

Survey of Cohort Mentees: *Gender-Based Analyses* **August 2012**

Sample

Forty-three mentees completed the survey from an overall population sample of 102 mentees. Thus, this survey had a response rate of 42.2%.

Description of Overall Sample:

Of the mentees who provided responses, 22 (51.2%) identified as women, and 19 (44.2%) as men. Thirteen (30.2%) of the mentees identified as White, four (9.3%) identified as people of color, two (4.7%) identified as “other,” and 24 (55.8%) did not respond. Nineteen (44.2%) mentees identified as assistant professors, two (4.7%) as associate professors and 22 (51.2%) did not respond. Additionally, 24 (55.8%) mentees identified as being in STEM colleges, 17 (39.5%) from non-STEM colleges, and two (4.6%) did not identify the primary college in which they worked.

Finally, in the sample for this evaluation, 16 (37.2%) of the mentees had been in the FORWARD cohort mentoring group for three years, 14 (32.6%) had been in the cohort mentoring group for two years, eight mentees (10%) stated that they had been in a cohort mentoring for one year, and five (11.6%) did not answer the question. It is also interesting to note that only two (4.7%) mentees were informed about the cohort mentoring program when they interviewed for their position.

Only a portion of the mentees completed the survey after the first few questions. Thus, this report will reflect the mentees that provided answers for at least a majority of the quantitative questions from the survey (N = 19 mentees). Of this sample, nine (47.4%) identified as male and ten (52.6%) identified as women.

Description of Women Mentees:

Of the sub-sample of ten women mentees, five (50%) of the women mentees identified as White, one (10%) as Southeast Asian, one (10%) as Hispanic/Latina/Chicana, and three (30%) did not report their race/ethnicity. Additionally, seven (70%) women mentees identified as assistant professors, one (10%) identified as an associate professor, and two did not report their rank. Additionally, five (50%) women mentees identified as being in a STEM college and five (50%) identified as being in a non-STEM college.

Description of Men Mentees:

Of the sub-sample of nine men mentees, five (55.6%) of the men mentees identified as White, one (11.1%) identified as Southeast Asian, and three didn't report their race/ethnicity. Additionally, six (66.7%) men mentees identified as assistant professors, one (11.1%) identified as an associate professor, and two did not report their rank. Additionally, six (66.7%) men mentees identified as being in a STEM college and three (33.3%) identified as being in a non-STEM college.

Previous Mentoring Experiences of Women Mentees

Of this sample of 10 female mentees, five (50%) reported that they had been in a mentoring relationship prior to the FORWARD cohort mentoring program. Female mentees who had been in a previous mentoring relationship were also asked to compare their experience in the cohort mentoring process with their previous experiences. They provided the following responses:

- Because this mentoring scenario is not a one-to-one relationship, it is hard to compare. I think that the mentors assigned were effective as far as the goals of the program. However, in comparison to my previous mentoring experience, it is not as focused or invested.
- They gave me the college specific insight I needed for the tenure process and helped me figure out ways to balance teaching and service.
- My department mentoring relationship is more reactive to issues versus the cohort mentoring is a proactive approach to issues.
- I have nothing to compare the Formative Teaching Evaluation Program too, but my mentor/evaluator was very kind, had great suggestions, offered support, and was wonderful to work with.

Previous Mentoring Experiences of Men Mentees

Of this sample of nine male mentees, five (55.6%) reported that they had been in a mentoring relationship prior to the FORWARD cohort mentoring program. None of the male mentees who had been in a previous mentoring relationship offered a response when asked to compare their experiences in the cohort mentoring process with their previous experiences.

Functioning of the Cohort Mentoring Groups

The functioning of the cohort mentoring groups was examined by exploring how often groups met, what topics were discussed, and feedback from the mentees on the composition of the mentoring groups.

