

Background

- Mentorship supports professional development, academic outcomes, and wellness.
- Effective mentoring relationships can engage and develop careers of broader faculty groups through greater access, equity, inclusion, and diversity (EDI).
- Survey showed > 60% Psychiatry faculty without mentors and would like one.
- 75% current mentors received no training nor resources to support mentorship.

Methods

Mentoring Working Group formed:

1. Considered literature, reviewed current programs at U. of T; identified key important components of successful mentorship programs.
2. Designed comprehensive program with core values and goals.
3. Developed evaluation plan with logic model (Figure 3).

Mentorship Program (Figure 1)

Relevant for all Roles (Equal Value)

Vision

Faculty excellence, fulfillment of academic and career goals, and wellbeing

Mission

To create a sustainable, evidence-based, mentorship program that promotes academic excellence, EDI, and wellness.

Values & Principles

Excellence and Impact
Inclusivity
Equity
Wellness and Safety
Career Fulfillment
Person-Centeredness
Accountability
Transparency
Community

EDI Considerations

- Acknowledgement of levels of systems and hierarchies, systemic bias and power dynamics
- Recognition of importance of social identity with intersectionality lens
- Looking for opportunities to support psychological safety and wellness
- Matching of pairs
- Education and training for mentors/ mentees
- Tools and self-reflective exercises/ evaluations
- Evaluation and Implementation monitoring plan

References

- Rodríguez JE, et al. Where are the rest of us? Improving representation of minority faculty in academic medicine. *South Med J.* 2014;107(12):739-744.
- Walensky RP, et al. The impact of active mentorship: results from a survey of faculty in the Department of Medicine at Massachusetts General Hospital. *BMC Med Educ.* 2018;18(1):108.
- Womack VY, et al. Culturally aware mentorship: Lasting impacts of a novel intervention on academic administrators and faculty. *PLoS One.* 2020;15(8):e0236983.

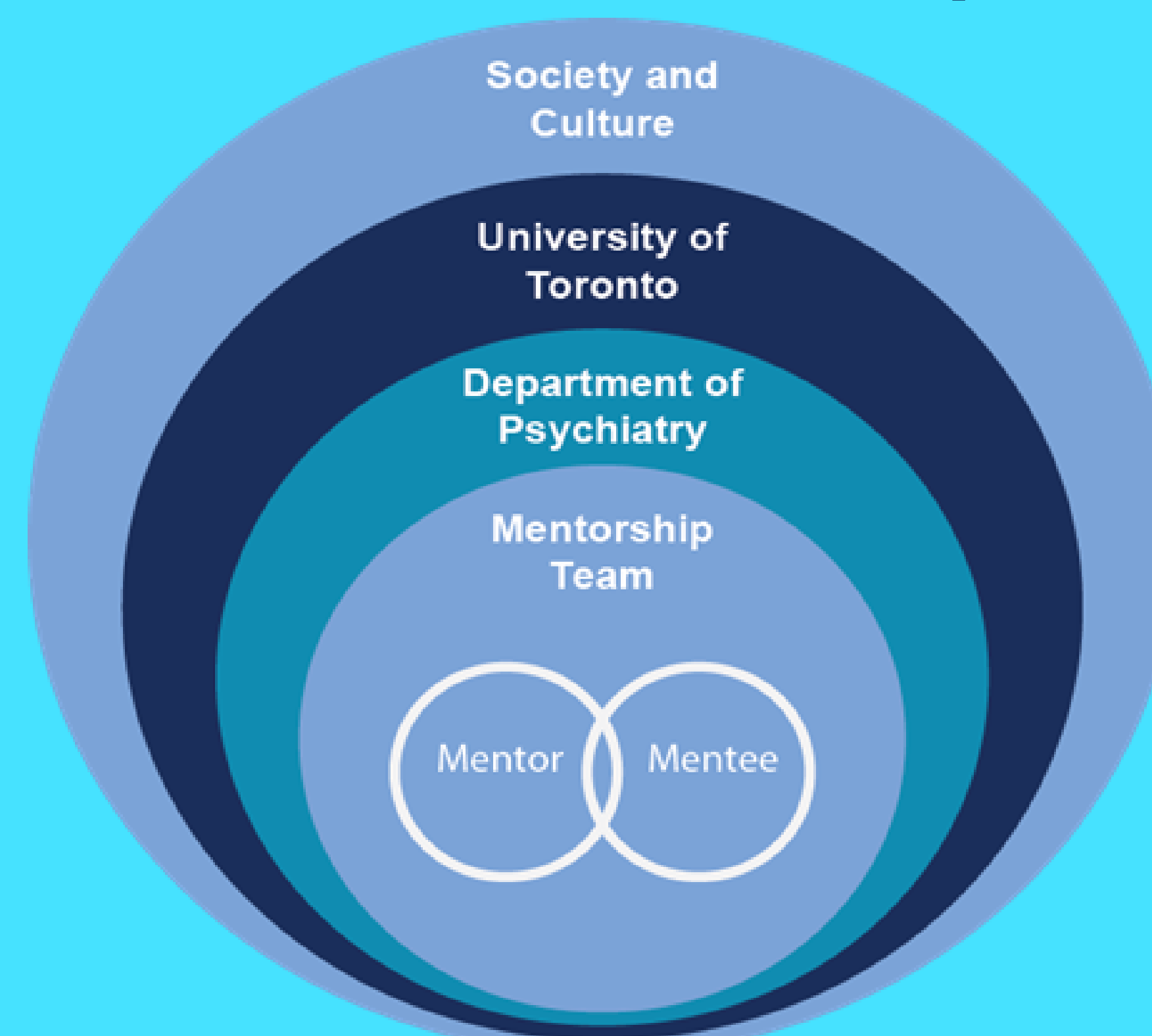
Acknowledgements:

