Using Survey Data to Design Mentoring Programs in a Large Academic Health Center

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Strategy: Mentoring across the Continuum
Mentoring within an academic health center touches multiple groups: not just faculty but also students and trainees in a continuum of mentoring across the stages of academic development. Faculty play the central role in this mentoring continuum.

Implementation: The Mentoring Survey
An electronic survey was administered to students, trainees and faculty in Fall 2012. A total of 778 faculty responded to the survey (43% response rate) providing detailed data about the current mentoring environment at UMass and the needs of the faculty for mentoring.

The “Mentoring Gap”
A third of the faculty responding to the survey stated that they were not receiving guidance but needed mentoring.

Top Five Faculty Needs for Mentoring
- Career Guidance
- Access to Resources
- Professional Network Skills
- Leadership Development
- Academic Guidance

Dr. Julia Andrieni, the Joy McCann Professor for Women in Medicine, led the development and implementation of the Mentoring Survey and its development and implementation.

Strategy: Drive Implementation with Data
We collected and utilized data on our current mentoring environment to design mentoring programs and allocate resources.

Implementation: Targeted Mentoring
Several programs were designed and implemented by the Office of Faculty Affairs (OFA) to meet the needs of targeted groups of faculty.

Peers for Promotion
Female Assistant Professors who had been in rank for greater than six years showed an increased need for mentoring and identified career guidance as their greatest need. The OFA developed a facilitated peer mentoring program to assist these faculty in achieving promotion.

Pathway to Tenure
Despite the investment in our tenure track faculty and the high expectations for their success, one-third stated that they needed mentoring. The OFA established a comprehensive program that includes individual consultations, peer mentoring, and more frequent feedback.

Peers for Promotion by Rank
- Assistant Professor: 33% Not receiving guidance but need mentoring
- Associate Professor: 21% Not receiving guidance but need mentoring
- Professor: 45% Not receiving guidance but need mentoring

Minority Faculty
The mentoring needs of faculty appeared related to a sense of isolation from the academic community. "Microcommunities" will be established to address these needs by engaging a mentor with a selected group of junior and senior faculty.

Not receiving guidance but need mentoring (%) by rank:
- Assistant Professor: 33%
- Associate Professor: 21%
- Professor: 45%

Solution: "Traditional" Faculty Career Flexibility Award from the Alfred P. Sloan Foundation.

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Department A: Balanced Structure
One-third of the faculty need mentoring. The department has similar numbers of junior, mid-career and senior faculty and is able to match mentors with suitable mentors within the department.

Department B: Predominance of Young Faculty
Almost half of the faculty need mentoring but the department has too few senior faculty to match with the faculty requiring mentoring.

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Solution: Facilitated Peer Mentoring Groups

Department A: Balanced Structure

Mentor-Mentee Pairs
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