2022

2021-22 Faculty Peer Mentoring Guide for Participants

VCU Office of the Provost

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VCU Office of the Provost

2021 - 2022
Faculty Peer Mentoring
GUIDE FOR PARTICIPANTS

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INTRODUCTION

The *Faculty Peer Mentoring Program* provides a formal opportunity for early career tenure-line and term faculty members to receive advice and guidance from a promoted faculty member from outside their own department. Cross department mentee-mentor matches offer early career faculty members the opportunity to engage candidly with a mentor who is not directly involved with their evaluations or promotion review process.

Research on faculty mentoring has shown a variety of benefits for mentees, including higher scholarly productivity, increased teaching confidence, and higher career satisfaction (de Janasz & Sullivan, 2004; Lucas & Murray, 2002; Lunsford, Baker, & Pifer, 2017). Mentors also benefit from this process in several ways: an increased sense of accomplishment (Fogg, 2003), renewed interest in their own work (Jossi, 1997), and opportunities to hear new ideas (Murray, 2001). As their mentees succeed, mentors also report more campus networking and an enhanced sense of professional accomplishment (Johnson, 2002).

The *Faculty Peer Mentoring Program* complements departmental and group mentoring opportunities that exist across the university. We encourage early career faculty members to take advantage of multiple forms of mentoring and to form mentoring relationships both inside and outside of the university (Diggs-Andrews, Mayer, & Riggs, 2021; Lees & Williams, 2018). The goals of the *Faculty Peer Mentoring Program* are to orient early career faculty members to the VCU academic community and to assist them in successfully launching their academic careers at VCU. The program seeks to support early career faculty members, enabling them to succeed and thrive in the academy as both scholars and educators.

This guide provides information for both mentees and mentors to help them establish and develop a productive mentoring relationship. In addition to this guide, participants in the *Faculty Peer Mentoring Program* will have opportunities to meet throughout the year and to communicate with the program coordinators.

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CREATING A QUALITY MENTORING EXPERIENCE

Communication

Mentees and mentors are encouraged to conscientiously communicate with each other about any or all of the following topic areas:

- creating a work plan that is consistent with the expectations of the mentee's department for scholarly, teaching, and service activities;
- learning about the resources of the university, including introductions to other potential mentors as appropriate; and
- developing work and work-life balance skills that may help the mentee succeed in their faculty role at VCU.

Consistent Meetings

Mentees and mentors are expected to meet with each other at least once each month, respond to communications in a timely manner, provide suggestions for meeting topics, and come prepared to all meetings.

Confidentiality

Mentees and mentors understand that, subject to university policy and any applicable legal exceptions, all information disclosed within the mentoring relationship is considered to be confidential. Examples of university policy and applicable legal exceptions that might require information about a participant to be disclosed to third parties include situations where a participant is believed to be in danger to self or others, where a participant needs immediate medical attention, or where a court order or subpoena requires disclosure.

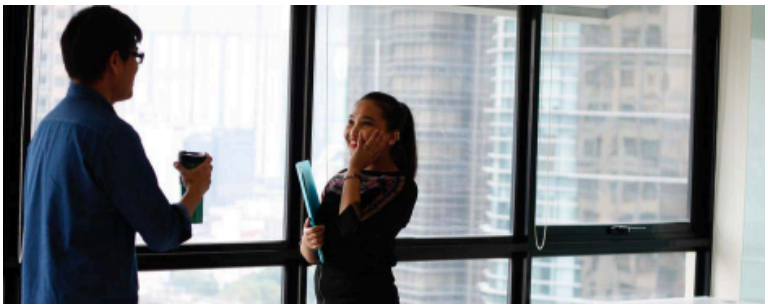
Addressing Issues

Mentees and mentors are expected to address any issues that arise in the mentoring relationship in a sensitive and timely manner. If for any reason, either the mentee or mentor believes the mentoring relationship is not productive, either participant may request to the Office of the Provost that the relationship be terminated without fear of retribution. When possible, the Office of the Provost will arrange another mentor-mentee match if requested by either/both parties.

Commitment

The effectiveness of the relationships developed within this program are dependent upon each participant's commitment to attend and participate actively in all scheduled sessions. Participants commit themselves to meeting all expectations listed above, barring illness or emergency.

MENTORING 101



What is Mentoring?

At VCU, mentoring refers to a non-supervisory and supportive relationship in which a more experienced faculty member undertakes to help a less experienced faculty member to learn their job and to understand its context within the University. Unlike supervisory relationships, mentoring relationships are voluntary on both sides. Mentoring relationships, especially those associated with a formal program, are often entered into with a defined time limit, or defined goal. This framework, as compared to an open-ended commitment, makes it easier for both parties to agree to participate.

