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Program Evaluation Recommendations for University of Pennsylvania's Mentoring Programs

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It is important to assess both the process and outcomes of mentoring at the level of the mentor-mentee, division, department, school, and campus. Following is a list of the recommended process and outcome measures to be assessed at each level (as appropriate). Depending upon the program structure within each department or school, it is expected that the mentoring facilitators will most likely oversee evaluation at their level, with aggregated data being collected and analyzed by the Office of the Provost.

I.   Recommended Components of Program Evaluation

A. Baseline Data to be Reported by Departments and Aggregated by School and Campus
1. Number of faculty by rank and series, gender, ethnic minority status, degree status, division, department, and school
2. Number of assistant professors eligible for promotion to associate professor, with previous 5 year history of promotion successes by division, department, academic series, gender, degree status, and ethnic minority status
3. Number of new faculty hires and faculty departures by division, department, site, gender, ethnic minority status, and rank/series
4. Number of faculty in leadership positions (division chiefs, clinical section chiefs, vice chairs, etc.) by division, department, site, gender, ethnic minority status, and rank/series
5. Availability and accessibility of current mentors or mentoring programs within division, department, school, or University according to division, department, site, gender, ethnic minority status, and rank/series (you may want to do individual assessments with faculty to determine if these programs were actually used)
6. Number of faculty serving as mentors according to division, department, site, gender, ethnic minority status, and rank/series
7. Number of faculty mentees according to division, department, site, gender, ethnic minority status, and rank/series
8. Faculty member satisfaction with current mentors or mentoring programs within division, department, school, or University according to division, department, site, gender, ethnic minority status, and rank/series
9. Faculty member satisfaction with current mentees within division, department, school, or University according to division, department, site, gender, ethnic minority status, and rank/series

B. One year and Five Year Outcomes to be Reported by Departments and Aggregated by School and University

1. Number of faculty by rank and series, gender, ethnic minority status, degree status, division, and department who have participated in mentoring program. Determine whether individual faculty are actually using mentoring program through individual surveys.
2. Number of assistant professors promoted to associate professor by division, department, series, gender, and ethnic minority status
3. Number of new faculty hires and faculty departures by division, department, site, gender, ethnic minority status, and rank/series
4. Exit interviews to determine reasons for faculty departure (done anonymously, online, prior to departure; may make it a requirement for receiving final paycheck)
5. Number of faculty who have changed series according to division, department, site, gender, ethnic minority status, and previous rank/series. Determine whether change in series was seen as "positive" or "negative".
6. Number of faculty in leadership positions (division chiefs, clinical section chiefs, vice chairs, chairs, etc.) by division, department, site, gender, ethnic minority status, and rank/series
7. Description of mentoring programs within division, department, school, or University according to division, department, site, gender, ethnic minority status, and rank/series. Determine whether individual faculty are using mentoring program through individual survey.
8. Whether the mentoring program is included in the division or department's new and junior faculty orientation program
9. Faculty member satisfaction with current mentors and mentoring programs within division, department, school, and University according to division, department, site, gender, ethnic minority status, and rank/series
10. Faculty member satisfaction with current mentees within division, department, school, or University according to division, department, site, gender, ethnic minority status, and rank/series
11. Whether mentoring activities are included in the division or department's evaluation of faculty for merits and promotions
12. Whether there is an active process for documenting mentoring activities taking place within the division or department
13. Evaluation activities that have been undertaken at the division or department level
14. Whether there is an active process for recognizing excellence in mentoring in the divisions or department, and the number/type of recognition
15. Whether compensation or other incentives have been provided for mentors or for the mentoring facilitator(s)

C. Evaluation Forms and/or Reports to be Submitted by Mentors and Mentees

1. Evaluation form will guide discussion as well as document:
   1) discussion and plans regarding promotion process and requirements
   2) discussion and plans regarding responsibilities and time (research, teaching, administrative, service, etc.)

