Evaluation of Mentoring
Best Practices

Why Evaluate Mentoring?

Effective data-based evaluation of mentoring is important for at least three reasons:

1. Helps to overcome biases and make good decisions about needed programmatic or mentoring relationship change.

2. Enables appropriate allocation of departmental resources and efforts towards supporting the most effective elements of mentoring.

3. Allows sharing of success with stakeholders and participants.

Evaluation is an important tool in your mentoring program toolbox.

When to Evaluate

- Align with your departmental calendar and events
  (with the natural ebb and flow of your department). Select times when your faculty are not already overburdened or absent.
- Ideally, pre-and-post measures would be collected to assess change.
- Interim measurement if possible (depending on how long your faculty members are involved in the program). A short "check-in" survey or email to all participants within the first few weeks of involvement in the program provides an additional data collection point.

Who to Evaluate

It is important to collect information not just from the mentees, but from the mentors in the program as well (and other stakeholders).

Collecting information from mentors provides an important perspective on both mentees' and mentors' experiences. Information collected from mentors, especially about benefits of mentoring, can inform future mentor recruitment efforts.

Anonymous versus Confidential Evaluations. An important decision to make is if the information you collect from individuals will be anonymous or confidential.   This needs to be made clear to all individuals providing data.

Anonymous means that not even the department chair or mentor program director knows who provided the response. Anonymous surveys increase response rates but limit your ability to intervene or seek more information should a respondent report a negative outcome.

Confidential surveys clearly articulate who will have access to the responses and assure the respondents that their answers will not be shared beyond those individuals.

- Response rate < 30% reflects a burden placed on the respondent
- Response rate of 50-80% is ideal

How to Evaluate

Use more than one method to collect data on your program. This provides stronger evidence that the information converges on similar themes.

Pros and Cons of Measurement Methods

Method	Pros	Cons
Archival analysis	Records are already available, increased accuracy of data	Some records may be incomplete or missing
Focus groups	Provides in-depth information, opportunity to ask for clarification	Fewer responses, time-intensive to record responses and analyze them
Interviews	Can obtain sensitive information	Time-intensive, potential response bias
Observation	Easy to collect estimates of participation and engagement in real time	Can be time-intensive if looking for more nuanced behaviors
Photographic evidence	Visual images are powerful ways to convey success	Expense to hire photographer, poor-quality pictures are not useful
Surveys	Easy to administer and tabulate responses	Response bias, may not ask correct questions

How to Ask Questions: Top Ten Practices

1. Use memory prompts and time frames in surveys, interviews, and focus groups (e.g. in the last 6 months….)
2. Write short, succinct questions.
3. Go beyond "yes" and "no" questions (categories) and collect continuous data when possible.
4. Place demographic information at the end of surveys.
5. Be selective in choosing what questions to ask, or even what data to collect.
6. Use online surveys when possible.
7. Test your questions!

8. Word questions so that you can compare the data you collect with
   information collected in prior years, or data from
   other programs.
9. Ask simple questions that do not require complex calculations.
10. Make sure your surveys are visually easy to follow and think about how your survey
    would be used on a mobile device.