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Figure 1: Visual Mentorship Model



- * **Mentorship Team:** The mentee and the primary mentor who are central to the model and placed within a context of a supportive mentorship team. This level recognizes interpersonal interactions and an alignment of goals and objectives.
- * **Department of Psychiatry:** This level recognizes specific structures, principles, including EDI principles, policies, resources, and culture.
- * **University of Toronto:** This level recognizes institutional factors, including structures, EDI principles, policies, resources, partnerships, and a culture.
- * **Society & Culture:** This level represents the societal level, with its sociopolitical movements, cultural factors, hierarchy, gender roles, race, ethnicity, sexual orientation, and ability.
- * All levels depicted by the circles are acknowledged to have their own hierarchies, power dynamics and histories.

Figure 2: Areas of Mentee Development

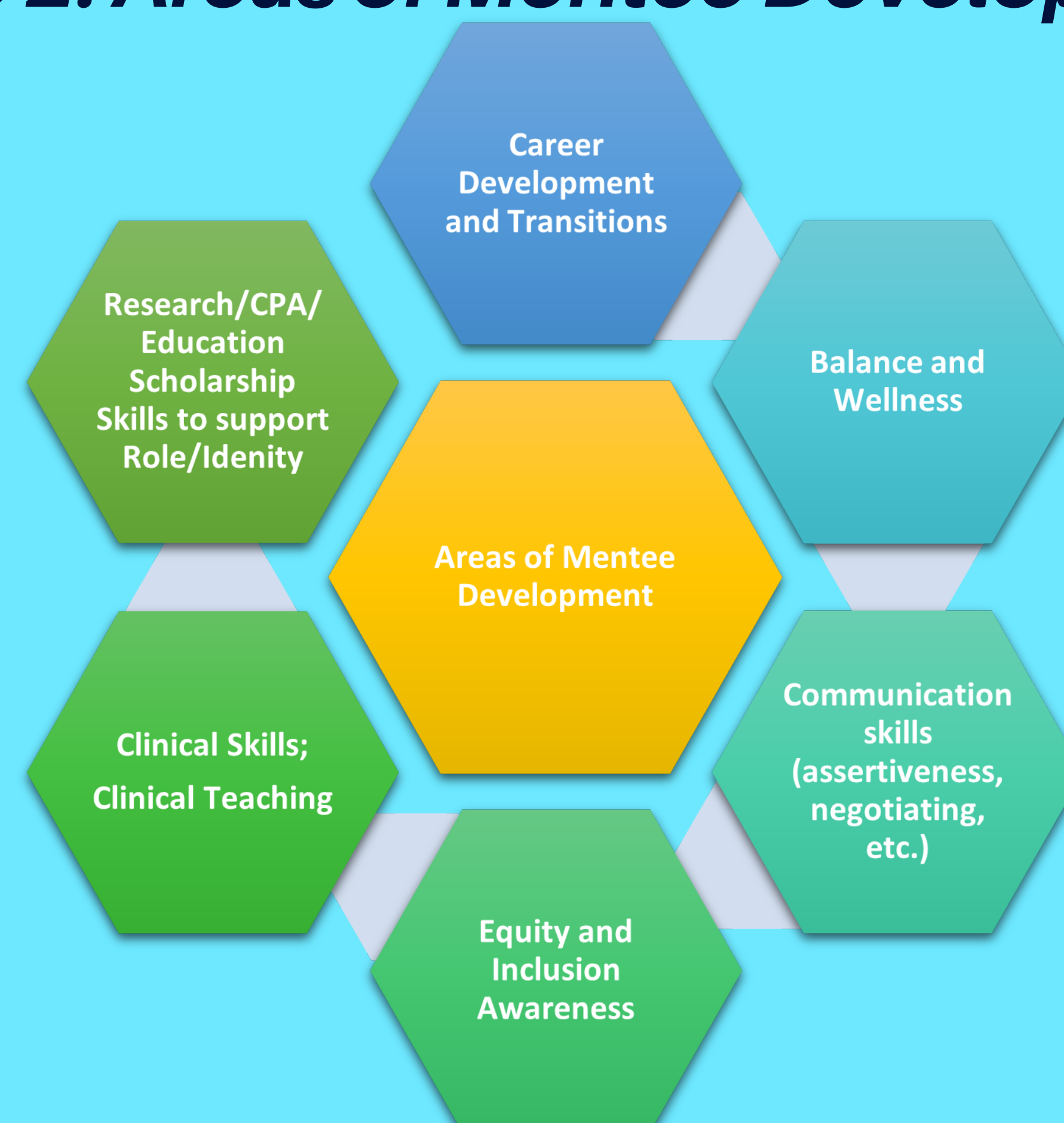


Figure 3: Evaluation Plan

Goal: To implement and evaluate a mentorship program for the purpose of improving access to mentorship, satisfaction with career development, awareness of steps towards / and academic promotion and perceptions of support and well-being.

Components: Baseline and yearly quantitative surveys and qualitative data collection methods

Mentor Workshop (September 2021)

Objectives: Overview of program; online components, processes to matching and best practices associated with mentorship. Review of scenarios with mentee/mentor

Post-Workshop Evaluation (n = 15)

- 93%** reported workshop met objectives