Mentees were asked how often their cohort group met:

Women Mentees

- 2 (20%) female mentees responded once a month
- 2 (20%) female mentees responded more than once a semester
- 3 (30%) female mentees responded once a semester
- 1 (10%) female mentee responded once a year
- 2 (20%) female mentees did not respond

Men Mentees

- 2 (22.2%) male mentees responded once a month.
- 1 (11.1%) male mentee responded three times a semester.
- 2 (22.2%) male mentees responded once a semester.
- 3 (33.3%) male mentees reported the group disbanded or never began meeting.
- 1 (11.1%) male mentee did not respond.

Mentees were asked about their satisfaction with the frequency of their meetings using a six-point Likert scale (ranging from 1 = Strongly Dissatisfied to 6 = Strongly Satisfied):

	Frequency	Percent	Cumulative Percent
Very Dissatisfied	2	10.5	11.8
Dissatisfied	2	10.5	23.5
Somewhat Dissatisfied	3	15.8	41.2
Somewhat Satisfied	2	10.5	52.9
Satisfied	6	31.6	88.2
Very Satisfied	2	10.5	100.0
Missing Data	2	10.5	
Total	19	100.0	

*** Overall Mean= 3.82 (SD= 1.63), for women = 4.00, for men = 3.67; no significant gender difference

Mentees were also asked what their thoughts were about the composition (e.g., same gender, STEM faculty with other STEM faculty) of the cohort mentoring groups and provided the following answers:

Women Mentees

- I've said this in many surveys; I think having a mixed composition is useful.
- Frankly, with the original group I was in, I became discouraged by having all women in the group - especially when they all compared notes on being working mothers frequently, which is an experience I couldn't relate to.
- I was the only non-STEM faculty in the cohort and like I mentioned, it sometimes was hard to relate to what the others were going through.
- I like the same gender although a mix would be good too.
- I truly appreciated the same gender aspect of mentoring and I have greatly appreciated my mentors, although it would be better if one did not have a cohort mentor who was also in one's own department.

- I did like only women in the group. Most of us were STEM, which may have been difficult for the non-STEM individual.
- No thoughts.
- I like the same gender composition. I think it is easier to get mentoring from someone in your own college. PTE guidelines vary across campus.

Men Mentees

- I think it might not be a matter.
- It was fine.
- Not good.
- Personally, I found meeting with all men limiting and counterproductive. I can appreciate the benefits of same gender meetings, but maybe there is a way to have some same gender and some mixed gender meetings to get the best of both worlds.

Mentees were asked whether or not they discussed certain topics and how helpful those discussions were.

Topic	Have you discussed this topic? Women Mentees	Have you discussed this topic? Men Mentees	How helpful was this topic to you? 1= completely unhelpful 6 = very helpful
The PTE process at NDSU	8 (80%) = yes	5 (55.6%) = yes	Mean = 4.36, SD = 1.50 Responses Ranged from 1 to 6
Networking within your department	5 (50%) = yes	4 (44.4%) = yes	Mean = 3.36, SD = 1.21 Responses Ranged from 1 to 5
Issues related to work family life	6 (60%) = yes	6 (66.7%) = yes	Mean = 4.15, SD = 1.63 Responses Ranged from 1 to 6
Formal and written policy/rules of the institution	6 (60%) = yes	4 (44.4%) = yes	Mean = 4.17, SD = 1.40 Responses Ranged from 1 to 6
Unwritten or informal rules of the institution	5 (50%) = yes	3 (33.3%) = yes	Mean = 3.42, SD = 1.31 Responses Ranged from 1 to 5
Teaching effectiveness	7(70%) = yes	4 (44.4%) = yes	Mean = 4.00, SD = 1.68 Responses Ranged from 1 to 6

*** No significant gender differences existed for any of the mean scores on helpfulness, data provided is overall means

Mentees were also asked what topics they think still need to be discussed in their cohort mentoring group:

Women Mentees

- Not sure.
- None.
- The chain of command when issues arise.
- Not sure. I think I have learned a lot.