Tips for Increasing Response

1. Keep survey short – limit to 10 questions if possible.
2. Advance announcement of survey by department chair, dean or other administrative leader.
3. Send reminder survey announcements.
4. Report results back to the respondent pool to increase likelihood of future responses to survey requests.
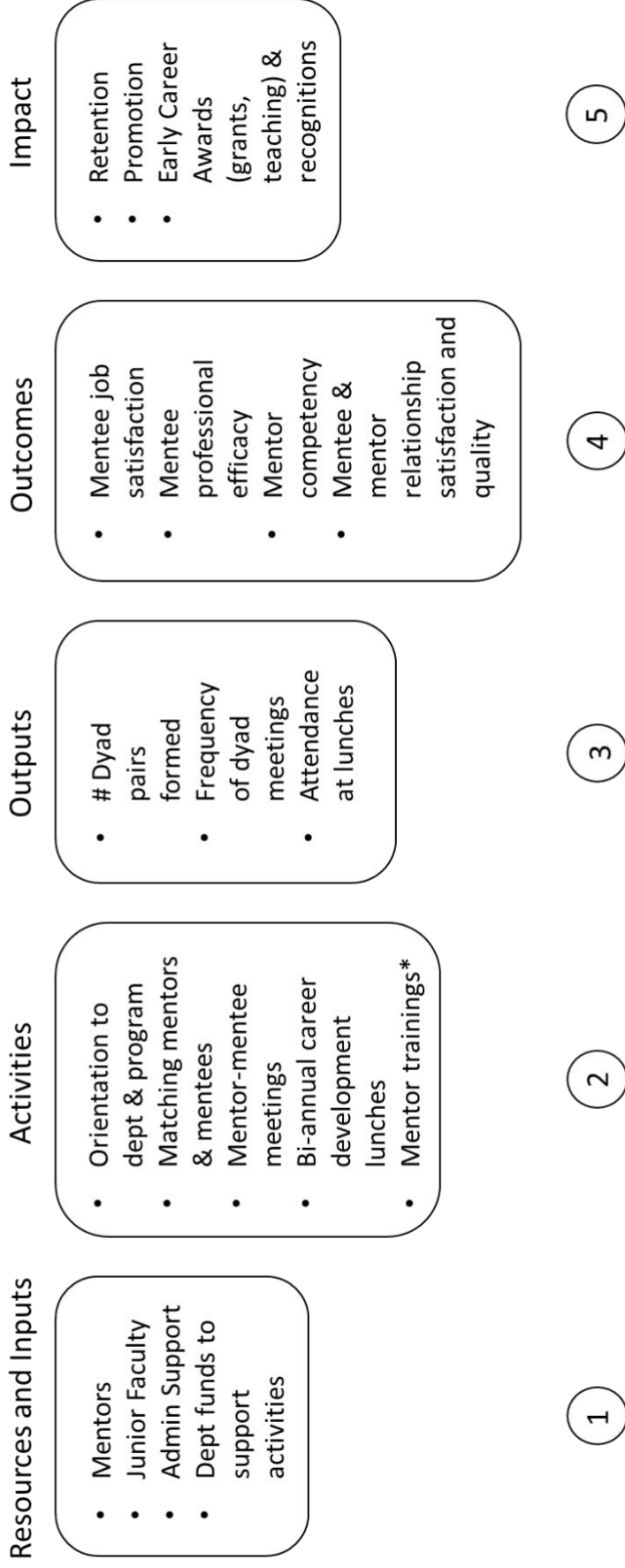
What to Evaluate

"*Everything that can be counted does not necessarily count; everything that counts cannot necessarily be counted.*" (Albert Einstein)

What you evaluate should be guided by your program's theory of change or logic model.

What you measure is related to the activities, expectations, and desired outcome of your mentoring plan.

While it should be individualized to your department, the logic model below is illustrative of a mentoring program logic model that might contain elements common to many departments.

Example Logic Model for a Mentoring Program

Resources and Inputs

- Mentors
- Junior Faculty
- Admin Support
- Dept funds to support activities

Activities

- Orientation to dept & program
- Matching mentors & mentees
- Mentor-mentee meetings
- Bi-annual career development lunches
- Mentor trainings*

Outputs

- # Dyad pairs formed
- Frequency of dyad meetings
- Attendance at lunches

Outcomes

- Mentee job satisfaction
- Mentee professional efficacy
- Mentor competency
- Mentee & mentor relationship satisfaction and quality

Impact

- Retention
- Promotion
- Early Career Awards (grants, teaching) & recognitions

① ② ③ ④ ⑤

Your Planned Work   Your Intended Results

* Go to University of Wisconsin website for guidance in creating a logic model (http://www.uwex.edu/ces/lmcourse/) and select "Connect to the course content." Proceed with Sessions 1-7 or download PDF version of the content.

A short survey for both mentor and mentee is appended to this document for your use. Please note that you may wish to modify this survey to suit your department needs and to be consistent with your logic model of change. If you decide to use it, a Qualtrics version with a unique link for your department has been sent to your department designee.

Free Survey Software

Qualtrics: The Qualtrics Research Suite is a powerful <u>online survey tool</u> available to all UNC Chapel Hill faculty, staff, and students, for UNC-related projects. UNC Healthcare is not covered by the UNC Chapel Hill Qualtrics license. The Research Suite allows you to build complex surveys that fulfill a variety of research needs. You can use this tool to build surveys, distribute surveys and analyze responses, all from one convenient online location!

Survey Monkey: www.surveymonkey.com

Google Forms: www.google.com/forms/about/

Zoomerang: www.zoomerang.com

References

Lunsford, L.G. (2016). A handbook for managing mentoring programs: Starting, supporting, and sustaining effective mentoring. New York: Routledge.

UCSF Faculty Mentoring Toolkit. Copyright © 2012 The Regents of the University of California, All Rights Reserved. Created by Mitchell D. Feldman, MD, MPhil, UCSF Faculty Mentoring Program

Kosoko-Lasaki et al., Mentoring for women and underrepresented minority faculty and students: experience at two institutions of higher education. Journal of the National Medical Association. 2006; 98(9): 1449-1459.

