



Wisconsin
Evaluation
Collaborative

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Clinical Faculty Development Mentorship Program

Summative Report

for the University of Wisconsin-Madison Department of Medicine



About the Authors



Christine Fabian Bell, MS

Christine Fabian Bell is an Evaluator and Researcher at the Wisconsin Evaluation Collaborative and Wisconsin Center for Education Research. She has eight years of experience conducting mixed methods evaluations of faculty development and STEMM mentoring programs in higher education. She has bachelor's and master's degrees in Sociology and Rural Studies from South Dakota State University.

Anthony Hernandez, PhD

Anthony Hernandez is Teaching Faculty of Educational Policy Studies and a former Postdoctoral Scholar in the Wisconsin Evaluation Collaborative at the University of Wisconsin-Madison. He earned his Ph.D. and a master's degree in Educational Policy Studies at the University of Wisconsin-Madison and an undergraduate and master's degree from Harvard University.

Daniel Marlin, MPA



Daniel Marlin is an Associate Researcher with the Wisconsin Evaluation Collaborative. He has worked on several mixed-methods evaluations of projects focusing on educator professional development. He holds a master's degree in public affairs from the University of Wisconsin-Madison's La Follette School of Public Affairs.

About the Wisconsin Evaluation Collaborative



The Wisconsin Evaluation Collaborative (WEC) is housed at the Wisconsin Center for Education Research at the University of Wisconsin-Madison. WEC's team of evaluators supports youth-serving organizations and initiatives through culturally responsive and rigorous program evaluation. Learn more at <http://www.wec.wceruw.org>.

Contact

Christine Fabian Bell

christine.fabian@wisc.edu

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Section I

Introduction

Introduction

The University of Wisconsin-Madison Department of Medicine (DOM) has initiated a novel Clinical Faculty Development Mentorship Program (FDMP) to train Assistant and Associate Clinical Faculty in mentoring practices, pair junior faculty mentees with mentors to support them through the promotions process, and enhance faculty vitality and professional fulfillment for all.¹

Junior Faculty who joined the department after July 2020 were required by DOM promotion guidelines to participate. To initiate the program, 37 mentees were paired with mentors using an intake survey, and 43 volunteer mentors began mentor training. The training consisted of seven 1.5-hour hybrid sessions from September 2022 through June 2023. The first session covered the FDMP Knowledge Base (e.g., promotion purpose and process, faculty wellbeing, and diversity, equity, and inclusion). The next six sessions were titled “A Coach Approach to Clinical Faculty Development” and facilitated by Chariti Gent (MA, MCC, CPCC). The interactive sessions were designed to deliver information about professional coaching competencies and integrated exercises for mentors to practice the skills. The FDMP is complemented by a constellation of other department resources for faculty development such as lecture series and websites.

The DOM has invested significant resources to support mentor and mentee participation in the FDMP and promotion process. Time was compensated for mentors participating in the training sessions and for one annual required mentor/mentee meeting. More meetings were encouraged. Mentor and mentee clinical activities were permitted to be canceled or altered in compliance with UW Health service standards and Divisional policies and procedures to allow participation.

Through rigorous mixed methods program evaluation, the DOM aims to understand:

PROGRAM PARTICIPATION

TRAINING AND PRACTICE

FACULTY VITALITY AND PROFESSIONAL FULFILLMENT

¹ Pololi, L. H., Evans, A. T., Civian, J. T., Gibbs, B. K., Coplit, L. D., Gillum, L. H., & Brennan, R. T. (2015). Faculty Vitality—Surviving the Challenges Facing Academic Health Centers: A National Survey of Medical Faculty. *Academic Medicine: Journal of the Association of American Medical Colleges*, 90(7), 930–936. <https://doi.org/10.1097/ACM.0000000000000674>; Zimmermann, E. M., Mramba, L. K., Gregoire, H., Dandar, V., Limacher, M. C., & Good, M. L. (2020). Characteristics of Faculty at Risk of Leaving Their Medical Schools: An Analysis of the StandPoint™ Faculty Engagement Survey. *Journal of Healthcare Leadership*, 2020:12, 1–10. <https://doi.org/10.2147/JHL.S225291>

Methods

The DOM contracted evaluators from the Wisconsin Evaluation Collaborative (WEC) at the Wisconsin Center for Education Research (WCER) to evaluate the FDMP. A mixed methods evaluation plan guided collection of survey and interview data. Qualtrics surveys were used to gather mentor and mentee baseline data (September 2022), and a post-survey (April 2023) coincided with the end of the Coach Approach sessions. The goal of the pre-

survey or **baseline survey** was to understand pre-program levels of faculty satisfaction with workplace processes and climate, promotion processes, and confidence in mentoring skills. The **post-survey** was deployed after mentors had completed most of the Coach Approach sessions and most mentor/mentee teams were expected to have met. Survey data were analyzed with Excel. Six mentors and five mentees accepted invitations to participate in semi-structured **interviews** with the evaluators about their experience with the FDMP. Interviews were audio recorded, transcribed, and thematically coded with NVivo software.



Table I: Survey Response Rates

RESPONDENT TYPE	INVITED	PRE-SURVEY		POST-SURVEY		PRE & POST SURVEY	
		N	RESPONSE RATE	N	RESPONSE RATE	N	RESPONSE RATE
Mentors	43	34	79.1%	37	86.0%	29	67.4%
Mentees	37	26	70.3%	23	62.2%*	18	48.6%

* At this point, most FDMP professional development activities have been directed to mentors rather than mentees. When responding to the post-survey most mentees had experienced 1-2 mentor meetings; combined with the low response rate, this could explain the minimal variations between pre/post ratings from the mentees and be a source of response bias throughout the survey.

Section 2

Findings

Program Participation

Mentors and Mentees are Meeting but Finding Time is a Challenge

The Clinical Faculty Development Mentorship Program requires mentors and mentees to meet once every year. **92 percent (24 of 26) possible mentors had at least one meeting with their mentee and 100 percent of mentees had at least one meeting with their mentor** (Figure 1 and Figure 2). Over 38 percent of mentors and approximately 29 percent of mentees exceeded expectations by meeting quarterly or monthly, and approximately 54 percent of mentors and 71 percent of mentees met with their mentor/mentee once. Of post-survey respondents, 12 mentors reportedly had yet to meet with their mentee by April 2023, and ten of those mentors were not paired with mentees when beginning the program in September 2022.

Figure 1: 92% of all possible mentors (n=26) had at least one meeting with their mentee.