Men Mentees

- Managing students/people; interacting effectively with others; how to set and achieve appropriate goals (prioritizing).
- PTE process. Unwritten or informal rules of the institution.
- The different reactions from students from different colleges were not discussed. It might be helpful to cover this topic in our meeting.
- Issues not discussed above would all be good.

Satisfaction with the Cohort Mentoring Process

The survey included a number of different qualitative and quantitative measures of satisfaction with the cohort mentoring process.

In terms of satisfaction with the quality of the cohort mentoring experience, mentees were asked to rate their satisfaction using a six-point Likert scale (ranging from 1 = Strongly Dissatisfied to 6 = Strongly Satisfied).

	Frequency	Percent	Cumulative Percent
Very Dissatisfied	2	10.5	11.8
Dissatisfied	2	10.5	23.5
Somewhat Dissatisfied	1	5.3	29.4
Somewhat Satisfied	5	26.3	58.8
Satisfied	3	15.8	76.5
Very Satisfied	4	21.1	100.0
Missing Data	2	10.5	
Total	19	100.0	

*** Overall Mean= 4.00 (SD= 1.70), for women = 4.38, for men = 3.67; no significant gender difference

Mentees were also asked if being a part of the cohort mentoring process was a good use of their time and responded using a six-point Likert scale (ranging from 1 = Strongly Disagree to 6 = Strongly Agree).

	Frequency	Percent	Cumulative Percent
Strongly Disagree	1	5.3	6.3
Disagree	2	10.5	18.8
Somewhat Disagree	2	10.5	31.3
Somewhat Agree	3	15.8	50.0
Agree	7	36.8	93.8
Strongly Agree	1	5.3	100.0
Missing Data	3	15.8	
Total	19	100.0	

*** Overall Mean= 4.00 (SD= 1.41), for women = 4.13, for men = 3.88; no significant gender difference

Mentees were asked if they wished to continue participating in the cohort mentoring program next year and again responded using a six-point Likert scale (ranging from 1 = Strongly Disagree to 6 = Strongly Agree).

	Frequency	Percent	Cumulative Percent
Strongly Disagree	1	5.3	6.3
Disagree	2	10.5	18.8
Somewhat Disagree	3	15.8	37.5
Somewhat Agree	2	10.5	50.0
Agree	7	36.8	93.8
Strongly Agree	1	5.3	100.0
Missing Data	3	15.8	
Total	19	100.0	

*** Overall Mean= 3.94 (SD= 1.44), for women = 4.11, for men = 3.71; no significant gender difference

Another measure of satisfaction was the degree to which the mentees felt connected to the members of their cohort mentoring group and their mentors. Mentees responded to the statement “I feel connected to the other new faculty members in my cohort mentoring group” using the same six-point Likert scale.

	Frequency	Percent	Cumulative Percent
Strongly Disagree	2	10.5	11.8
Disagree	3	15.8	29.4
Somewhat Disagree	3	15.8	47.1
Somewhat Agree	4	21.1	70.6
Agree	4	21.1	94.1
Strongly Agree	1	5.3	100.0
Missing Data	2	10.5	
Total	19	100.0	

*** Overall Mean= 3.47 (SD= 1.51), for women = 3.67, for men = 3.25; no significant gender difference

Mentees also responded to the statement “I feel connected to the mentor(s) from my cohort mentoring group” using the same six-point Likert scale.

	Frequency	Percent	Cumulative Percent
Strongly Disagree	4	21.1	23.5
Disagree	1	5.3	29.4
Somewhat Disagree	2	10.5	41.2
Somewhat Agree	3	15.8	58.8
Agree	5	26.3	88.2
Strongly Agree	2	10.5	100.0
Missing Data	2	10.5	
Total	19	100.0	

*** Overall Mean= 3.59 (SD= 1.81), for women = 3.78, for men = 3.38; no significant gender difference

In addition to reporting a feeling of connection, six (60%) female mentees and five (55.6%) male mentees reported that their mentors were helpful. When asked to explain how their mentors were helpful, they provided the following responses:

Women Mentees

- I am able to converse with one of them nearly any time I need to.
- The mentors assigned provided different (but complementary) insights on life as a faculty member and how to balance all the responsibilities attached (teaching, research, service).
- Good advice on how to build up the dossier for tenure evaluation.
- They are very supportive and offer excellent advice about all manner of policy and personal issues surrounding work at the university.
- Provided information, but also got ideas and information from my fellow mentees.
- Yes, they impart their knowledge about the College PTE requirements and other policies.
- Relaying personal advice about academic treatment.