Mentor and Mentee Satisfaction Surveys

MENTOR SATISFACTION SURVEY

The first 3 questions are <u>about your relationship with your mentee</u>. Please answer each of these questions with respect to the <u>past 12 months.</u>

1. **In the past 12 months, have you met with your mentee?** ☐ Yes ☐ No
   a. Approximately how many times? [   ]
   b. Is this frequency
      ☐ Less than you desire   ☐ About right   ☐ More than you feel you need

2. **I am satisfied with my mentoring relationship.**
   ☐ Strongly disagree ☐ Somewhat disagree ☐ Neither agree nor disagree
   ☐ Somewhat agree ☐ Strongly agree   ☐ I am not sure

3. **Do feel that the mentoring relationship has been mutually beneficial?** Yes/No
   If Yes, in what ways?

   If No, what changes could be made or supports provided that would enhance its mutual benefit?

The next questions are <u>about your satisfaction with the department's mentoring plan.</u>

1. **The mentoring plan has been effective in facilitating my ability to assist my mentee with career development by providing me with information or access to resources.**

   ☐ Strongly disagree ☐ Somewhat disagree ☐ Neither agree nor disagree
   ☐ Somewhat agree ☐ Strongly agree

2. **My department values mentoring.**
   ☐ Strongly disagree ☐ Somewhat disagree ☐ Neither agree nor disagree
   ☐ Somewhat agree ☐ Strongly agree

MENTEE SATISFACTION SURVEY

The first 6 questions ask about your relationship with your departmental mentor. Please answer each of these questions with respect to the past 12 months.

1. **Have you met with your mentor?** ☐ Yes ☐ No
   a. Approximately how many times? [_____]
   b. Is this frequency
      ☐ Less than you desire   ☐ About right   ☐ More than you feel you need

2. **My mentor has provided honest feedback in my career development.**

   ☐ Strongly disagree   ☐ Somewhat disagree   ☐ Neither agree nor disagree
   ☐ Somewhat agree   ☐ Strongly agree

3. **Which of the following professional development milestones has resulted from interactions with your mentor (check all that apply)?**

   ☐ Publications

   ☐ Presentations/posters

   ☐ New teaching method

   ☐ Clinical skill development

   ☐ Conducting research

   ☐ Balancing teaching, research, and clinical activities with service

   ☐ Assistance with development of my promotion packet

   ☐ Development or growth of lab or program

   ☐ Grant writing/submission

   ☐ Facilitation of professional connections, networking, or sponsorship

   ☐ Insight into cultural or political climate of my department or the SOM

   ☐ Other (please specify) _____

   ☐ None of the above

4. **My mentor has an understanding of my life outside of the institution and has helped me in integrating that life with my institutional responsibilities.**

   ☐ Strongly disagree   ☐ Somewhat disagree   ☐ Neither agree nor disagree
   ☐ Somewhat agree   ☐ Strongly agree

5. I am satisfied with my mentoring relationship.

☐ Strongly disagree ☐ Somewhat disagree ☐ Neither agree nor disagree
☐ Somewhat agree ☐ Strongly agree

6. Overall, I am satisfied with my job.

☐ Strongly disagree ☐ Somewhat disagree ☐ Neither agree nor disagree
☐ Somewhat agree ☐ Strongly agree

Every UNC department has a mentoring plan or formal mentoring program. The next 5 questions ask about your experience with mentoring within your department.

1. The department's mentoring plan has been effective in facilitating my understanding of departmental expectations for my professional performance.

☐ Strongly disagree ☐ Somewhat disagree ☐ Neither agree nor disagree
☐ Somewhat agree ☐ Strongly agree ☐ I am not sure

2. The department's mentoring plan has been effective in facilitating my understanding of procedures for promotion review.

☐ Strongly disagree ☐ Somewhat disagree ☐ Neither agree nor disagree
☐ Somewhat agree ☐ Strongly agree ☐ I am not sure

3. The department's mentoring plan has been effective in helping me progress in my career.

☐ Strongly disagree ☐ Somewhat disagree ☐ Neither agree nor disagree
☐ Somewhat agree ☐ Strongly agree ☐ I am not sure

4. Overall, I am satisfied with the department's mentoring plan.

☐ Strongly disagree ☐ Somewhat disagree ☐ Neither agree nor disagree
☐ Somewhat agree ☐ Strongly agree ☐ I am not sure

5. What changes would you suggest for the department's mentoring plan?

This document was created in joint collaboration between the UNC School of Medicine
Mentoring Task Force and the UNC Center for Faculty Excellence