Mentoring and coaching share some common characteristics, but differ in their primary purpose and goals. For example, mentoring is more relationship oriented while coaching is more task oriented. A strong mentoring relationship provides a safe environment in which the mentee feels comfortable to share whatever issues affect his or her professional and personal success, whereas coaching addresses behavior change around concrete issues such as writing successful grant proposals or delivering effective lectures. Additionally, coaching tends to be shorter term and performance driven, while mentoring is longer term and development driven. Faculty members at all stages of their careers can benefit from participating in both mentoring and coaching relationships.

Types of Mentoring

Many different types of mentoring relationships exist, from one-time interventions to lifelong relationships. Mentoring relationships can arise serendipitously or through formal, structured programs. Mentoring can also be provided through traditional one-to-one or group mentoring formats. Distance mentoring engages mentors and mentees across geographic distances, peer mentoring engages individuals of similar experience levels to improve each other's effectiveness, and reverse mentoring places

individuals with less overall experience in mentor roles to more experienced individuals around a specific skill sets (e.g., technology use or cross-cultural perspectives).

Diversity Issues in Mentoring

(The information in this section was adapted from the University of Arizona's online Mentoring Toolkit, available via: https://facultyaffairs.arizona.edu/sites/default/files/Mentoring%20Toolkit.pdf)

Intersectional Social Location and Social Identity

Although there is less research on how the mentoring experience is impacted when mentees and mentors differ across ability, social class background (Towers et al., 2020), immigration status, and more, we can expect that all intersectional social locations may be relevant. For example, a heterosexual mentor will need to be aware of potential career concerns of LGBTQ+ mentees. The intersectional social location of the mentee and the mentor are unlikely to ever match up exactly. We encourage mentors to be especially mindful of ways that the faculty experience of the mentee may differ immensely from the career experiences of the mentor.

Race and Gender

Both mentors and mentees can benefit from increasing their understanding of the ways diversity issues impact mentoring relationships. Faculty of color and women demonstrate higher rates of turnover in academia (Callister, 2006; Zambrana et al., 2021), their numbers remain low in the academy, and mentoring is one important strategy for retaining underrepresented faculty members (Stanley & Lincoln, 2005; Yoshinaga-Itano, 2006). However, despite the finding that faculty of color and women tend to place more importance on mentoring than do white male faculty members (Holmes, et al., 2007), research shows that women and faculty of color have fewer mentors, face more isolation, and may be less entrenched in informal departmental mentoring networks (Fox, 2001; Preston, 2004; Thompson, 2008; Wasburn, 2007).

Inequalities continue to exist across the academy, and these inequalities often place additional stress on faculty of color and women. For example, BIPOC faculty and women face unconscious biases that can decrease the level of support they receive for their hiring or mentoring (Moss-Racusin et al., 2012), lower the teaching evaluations they receive from students (MacNell et al., 2014), and decrease the number citations they receive for their work (Maliniak et al., 2013).

Additionally, research shows that women who are associate professors spend more time doing university service than their male colleagues, which may hinder their chances for promotion (Misra et al., 2011, 2012). Race and gender may sometimes matter in mentoring relationships, but may not always be the most important factors in creating successful mentoring relationships. Gibson (2006) found that a mentor's gender may matter to the mentee. Some women in her study did not view male mentors as able to address issues that are particularly salient for women due to a lack of experience with or understanding of those issues. Tillman (2001) found that the psychosocial functions of mentoring, such as role modeling, respect, confirmation, and

assistance in coping with work demands were more easily provided by same-race mentors. However, respondents in Tillman's (2001) study said that support for meeting promotion and tenure requirements was the most important function of their mentors, and what the mentor did was more important than being of the same gender or race as the mentee. This finding is supported by Holmes et al., (2007), who found that Black women faculty had both positive and negative experiences with same-race and same-gender mentors, as well as with mentors from different demographic backgrounds. **The most important factor for creating a successful mentoring relationship appears to be the mentor's commitment to the mentee's success rather than the presence of a same gender and race mentoring pair** (Holmes et al., 2007; Smith et al., 2001).

Cross-race and cross-gender mentoring continues to be necessary at most universities because of the scarcity of women and faculty of color at the senior ranks (Holmes et al., 2007). This cross-race and cross-gender mentoring requires extra sensitivity on the parts of both mentors and mentees to create a heightened awareness of the racial, cultural, and gender differences that strongly influence how individuals experience and view their worlds (Diggs-Andrews, Mayer, & Riggs, 2021; Stanley & Lincoln, 2005). Faculty of color and women will have different lived experiences in the academy because of their race and gender; and white and male mentors will need to understand that their own experiences in the academy may have been very different. Additionally, cultural and generational differences across mentor-mentee pairs will likely impact many of the beliefs and behaviors held by the individuals, including style of communication, ideas about power and authority, and approach to conflict management (Bickel & Brown, 2005; Singh & Stoloff, 2003).

