

Survey of Cohort Mentees: *Gender-Based Analyses* **August 2014**

Sample

Twenty-two mentees completed the survey from an overall population sample of 75 potential mentees. Thus, this survey had a response rate of 29.3%. Of these 22 mentees, 10 (45.5%) identified as women, 11 (50.0%) as men, and one (4.5%) did not respond. This report will only reflect the mentees that provided an answer to the question regarding gender. Thus, the final sample for this report is 21 mentees, including 10 (47.6%) women and 11 (52.4%) men.

Description of Sample of Women Mentees

Of the 10 women mentees, eight (80.0%) identified as White and two (20.0%) identified as Asian. Moreover, nine (90.0%) women mentees identified as assistant professors and one (10.0%) identified as an assistant professor of practice. Additionally, five (50.0%) women mentees identified as being from STEM colleges and five (50.0%) from non-STEM colleges. Finally, seven (70.0%) women mentees reported that it was their first year being a mentee in the FORWARD cohort mentoring program and three (30.0%) reported that it was their second year. It is also interesting to note that only four (40.0%) women mentees reported that they were informed about the cohort mentoring program when they interviewed for their position.

Description of Sample of Men Mentees

Of the 11 men mentees, nine (81.8%) identified as White and two (18.2%) as Asian. Moreover, 10 (90.9%) men mentees identified as assistant professors and one (9.1%) identified as a visiting assistant professor. Additionally, six (54.6%) men mentees identified as being from STEM colleges and five (45.4%) from non-STEM colleges. Eight (72.7%) men mentees reported that this was their first year being a mentee in the FORWARD cohort mentoring program and three (27.3%) reported that it was their second year. It is also interesting to note that only two (18.2%) men mentees reported that they were informed about the cohort mentoring program when they interviewed for their position.

Participation in the Cohort Mentoring Program of Women Mentees

In the sample of 10 women mentees, all 10 (100.0%) reported that they had participated in the FORWARD cohort mentoring group during the 2013-2014 academic year.

Participation in the Cohort Mentoring Program of Men Mentees

In the overall sample of 11 men mentees, nine (81.8%) reported that they participated in the FORWARD cohort mentoring group during the 2013-2014 academic year, while two (18.2%) reported that they did not participate. The men mentees who reported not participating in the program reported that they chose not to participate in the program this year.

Previous Mentoring Experiences of Women Mentees

In this sample of 10 women mentees, three (30.0%) reported that they had been in a mentoring relationship prior to the FORWARD cohort mentoring program. Women mentees who had been in a previous mentoring relationship were asked to compare their experience in the cohort mentoring process with their previous experiences. They provided the following responses:

- In the current experience, except for the faculty member in my department, I did not know the others very well. I am not sure I could look upon the group as a resource when I had problems.
- The informal mentoring was a stronger relationship and was not forced or did not feel forced.

Previous Mentoring Experiences of Men Mentees

Of this sample of 11 men mentees, five (45.5%) reported that they had been in a mentoring relationship prior to the FORWARD cohort mentoring program. Men 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:

- My other mentoring relationship engages in conversation on a greater frequency.
- Someone in my department can relate closer to my position and faculty expectations.

- This is less all encompassing, though there is far less routine contact as meetings required arrangements. I am located in an isolated building on campus, so there were rare opportunities for chance encounters or 'drop in' opportunities.
- Department expectations seem to vary wildly, advice given outside the department is very vague - i.e. time management, grant writing.
- The forward program is subpar and hypocritical.