MET ONCE OR MORE

8% Monthly
31% Quarterly
54% Once

DID NOT MEET WITH MENTEE

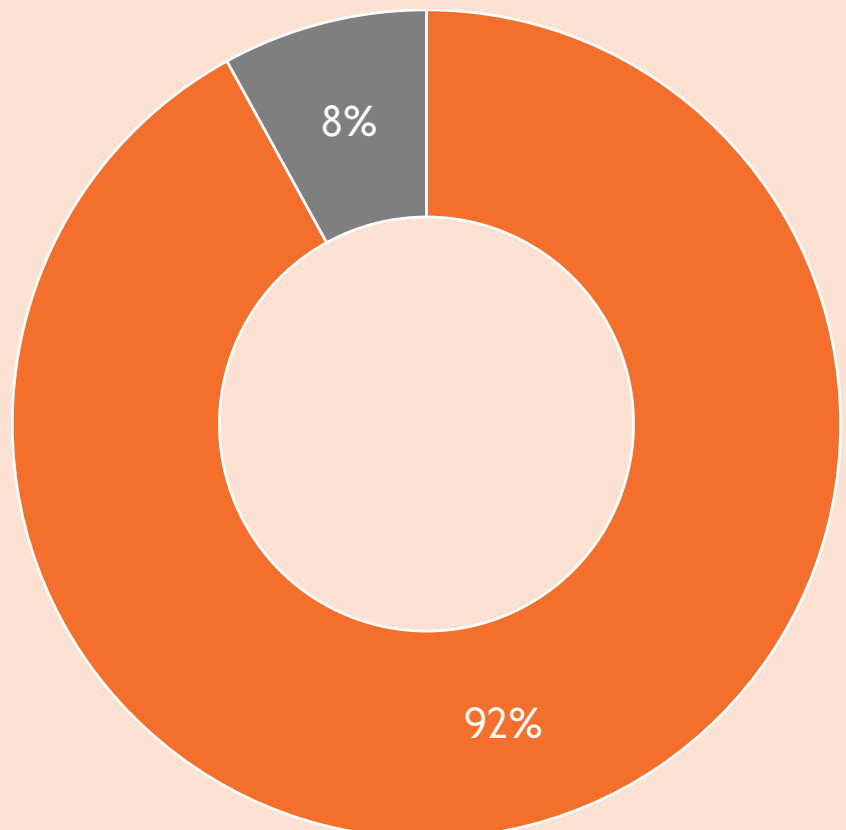
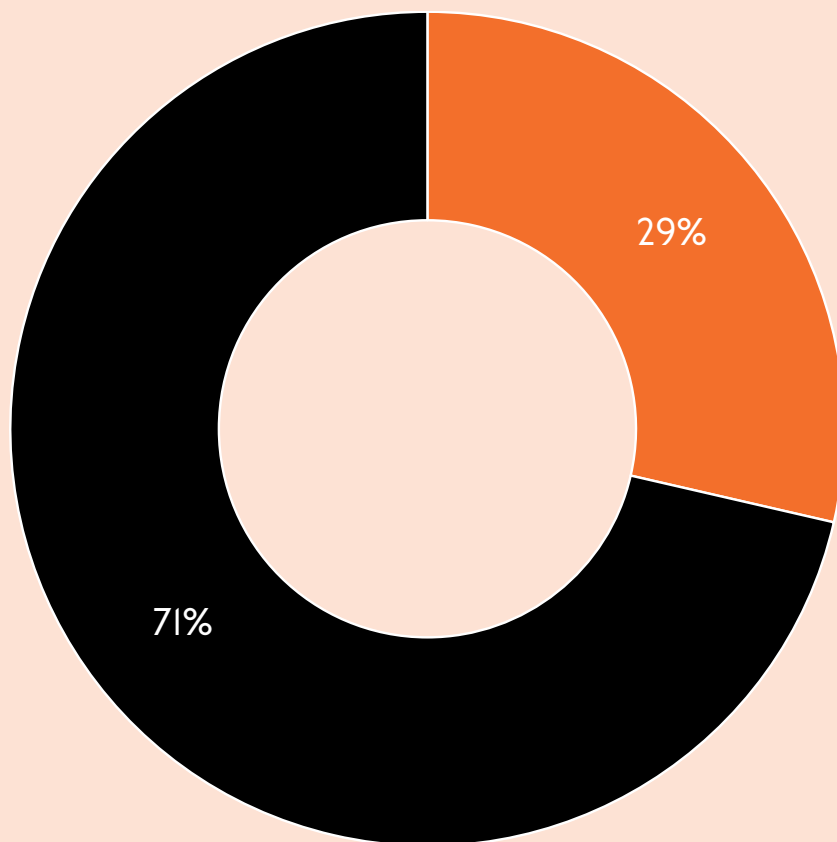
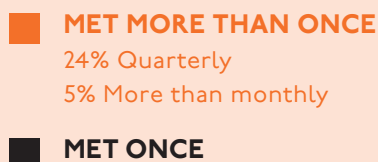


Figure 2: Of mentee respondents (n=21), 29% reported meeting with their mentor **more than once**.



Mentors and mentees agree the FDMP's allocations for protected time are reasonable, fair, and sufficient. However, these allocations are not always realistic for clinical faculty. Figure 3 shows that over 80 percent of mentors somewhat or strongly agreed that allowing 90 minutes off for each meeting (up to three per year) was sufficient, followed closely by blocking out clinic time for the first three training sessions (also 80 percent). Over 70

percent of mentees somewhat or strongly agreed that for time off, giving 12 weeks' notice and being in compliance with service standards and Divisional policies is reasonable. Slightly over half of mentees somewhat or strongly agreed that allowing one hour per month off from clinical responsibilities for career development and mentoring is sufficient (Figure 4).

Figure 3: Mentors agree the FDMP's allocations for protected time are reasonable, fair, and sufficient (n=35-36).