Tips for Addressing Diversity Issues in Mentoring

- Create and cultivate an open and safe mentoring space that invites honest discussion of racial, gender, generational, and other differences. Race and gender differences between a mentor and mentee are often ignored and not discussed (Davidson & Foster-Johnson, 2001; Diggs-Andrews, Mayer, & Riggs, 2021). In cross-race mentoring relationships where race was openly discussed, both the mentor and mentee experienced improved mutual understanding and a stronger mentoring alliance (Thomas, 1993).
- Mentors from majority groups can often successfully mentor underrepresented mentees; these mentors can become strong allies for diversity and social justice (Stanley & Lincoln, 2005). However, these mentors must be careful not to assume that their mentees will have workplace experiences or career paths that are similar to their own. Mentors from majority groups should be sensitive to the challenges faced by faculty of color and women (King & Cubic, 2005).

GUIDELINES FOR MENTEES

Building a Mentoring Network

When early career faculty members are asked to describe mentoring, they sometimes describe an accomplished, wise, and socially-skilled professor who provides professional and personal guidance to them over a long period of time, making just-in-time interventions that protect them from evil forces in the academy and connect them to networks that open professional doors. This super-hero mentor is an elusive creature that few faculty members ever meet. Rather than seeking an individual who will meet all of their mentoring needs, early career faculty members are advised to work instead to create a network of mentors from both inside and outside the academy that can flexibly meet a variety of needs. By asking themselves, “what do I need and where is the best place to get it?”, faculty members are empowered to develop their own network of mentors, coaches, and trainings that can provide the emotional supports and resources they need for succeeding across time.

The National Center for Faculty Development and Diversity (NCFDD) encourages faculty to complete a **Mentoring Map**. These maps are typically built over months or years and describe the array of supports available to the faculty member to help meet a variety of needs, such as emotional support, role models, readers, departmental sponsors, and professional development. By asking ‘what do I need now?’, early career faculty mentors can move beyond a superhero individual mentor model to the use of a more flexible and effective mentoring network model.

Before Meeting your Mentor

Mentees can prepare for their first meeting with their mentor by doing any of the following:

1. Create a list of professional goals you would like to accomplish over the next three years in each of the areas of scholarship, teaching, and service. List one or two pieces of

evidence in each area that would indicate you were making progress towards achieving those goals.

2. Indicate which of the following new faculty needs are most important to you at this moment. Make a list of the top 3 or 4 to share with your mentor.
   - Learning effective time management for an academic position.
   - Developing realistic expectations of undergraduate students.
   - Learning and prioritizing expectations within my department.
   - Embracing and engaging the diversity of students in my classes.
   - Extending my research and/or teaching into the Richmond community.
   - Helping students who face challenges to succeed in my classroom.
   - Developing a three-year research plan.
   - Developing a three-year teaching plan.
   - Handling requirements for university-related service.
   - Understanding promotion and tenure policies.
   - Assessing my students' learning.
   - Maintaining a balanced life as an academic.
   - Developing an effective method for scholarly writing.
   - Learning what records to collect each year for my promotion & tenure dossier.
   - Finding funding sources to support my research agenda.
   - Finding a network of individuals who can read drafts of my scholarly writing (e.g., manuscripts, grant proposals).
   - Developing a teaching philosophy.
   - Meeting colleagues from outside my department who can support my teaching and/or research.
3. Complete the ***Mentee Needs Assessment for Individual Mentoring*** provided in the Appendices of this guide and share the results with your mentor.
4. Learn about your mentors by researching their profiles. What are their professional accomplishments? From their online curriculum vitaes and biographies, what questions would you like to ask them? Make a list of these questions and take them with you to your mentoring meetings.
5. Think about your own style and temperament. Do you tend to be more introverted or extroverted? Do you usually feel more comfortable with consistent routines or with spontaneity? What motivates you? What are your strengths? Being able to describe some of your strengths and traits to your mentor may be helpful in discovering strategies for increasing your professional success.
6. What city resources would you like to learn more about that could help you to meet your professional goals? What are the other universities and colleges in the region, and do they employ scholars you would like to meet?

