

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

Sample

Sixteen mentors completed the survey from an overall population sample of 33 mentors. Thus, this survey has a response rate of 48.5%. This sample was made up of eight male mentors (53.3%) and seven female mentors (46.7%), with one mentor not specifying gender.

Description of Sample of Women Mentors

The seven female mentors predominantly identified as White (85.7%). Moreover, two (28.6%) female mentors identified as full professors and four (57.1%) as associate professors. Additionally, four (57.1%) female mentors identified as being from STEM colleges and three (42.9%) from non-STEM colleges. Finally, for four (57.1%) of the mentors this was their second year being mentors for the FORWARD cohort mentoring program and three (42.9%) had been mentors for the last three academic years.

Description of Sample of Men Mentors

Of the eight male mentors, six (75%) identified as White and two (25%) did not respond. Moreover, three (37.5%) male mentors identified as full professors and three (37.5%) as associate professors. Additionally, five (62.5%) male mentors identified as being from STEM colleges and three (37.5%) from non-STEM colleges. Finally, for four (50%) of the male mentors this was their second year being mentors for the FORWARD cohort mentoring program and four (50%) had been mentors for the last three academic years.

Participation in the Cohort Mentoring Program of Women Mentors

In the sample of seven female mentors, three (42.9%) reported that they had participated in the FORWARD cohort mentoring group during the 2011-2012 academic year, while four (57.1%) reported that they had not participated.

Of the four participants that did not participate, one (14.3%) reported that her group met at a time when she could not attend, one (14.3%) reported that her group did not meet this year, and one (14.3%) reported that her group broke up as most did not have the time to meet regularly and one left the university.

Participation in the Cohort Mentoring Program of Men Mentors

In the overall sample of eight male mentors, five (62.5%) reported that they participated in the FORWARD cohort mentoring group during the 2011-2012 academic year, while three (37.5%) reported that they did not participate.

Of the three male mentors that did not participate, one (12.5%) reported that he chose not to participate this year and two (25%) reported that their groups did not meet this year.

While the overall sample for this survey was 16 mentors, one female mentor did not respond to any further questions after reporting that she did not participate in a cohort mentoring group and one person did not report her/his gender. Thus, for the remainder of this report the sample will be 14 and all percentages reported will be based on a sample of 14 participants.

Previous Mentoring Experiences of Women Mentors

Of this sample of six female mentors, all (100%) reported that they had been a mentor prior to the FORWARD cohort mentoring program. In particular, five (83.3%) reported they had been a mentor to a faculty member within their own department and four (66.7%) reported being a mentor as part of a campus-wide mentoring experience.

Previous Mentoring Experience of Men Mentors

Of this sample of eight male mentors, five (62.5%) reported that they had been a mentor prior to the FORWARD cohort mentoring program. In particular, three (37.5%) reported they had been a mentor to a faculty member within their own department and five (62.5%) reported they had been a mentor as part of a campus-wide mentoring experience.

Mentors were also asked what they see as the differences, if any, between the cohort group mentoring process and one-on-one mentoring experiences. They provided the following responses:

Women Mentors

- Efficiency and the ability of more questions arising from someone's initial question.
- I prefer one-on-one mentoring. I think there is a lot more informal things that get discussed (like family life).
- Scheduling is harder, but I like the camaraderie. One on one gets old faster; I still like meeting with these women.
- The cohort mentoring program doesn't give much room for discussing individual problems.
- The variety of perspectives is nice, but coordinating schedules is very difficult.
- With multiple mentees, we always have things to discuss. With one mentor-mentee it is easier to overlook things. With a group, the meetings are livelier and more fun. The social aspect encourages more discussion and more meetings.

Men Mentors

- A group provides more teachers - everyone is a teacher and everyone is a learner.
- Cohort group mentoring is more open to almost any aspect of academic experience.
- It is harder to arrange meetings with the group.
- More efficient.
- One-on-one lacks the advantages of inputs from a larger group.

Mentors were further asked to reflect on how the time commitment for the cohort mentoring process compared to previous mentoring experiences and shared the following answers:

Women Mentors

- About the same. But if I was doing a really good job, it'd be more.
- I think if there was a smaller group, I could have made the meetings... too many people oftentimes leads to a more difficult time to set the meeting.
- Less time committed which is unfortunate.
- More time trying to find a suitable time to meet. Otherwise similar.
- Similar.
- Similar.

Men Mentors

- About the same.
- Similar.
- Similar.
- That depends on the group effort.

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 mentors on the composition of the mentoring group.

Mentors were asked how often their cohort group met:

Women Mentors

- 3 (50%) female mentors responded once a month.
- 1 (16.7%) female mentor responded once a semester.
- 1 (16.7%) female mentor responded twice a semester.
- 1 (16.7%) female mentor responded “never.”

