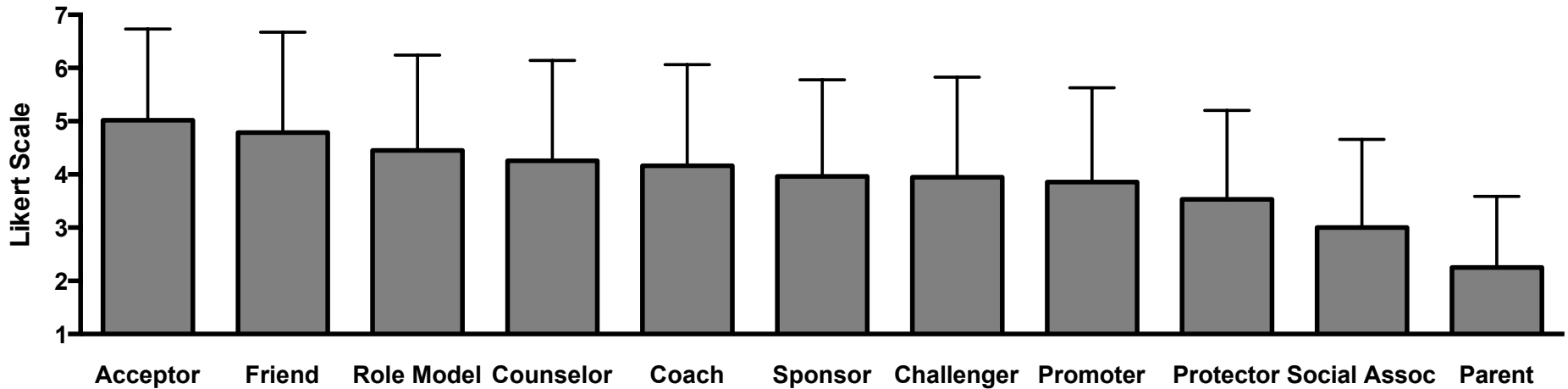
Total=28

■ 67.86% Mentor
■ 17.86% No Mentor
■ 14.29% Uncertain

Junior Faculty Mentoring Survey

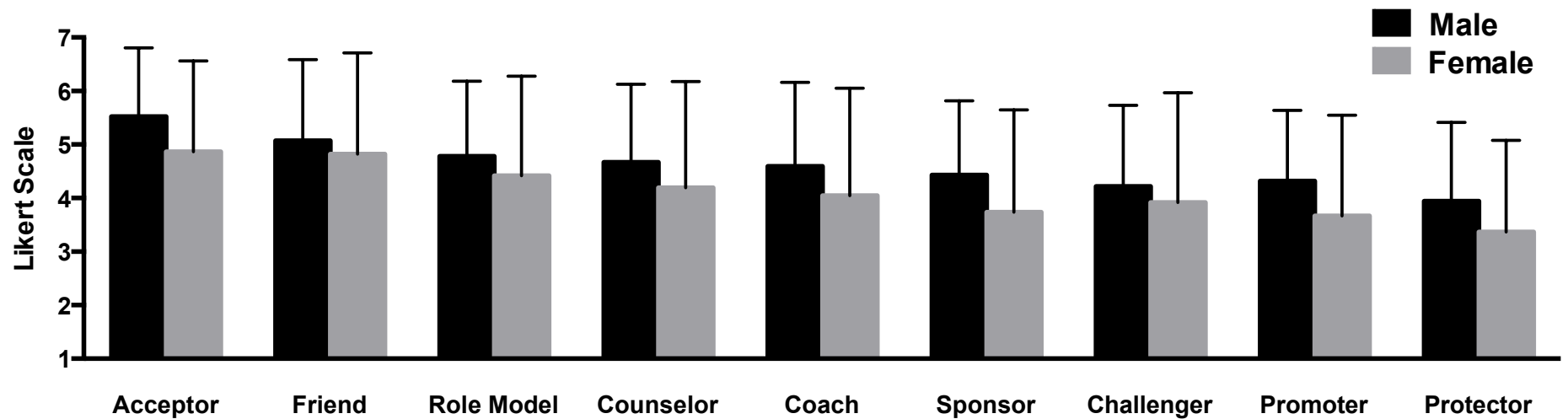
- All junior faculty in the DOM (n=82) invited
- 57 responded: 70% response rate
- Do you have an identified mentor?
- Assess attitudes toward identified or *ad hoc* mentor
- Ragins-McFarlin Mentor Role Instrument
- 33 Likert scale questions: Career & Psychosocial Dimensions
- Career: Coach, Challenger,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