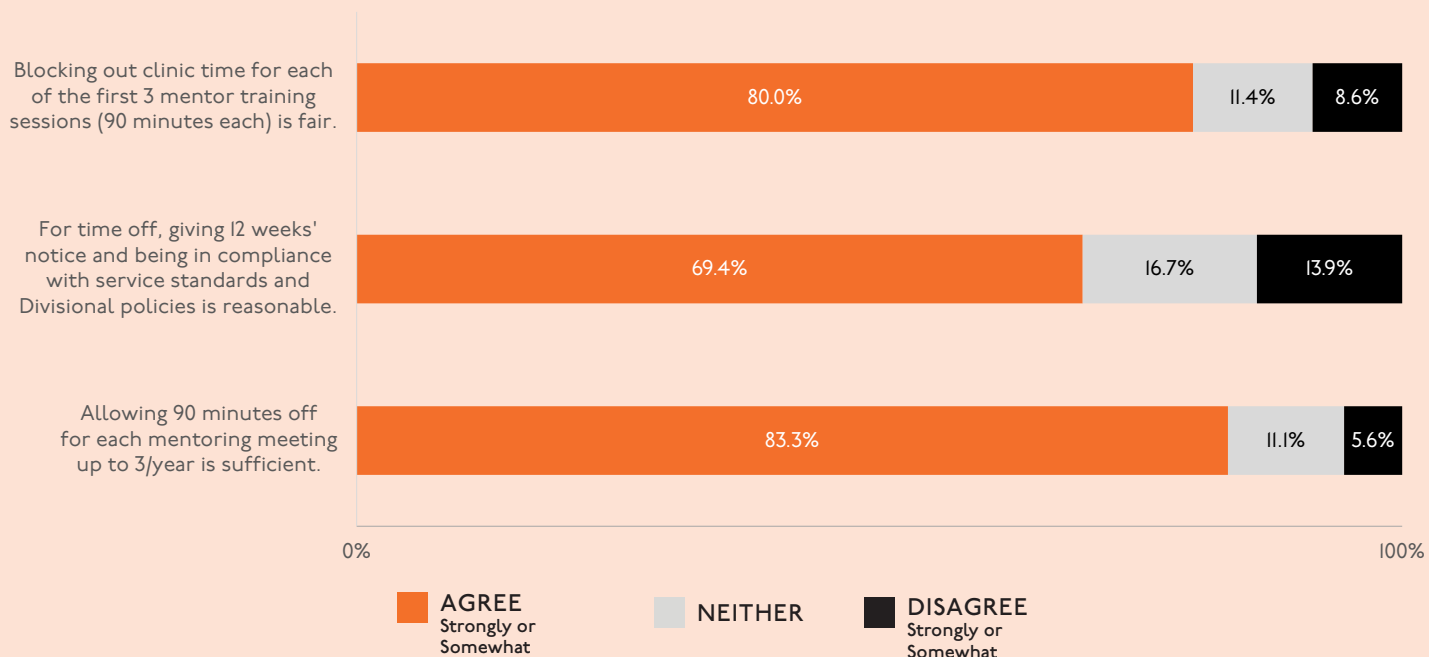
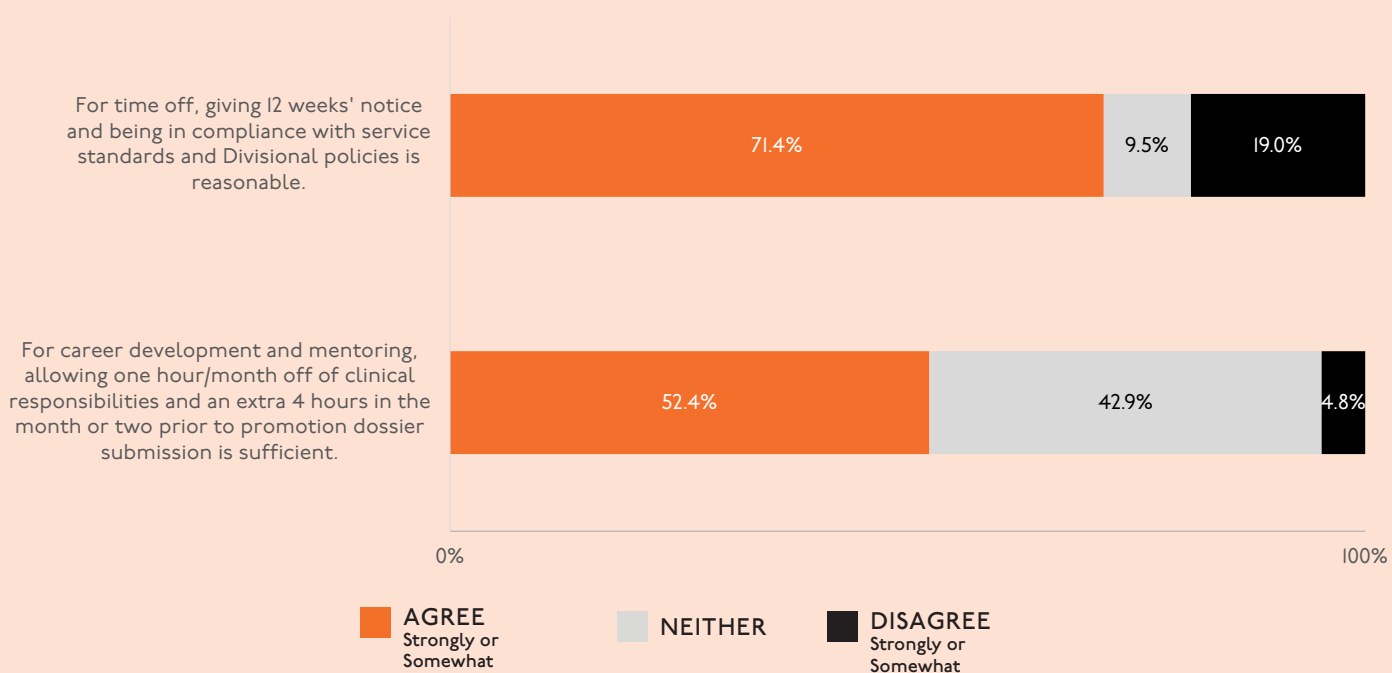


Figure 4: Mentees agree the FDMP's allocations for protected time are reasonable, fair, and sufficient (n=21).



Mentors and mentees expressed in qualitative survey comments that the most challenging aspect of the FDMP is finding time to participate. To encourage or allow more time for program participation, mentors suggested scheduling assistance, and one mentee specified, “Work with divisions to clear time for both the mentor and mentee, even if just one or two hours out of a clinical half-day to be able to meet without having to sacrifice the rare administrative time that we have available in clinical track.”

Interview Insights

Protecting Time

Mentors emphasized the importance of **taking advantage of protected time** to fully participate in the FDMP trainings and mentor meetings. Mentees were apprehensive about taking time away from clinical duties for mentor meetings and other professional development activities.

Assigning Time

Assigning mentor/mentee meeting times could prevent guilt of scheduling time away from clinic, ease mentee concerns of burdening mentors, and encourage the use of protected time.

Self-Reflection and Preparation

Mentees emphasized the importance of **preparing for meetings through self-reflection** about career goals and interests. Mentees say mentor meetings are more productive when they have done self-reflection and prepared questions before the meeting.

Networking

Interviewees **suggested an initial in-person networking event** to energize participant engagement and bolster the program’s validity to encourage the use of protected time.

Mentor/Mentee Matching

Survey items and interview questions did not address the mentor/mentee matching process, but most interviewees brought it up. **They discussed the benefits and challenges of being matched inside/outside their division** for purposes of scheduling and ensuring similar interests and experiences that would be beneficial for both participants.