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

- 1 (10%) woman mentee responded that her group met twice a semester
- 4 (40.0%) women mentees responded once a semester
- 4 (40.0%) woman mentees responded once a year
- 1 (10%) woman mentee reported that she did not know

Men Mentees

- 2 (18.2%) men mentees responded once a month.
- 2 (18.2%) men mentees responded two times a semester
- 3 (27.3%) men mentees responded once a semester
- 1 (9.1%) man mentee responded once a year
- 3 (27.3%) men mentees did not respond

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

	Frequency	Percent	Cumulative Percent
Dissatisfied	4	19.0	22.2
Somewhat Dissatisfied	2	9.5	33.3
Somewhat Satisfied	4	19.0	55.6
Satisfied	7	33.3	94.4
Very Satisfied	1	4.8	100.0
Missing Data	3	14.3	
Total	21	100.0	

***Overall Mean= 3.79, (SD= 1.44), for women = 3.33, for men = 4.56; $p < 0.05^*$

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 think each program/department is different so being with someone who knows the ins and outs of the department is helpful.
- My group does not consist of STEM faculty with STEM faculty, and I like that. It is useful to see others' perspectives outside your own field.
- Having STEM faculty is useful because they are able to relate to others experiences within the group.
- I think that having faculty mentors in a similar discipline as myself is essential. Different fields have different requirements and expectations, so assigning a mentor that is in a field completely unrelated to mine would not be beneficial to either of you. As far as gender, I have no preference as long as the person has qualities that suite him or her to mentoring a young faculty member. I come from a field where gender equity is commonly accepted and appreciated, therefore being mentored by a male or female senior faculty does not influence me. My primary interest is that the person can provide insight and advice when needed that is useful and relevant to my situation.

- I don't have an opinion on same vs. mixed gender groups. I think both have their merits. I do strongly think that STEM faculty should be mentored by STEM faculty simply because the nature of the work is so different from what non-STEM folks do.
- I thought the same gender groups at first seemed sort of offensive, almost drawing lines, urging women to think of themselves as the disadvantaged group on campus. I do not think of myself this way, I think of myself as a faculty member and would have preferred meeting all types of other faculty members.
- Our college did same gender groups, and frankly I thought it was a little silly to separate the boys and the girls out. We are all adults. I realize there is research on male dominance in group interactions, but a good moderator can help mitigate those problems (e.g., by setting ground rules, or policing interrupters) and let the women have a voice. Other research on mentoring suggests that diversity is a good thing--that matching people up with others who are different from them can help them grow more than similar matches, despite some discomfort with those diverse interactions.
- Assistant Professors of Practice with other Assistant/Associate/Professors of practice.
- I honestly don't think it is necessary to match gender with mentoring groups. I like to have more diversity among my mentoring groups so that I can see how different individuals perceive situations and work through problems at hand. Having more in common intellectually and interested in more similar research areas is more important to me than gender matched composition.

Men Mentees

- I think the composition as it has played out has been fine. I suppose it would be useful to have some in which many different disciplines and colleges are put together and some in which the focus is more on my own discipline or college, but both are useful.
- I consider diversity an asset in mentoring.
- Similar disciplines were somewhat helpful - meetings were sparsely attended.
- As a male colleague, I would have found it advantageous to hear about the challenges that some of my female colleagues are facing. When one is in a position of privilege, it is often difficult to even recognize advantages. Hearing about what they are experiencing and how it is impacting them could help me recognize if I am making any of the same missteps myself or somehow contributing to an atmosphere that places me at an unseen advantage.
- I thought a bigger cohort with more mentors would be good. Something like 8-10 mentees, mixed group, with 2-3 mentors seemed desirable after my experience.
- It is hypocritical. It engenders that which it claims to prevent. It hinders my ability to gather perspectives necessary for me to provide the best mentorship to my female advisees and that necessary for me to be the best colleague that I can be.

Mentees were asked whether or not they had 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	7 (70.0%) = yes	9 (81.1%) = yes	Mean = 4.71, SD = 0.99 Responses Ranged from to 6
Starting a research program	3 (30.0%) = yes	4 (36.4%) = yes	Mean = 4.00, SD = 1.41 Responses Ranged from to 6
Networking within your department	2 (20.0%) = yes	6 (54.5%) = yes	Mean = 4.50, SD = 1.51 Responses Ranged from to 6
Issues related to work family life	7 (70.0%) = yes	9 (81.8%) = yes	Mean = 4.16, SD = 1.26 Responses Ranged from to 6
Formal and written policy/rules of the institution	4 (40.0%) = yes	5 (45.5%) = yes	Mean = 4.62, SD = 0.96 Responses Ranged from to 6
Unwritten or informal rules of the institution	6 (60.0%) = yes	6 (54.5%) = yes	Mean = 4.60, SD = 1.40 Responses Ranged from to 6
Teaching effectiveness	2 (20.0%) = yes	3 (27.3%) = yes	Mean = 4.44, SD = 1.51 Responses Ranged from to 6

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

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

Women Mentees

- Some of the programs on campus like campus connection are really not user friendly. It would be great to discuss how to use some of these things.
- Teaching.

