UMW mentoring survey data food for thought

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Lack of Diversity Reflected in Race/Ethnicity Demographics of Survey Respondents for students, trainees, and faculty. (n=1,752)

Three different generations dominated our demographics. Generation X, Generation Y and Baby Boomers

94% of UUMS students expressed that they are currently receiving guidance on a continuing basis as compared to 33% of GSN students and 80% of GSBS students. Only 42% of the Faculty reported receiving guidance.

Students and trainees described their primary mentoring relationship as effective.
Faculty expressed less a need for mentoring as compared to trainees and students.

Do you believe that you need a mentor or mentor(s)?

- Faculty
- Trainees
- Students

UMMS Learning Communities may play a role in 70% of their students knowing how to find a mentor(s) as compared to 65%.

46% of Faculty did not know how to find a mentor.

Mentoring Capacity and Culture

Students and Trainees at all levels of training do not perceive themselves as mentors. Less than 50% of Faculty are mentors.

Are you currently a mentor?

- UBMB
- GS NS
- GSBS
- Residents
- Fellows
- Postdocs
- Faculty

Fellows and Residents expressed the greatest willingness to be mentors.

Are you willing to be a mentor?

- UBMB
- GS NS
- GSBS
- Residents
- Fellows
- Postdocs
- Faculty

GSBS (students) expressed that they received the least mentoring training.

Have you received any training about mentoring?

- UBMB
- GS NS
- GSBS
- Residents
- Fellows
- Postdocs
- Faculty
56% of Faculty Mentor/Mentee Communication occurred in the traditional 1:1 mentoring model.

- 48% of Faculty Mentors reported weekly contact with mentees.
- 31% of Faculty Mentors reported monthly contact with mentees.
- 53% of Faculty Mentors did not discuss expectations and goals of the mentoring relationship.
- 24% of Faculty Mentors were chosen by their mentees.
- 20% of Faculty mentors were assigned by a mentoring program.

Faculty Mentoring Capacity may need to be expanded to accommodate mentoring needs.

- 78% of Faculty mentor multiple individuals.
- 52% of Faculty reported 2-4 mentees/year.
- 19% of Faculty reported 5-7 mentees/year.
- 44% of Faculty could not accommodate additional mentees.
- 30% of Faculty responded “maybe” to accommodating additional mentees.

Faculty Mentors would be willing to attend additional training to acquire skills needed to be an effective mentor.

- Personal Gratification (77%)
- Academic Advancement (51%)
- Institutional Recognition (42%)
- Mentoring Time and Effort Tracking and Offset (42%)
- Financial Incentives (29%)
- Mentoring Awards (23%)

64% of Faculty perceived that mentoring is valued by the program or department.

Faculty (n=369) identified the following mentoring needs as important for faculty development:

- Career Guidance
- Identification and Access to Resources
- Professional Networking Skills
- Leadership Skills
- Academic Guidance
- Developing Enhancing Professional Identity
- Research Skills
- Grant Writing Skills
- Teaching Skills

57% of Faculty who responded to the survey were clinicians.