Attitudes Toward Mentor



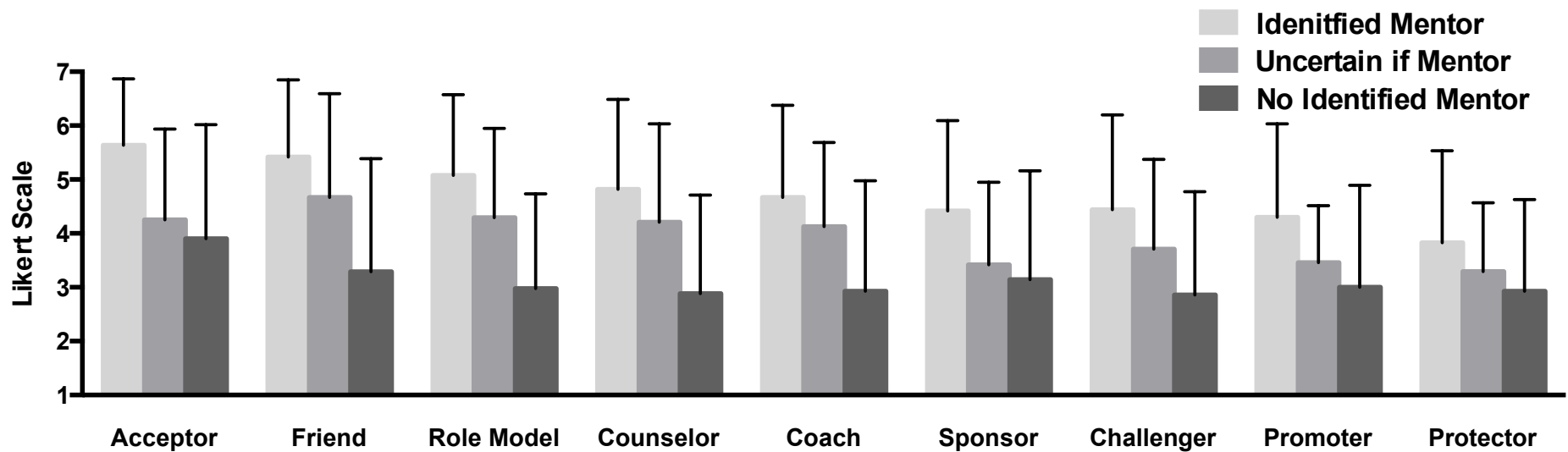
Likert scale: 1 (strongly disagree) to 7 (strongly agree)

Attitudes Toward Mentor: Gender



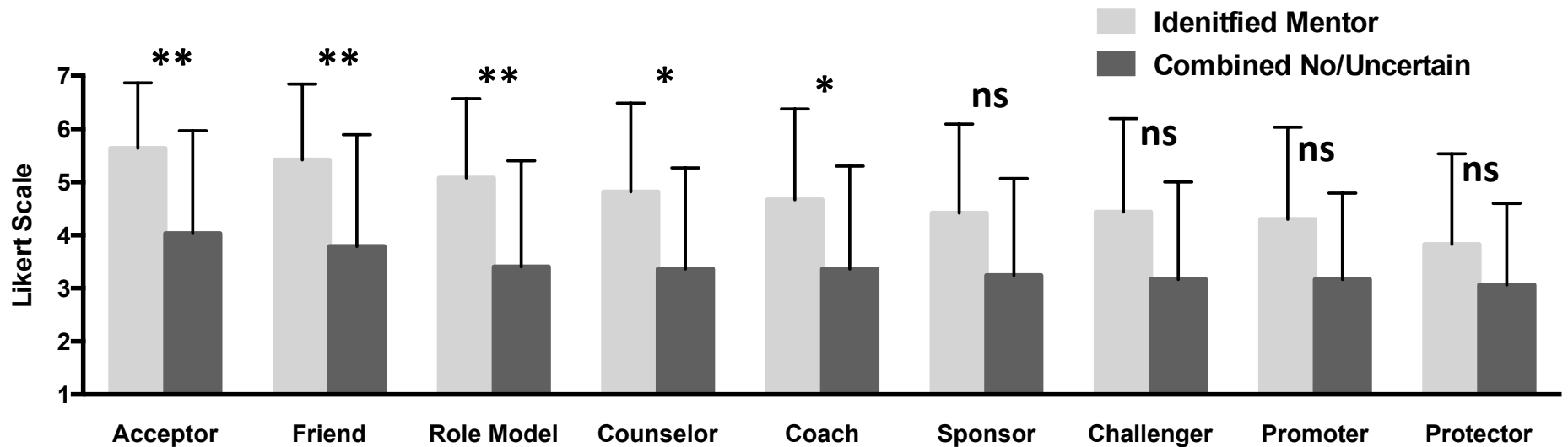
Likert scale: 1 (strongly disagree) to 7 (strongly agree)