Men Mentees

- We need time to meet so questions can be periodically asked as they arise.
- Research connections and navigating the University administrators.

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, mentees were asked to rate their satisfaction using a six-point Likert scale (ranging from 1 = Very Dissatisfied to 6 = Very Satisfied).

	Frequency	Percent	Cumulative Percent
Very Dissatisfied	1	4.8	5.6
Dissatisfied	1	4.8	11.1
Somewhat Dissatisfied	5	23.8	38.9
Somewhat Satisfied	5	23.8	66.7
Satisfied	4	19.0	88.9
Very Satisfied	2	9.5	100.0
Missing Data	3	14.3	
Total	21	100.0	

*** Overall Mean= 3.84 (SD= 1.30), for women = 3.56, for men = 4.22; 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	2	9.5	11.1
Disagree	1	4.8	16.7
Somewhat Disagree	2	9.5	27.8
Somewhat Agree	6	28.6	61.1
Agree	6	28.6	94.4
Strongly Agree	1	4.8	100.0
Missing Data	3	14.3	
Total	21	100.0	

*** Overall Mean= 3.74 (SD= 1.52), for women = 3.63, for men = 4.10; no significant gender difference

Mentees 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
Strongly Disagree	1	4.8	5.6
Disagree	1	4.8	11.1
Somewhat Disagree	3	14.3	27.8
Somewhat Agree	4	19.0	50.0
Agree	8	38.1	94.4
Strongly Agree	1	4.8	100.0
Missing Data	3	14.3	
Total	21	100.0	

*** Overall Mean= 4.16 (SD= 1.26), for women = 4.00, for men = 4.20; 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	9.5	11.1
Disagree	1	4.8	16.7
Somewhat Disagree	3	14.3	33.3
Somewhat Agree	6	28.6	66.7
Agree	5	23.8	94.4
Strongly Agree	1	4.8	100.0
Missing Data	3	14.3	
Total	21	100.0	

*** Overall Mean= 3.63 (SD= 1.50), for women = 3.50, for men = 4.00; 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	2	9.5	11.1
Disagree	2	9.5	22.2
Somewhat Disagree	2	9.5	33.3
Somewhat Agree	6	28.6	66.7
Agree	4	19.0	88.9
Strongly Agree	2	9.5	100.0
Missing Data	3	14.3	
Total	21	100.0	

*** Overall Mean= 3.63 (SD= 1.61), for women = 3.25, for men = 4.20; no significant gender difference

In addition to reporting a feeling of connection, five (50%) women mentees and three (27.3%) men mentees reported that their mentors were helpful. When asked to explain how their mentors were helpful, they provided the following responses:

Women Mentees

- Some of them are more helpful than others but one was great at answering questions. Even questions related to looking for a physician and personal life questions.
- They have provided their insights and opinions on how they were able to be successful at this institution.
- So far, I think there is really only one person who has worked out as a mentor, but I was matched with this person through a college-level mentoring program (I am pretty sure--although the FORWARD mentoring stuff hasn't been completely clear in terms of knowing which activities are FORWARD mentoring ones.). Anyway, she has been helpful in terms of all the stuff I mentioned before-- basic advice about getting things done on a new campus and how to fit in to my new department and college.
- Have taken the time to talk me through issues and point out resources.

Men Mentees

- I think it works well when a mentor has been around for a considerable [amount of] time and is willing to openly share and give advice.
- Giving advice, answering questions when I have them, informing me of things that I should know about but was not aware of.
- Provided guidance on the general issues that are part of any adjustment to an academic position.
- Great advice and expertise regarding time management and workload management.
- They provided a specific, constructive, and positive approach to dealing with an issue that was the source of a great deal of anxiety. Their recommendations proved quite successful (at least in the short term).
- Teaching assessment strategies were the best, other meetings were not focused enough and wasted my time on things I already knew.
- Suggestion, attending the class.
- They are willing to engage in conversation and share experiences.