Meeting with your Mentor

Typically, the pair will need to discuss mentoring boundaries and logistics. For example, you should discuss how often and in what setting you'd like to hold mentoring meetings. You may also be asked what topics you are most interested in discussing during your mentoring meetings and what your professional goals are. By completing at least some of the questions listed above, you will be better prepared for this

conversation. Be sure to take time during your early meetings with your mentor to get to know them and to share some things about yourself. During the first meeting, establishing the boundaries of the mentoring relationship within which both you and your mentor are comfortable is very important. Here are some questions related to boundaries that you will want to ask and work through with your mentor so that you both feel comfortable:

- How often will we meet?
- How long will our meetings last and where will they be held?
- Will we have email contact between meetings?
- Can I ask your advice for a spur-of-the moment concern?
- Will we attend university events together?

Mentees often prefer meeting with their mentor regularly in the early months of the mentoring relationship (e.g., once or twice a month) and need to meet less often as time goes by until the relationship comes to a natural end. It is common for mentoring relationships to end, which may indicate that the mentee is ready to move on to a new mentor. Most mentors are well aware of this progression, and talking with your mentor openly about your current and expected needs can help your mentor connect you to a new mentor. As your relationship with a mentor draws to a close, you may want to consider asking them if you may contact them in the future or whether you might meet just once a year for coffee.

General Tips for Mentees

- Be sure your mentor knows the best way to reach you.
- Be on time for meetings and come prepared.
- Request honest, constructive feedback from your mentor and be open to hearing it.
- Prioritize your needs. Develop a list of your goals for the short- and long-term and then identify needs you have for reaching those goals. Use the *Mentee*

Needs Assessment for Individual Mentoring worksheet shown in the appendices to guide your thinking. These needs may fall into the areas of:
    - academic guidance (e.g., understanding department values, promotion and tenure expectations);
    - research (e.g., identifying resources for research support, writing grants, drafting manuscripts);
    - teaching (e.g., assessing student learning, supporting diversity in the classroom);
    - professional development (e.g., networking); and personal (e.g., work life balance, managing conflict).
    - Communicate these goals and needs to your mentor so that they can assist you in finding the support you need.
- Ask your mentor about campus resources and to introduce you to important resource professionals and colleagues outside your department. Ask about resources available to you through the Center for Teaching and Learning Excellence, the Office of Research and Innovation, and other administrative offices on campus. Be sure to meet people face-to-face as often as possible.
- Stay on track. Keep your mentoring relationship active by not letting too much time elapse between meetings. Come prepared to each mentoring meeting with specific questions, and try to stay focused on your needs during the meetings. Be sure to keep records of your scholarly activities in teaching, research, service, outreach, and professional development.
- Keep written records. Email your mentor after each meeting with a summary of the meeting. Describe the topics covered and list any activities/tasks that you or your mentor agreed to do before the next meeting. Note the date, time, and venue of the next meeting. Keep a private mentoring journal as well if you find it helpful.
- Know your tenure and promotion policies. Read the university's Promotion and Tenure Guidelines as well as the promotion and tenure policy for your own academic unit. Discuss these guidelines with your mentor.

GUIDELINES FOR MENTORS

Characteristics of Successful Mentors

Successful mentors are available, authentic, and engaged. Mentoring relationships thrive when mentees believe that their mentors care about and are supportive of the mentee's success as individuals and as faculty members. Successful mentors understand that their own experiences in the academy and those of their mentees will be different, but that mentees appreciate hearing their mentor's own story and how the mentor successfully faced challenges along the way. Successful mentors create a confidential and safe space in which their mentee can feel comfortable discussing difficult topics, and they express respect for their mentees. The mentoring relationship is a voluntary, collaborative relationship, rather than a relationship that operates in a top down, supervisory manner.

The concerns of early career faculty members often include understanding the promotion and/or tenure process, feeling a sense of community at the university, and maintaining a healthy work life balance. Mentees may feel a sense of the 'imposter syndrome' and go through periods of self-doubt. Mentors can provide early career faculty members with support by actively listening and by assisting the mentee in the following areas:

- Connecting mentees to on- and off-campus colleagues, resources, and training.
- Learning about the culture and history of the university.
- Reviewing together the university's and department's promotion and tenure policies.
- Setting long- and short-term goals for teaching, research, and service. Developing work habits to support their goals.
- Facing implicit biases in their departments and/or classrooms.
- Building a mentor map.
- Preparing a portfolio/dossier.
- Writing a teaching or research narrative.
- Observing and formatively assessing their teaching.
- Reading their manuscript, chapter, or monograph drafts.
- Reading grant proposals.
- Offering advice on selecting service commitments.
- Building strategies for creating work-life balance.