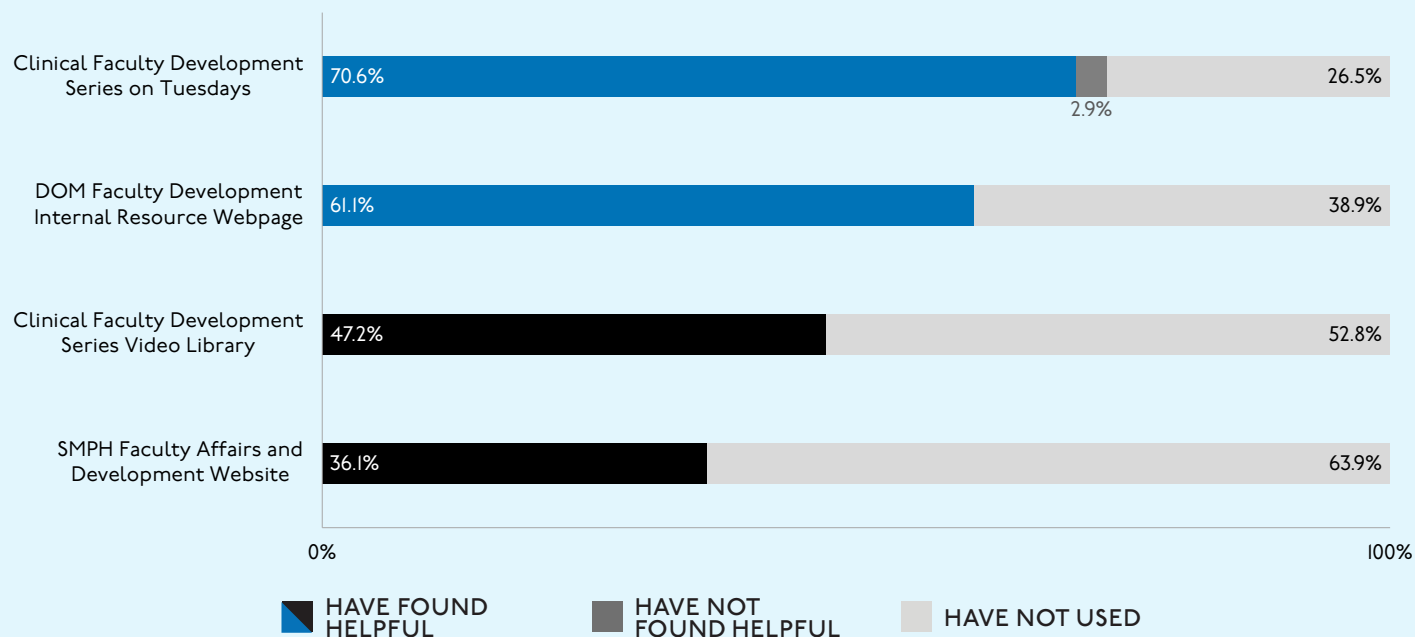
Training and Practice

Mentor and Mentee Use of Resources

As reflected in interviews and survey responses (see Figure 5), mentors are using DOM Resources to support mentees. However, according to the survey, mentees are less likely to use the materials. Over half of mentees have not used department webpages or the video library. Fifty percent did find the Tuesday series helpful and 11 percent did not. Interviews with mentees suggested they have not been in their role long enough to explore the department's resources.

"I was able to show my mentee [the assistant to associate promotion materials through the DOM website], and was glad that it existed. When I went through the promotion process there was nothing like that. It was pretty opaque and especially for clinical track faculty, really not organized. I wanted to be sure [my mentee] knew where [the materials] were and what they included, so that they would be better off than I was." -Mentor

Figure 5: Over half of mentors (n=34-36) find the Tuesday Clinical Faculty Development Series and DOM Faculty Development Internal Resource Webpage helpful in their roles as mentors.



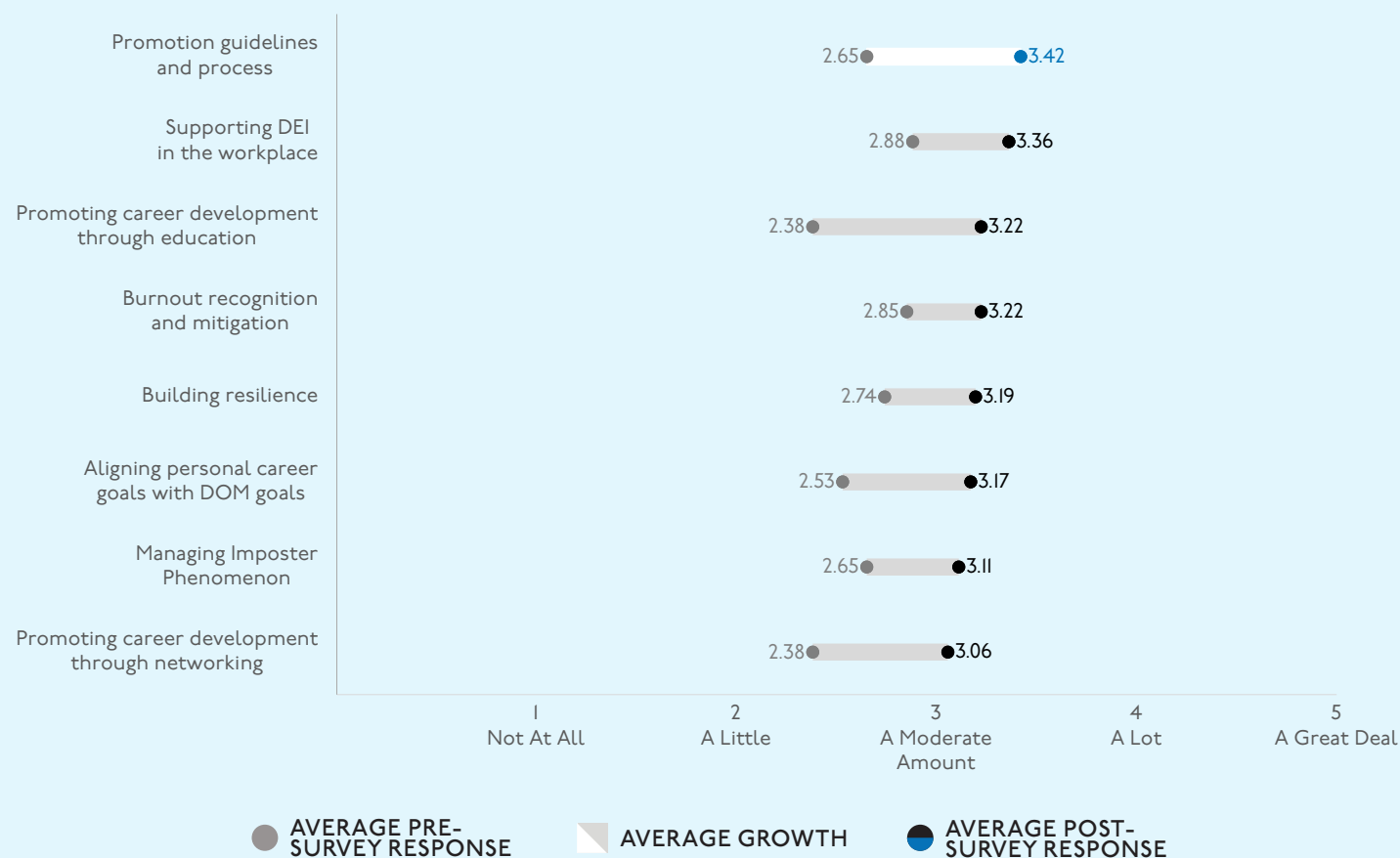
FDMP Knowledge Base and Coach Approach Competencies

Mentor and Mentee Competence with FDMP Knowledge Base Topics Has Increased

Mentors have increased their knowledge, awareness of resources, and confidence to mentor about DOM Knowledge Base topics. This suggests that department efforts to promote available resources and provide trainings are successful.