Men Mentors

- 3 (37.5%) male mentors responded once a month.
- 1 (12.5%) male mentor responded once a month (one-on-one).
- 1 (12.5%) male mentor responded once a semester.
- 1 (12.5%) male mentor responded twice a semester.

Mentors 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
Dissatisfied	1	7.1	8.3
Somewhat Dissatisfied	3	21.4	33.3
Somewhat Satisfied	4	28.6	66.7
Satisfied	4	28.6	100.0
Missing Data	2	14.3	
Total	14	100.0	

*** Overall Mean= 3.92 (SD= .97), for women = 3.50, for men = 4.33; no significant gender difference

Mentors were asked whether or not they discussed certain topics and how helpful they felt those discussions were to their mentees.

Topic	Have you discussed this topic?	Have you discussed this topic?	In your opinion, how helpful was this topic for your mentees? *** 1= completely unhelpful 6 = very helpful
	<u>Women Mentors</u>	<u>Men Mentors</u>	
The PTE process at NDSU	5 (83.3%) = yes	6 (75%) = yes	Mean = 4.50, SD = 1.08 Responses Ranged from 3 to 6
Starting a research program	3 (50%) = yes	6 (75%) = yes	Mean = 3.78, SD = 1.302 Responses Ranged from 1 to 5
Networking within your department	4 (66.7%) = yes	5 (62.5%) = yes	Mean = 4.50, SD = 1.07 Responses Ranged from 3 to 6
Issues related to work family life	4 (66.7%) = yes	4 (50%) = yes	Mean = 4.57, SD = .976 Responses Ranged from 3 to 6
Formal and written policy/rules of institution	5 (83.3%) = yes	5 (62.5%) = yes	Mean = 4.56, SD = 1.13 Responses Ranged from 3 to 6
Unwritten or informal rules of the institution	5 (88.3%) = yes	4 (50%) = yes	Mean = 4.25, SD = 1.17 Responses Ranged from 3 to 6
Teaching effectiveness	5 (88.3%) = yes	5 (62.5%) = yes	Mean = 4.44, SD = .882 Responses Ranged from 3 to 5

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

Other topics discussed by Female Mentors

- Starting a research program.
- We did discuss research related questions.
- Other: policies related to partners and family, such as leave of absence, child center, spousal hires, health insurance (desirability of coverage for birth control pills).

Other topics discussed by Male Mentors

- Other: consulting, starting a business, IP issues

Mentors 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 Mentors

- I like all women.
- I think it is better to do STEM with STEM-- I don't think my advice for PTE was good for the non-STEM.
- I very much like the same gender group. Our group was non-stem from a variety of disciplines both humanities and social sciences. Worked well.
- It's difficult to ascertain what an appropriate composition might be as it's more about having relationships where people 'click.'
- Like same gender for cohort mentoring but need to be from same college not just STEM.
- That seemed fine.

Men Mentors

- I am fine with it.
- I am open to any arrangements. My group was same gender.
- I wasn't aware that there was any specific composition set up.
- Seemed to work well with our group.

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 overall satisfaction with the quality of the cohort mentoring experience, mentors 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
Dissatisfied	1	7.1	9.1
Somewhat Dissatisfied	2	14.3	27.3
Somewhat Satisfied	2	14.3	45.5
Satisfied	3	21.4	72.7
Very Satisfied	3	21.4	100.0
Missing Data	3	21.4	
Total	14	100.0	

*** Overall Mean= 4.45 (SD= 1.37), for women = 4.80, for men = 4.17; no significant gender difference.

Mentors 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
Disagree	1	7.1	8.3
Somewhat Disagree	3	21.4	33.3
Somewhat Agree	2	14.3	50.0
Agree	6	42.9	100.0
Missing Data	2	14.3	
Total	14	100.0	

*** Overall Mean= 4.08 (SD= 1.08), for women = 4.17, for men = 4.00; no significant gender difference.

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

	Frequency	Percent	Cumulative Percent
Disagree	2	14.3	16.7
Somewhat Disagree	2	14.3	33.3
Somewhat Agree	1	7.1	41.7
Agree	5	35.7	83.3
Strongly Agree	2	14.3	100.0
Missing Data	2	14.3	
Total	14	100.0	

*** Overall Mean= 4.25 (SD= 1.42), for women = 4.67, for men = 3.83; no significant gender difference.

Another measure of satisfaction was the degree to which the mentors felt connected to the members of their cohort mentoring group. Mentors responded to the statement "I feel connected to the members of my cohort mentoring group" using the same six-point Likert scale.