Establishing Goals and Expectations

Availability is the key quality that mentees appreciate in their mentors (Cawyer et al., 2002; Detsky & Baerlocher, 2007). Therefore, it is critical in the early days of your mentoring relationship that you establish goals and expectations and set up regular forms of communication. Prolonged delays in communication from either the mentor or mentee can be detrimental to a mentee's success (Reimers, 2014). Establish goals and expectations by addressing the following issues during your first meetings with your mentee:

- How often will we meet face-to-face and where?
- What is the best way for us to communicate between our face-to-face meetings?
- What topics does my mentee want to discuss with me?
- What top three specific goals does my mentee want to accomplish this year (e.g., use *Mentee Needs Assessment for Individual Mentoring* worksheet from appendices)?
- How will my mentee keep track of our meetings and any agreed-upon tasks either of us will complete?
- How will my mentee monitor their own progress towards accomplishing their own goals?
- What does confidentiality mean in our relationship? When can I share information that we discuss in our meetings (e.g., when the mentee gives permission)?

Mentors are encouraged to follow their mentee's lead by focusing on the mentee's articulated priority goals. Mentors can help their mentees identify strategies for achieving their priority goals by targeting realistic and actionable tasks. Collaboratively creating and monitoring the success of a semester- or academic-year professional action plan that lays out what actions the mentee will take to meet their priority goals and the completion due dates for these actions can be a helpful use of face-to-face mentoring meeting time. Collaboratively problem-solving when actions were unsuccessful may be particularly helpful to your mentee.

Sample Questions for Your Mentee

Beyond creating and monitoring a professional action plan as described above, the following questions may be helpful discussion starters with your mentee that can assist mentors in identifying the support the mentee needs:

- What has been the most satisfying part of your new faculty position?
- Who are the people in your life right now who are good sources of support for you?
- What have been some of the unexpected benefits of your accepting this position?
- What resources on campus or in the community have you found to be of assistance to you in your work?
- What are the things you like to do to relax and unwind from work? When was the last time you took advantage of those things?
- When has diversity or identity been an issue in your academic career?
- What concerns you most about your tenure process?
- How does tenure-clock relief work in your department?
- What strategies have you used to develop collegiality with your colleagues? How have these strategies been working?
- Have you approached your department chair or a senior colleague with a difficult issue? What went well? What would you do differently?
- What do graduate students in your department expect and/or need from you?

General Tips for Mentors

- Make it easy for your mentee to contact you and take advantage of email to keep in touch.
- Be clear about your scheduling needs and be sensitive to the scheduling needs of your mentee.
- Do not divulge details shared in confidence. Ask your mentee for their permission if you feel it would be beneficial to share something they have told you. Your mentee is depending on you to keep everything they say to you private.
- Share instances from your own career when you have failed and succeeded.
- When you provide your mentee with constructive criticism, be sure to also include collaborative problem-solving and to create plans for improvement.
- Encourage your mentee to find additional mentors besides you. Introduce your mentee to colleagues you think might be helpful to him/her.
- When mentoring faculty of color, women, or any mentee from a traditionally marginalized group, ask about, listen carefully to, and show sensitivity to their lived experiences in the academy.
- Act purposefully and with your mentee's support to find campus resources that can assist your mentee in addressing particular concerns they have related to their role in the university as an underrepresented or marginalized faculty member (e.g., teaching a class of predominantly male students; being asked to do more service; feeling overwhelmed from informally mentoring many students of color and female students)

STAGES OF THE MENTORING RELATIONSHIP

First Meetings and Establishing the Relationship

Mentees and mentors often use their first few meetings to get to know each other. Exchanging CVs prior to the meeting is a great way to learn about each other's professional careers, as is discussing the paths that led them to choose a career in higher education. Each person should be prepared to talk about their goals for the relationship.

Discuss confidentiality in the first meeting. Both the mentor and mentee should understand that all information discussed within the mentoring relationship is considered to be confidential, unless a participant is believed to be in danger to themselves or others, a participant needs immediate medical attention, or a court order or subpoena requires information be disclosed to a third party.

Wrap up the first meeting with a discussion of the frequency of your meetings and which modes of communication (phone, Zoom, email, text, in-person) work best for each of you. We recommend that mentoring pairs meet in person once a month for 90 minutes. Meeting off campus or via Zoom in a space that allows you to speak confidentially is ideal. Set a date, time, and venue for your next meeting before leaving the first meeting.

Regular Meetings and Sustaining the Mentoring Relationship

The purpose of the Faculty Peer Mentoring Program is to help early career term and tenure-track faculty members to thrive at VCU. Mentoring pairs should spend time in their meetings clarifying the mentee's goals for the next 1, 2, and 3 years. Short-term goals might include helping mentees to familiarize themselves with campus resources; establish priorities and timelines for research, teaching, and service commitments; and identify research funding sources and supports for scholarly writing. Longer-term goals might include helping mentees develop a mentor map; network at professional conferences to meet accomplished scholars in their discipline; and developing skills for building a healthy work-life balance.