- 87%** increased awareness of best practices
- 87%** reported stimulated reflection/self-awareness on potential challenges
- 86%** reported information presented were relevant to mentor's needs
- 80%** reported overall "excellent"

Mentor Baseline Survey (n=41)

A. Mentor Motivations for Joining Mentorship Program

To facilitate career growth of more junior faculty	83.9%
To further develop my mentorship skills	77.4%
To further develop my professional relationships	58.1%
To strengthen my leadership skills	51.6%
To gain opportunity to share my areas of expertise	48.4%
To enhance job satisfaction	45.1%
To gain opportunities for self-reflection	41.9%
To gain access to resources, webinars, and opportunities	32.3%
To increase peer recognition and expansion of networks	29.0%
Other	12.9%

B. Mentors Interested in:

Workshop/webinar on best practices for mentorship	87.1%
Templates to record and guide mentee goals/plans	74.1%
Workshop/webinar on strategies to set/negotiate goals with mentees	64.5%
Workshop/webinar on having difficult conversations and conflict resolution	54.8%
Workshop/webinar on sponsorship and allyship	48.4%
Workshop/webinar on implicit bias training / learning about the importance of social identity in mentorship	45.1%
Workshop/webinar on work-life balance and wellness	45.2%

C. Top 3 anticipated challenges identified by mentors:

1. Having different goals from that of my mentee(s)
2. Lack of time
3. Managing difficult conversations/conflict

D. Guidance, support or advice on work-life balance received from the Department of Psychiatry?

80% No	13% Yes	7% Unsure
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