Mentees were also asked to explain in what ways their mentors were not helpful and provided the following responses:

Women Mentees

- It is not their fault, the mentors assigned do not know anything about my departments functioning. It is hard to help with tasks or processes that they know nothing about.
- Ideally, I would have checked a "no basis for judgment" option. I have only met my mentor once during a group meeting and had little one-on-one interaction. I did attend some of the seminars meant for new faculty, but my mentor was never at the presentation I attended. The one time I did meet my mentor during the group lunch, I could see how she may be helpful on a research/topics idea basis, but also realized that our departments and the expectations of those departments were very different, so I'm not sure how helpful my mentor really could have been if we would have met more than once. My mentor did not send any form of communication to meet following that lunch and I honestly forgot about the option due to how busy the Spring semester was.
- This is hard question because some were more helpful than others. The small group mentor I had was not helpful at all. She rarely scheduled meetings, didn't have any kind of agenda or topic for the meeting. Having a mentor declare at the beginning of a meeting that "I just hate writing grants" is hardly helpful, given that we are all expected to write grants. She seems like a really nice person, and I think she meant well, but support and idea generation would have been more constructive than complaining. Also, having a mentor from my own college or at least a related discipline would have

been helpful. As a scientist, the challenges I face are very different from those faced by faculty in humanities and social sciences.

- I have a unique position where I am only on campus half time and I have a clinic site the other half of the time. The best mentor for me would be someone who also has this sort of position.
- Meeting times were usually during my class times making it difficult to meet with the group.

Men Mentees

- We met once as a cohort group. That part was helpful but once is not enough.
- Was treated as odd-man out in the group. Advice was targeted at helping me, personally, access state commodity and extension groups. Others had extension appointments and did not need this advice. I do not have an extension appointment and did not want his advice.

Two (20.0%) women mentees and seven (63.6%) men 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

- I did not really have any expectations or know what to expect from it, but I enjoyed it and learned I think some of the speakers were not as useful for a first year faculty member. I think some of the topics would have been better geared for graduate students (i.e., time management).
- I met other junior faculty and was able to establish some connections outside of my department.
- I thought it would be great. I was really impressed with the idea of it when I heard about it on my job interview here. I don't think a group really materialized through FORWARD. We did a lot of speed mentoring meetings, which didn't really end up hooking me up with people in a more permanent way. I am not sure they assigned me to a group either--or if it was supposed to happen organically out of the speed mentoring stuff... Or maybe the group that I thought was assigned through my college was the FORWARD group. If that was the case, then it was just assigned so late in the year (a month into the spring semester) that it wasn't as helpful for me as a new NDSU employee as it could have been.
- Again, here, I would select a "in some aspects, but not all" option. The cohort lunch was useful because I did get to interact and meet other new faculty and the mentors leading the group, but that only occurred once. I would expect this needed to happen more than once for the group to be effective. The seminars/workshops I attended did allow me to network, but not with my assigned "cohort". I suppose I am also confused somewhat with this program. What is meant by "cohort"? Is it the entire group of new faculty or the group we were assigned as a subset? The phrasing and conveying of this program is not always clear in my opinion.
- The group only actually met once and it was hard to see the benefit, it just seemed like one more required meeting.
- We didn't meet often enough to really get to know each other
- The cohort could not meet more than once due to scheduling difficulties.
- I was unable to attend the session due to my off campus clinic schedule.
- Again, times of meetings were during my scheduled classes.

Men Mentees

- I did not really have any expectations or know what to expect from it, but I enjoyed it and learned things while there.
- It is always good to get multiple perspectives from both mentors and mentees.
- As a group, we were able to engage in conversation and share experiences.
- Expectations were exceeded because I learned a great deal about time management, promotion, etc.
- Too broad too many meetings.
- There was no sense of common purpose among the three members of my cohort group.
- By separating according to gender, the program continues what it is meant to prevent.