Attitudes Toward Mentor: Identified vs. *ad hoc*



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

Attitudes Toward Mentor: Identified vs. *ad hoc*



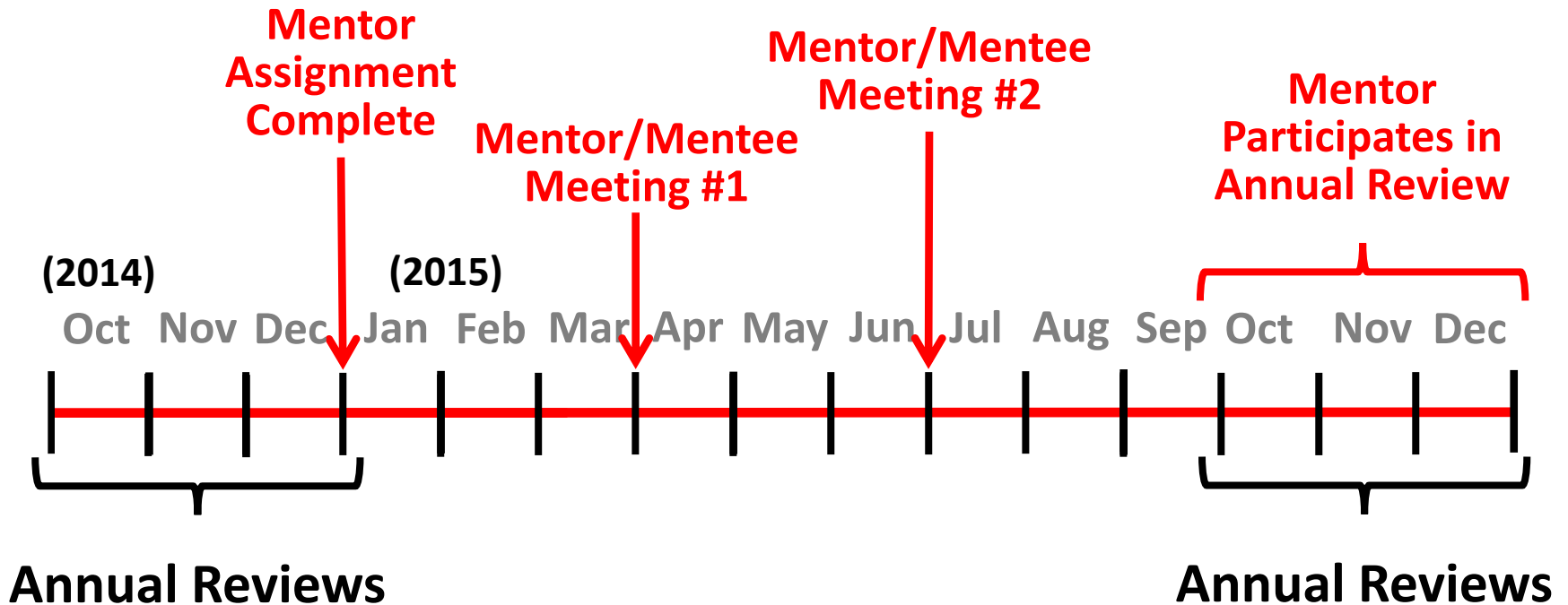
Likert scale: 1 (strongly disagree) to 7 (strongly agree)

Mentoring Plan: 2014-2015

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?