After the first few meetings, it will be important for both the mentor and mentee to stay committed to the relationship. Consider attending a university event together in place of one of your regular meetings. At this event, mentors should be sure to introduce their mentee to any colleagues they see at the event. Inviting an important contact to join all or part of a mentoring meeting is another way to keep the mentoring relationship on track during the middle months of the year.

Remember to be courteous to your mentor/mentee. Arrive on time for your meeting and give plenty of notice if you are unable to keep an appointment. Come prepared with questions and with any recommended 'homework' tasks completed. It is a good idea for the mentee to email the mentor a summary of each meeting in the few days following each meeting. This practice helps the mentee distill the important topics covered, summarize and clarify any activities/tasks that the mentor or mentee agreed to do between meetings, and creates a written history of the relationship. Mentees and mentors can also benefit from keeping their own personal mentoring journals.

Evolving to Colleagues

As the mentee's needs decrease over time, the mentoring relationship may come to a natural end or the mentor and mentee can discuss ways in which they might stay in touch on a more informal and less regular basis. At this stage, the mentor and mentee may discuss whether the mentee has found new mentors to meet their upcoming needs; and if not, the mentor can offer to connect the mentee to new mentors. Phillips and Dennison (2015) suggest using one or more of the following **closure activities** as the mentoring relationship is winding down and the mentor and mentee are evolving into colleagues.

Name of Closure Activity	Instructions
A Profile of a New You	Mentees complete a sheet delineating what has changed about them as a result of the mentoring relationship. Ask either specific questions on this sheet or pose sentence completions (e.g. As a result of this relationship . . .)
My Faculty Position Success Plan	Create a completion task sheet for mentees to determine ways they will ensure that they work towards tenure, continue to improve their teaching, develop a writing schedule, know ways to address times of high stress, etc.
Good-Bye Card Completion	Mentees complete a good-bye card to their mentor that indicates how the mentor has been helpful to them.
A Meditation Just for You	Mentees write out a meditation that might prove helpful in getting through tough times in the future in their new faculty position.
Brainstorm All You Have Learned From this Mentoring Relationship	Mentees brainstorm all the things they have learned from the mentoring experience as a way to validate the knowledge and skills they have acquired.
Mentor Good-Bye Card	The mentor prepares a good-bye card for the mentee indicating the growth the mentor has seen in the mentee. Mentees can share their reactions to their good-bye cards with their mentor.

Adapted from Phillips & Dennison (2015), p. 77.

NEGATIVE MENTORING EXPERIENCES

By following the tips and recommendations outlined in the previous sections of this guide, mentors and mentees can build mutually-beneficial mentoring relationships. This section describes the most common reasons why mentoring relationships do not succeed and provides advice regarding the steps to take in the unlikely event that a negative mentoring experience develops.

From the mentee's perspective, the most common problems include mentor unavailability, exploitation, feeling unable to meet the mentor's expectations, and negative personalities and behaviors (Clark, et al., 2000). From the perspective of the mentor, common problems include mentee underperformance, interpersonal problems, and destructive relational patterns (Eby et al., 2008). Mentoring can be especially stressful for mentors. Stressors include burnout, frustration with mentees who deal poorly with feedback, and sadness/grief when a mentoring relationship ends. Career costs can also exist for mentors, including productivity costs if mentoring consumes a lot of the mentor's time and the risk of unintentionally violating or being required to violate the mentee's confidentiality. Based on their research findings, Eby et al. (2000) identified five factors of negative mentoring.

Five Factors of Negative Mentoring

Poor match within the dyad	Different values, work-styles, personalities
Distancing behavior	Negative (or no) feedback; self-absorption (e.g. actions are self-serving)
Manipulative behavior	Used position of authority negatively, politicking (e.g., taking credit)
Lack of mentor expertise	Interpersonal incompetence (e.g., poor communication skills) or technical incompetence (e.g., unfamiliar with latest research methods or conventions)
General dysfunctionality	Bad attitudes or personal problems that interfered with work

(Eby et al., 2000)

Strategies for Preventing Negative Mentoring Relationships

- Use time in the first meetings to get to know each other. Mentees should be able to clearly explain their goals and needs so that mentors can begin to match these with strategies and resources.
- Use time in the first meetings to understand each other's work styles and to set the boundaries of the relationship. How much contact is too much? Too little? Honest conversation during the early meetings can prevent misunderstandings later on.
- No one mentor can serve every need a mentee has. Mentors should be clear with their mentees regarding which of the mentee's goal areas the mentor can directly assist with and which areas the mentor will seek additional resources and mentors for the mentee.
- Mentors and mentees should openly discuss diversity issues within their relationship and within the university culture. If needed, either or both individuals should seek assistance in this area through the university's resources, such as the Office of Institutional Equity, Effectiveness and Success.