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

Women Mentees

- Advantages are that it eliminates the awkwardness of being paired with a person as a mentor with whom you do not get along well. It gives you the opportunity to see who you "click" with and continue relating with that person (or people).
- Having similar issues to deal with as the other mentees progress through tenure.
- Getting to know more people, understanding how things work across the university.
- Discussing things that I have not thought of myself.
- Limited, to be honest. I did appreciate some of the workshops put on, but the cohort mentoring group has not added much to my experience as a new faculty at NDSU. I have gained more from my departmental interactions. I do think it is necessary to branch out and network with other faculty at the University, but have not experienced that as part of this group.
- Have not really seen any yet.
- Bouncing ideas off of other faculty would be an expected advantage. Build in support network. However, personally this did not happen. I have established support from faculty colleagues that I've complete research with. That seems to be more beneficial personally for me.

Men Mentees

- We met once and were able to ask questions.
- Meeting other new professors, learning things that I did not know about NDSU, discovering problems that may arise that I was previously unaware of and learning how to deal with some of those problems.
- With multiple mentees in a session I was able to hear questions and answers that broaden my understanding of the NDSU academic life.
- Learning while networking within the university.
- Great to understand different interpretations and approaches to teaching and the tenure process, but it did not make my own understanding any more clear.
- Insight from experienced individuals.
- None immediately popped into mind.

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

Women Mentees

- Time.
- Takes up time.
- Scheduling.
- It's easy to get lost in the shuffle if you don't take initiative. However, in this case, I don't think any initial actual groups existed such that you could either meet people and continue relating, or get lost in the shuffle.
- Sometimes mentors take on their own agenda and personal feelings or experience can bring in their bias and negatively affect the work environment. Think the mentoring purpose needs to be clearer.
- None.
- Again, unsure because of how the program was administered.

Men Mentees

- Some aspects of things discussed did not apply to my college.
- None.
- None, at this point!
- None.
- None that immediately popped into mind.

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
Disagree	2	9.5	10.5
Somewhat Disagree	3	14.3	26.3
Somewhat Agree	9	42.9	73.7
Agree	2	9.5	84.2
Strongly Agree	3	14.3	100.0
Missing Data	2	9.5	
Total	21	100.0	

*** Overall Mean= 4.05 (SD=1.15), for women = 3.78, for men = 4.30, 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	1	4.8	5.3
Disagree	2	9.5	15.8
Somewhat Disagree	3	14.3	31.6
Somewhat Agree	7	33.3	68.4
Agree	2	9.5	78.9
Strongly Agree	2	9.5	89.5
NA	2	9.5	100.0
Missing Data	2	9.5	
Total	21	100.0	

*** Overall Mean= 3.95 (SD=1.73), for women = 4.22, for men = 4.00, 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	2	9.5	10.5
Disagree	2	9.5	21.1
Somewhat Disagree	4	19.0	42.1
Somewhat Agree	4	19.0	63.2
Agree	1	4.8	68.4
Strongly Agree	1	4.8	73.7
NA	5	23.8	100.0
Missing Data	2	9.5	
Total	21	100.0	

*** Overall Mean= 4.05 (SD=2.16), for women = 3.11, for men = 5.20, $p < 0.05$

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

	Frequency	Percent	Cumulative Percent
Strongly Disagree	1	4.8	5.6
Disagree	3	14.3	22.2
Somewhat Disagree	2	9.5	33.3
Somewhat Agree	7	33.3	72.2
Agree	4	19.0	94.4
Strongly Agree	1	4.8	100.0
Missing Data	3	14.3	
Total	21	100.0	

*** Overall Mean= 3.74 (SD=1.28), for women = 3.50, for men = 3.90, 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	1	4.8	5.6
Somewhat Disagree	5	23.8	33.3
Somewhat Agree	5	23.8	61.1
Agree	6	28.6	94.4
Strongly Agree	1	4.8	100.0
Missing Data	3	14.3	
Total	21	100.0	