Men Mentees

- They provide information and advice on professional situations.
- We chatted and talked over specific things coming up from my group.
- She sat in my classes twice. And each time she gave me detailed comments and suggestions to my teaching. It is very helpful. [This participant identified as male and used a she pronoun in this quote]

Female Mentees were also asked to explain how their mentors were not helpful and seven female mentees responded:

- I would rather check sort of helpful. They had some ideas, and were willing to meet, but really didn't seem to care about us as developing faculty members. It seems like they were handed a list of topics to cover and once we'd done that, we were done.
- Previous mentor (from a different group) would do most of the talking, and not a lot of listening.
- I understand that the mentor I was assigned has had serious health issues. There was an attempt to move me to another group, and I was contacted about whether I wanted to change groups. I was never contacted again, and did not take the initiative to follow up on it myself.
- Only met 2 or 3 times of the semester and discussed daycares the majority of time rather than tenure or school related issues. I realize that daycare is an issue for female professors with children but only 1 of the 5 females in the group had children.
- I was not placed in a cohort. I really wanted to be able to meet my colleagues across campus and feel like there was a support network at NDSU, but alas...
- They were very helpful.
- Since I came into the mentor program we have only met four times, for approximately 30 minutes over coffee. It is very difficult to foster a relationship with that little of time.

Male Mentees were also asked to explain how their mentors were not helpful and one male mentee responded:

- There were helpful for the 2-3 times we met in the first semester of my first year, but we met only 1 other time, when I had a conflict in the spring, and haven't heard from them since.

Six (60%) female mentees and three (33.3%) male mentees stated that the cohort mentoring program met their expectations and when asked to explain their answers the mentees provided the following responses:

Women Mentees

- We never gelled as a group. And really, why or how would we?
- I met a couple new people with whom I now keep in contact with.
- I was not incorporated or included, and got lost in the shuffle.
- Very helpful.
- My mentors and fellow mentors are now trusted friends and my exposure to other departments through the cohort program really helped to expand my circle of interaction at the university.
- It was great to meet other new faculty outside my college and feel you knew someone when I went to pedagogical luncheons.
- I think our mentors have been very helpful and dedicated to our group.

Men Mentees

- Our group was extremely loose and met very infrequently. I don't know if there was enough of a common bond to maintain interest of meeting as a group.
- Many issues in work environment have been solved.
- The mentor gave me very good comments and suggestions on my teaching.
- It didn't last obviously. The first meeting or two were helpful, but by the 3rd meeting everyone was kind of steeped in teaching and no questions about research really came up. Those questions, (especially 3rd year review things) would've been great with a mentoring group.

Mentees were also asked to identify the advantages of the cohort mentoring program and provided the following responses:

Women Mentees

- Well, at this time? None, really.
- Finding others who are going through similar experiences.
- As a junior faculty, it was good to have an external support group in addition to the one I had within my own department.
- The early relationships that were cross-departmental.
- Great place to get information that may not be bias from outside ones college.
- I think that the advantages are that it is a more neutral experience and you get multiple perspectives. Previously, when I had a mentor within my department I was thought to be under my mentor's control and this led to some difficulties when interacting with my colleagues in the department. It is nice not to be thought of as being dominated or controlled by someone because s/he is your mentor (It wasn't true but it was the perception). I also like getting a variety of perspectives instead of just one person's idea of how things work.
- I was able to meet people I normally would not have had the opportunity.