If, despite following these strategies, the mentoring relationship is still not a productive one, either individual may contact the *Faculty Peer Mentoring Program* administrator listed at the beginning of this guide to request that the mentoring relationship be ended.

If the mentoring relationship ends prior to the end of the academic year, the *Faculty Peer Mentoring Program* administrator will work with either/both individuals to meet their needs (e.g., find a new mentor for the mentee).

ALTERNATIVE MENTORING MODELS

The traditional mentoring model of pairing a junior faculty member with a more experienced faculty member may not meet the needs of every individual. These alternative models may be of interest, and faculty are encouraged to consider them as options to pursue either independently or through other professional organizations. The best practices in mentoring are still relevant in these models, including good communication, the establishment of clear goals, and a consistent time commitment on the part of everyone in the mentoring relationship.

Network-based Mentoring

Network-based mentoring provides a network of peers and support persons within your network that can address a variety of needs. In this model, multiple peers can provide guidance and support in different areas of faculty development. Mentor relationships in this model could include a group of peers to provide mutual support and share information as well as the traditional one to one mentoring relationship. Network-based mentoring can serve to normalize the process of asking for and receiving support. In this model the hierarchy of pairing a junior faculty member with a tenured faculty member is replaced with a network of mutual support and connection in mentoring activities.

Peer Mentoring Groups

Peer mentoring groups typically consist of a small number of faculty with similar levels of experience who form to provide mutual support and guidance to one another. Peer mentoring groups can be developed across disciplines and identities and offer an opportunity to build a network of support. Peer mentoring groups can also form around a common interest, such as research interests, building skills for teaching or increasing scholarly writing activity. The University of Michigan has an excellent toolkit for organizing peer mentoring groups if you have interest in this model.

APPENDICES AND RESOURCES

APPENDIX 1: Additional Faculty Development Opportunities at VCU

VCU offers a variety of faculty development opportunities beyond the Faculty Peer Mentoring Program. A brief description of these opportunities is provided below, and faculty members are encouraged to participate in those opportunities that are most relevant to their current needs.

Center for Teaching and Learning Excellence ctle.vcu.edu

The CTLE and Faculty Success team at VCU provide support to enhance teaching effectiveness and student learning through faculty-centered development opportunities. We also support faculty success with a well-rounded 360-degree view of all things faculty must do to thrive throughout their careers. This full view of faculty success includes supporting faculty in teaching, scholarship, writing, performance and creative arts, career goal planning, leadership development, mentoring, balance and well-being, and so much more.

The Write Track

The Write Track initiative, hosted by CTLE, is designed to support faculty scholarship and writing goals, whatever they may be. No matter what task you need to complete to move your writing along, **The Write Track** offers you many opportunities to keep that writing train moving!

Grant Academy

The VCU Grant Academy, sponsored by the Office of Research and Innovation, is a grantsmanship program providing training and support for a select cohort of early-stage investigators working with senior faculty, research development experts, and research administrators, with the goal of submitting a successful funding proposal. Learn more about the academy at https://research.vcu.edu/training/grant-academy/

Linkedin Learning

LinkedIn Learning offers a new, easy-to-use interface, a broad range of new features and instructional videos, combined with original Lynda.com. LinkedIn Learning suggests the most relevant courses or videos based on skills known to be important to a given job function or role. https://lil.vcu.edu/

APPENDIX 2: National Center for Faculty Development and Diversity (NCFDD)

The NCFDD is a national mentoring community designed to help higher education faculty make a successful transition from graduate student to professor. Because VCU is an institutional member of NCFDD, every VCU faculty member can access and use the organization's many resources for free.

Core Curriculum

Mentors and mentees can benefit by activating their individual NCFDD member sub accounts and exploring the many NCFDD resources NCFDD. In particular, the NCFDD Core Curriculum provides coaching on ten key academic skill areas that are of interest to most faculty members. These ten Core Curriculum webinar topics include:

(1) Every semester needs a plan,
(2) Align your time with your priorities,
(3) How to develop a daily writing practice,
(4) Mastering academic time management,
(5) Moving from resistance to writing,
(6) The art of saying no,
(7) Cultivating your network of mentors, sponsors, & collaborators,
(8) Overcoming academic perfectionism,
(9) How to engage in healthy conflict, and
(10) Strategies for dealing with stress, rejection, and the haters in your midst.

Account Activation

To activate your institutional sub-account membership, visit this CTLE page. The step by step instructions are provided.

APPENDIX 3: Mentee Needs Assessment for Individual Mentoring

Instructions for Mentees: Number the 18 topics listed below in order of priority using the scale shown below. Consider priority in terms of topics about which you would most like to *receive help this year from your mentor*. Share the results of this assessment with your mentor.

