School of Medicine Faculty Mentoring Program

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UAB School of Medicine Senior Associate Dean for Faculty Development
Educational Objectives

• Define mentorship
• Discuss the impact of mentoring on faculty career development
• Describe key features of effective mentees and mentors
• Describe effective and dysfunctional mentor relationship
• Outline mentoring barriers
• Describe a mentor team
• Describe the state of membership in the SOM
• Describe the elements of a SOM Faculty Mentoring System
Mentorship

“A dynamic, reciprocal relationship in a work environment between an advanced career incumbent and a beginner aimed at promoting the development of both.”

Perceived Positive Impact for Mentee

• Personal development
• Career guidance
• Career choice
• Research productivity

Perceived Positive Impact for Mentor

- Satisfaction from mentee’s development progress
- Satisfaction from sharing experiences
- Learning from mentee
- Being part of the mentor community

Key Mentee Attributes

• Takes the initiative in cultivating the relationship
• Prepares the agenda for the meetings
• Is open about weaknesses
• Accepts feedback
Key Mentor Attributes


<table>
<thead>
<tr>
<th>Dimension</th>
<th>Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal</td>
<td>Altruistic³¹, Understanding³¹, Patient³¹, Honest³¹, Responsive²⁵, Trustworthy²⁷, Nonjudgmental²⁷, Reliable²⁷, Active listener³⁰, Motivator²⁵</td>
</tr>
<tr>
<td>Relational</td>
<td>Accessible²⁵,²⁷,³¹, Sincerely dedicated to developing an important relationship with the mentee²⁵, Sincerely wants to offer help in mentee’s best interest²⁴, Able to identify potential strengths in their mentees³⁰, Able to assist mentees in defining and reaching goals³³, Holds a high standard for the mentee’s achievements²⁵, Compatible (“good match”) in terms of practice style, vision and personality²⁷</td>
</tr>
<tr>
<td>Professional</td>
<td>Senior³¹ and well-respected in their field²⁵, Knowledgeable²⁶ and experienced²⁷</td>
</tr>
</tbody>
</table>
Key Mentor Attributes

• Honest
• Sincere
• Listens actively
• Well established (connected) position
The Fundamental Attribute

“No two mentors will behave in exactly the same way, but all good mentors will act from both a sense of responsibility and a commitment to the future of the mentee.”

The Mentor’s Work

- Personal development (e.g. work-life balance)
- Career development
- Networking
- Advocacy
Facilitating the Conversation

• Schedule regular meetings
• Establish general goals in the first meeting
• Communicate between meetings email or phone
• “Reiterate and review”

Signs of a Successful Relationship

• Reciprocity
• Mutual respect
• Clear expectations
• Personal connection
• Shared values

Signs of a Dysfunctional Relationship

• Poor communication
• Lack of commitment
• Personality differences
• Perceived (or real) competition
• Conflicts of interest
• Mentor inexperience

Barriers to Effective Mentoring Relationships

• Racial, ethnic and language barriers
• Gender-related barriers
• Generational differences

The Advantages of a Mentor Team or Network

• Mentors have varying skill sets or areas of expertise
• Provides safeguards against inadequate mentoring
• Allows matching for diverse features

The Advantages of a Mentor Team or Network

• Highly unstable environment
• Create career rebalancing options
• Value of multiple perspectives
Potential Disadvantages of Mentoring Teams or Networks

• Complexity
• Conflict
  o Team
  o Intrapersonal
Mentoring Systems

- Establish criteria for mentors
- Incentivize service as a mentor
- Facilitate the mentor-mentee relationship
- Determine factors that strengthen mentee’s scholarship capacity
- Factors that allow for the professional development of mentors and mentees

UCSF Faculty Mentoring Program

- 852 junior faculty (throughout all the health professions schools) surveyed with 464 responding

- Survey results
  - 56% female, 62% white and 7% URM
  - 50% had mentors (differences by gender or ethnicity
  - Clinician-educator faculty much less likely to have a mentor

UCSF Faculty Mentoring Program

• Faculty with mentors reported
  o Greater satisfaction with time allocation at work
  o High academic self-efficacy scores
UCSF Mentoring System

• Mentoring facilitators appointed in every department
  o Helped create mentoring relationships
  o Disseminated best practices
• Mentorship documented on CV and evaluated in promotion and tenure process
• Mentoring awards established
• Mentor development materials created
UCSF Mentoring Team

• Career mentor- responsible for the overall personal career guidance and support and facilitating general networking
• Scholarly mentor- guides development and facilitates network in a specific scholarly area
• Co-mentor- assists career mentor and provides guidance for specific issues
An Alternative Mentor Team Approach

One mentor working with 4-5 peer mentees

Verkey P, Jatoi A, Williams A, et. al. The positive impact of a facilitated peer mentoring program on academic skills of women faculty. BMC Medical Education 2012, 12:14
The State of Mentorship in the SOM

• Survey instrument developed by a 2012-3 HLA group
• Administered by Susan Lyons, CCTS Program Manager, in the fall of 2013
• Sent to 1449 faculty members
• 781 responses (55%) response rate
## SOM Mentorship

### 11. Are you currently in a mentoring relationship(s) with a UAB SOM faculty member? (Check all that apply)

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Responses (N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor</td>
<td>328</td>
<td>386</td>
<td>714</td>
</tr>
<tr>
<td>Mentee</td>
<td>242</td>
<td>434</td>
<td>676</td>
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</table>

### 12. If you answered no to either of the above statements, is this something you want/desire?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>N</th>
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</thead>
<tbody>
<tr>
<td>Mentor</td>
<td>304</td>
<td>171</td>
<td>475</td>
</tr>
<tr>
<td>Mentee</td>
<td>253</td>
<td>225</td>
<td>478</td>
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</table>