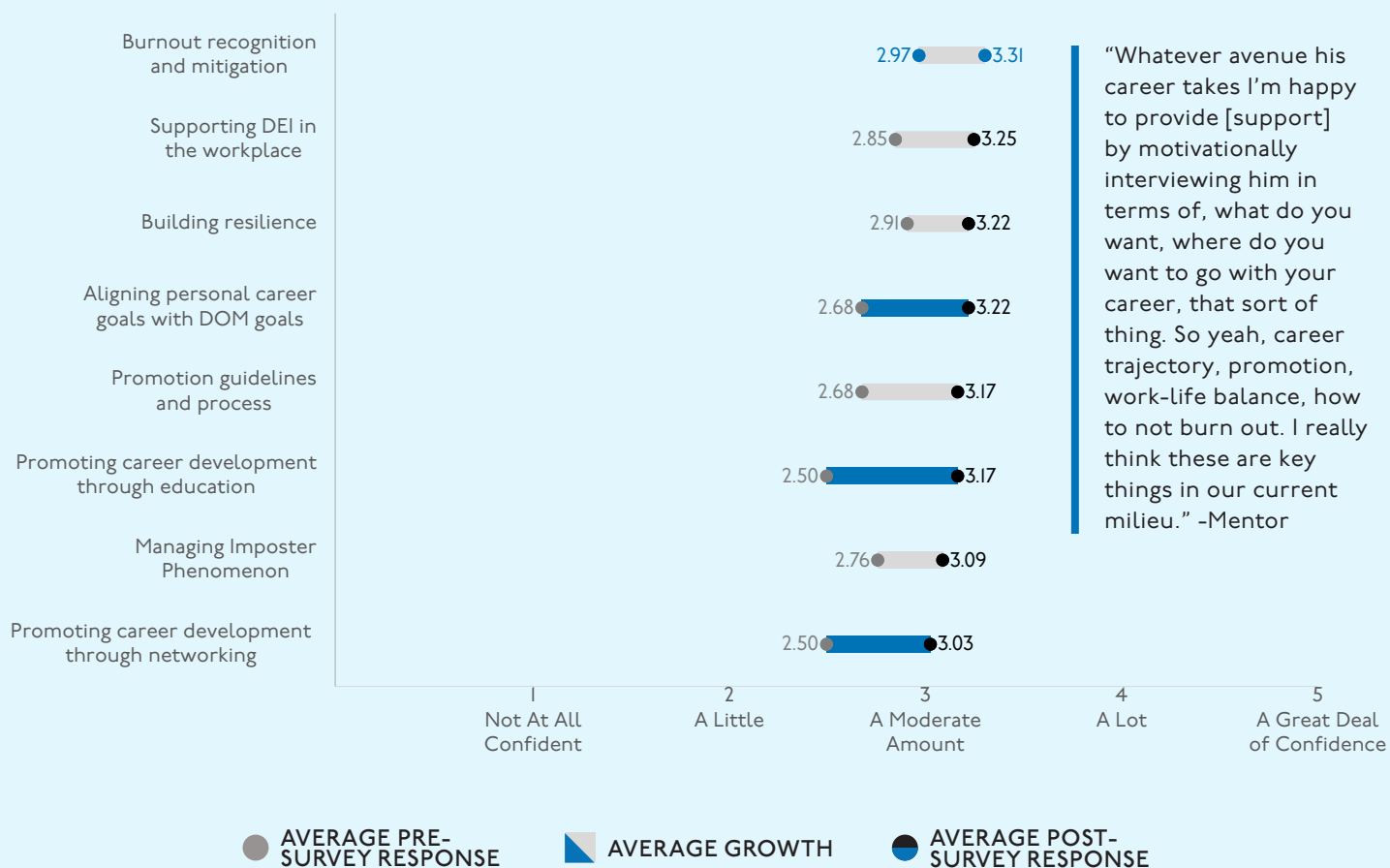
At least 75 percent of mentors reported having a moderate amount, a lot, or a great deal of **knowledge or resources for coaching junior faculty effectively** in the Knowledge Base topics. The topics with the highest mean level of knowledge or resources on the post-survey were promotion guidelines and process and supporting diversity, equity, and inclusion (DEI) in the workplace, and the lowest was promoting career development through opportunities for networking. However, promoting career development through networking showed a large pre-post increase, as did promoting career development through education and promotion guidelines and process. (Figure 6).

Figure 6: Promotion guidelines and process had the highest post-score and the second largest pre-post increase in mentors' extent of knowledge or resources to coach junior faculty effectively in a mentoring relationship.



At least 75 percent of mentors reported having a moderate amount, a lot, or a great deal of **confidence in their ability to coach junior faculty effectively in a mentoring relationship in areas** related to the FDMP Knowledge Base. The item with the highest mean level of confidence in the post-survey was coaching on burnout recognition and mitigation. Mentors report pre-post increases in their level of confidence to support mentees with each of the topics. The largest increases in confidence were promoting career development through education and networking and aligning personal career goals with DOM goals (Figure 7).

Figure 7: Mentors report the highest pre and post levels of confidence in coaching about burnout and the greatest pre-post gains in promoting career development and aligning career goals with DOM goals.



“Whatever avenue his career takes I’m happy to provide [support] by motivationally interviewing him in terms of, what do you want, where do you want to go with your career, that sort of thing. So yeah, career trajectory, promotion, work-life balance, how to not burn out. I really think these are key things in our current milieu.” -Mentor

Mentee levels of confidence in skills or knowledge increased overall but varied by statement. The majority of mentees felt only “a little” or “not at all confident” regarding promoting career development (through education or opportunities for networking) and aligning personal goals with the DOM’s overall goals. Conversely, strong majorities indicated at least a moderate amount of confidence with burnout recognition and mitigation, building resilience, supporting diversity, equity, and inclusion, and managing Imposter Phenomenon. Mean confidence levels increased greatly from pre to post, and on each item it was more common for individuals to give a higher post-survey rating of their confidence than stay the same or decrease (Figure 8).

Mentor Competence with Coach Approach Strategies is Complicated

To understand how well mentors internalized and implemented behaviors taught in the Coach Approach training, we asked about their level of confidence to model specific coaching behaviors. Pre-post levels of mentor confidence in their ability to coach junior faculty effectively by modeling specific Coach Approach behaviors did not follow any predictable patterns of change (Figure 9), perhaps because mentor baseline confidence levels with the Coach Approach behaviors started higher than with the Knowledge Base topics (Figure 7). It is possible that these trends resulted from mentors “not knowing what they didn’t know” in the pre-survey; that is, as they took part in the Coach Approach sessions and mentoring throughout the year, they recalibrated their confidence based on what they learned.