1 = Highest priority (e.g., I definitely need my mentor's help this year in this area)
18 = Lowest priority (e.g., I do not need to discuss this topic with my mentor this year)

_____ Learning effective time management for an academic position.

_____ Developing realistic expectations of undergraduate students.

_____ Learning and prioritizing expectations in my department.

_____ Embracing and engaging the diversity of students in my classes.

_____ Extending my research and/or teaching into the Richmond community. _____

Helping challenging students to succeed in my classroom.

_____ Developing a three-year research plan.

_____ Developing a three-year teaching plan.

_____ Handling requirements for university-related service.

_____ Understanding promotion and tenure policies.

_____Assessing my students' learning.

_____ Maintaining a balanced life as an academic.

_____ Developing an effective method for scholarly writing.

_____ Learning what records to collect each year for my promotion & tenure dossier.

_____ Finding funding sources to support my research agenda.

_____ Finding a network of individuals who can read drafts of my scholarly writing (e.g., manuscripts, grant proposals).

_____ Developing a teaching philosophy.

_____ Meeting colleagues from outside my department who can support my teaching and/or research.

_____Other:_____

_____ Other:_____

Feel free to share any additional comments below about what you hope to gain from your mentoring experience.

APPENDIX 4: Work Habits Self-Assessment
Strengths & Areas for Improvement

(adapted from Phillips & Dennison, 2015)

Below is a list of work habits that successful faculty members employ. No individual faculty member is highly skilled in every work habit. Ideally, individuals identify and capitalize on their individual strength areas while simultaneously working to improve their less-well-developed skills.

Instructions: Mentees should place an "S" next to each of the skills listed below that they believe to be a current personal strength. Place an "I" next to each of the skills listed below that they believe to be a current area for improvement.

_____ Good time management skills (able to apply strategies that enable me to achieve my goals within the set timelines).
_____ Good organizational skills (able to prioritize work and identify smaller tasks that need to be completed within large projects)
_____ Able to set realistic expectations of self at work.
_____ Capable of saying no when realistically unable to follow through with a request.
_____ Good team relationships at work generally.
_____ Able to stay out of the politics of the work setting.
_____ Possess appropriate assertiveness skills to use when necessary in the workplace.
_____ Usually start and end work day on time.
_____ Able to ask for assistance or support at work when needed.
_____ Able to shut off work once I stop working for the day.
_____ Able to find fulfilling aspects to most work-related tasks.
_____ Capable of taking mental health day.
_____ Able to form positive relationships with colleagues.
_____ Maintain self-confidence and feelings of self-worth during periods of stress at work.
_____ Able to act on concerns at work rather than worrying for long periods.
_____ Able to integrate teaching and research.
_____ Prepare adequately for engaged teaching.
_____ Write daily.
_____ Connect with faculty across campus.

Share your ratings with your mentor and discuss strategies for (a) capitalizing on your work habit strengths and (b) improving at least one less-well-developed work habit skill.

APPENDIX 5: Suggestions for leading a balanced life as an academic

(adapted from Phillips & Dennison, 2015)

Take regular (daily) breaks from your work. Find activities that clear your mind of work related thoughts (e.g., meditation, exercise, movies, volunteering in the community, interacting with pets and children, etc.) and build these into your daily/weekly schedule.

Schedule time to eat nutritious meals, get at least 7 hours of sleep each night, have both social and alone time, and move your body. These wellness-focused strategies for productivity are all supported by research!

Create a work schedule that includes time off and stick to it.
Set realistic work goals, keeping in mind your other priorities such as family, couple relationship, raising children, etc.

Avoid destructive work and personal relationships. Find a group of supportive colleagues and friends, and create time in your schedule to be with them.

Plan and carry out a self-reward system that congratulates you for accomplishing your goals and/or for completing intense work periods (e.g., completing a grant proposal, grading final papers).

Laugh. Every day. Watch short comedy clips and funny gifs (save them on your phone to use when you really need them), regularly swap out listening to news radio for comedy radio, hang out with people whose sense of humor you enjoy, decorate your office space in ways that make you smile. Laughter is, after all, the best medicine.

Put your talents and interests to use by doing good in the world. Find a way to build volunteering into your life, even on a once a month basis. Find local volunteer opportunities at HandsOn Greater Richmond (https://www.handsonrva.org/).

Know yourself! Everyone is different and needs a unique combination of things to feel balanced and well. Experiment with ways to create mental and physical health for yourself and adopt the strategies that work best for you. Seek professional counseling if you believe you are not able to do this on your own. Staff at the VCU University Counseling Services (https://students.vcu.edu/counseling/) can provide you with a referral to counselors within the community who can help.

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