	Frequency	Percent	Cumulative Percent
Disagree	2	14.3	16.7
Somewhat Agree	4	28.6	50.0
Agree	4	28.6	83.3
Strongly Agree	2	14.3	100.0
Missing Data	2	14.3	
Total	14	100.0	

*** Overall Mean= 4.33 (SD= 1.30), for women = 4.67, for men = 4.00; no significant gender difference.

Mentors were also asked to identify the advantages of the cohort mentoring program. Their responses are below:

Women Mentors

- Developed relationships with people I would not have otherwise met/had contact with. Nice to 'give back' and foster the development/success of others.
- I think that it was good that there was a cross section across campus-- this led to some advice that may not have been relevant (a disadvantage), but some of the things that work in my discipline were not the norm in others, so it was a good thing.
- If you're unsure of an answer, the other mentor often can address the question. Mentoring more than one is more efficient.
- It brought us close together. One of our members had surgery, and we all took turns bringing her family meals. It was a no-brainer.
- More people get to know each other. There's more diversity of opinion among mentors.
- The friendships that the members of the group develop. They are interdisciplinary and seem to be lasting, which is a wonderful thing. Also, it is good for the mentees to be able to compare notes given the fact that they come from different departments. Comparisons range from teaching strategies, policies and procedures, expectations, etc.

Men Mentors

- Broader discussions than one-on-one mentoring.
- Exchange of experience.
- Faculty can bring concerns to the group that they might not be able to share elsewhere.
- I met some new people.
- Meeting, working with, and learning from the newer faculty members.

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

Women Mentors

- I don't see any disadvantages.
- Scheduling is almost impossible.
- Those problems that require mentoring cannot well be discussed in groups.
- We are all so busy, with disparate schedules, and child care issues in late afternoon.
- Women on our campus are asked/expected to do so many things. While mentoring is very important and ideally I'd like to be more involved, the reality is that I can barely keep up with existing commitments.

Men Mentors

- It was difficult to find a time to meet. Some people were not interested in meeting. I'm not sure if the meetings were helpful to those who met.
- It's hard to know sometimes how to help someone from outside your own area.
- Must have some regulations; I could not convince other members to meet.
- Not all discussion topics are relevant to the group. All-male cohorts lack input from women (and presumably vice versa). Hard to get seven people together. In our third year, we decided to split into sub-groups.
- Time is the only disadvantage for me, and that is not a huge disadvantage at all.
- I do have a couple of comments: 1) I started communications several times, but mentees never expressed interest. 2) My team mentor wasn't interested in participating. 3) Little guidance was provide from Wendy and Don on this process.

Mentors were further asked how the role they expected to play matched the role they actually played and provided the following feedback:

Women Mentors

- During the third year, we asked the mentees to tell us which issues they wanted to the group to address.
- Expected to be more active/engaged, but none of the members of our group had time to meet.
- We had good intentions, but couldn't coordinate schedules etc.
- I thought I'd be talking more about academic issues, but we talked a lot about child rearing.
- In the first year I tried to alert mentees how to prevent problems and they seemed to think that was out of place since everything was going so well. As of year 2 some had got themselves into the types of problems I was going to try to prevent.
- Matched pretty well.
- Very close.

Men Mentors

- I initially thought the mentoring was more related to teaching rather than moving toward tenure.
- It was what I expected.
- Quite similar.
- There was a good match.
- Very close.

When asked what outcomes the mentors anticipated their mentees had received from participating in the cohort mentoring program, the following responses were provided:

Women Mentors

- Different perspectives.
- Perhaps a better way to prepare the PTE document.

- Support from one another, advice, a place they know they can turn to.
- They made friends and had a support group to call on. They received information from multiple sources.
- Understand the tenure process better. Understand some of the problems they may encounter.

Men Mentors

- Assurance that they are on the right track.
- They expressed some level of satisfaction with the gained experience.
- They have learned from other's 'stories' regarding diverse topics. They feel more comfortable as a newer faculty member at NDSU.

Impacts on the Mentor

Another goal of the cohort mentoring program was to have a positive impact on mentors' careers. To begin to assess the impact of being a mentor on these faculty members, 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 allowed me to form significant relationships with other faculty.

	Frequency	Percent	Cumulative Percent
Disagree	1	7.1	8.3
Somewhat Agree	3	21.4	33.3
Agree	5	35.7	75.0
Strongly Agree	3	21.4	100.0
Missing Data	2	14.3	
Total	14	100.0	

*** Overall Mean= 4.75 (SD= 1.14), for women = 5.17, for men = 4.33; no significant gender difference.

Being in the cohort mentoring program provides me with a good opportunity to network with other faculty at NDSU.