### 13a. How beneficial is your mentoring contract(s) overall?

<table>
<thead>
<tr>
<th></th>
<th>Not at all beneficial 1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>Extremely beneficial 10</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
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<tbody>
<tr>
<td>Beneficial</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>8</td>
<td>8</td>
<td>12</td>
<td>14</td>
<td>11</td>
<td>15</td>
<td>81</td>
<td>7.02</td>
<td>2.44</td>
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</tbody>
</table>
### SOM Mentorship

21. How satisfied are you with your primary mentoring relationship in regard to:

<table>
<thead>
<tr>
<th></th>
<th>Not at all satisfied 1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>Extremely satisfied 10</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
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<tbody>
<tr>
<td>Promotion</td>
<td>23</td>
<td>13</td>
<td>19</td>
<td>7</td>
<td>35</td>
<td>32</td>
<td>44</td>
<td>56</td>
<td>50</td>
<td>61</td>
<td>340</td>
<td>6.81</td>
<td>2.71</td>
</tr>
<tr>
<td>Tenure</td>
<td>24</td>
<td>12</td>
<td>16</td>
<td>9</td>
<td>29</td>
<td>31</td>
<td>45</td>
<td>30</td>
<td>45</td>
<td>45</td>
<td>271</td>
<td>6.47</td>
<td>2.82</td>
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<tr>
<td>Professional productivity</td>
<td>21</td>
<td>8</td>
<td>20</td>
<td>6</td>
<td>35</td>
<td>38</td>
<td>61</td>
<td>73</td>
<td>60</td>
<td>75</td>
<td>397</td>
<td>7.12</td>
<td>2.51</td>
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<tr>
<td>Work/life balance</td>
<td>29</td>
<td>17</td>
<td>18</td>
<td>13</td>
<td>44</td>
<td>38</td>
<td>55</td>
<td>67</td>
<td>41</td>
<td>49</td>
<td>371</td>
<td>6.46</td>
<td>2.68</td>
</tr>
<tr>
<td>Networking</td>
<td>24</td>
<td>17</td>
<td>20</td>
<td>14</td>
<td>46</td>
<td>37</td>
<td>51</td>
<td>56</td>
<td>59</td>
<td>68</td>
<td>392</td>
<td>6.74</td>
<td>2.69</td>
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<tr>
<td>Contract negotiations</td>
<td>33</td>
<td>27</td>
<td>21</td>
<td>23</td>
<td>42</td>
<td>37</td>
<td>27</td>
<td>27</td>
<td>21</td>
<td>25</td>
<td>283</td>
<td>5.36</td>
<td>2.79</td>
</tr>
</tbody>
</table>
Faculty Seeking A Mentor

- Desire a Mentor
- Do Not Desire a Mentor
- No Answer

- Assist Prof
- Assoc Prof
- Instructor
- Full Prof
- Other
Faculty Seeking to Mentor

interest in mentoring among different ranks:
- Assist Prof: 130
- Assoc Prof: 80
- Instructor: 10
- Full Prof: 140
- Other: 5

Not interested:
- Assist Prof: 60
- Assoc Prof: 20
- Instructor: 5
- Full Prof: 40
- Other: 2

No answer:
- Assist Prof: 20
- Assoc Prof: 10
- Instructor: 5
- Full Prof: 20
- Other: 5
The Desired Features of a SOM Mentoring Program

• Organized and organic
• Formal and flexible
• Unmonitored and supported and rewarded
A “Lightly Managed” Mentoring Program

• “Do not formalize this process. I think it’s best to make sure the relationships are formed and then administrators should get out of the way (unless problems arise).”

• “Don’t strangle it by being too bureaucratic but provide the resources and information.”
<table>
<thead>
<tr>
<th>Improvements</th>
<th>Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased awareness of available programs</td>
<td>524</td>
<td>87%</td>
</tr>
<tr>
<td>Centralized processes (matching with a mentor, mentor contract etc.,)</td>
<td>302</td>
<td>50%</td>
</tr>
<tr>
<td>Common forms/contracts across the divisions or departments</td>
<td>181</td>
<td>30%</td>
</tr>
<tr>
<td>Annual outcome measures or assessments</td>
<td>244</td>
<td>41%</td>
</tr>
<tr>
<td>Line item in the promotion and tenure document</td>
<td>213</td>
<td>35%</td>
</tr>
<tr>
<td>Recognition awards</td>
<td>251</td>
<td>42%</td>
</tr>
<tr>
<td>Formal mentor training for improvement</td>
<td>337</td>
<td>56%</td>
</tr>
<tr>
<td>3rd party mediation</td>
<td>49</td>
<td>8%</td>
</tr>
</tbody>
</table>
A Proposed UAB Mentoring System

• Available to all interested faculty in the first decade of their careers
• Mentoring facilitators in every department
• Mentoring teams consisting of career, scholarly and peer mentor
• Individual Development Plan created and revised annually
• Mentoring relationships renewed annually
• Departmental and School awards for mentoring
Role of the Departments

• “Are you satisfied with your current mentorship?”
• Address solvable problems
• Encourage mentorship
Role of the Dean’s Office

• Facilitate complex matching
• Address mentoring relationship dysfunction
• Create resources website
  ▪ National and local training
  ▪ Specific SOM information
  ▪ Best practices
• Grand Rounds presentations
On-Line Mentor Training

http://www.ctsi.umn.edu/education/Mentoring/index.htm
As Part of Faculty Development Program

SOM Faculty Development Team

Leader Support

On-Line Materials

Seminars, Programs

Individualized Coaching

SOM Faculty Member

Mentor Teams