Men Mentees

- Share experiences, information and ideas; identify potential problems or difficulties others are having or might have.
- Suggestions can be solved in the administrator's level.
- I think it is very helpful program. I was lucky to participate in it in Spring 2012. I would also appreciate the efforts from the mentor.

- What I listed above [in previous question]. I thought it might just be a bitch session, but it wasn't really. People had concerns, or they just didn't say anything.

Mentees were further asked to identify the disadvantages of the cohort mentoring program and provided the following feedback:

Women Mentees

- Took time away from other things I should have been doing.
- Getting discouraged by hearing of all the concerns/issues others have within their positions.
- If the members of the cohort are from widely different fields (each with varying expectations on the teaching/research/service measures of performance), it sometimes becomes hard to relate to each other.
- I think people generally struggle with coordinating schedules, and everyone is too busy. This is viewed as a peripheral time commitment.
- One of the major drawbacks was the segregation between males and females. My department has very few females to begin with so it would be nice to get senior male insight to the tenure process since inevitably they will be making my tenure decision, not a female prof. in the College of Humanities.
- In the past three years, with arriving babies, illnesses, and other issues, we're spread out along a career-stage spectrum which means we're no longer dealing with the same issues re: stage of career.
- Some problems individuals brought to groups were too specific for their department
- It's harder to schedule times to meet that fit a group's schedule.
- It is difficult to build a mentor/mentee relationship with a large group.

Men Mentees

- I'm not sure, maybe just the time involved in participating?
- I think it might be better if the mentor is from the same college as I am with. However, the mentor from different college probably can widen my vision of teaching. I am not so sure.
- They didn't last long enough into my tenure-ship to provide assistance or support when there were uneasy times. I'm not sure how to fix that. People have issues come up at different times. It's hard to know how often to have meetings.

Impacts on the Mentees

To begin to assess the impact of the cohort mentoring program on the mentees, they were asked to rate the degree to which they agreed or disagreed with a series of statements using a six-point Likert scale (ranging from 1 = Strongly Disagree to 6 = Strongly Agree).

Being in the cohort mentoring program has increased my sense of connection with other faculty on campus.

	Frequency	Percent	Cumulative Percent
Strongly Disagree	2	10.5	11.1
Disagree	2	10.5	22.2
Somewhat Disagree	3	15.8	38.9
Somewhat Agree	5	26.3	66.7
Agree	4	21.1	88.9
Strongly Agree	2	10.5	100.0
Missing Data	1	5.3	
Total	19	100.0	

*** Overall Mean= 3.72 (SD= 1.53), for women = 3.80, for men = 3.63; no significant gender difference

Being in the cohort mentoring program has decreased my sense of isolation on the NDSU campus.

	Frequency	Percent	Cumulative Percent
Strongly Disagree	3	15.8	16.7
Disagree	3	15.8	33.3
Somewhat Disagree	2	10.5	44.4
Somewhat Agree	5	26.3	72.2
Agree	4	21.1	94.4
Strongly Agree	1	5.3	100.0
Missing Data	1	5.3	
Total	19	100.0	

*** Overall Mean= 3.39 (SD= 1.58), for women = 3.40, for men = 3.38; no significant gender difference

Being in the cohort mentoring program has decreased my sense of isolation within the Fargo-Moorhead community.

	Frequency	Percent	Cumulative Percent
Strongly Disagree	4	21.1	22.2
Disagree	6	31.6	55.6
Somewhat Disagree	2	10.5	66.7
Somewhat Agree	5	26.3	94.4
Agree	1	5.3	100.0
Missing Data	1	5.3	
Total	19	100.0	

***Overall Mean = 2.61 (SD=1.29), for women = 2.40, for men = 2.88; no significant gender difference

Being in the cohort mentoring program provides me with helpful social opportunities.

	Frequency	Percent	Cumulative Percent
Strongly Disagree	3	15.8	17.6
Disagree	3	15.8	35.3
Somewhat Disagree	5	26.3	64.7
Somewhat Agree	1	5.3	70.6
Agree	4	21.1	94.1
Strongly Agree	1	5.3	100.0
Missing Data	2	10.5	
Total	19	100.0	

*** Overall Mean= 3.18 (SD= 1.59), for women = 3.22, for men = 3.13; no significant gender difference

I feel I have a support system I can trust in my mentoring cohort group.