	Frequency	Percent	Cumulative Percent
Disagree	1	7.1	8.3
Somewhat Agree	4	28.6	41.7
Agree	5	35.7	83.3
Strongly Agree	2	14.3	100.0
Missing Data	2	14.3	
Total	14	100.0	

*** Overall Mean= 4.58 (SD= 1.08), for women = 4.83, for men = 4.33; no significant gender difference

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

	Frequency	Percent	Cumulative Percent
Somewhat Disagree	1	7.1	8.3
Somewhat Agree	5	35.7	50.0
Agree	3	21.4	75.0
Strongly Agree	2	14.3	91.7
N/A	1	7.1	100.0
Missing Data	2	14.3	
Total	14	100.0	

*** Overall Mean= 4.75 (SD= 1.14), for women = 4.67, for men = 4.83; 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
Disagree	3	21.4	25.0
Somewhat Disagree	1	7.1	33.3
Somewhat Agree	3	21.4	58.3
Agree	2	14.3	75.0
N/A	3	21.4	100.0
Missing Data	2	14.3	
Total	14	100.0	

*** Overall Mean= 4.33 (SD= 1.92), for women = 4.17, for men = 4.50; no significant gender difference.

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

	Frequency	Percent	Cumulative Percent
Disagree	3	21.4	25.0
Somewhat Agree	7	50.0	83.3
Agree	2	14.3	100.0
Missing Data	2	14.3	
Total	14	100.0	

*** Overall Mean= 3.67 (SD= 1.07), for women = 3.83, for men = 3.50; 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
Disagree	2	14.3	16.7
Somewhat Disagree	2	14.3	33.3
Somewhat Agree	2	14.3	50.0
Agree	4	28.6	83.3
Strongly Agree	2	14.3	100.0
Missing Data	2	14.3	
Total	14	100.0	

*** Overall Mean= 4.17 (SD= 1.40), for women = 4.50, for men 3.83; no significant gender difference

If applicable, being in the cohort mentoring program has had a positive impact on my own promotion process.

	Frequency	Percent	Cumulative Percent
Disagree	1	7.1	8.3
Somewhat Disagree	2	14.3	25.0
Somewhat Agree	2	14.3	41.7
Agree	1	7.1	50.0
N/A	6	42.9	100.0
Missing Data	2	14.3	
Total	14	100.0	

*** Overall Mean= 5.25 (SD= 1.96), for women = 5.83, for men = 4.67; no significant gender difference

Additionally, three (50%) female mentors and three (37.5%) male mentors identified that participating in the cohort mentoring program had a positive impact on their own experience of the climate here at NDSU. Four (66.7%) female mentors and three (37.5%) male mentors felt that they were mentored during the cohort mentoring process.

Mentors were also asked about what impact being a mentor had on their own leadership skills. They provided the following answers:

Women Mentors

- Expanded my understanding of what the climate is like for people in other departments and the challenges they face. More attuned to what is going on in my own department/college and how things might be perceived.
- I believe others have come to see me as a helpful resource and leader.
- It opened my eyes to the different kinds of challenges that other faculty have. I feel that I may have been isolated to these challenges.
- It's not why I did it.
- Provided the needed confidence

Men Mentors

- Given me a chance to exercise them.
- I became more connected to issues facing NDSU faculty
- No particular impact.

One (16.7%) female mentor reported that being involved in the cohort mentoring program had provided her with greater access to academic administrators (e.g., chairs, heads, and deans). Other mentors provided the following responses:

Women Mentors

- I am not at all reluctant to make my voice heard :)
- We have had no contact with administrators.

Men Mentors

- Administrators expect me to be involved in these activities.
- How would it? Administrators were not involved.

When asked if being involved in the cohort mentoring program had increased their comfort with academic administrators (e.g., chairs, heads, and deans), the mentors provided the following responses:

Women Mentors

- I am already quite comfortable.
- I was never uncomfortable.

Men Mentors

- I hope they appreciate the work I do.

Improvements to the Cohort Mentoring Process

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

Women Mentors

- I preferred the individual mentoring, since it seemed far more effective.
- I would like a one-on-one group.
- It might be nice to have a meeting once a year of the cohort mentoring groups to discuss the program.
- It wasn't strong this year -- we need nudges.
- The group needs to be from the same college.

Men Mentors

- Have a general meeting or conference at the beginning of each academic term. Groups can exchange ideas and discuss progress.
- Male-female integration.
- One on one mentoring might be better. I think there should be more structure to it.

Mentors were also asked what additional information related to being a mentor they would like to receive and provided the following responses:

Women Mentors

- Concise summary.
- Difficulty to know the expectations of other colleges, so either keep all members in the same college or provide information.
- I think I was adequately informed.
- There is so much focus on early-career mentoring. I would appreciate learning more about mid-career needs and strategies. How is mentoring different w/ those who are mid-career?

Men Mentors

- How to encourage the group to meet.
- It would be nice to know what other groups are doing.