       3) discussion and plans regarding grants and contracts, publications, and
            presentations
       4) discussion and plans regarding resources, networking, leadership, and awards
       5) discussion and plans regarding balancing various components of mentees life
            (competing professional responsibilities and personal life)
       6) personal goals statement and plans for meeting goals on the part of mentee and
            mentor

2. Mentee will complete initial sections of "personal goals statement" prior to meeting with mentor; form will be completed during the meeting, signed by both mentor and mentee, and retained by mentee.

3. A brief form will be submitted to the department chairman each year documenting the frequency of meetings; the form will be signed by both the mentor and mentee.

4. Mentee Satisfaction Measures
    1) Rate on a scale of 1-5 (1=lowest and 5=highest) how well the mentor:
       a. provides support
       b. provides information on the University promotion process and expectations
       c. provides strategies for promotion
       d. creates networking opportunities with colleagues
       e. provides strategies of how to balance multiple professional responsibilities
       f. provides strategies of how to balance professional and personal
          responsibilities
    2) What needs are not being met by this relationship?
    3) Demographic data will be gathered to provide analytic capability with regard to academic rank, academic series, gender, ethnic minority status, degree status, division/department, and school

7. Mentor Satisfaction Measures
    1) Quality of training sessions and resource materials
    2) Number and "type" of mentee(s) according to rank/series, gender, division, department, ethnic minority status
    3) What needs of the mentee(s) are being met by the mentoring relationship?
    4) What needs of the mentee(s) are not being met by the mentoring relationship?
    5) What needs of the mentor are being met, and not being met, by the mentoring relationship?
    6) Demographic data will be gathered to provide analytic capability with regard to rank, series, gender, ethnic minority status, degree status, division/department, and school

D. One year and Five Year Outcomes to be Reported at University Level

A.   Number and nature of regularly scheduled campus events to recognize excellence in mentoring

B.   Number and nature of campus events or meetings where mentoring programs are acknowledged and encouraged, including any orientation programs for new or junior faculty

C.   Documentation of campus-wide mentoring events, including number of attendees, characteristics of attendees (gender, rank/series, department, school, etc.), program content, and frequency

D.   Academic recognition and incentives for mentoring activities

E.   At the time of stewardship review, true evaluation of Department Chair and Dean's support and recognition for division and department mentoring activities

E.   Facilities and resources for mentoring program development and evaluation

F.   Provision and maintenance of web-based mentoring program resources:
1. List of non-University mentoring programs and their websites
2. Model mentoring programs at the University and their respective materials
3. Guidelines for mentors and mentees
4. Mentoring program training materials for mentors and mentees
5. Menu of department-level mentoring program components
6. Tools to assist departments in developing individualized evaluation materials for mentors and mentees
7. Evaluation forms for departments to report required data on one and five year outcomes of mentoring programs, including satisfaction
8. Evaluation forms for documenting content of mentor-mentee meetings (form to be kept by mentee)
9. Evaluation forms for documenting frequency of mentor-mentee meetings (form to be submitted to department chair and reported in aggregate to the school)

II.   Evaluation Strategies to Assess Process and Outcomes

A.   Evaluation should take place at multiple levels. In general, Divisions and Departments will be responsible for documenting the data noted above (note that there are some data elements that will be "required" for each division/department, while others may be considered optional or may not be applicable). In contrast, individual surveys of mentees and mentors may be administered by the division/department, as well as by a central Mentoring Program Office within the Office of the Provost.

B.   Focus groups of mentors (mixed across schools and departments) and focus groups of mentees (mixed across schools and departments) should be used to gather qualitative data on process, satisfaction, and outcomes of the mentoring programs. The focus groups will most likely be conducted by a trained facilitator or staff from the central Mentoring Program Office.

C.   It may be helpful to establish "targets of success" for each division or department with regard to recruitment, retention, promotion, satisfaction, etc. Those who meet targets are recognized publicly (e.g., publish "report cards" or recognize excellence at University events).

D.   It will be important to document both the strengths and limitations of the mentoring programs – this will provide useful information for:
1. improving the programs
2. providing "public relations" information to encourage participation
3. providing information on program limitations for "full disclosure"

G.   Publish results of various evaluation components