Figure 8: Mentees report highest pre and post confidence levels in supporting DEI in the workplace and the greatest pre-post gain in managing Impostor Phenomenon.

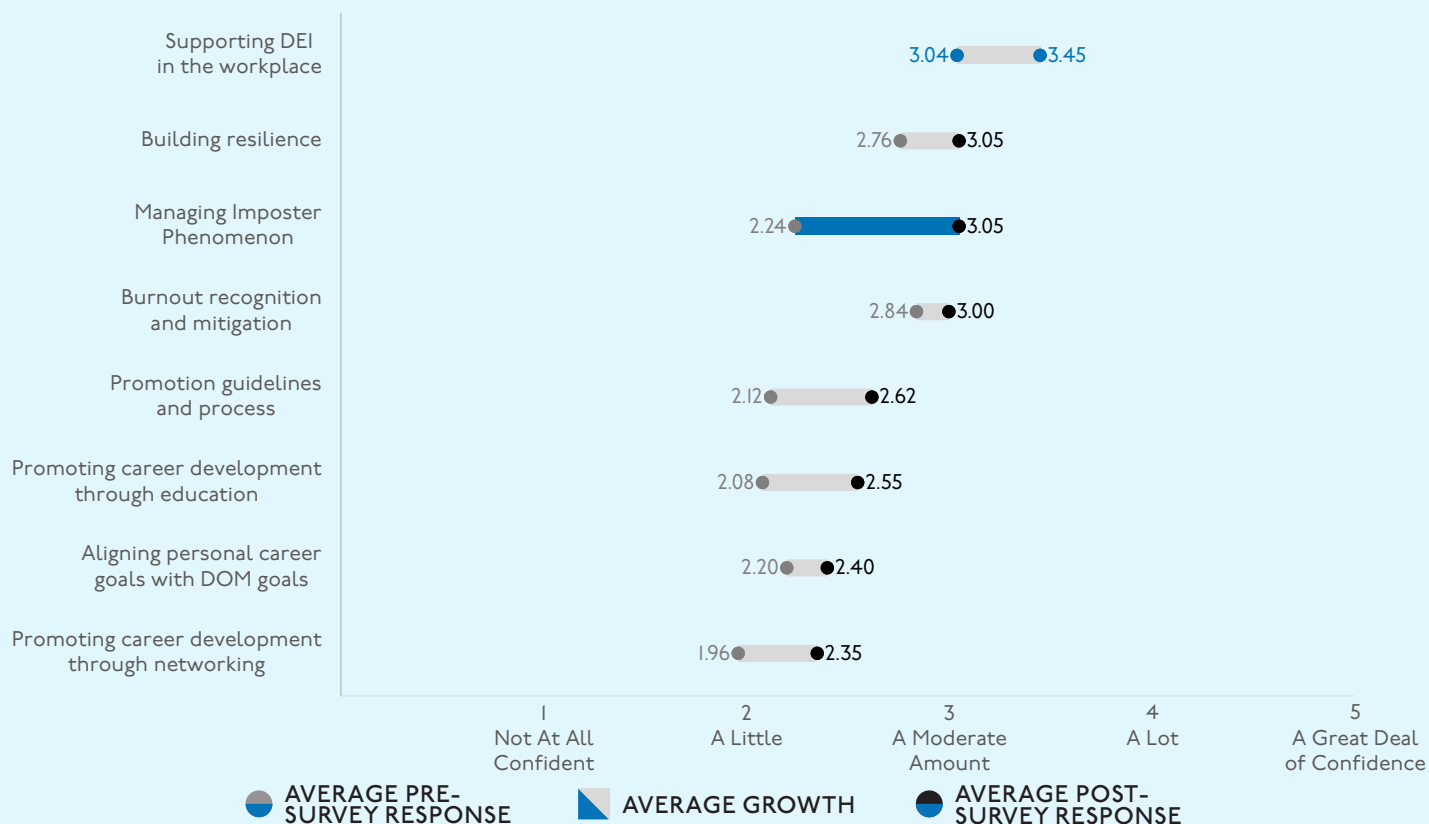
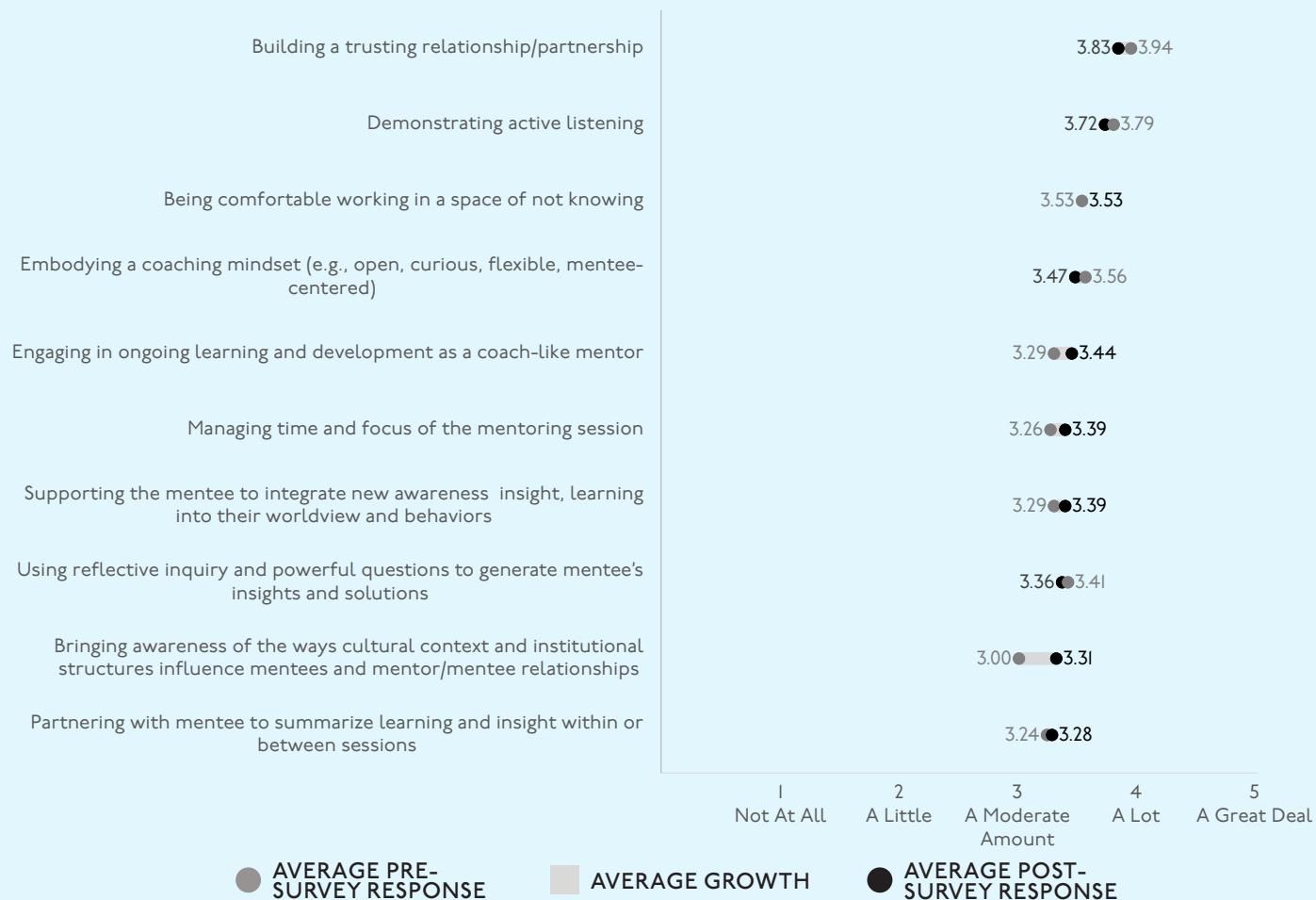