*** Overall Mean= 3.84 (SD=1.34), for women = 3.50, for men = 4.40, no significant gender difference

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

	Frequency	Percent	Cumulative Percent
Strongly Disagree	1	4.8	5.6
Disagree	2	9.5	16.7
Somewhat Disagree	1	4.8	22.2
Somewhat Agree	9	42.9	72.2
Agree	4	19.0	94.4
Strongly Agree	1	4.8	100.0
Missing Data	3	14.3	
Total	21	100.0	

*** Overall Mean= 3.74 (SD=1.37), for women = 4.00, for men = 3.80, 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	4.8	5.9
Disagree	1	4.8	11.8
Somewhat Agree	8	38.1	58.8
Agree	6	28.6	94.1
Strongly Agree	1	4.8	100.0
Missing Data	4	19.0	
Total	21	100.0	

*** Overall Mean= 4.17 (SD=1.15), for women = 3.63, for men = 4.67, no significant gender difference

Six (60.0%) women mentees and eight (72.7%) men mentees felt that participating in the cohort mentoring program had a positive impact on their experiences of the climate at NDSU.

Moreover, one (10.0%) woman mentee and three (27.3%) men mentees felt that participating in the cohort mentoring program gave them greater access to academic administrators. When asked to elaborate, mentees responded:

Women Mentees

- Met some people I otherwise wouldn't have met.
- The mentoring group only met once. The seminars introduced me to some administrative personnel, but not on a one-on-one basis, so if I emailed them in the future I would not be on a more personal basis than if I had not met them before.
- I have met no administrator through the cohort program that I had not met another way.
- I didn't meet any of them through cohort mentoring, except those I already knew.
- As a faculty member I have not felt intimidated to talk with the two different department chairs nor the Dean of my college. I am new faculty member to NDSU but I was at another university before taking the position at NDSU.

Men Mentees

- Yes, but they are in unrelated disciplines.
- I would not say that was something I was looking to get out of it.

- I already had the needed access to my academic administrators.
- Had a good relationship with my college chair and dean prior to the mentoring program.
- Chair is not connected to mentoring - would prefer if I spent my time doing research.

Furthermore, two (20.0%) women mentees and three (27.3%) men mentees felt that participating in the cohort mentoring program increased their comfort with academic administrators. When asked to elaborate, mentees responded:

Women Mentees

- I did not have an issue beforehand. My primary concern is knowing who to go to with certain questions. For the most part, I've had to figure that out on my own with assistance from colleagues in my department.
- See previous answer [I didn't meet any of them through cohort mentoring, except those I already knew.].
- Again, I have felt comfortable approaching and talking with both the Dean of my college as well as the Chairs in the department in which I'm in.

Men Mentees

- Somewhat.
- I do not feel uncomfortable with these individuals.
- Was already comfortable.
- Quite comfortable with my current academic administrators outside the mentoring program.
- I was already fairly comfortable with my head and dean before starting the program.

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

- Better information up front, present it as a resource, not as a required randomly assigned group you are forced to attend.
- Multiple meetings per semester is my biggest recommendation. This, however, starts with mentors that are dedicated to ensuring that the group meets and the conversation held is beneficial. I personally did not experience that, but other groups may have.
- Less meetings with more useful information. I didn't go most of the time because I'm confident in workshops that were offered.
- Assign groups earlier in the year--if one of the advantages is that you can meet different people and then decide who to continue a relationship with, then, there isn't the problem of figuring out how to match people up at the beginning of the year.
- Ensure that all of the mentors have information that is relevant to their mentees. For example, just because one department does spousal hiring smoothly does not mean that all do, so having a mentor who blithely says "Spousal hiring just works! It's great!" is not helpful if your department is uncooperative regarding spousal hires.
- Allow for more faculty to select their mentor and maybe that would engage faculty who were not already a part of the mentoring to get the mentoring information and work more with the new faculty.

Men Mentees

- Cohorts need to meet regularly--not once during an academic year.
- More information about administration at NDSU and how to use that knowledge for our and our students' success.
- More than one mentor, so that there is a check on the point of view and the focus of the discussion.
- Erase gender barriers (this goes for most FORWARD programs).