	Frequency	Percent	Cumulative Percent
Strongly Disagree	3	15.8	17.6
Disagree	2	10.5	29.4
Somewhat Disagree	3	15.8	47.1
Somewhat Agree	3	15.8	64.7
Agree	5	26.3	94.1
Strongly Agree	1	5.3	100.0
Missing Data	2	10.5	
Total	19	100.0	

***Overall Mean = 3.47 (SD= 1.63), for women = 3.78, for men = 3.13; no significant gender difference

Due to my participation in the cohort mentoring program, I have developed relationships that I expect will continue throughout my career at NDSU.

	Frequency	Percent	Cumulative Percent
Strongly Disagree	3	15.8	17.6
Disagree	2	10.5	29.4
Somewhat Disagree	3	15.8	47.1
Somewhat Agree	4	21.1	70.6
Agree	3	15.8	88.2
Strongly Agree	2	10.5	100.0
Missing Data	2	10.5	
Total	19	100.0	

*** Overall Mean= 3.47 (SD= 1.66), for women = 3.67, for men = 3.25; no significant gender difference

Being in the cohort mentoring program has increased my comfort level with the promotion and/or tenure process here at NDSU.

	Frequency	Percent	Cumulative Percent
Strongly Disagree	1	5.3	6.3
Disagree	2	10.5	18.8
Somewhat Disagree	2	10.5	31.3
Somewhat Agree	3	15.8	50.0
Agree	7	36.8	93.8
Strongly Agree	1	5.3	100.0
Missing Data	3	15.8	
Total	19	100.0	

*** Overall Mean= 3.29 (SD= 1.49), for women = 3.40, for men = 3.14, no significant gender difference

Additionally, six (60%) women mentees and five (55.6%) men mentees felt that participating in the cohort mentoring program had a positive impact on their experiences of the climate at NDSU. Moreover, two (22.2%) male mentees, and two (20%) women mentees felt that participating in the cohort mentoring program gave them greater access to academic administrators. Furthermore, two (22.2%) men mentees, but no woman mentees felt participating in the cohort mentoring program increased their comfort with academic administrators. When asked to elaborate, three female mentees responded:

- I have reasonably comfortable interactions with my chair, department head, and dean. I don't think that being a member of the cohort group necessarily affected that one way or the other.
- Again, I am surprised this was an intended outcome. All we did was meet in a tiny room for an hour - how was this to occur? We needed events to get us out into the university community!
- Not really sure that it had much of an effect.

One male mentee responded:

- I've never been uncomfortable with chairs or heads in the least, nor with deans.

Improvements to the Cohort Mentoring Process

Mentees were asked what changes they would recommend to the cohort mentoring program to improve its effectiveness. Their responses are below:

Women Mentees

- The mentors need to be better selected, better trained. There need to be activities and opportunities beyond meeting in the small group. There needs to be check-ins with groups during the year so when a group tanks, fixes can be made. Don't let us hang for 9 months!
- Make sure you don't lose the mentees, and reassign them if they are in a group that has dissolved.
- Limit mentors to tenured faculty and ensure that no one in this program has a mentor from their own department.
- Please contact those who indicate interest. If they cannot be placed for some reason, explain the reasons.
- I think our group works well.

Men Mentees

- In my limited experience, the benefits of the program are extremely dependent on who you end up with. If you get a good group, things go well, if people are just not interested, it fizzles out. Maybe there could be a way to meet with more than one group, or somehow take advantage of other situations so that your entire involvement doesn't have to end (if you don't want it to) just because the other people aren't really interested in doing it anymore.
- It would be good if the mentee could sit in the classes of mentor to learn the teaching techniques.
- Working with different models of scheduling activities, I'm sure some of them have been going strong. Hopefully they work!