Figure 9: Pre-post levels of mentor confidence in their ability to coach junior faculty effectively by modeling specific Coach Approach behaviors did not follow any predictable patterns of change.



Mentor responses to qualitative survey items also offer multiple perspectives

“I am not sure that a mentor needs to be a strong coach. Career development is important, a mentor should refer to experts if coaching is required.”

“I have really enjoyed the series of coach approach to mentoring to help me be a better mentor, it has really changed my approach to mentoring and teaching residents and students. I have enjoyed my sessions with my mentee as I have learned as much from her as she from me.”

“I like to help people solve problems directly, not just ask open ended questions until they figure out a solution themselves (or until they get frustrated from my lack of meaningful advice/suggestions).”

“[I have enjoyed] learning more about the role of listening. Allowing people to just talk and ask probing questions rather than redirecting can be so useful.”

“The classes are great- and what is learned is good for every aspect of life, not just the workplace. The teachers and speakers are absolutely wonderful, and I feel privileged to be a part of this.”

Interview Insights

CFDS Video Library

Some **participants said they were unaware** of the CFDS video library or that participating in real time on Tuesdays was more engaging. Making time to watch recorded lectures is not a priority for busy clinical faculty.

Department Resources

Mentees shared differing levels of awareness of department resources for promotion. Some said they found them helpful, while others were **overwhelmed by the amount and variety of information delivery modes**, or they plan to use the resources when they get closer to promotion.

Organization

One mentee said they would recommend to other mentees to proactively organize career development resources immediately and sustain that organization because they will come across more resources over time and need to locate specific topics.

Experienced Mentors

Experienced mentors can help mentees navigate the number of resources and help locate relevant content.

Coach Approach

Using reflective inquiry and powerful questions to generate mentee insights and solutions (see Figure 9) is the Coach Approach behavior that best aligns with what was frequently described in the interviews. Mentors said they are improving their skills in asking open-ended questions rather than giving advice when exploring mentees' career interests and goals.

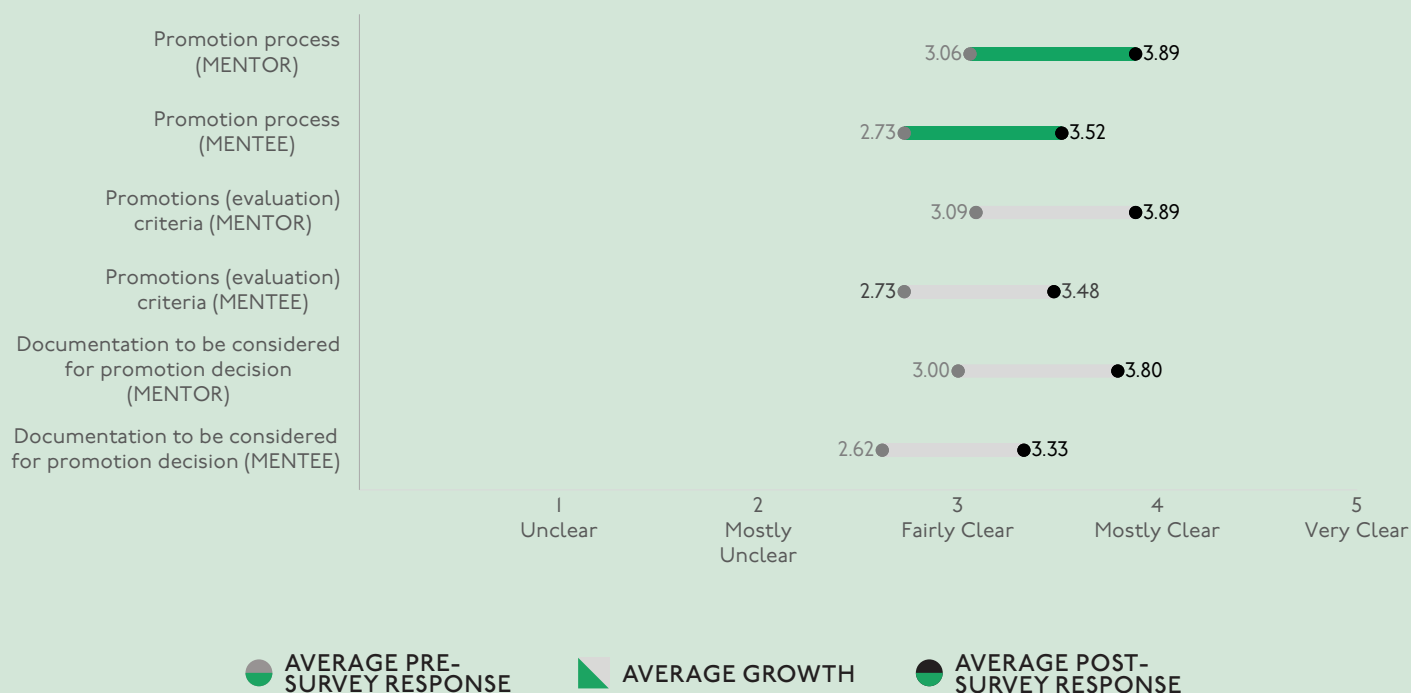
"I feel more prepared for my next mentee meeting to be able to help them without me doing all the talking. I think that there is a lot of good information from those Coach Approach sessions about how to get a conversation going, create a comfortable environment and then really let the person reflect themselves on what they want to do and you can be the sounding board, but you don't have to find all of the answers, which is wonderful." - Mentor

Faculty Vitality and Professional Fulfillment

Mentors and Mentees Improved Promotion Attitudes & Knowledge

In the post-survey, the majority of mentors strongly or somewhat agreed that promotion is important to them personally (72%) and professionally (78%). The majority of mentees also agreed that promotion is important to them personally (72%) and professionally (81%). The levels of agreement are slight increases from the pre-survey. Mentors (75%) and mentees (81%) strongly or somewhat agreed that promotion decisions are based on performance rather than other factors, which demonstrates faculty believe the promotion process is fair and equitable. Mentors and mentees demonstrated notable increases in their perception of the clarity of the promotion process. **The DOM should continue the successful efforts in providing professional development to educate and engage faculty in the promotion process.**

Figure 10: **Mentor and Mentee Clarity of the Promotion Process Increased from “Fairly Clear” toward “Mostly Clear”**

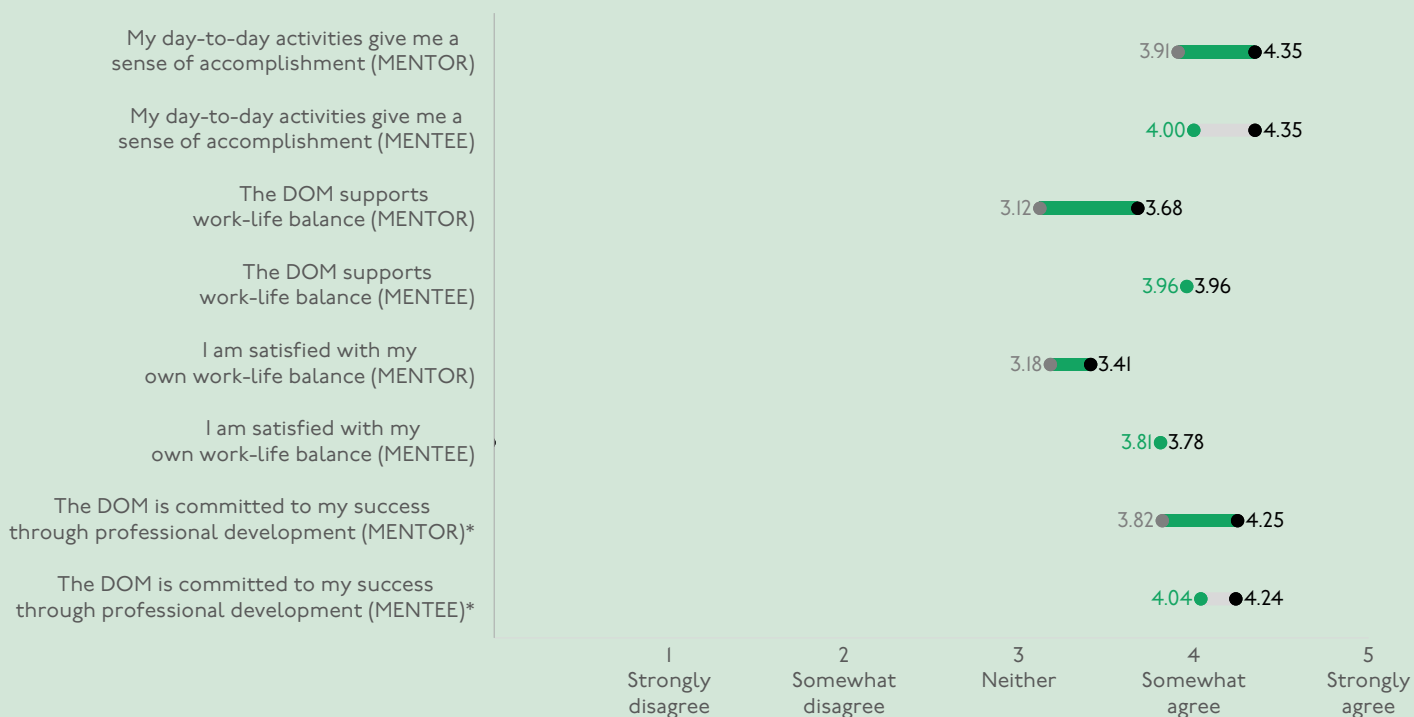


Mentors and Mentees Improve Faculty Vitality and Work-Life Factors

Mentees began the program with higher levels of agreement than mentors with work-life factors associated with faculty vitality. Mentors demonstrated more increases in agreement than mentees. At this point, most professional development has been directed to mentors rather than mentees which could explain why mentees do not show as much change from pre to post.

“I’ve really been focusing on just adjusting to workflow and clinic and clinical responsibilities... So, I haven’t really put too much focus on the process of promotion at this time. I figured I would give myself some time to feel more adjusted.” -Mentee

Figure II: Mentors show greater increases in work-life factors than mentees. Mentees began the program with higher levels of agreement than mentors.



*The pre-survey asked about the extent to which participants were satisfied with “the DOM leadership’s commitment to my success through professional development.”

AVERAGE PRE-SURVEY RESPONSE
 AVERAGE GROWTH
 AVERAGE POST-SURVEY RESPONSE

Interview Insights

Checklist

Faculty suggest a streamlined checklist to improve the clarity of the promotion process.

Mentor Reminders

Mentees expressed the need to focus on feeling confident in daily work before long-term goals and promotion. Mentors can play a role in reminding mentees about the significance of promotion.

“In my division, we are not great about telling people who are in the clinical track about promotions. I think it’s something that was definitely lacking... I think people come in and they don’t even know what questions to ask. And so [it’s good to have] a mentor who helps them know what the process might look like, has some sort of structure for their thinking around it and how they can be strategic to make it happen.” -Mentor

Addressing Work-life Balance Early

Many mentors and mentees said work-life balance was important for them to address in their mentoring relationships. Interviewees acknowledged work-life balance is an ongoing topic that should be addressed sooner rather than later to prevent burnout.

Section 3

Suggestions for Continuous Improvement

Based on the findings of our evaluation, we present the following suggestions for continuous improvement.



Making Time - Suggest or assign mentor/mentee meeting dates and times to reduce scheduling burden and guilt of taking time away from clinic and to encourage use of protected time.



Engagement - An in-person networking event for mentors and mentees might further validate and increase engagement in the mentorship program. Subsequent virtual activities may be more impactful after the opportunity to network in person.



Coaching Focus - Mentors should emphasize onboarding and be aware of the importance of mentees feeling comfortable in their current position, recognizing that promotion is a long-term goal to work towards.



Matching - Continue to refine the mentor/mentee matching process. Mentors may be more willing to take on multiple mentees because of their new coaching skills. Or, as one mentor suggested, the program could be expanded to provide mentoring for junior faculty who joined the department before January 2020.



Ongoing Training - As mentors demonstrate increased confidence in their mentoring skills, support this momentum by offering refresher sessions and continuous skill building. Refresher sessions could align with a suggested mentor/mentee meeting schedule.



Resources - Provide a mentor/mentee checklist and/or timeline to support meeting preparation and guide trajectory of meetings over time. Remind participants of available resources like the faculty development video lectures. Mentors' personal experiences with the promotion process are important; however, mentors should be encouraged to familiarize themselves with the department's promotion process documents and guide mentees to relevant information.



Soliciting Feedback for Program Improvement - Continue to solicit feedback from participants to refine the program and clarify its objectives and purpose.

