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VCU Peer Mentoring Program: 2017-18 End-of-Year Report

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2017-18

End-of-Year Report

VCU Peer Mentoring Program

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VCU

Faculty Affairs

Recommended citation: Pelco, Lynn E. (2018). End-of-Year Report: 2017-18 VCU Faculty Peer Mentoring Program. Virginia Commonwealth University, Richmond, VA.

Executive Summary

The VCU Peer Mentoring Program is a new one-to-one faculty mentoring program that was piloted during the spring 2018 semester by the Office of the Provost at Virginia Commonwealth University. The program provides a formal opportunity for early-career, tenure-line faculty members to receive guidance from a tenured faculty member outside their own department with the goals of orienting early career scholars to the university academic community and assisting them in launching their academic careers at VCU. For this pilot, early-career was defined as being hired into a current tenure-track assistant professor position within the past three years.

Thirty-four mentor-mentee pairs participated in the program pilot, with a diverse mentee cohort of 69% female and 65% traditionally underrepresented groups. Mentors and their mentees were expected to meet face-to-face a minimum of monthly for 60 minutes. A variety of supports were provided to the participants, including a Program Guidebook and monthly email updates. At the end of the academic year, each participant received a VCU Peer Mentoring Program Certificate of Participation and a letter of acknowledgement from the Provost, with a copy of the letter sent to the participant's dean.

Program evaluation results indicated that participants met the requisite number of times and believed they were well-matched. The majority indicated that they intend to continue meeting with each other beyond the formal end of the program and that they were interested in participating again in 2018-19. The three most frequently discussed topics during mentoring sessions were navigating tenure and promotion; balancing teaching, research and service; and increasing scholarly writing productivity. Mentees indicated that as a result of their relationship with their mentors, they felt more knowledgeable about faculty expectations, more confident in their abilities to carry out their faculty duties and more supported professionally. Mentors also reported that they benefited from program participation in a number of specific ways, including learning about the work of faculty members from another discipline, developing a new friendship with a colleague and increasing their empathy for early-career faculty members at VCU.

The following six recommendations are made for improving the VCU Peer Mentoring Program in 2018-19 and beyond: (1) ensure that a program administrator oversees program design, implementation and evaluation; (2) extend the program format so that it operates over a full academic year; (3) expand mentor recruitment to ensure there are enough volunteer mentors to meet mentee demand; (4) extend the mentee pool to include early-career term faculty members; (5) expand university-wide supports for improving faculty scholarly writing productivity; and (6) extend program evaluation.

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Program Description

The VCU Peer Mentoring Program is a new one-to-one faculty mentoring program offered by the Office of Faculty Affairs within the Office of the Provost at Virginia Commonwealth University. The VCU Peer Mentoring Program provides a formal opportunity for early career tenure-line faculty members to receive advice and guidance from a tenured faculty member from outside their own department. Cross department mentee-mentor matches offer early career faculty members a confidential space in which to speak candidly with a mentor who is not directly involved with their tenure review process. The VCU Peer Mentoring Program complements departmental and group mentoring opportunities that exist across the university. Through this program, early career faculty members are encouraged to take advantage of multiple forms of mentoring and to form mentoring relationships both inside and outside their departments or units and the university.

The goals of the VCU Peer Mentoring Program are to orient early career faculty members to the university 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.

During the 2017-18 academic year, the program was piloted during the spring semester with 34 mentor-mentee pairs. All participants engaged with the program on a volunteer basis and no financial compensation was paid to either mentors or mentees for their involvement. A part-time program administrator (L. Pelco) was hired to develop, administer and evaluate the program during



the 2017-18 academic year. In December 2017, all tenure-track faculty members hired within the past three years were invited by email to enroll in the program, and interested individuals completed a brief mentee enrollment form to collect demographic information and information regarding their mentoring needs. Similarly, tenured associate and full-professors from across the university were invited by email to participate in the program, and individuals interested in mentoring completed a brief mentor enrollment form to collect demographic information and information regarding the mentors' perceived competence in a variety of mentoring topic areas. More mentees than mentors completed enrollment forms and the program administrator personally solicited 10 additional mentors, collecting a total of 32 volunteer mentors (2 mentors each mentored 2 mentees). Once all enrollment forms were collected, the program administrator and an Office of Faculty Affairs faculty fellow (C. Stanciu) matched mentees to mentors based on the participants' academic disciplines and mentoring needs/competencies.

Matches were announced in January 2018, and participants were expected to meet face-to-face a minimum of once each month for 60 to 90 minutes throughout the spring 2018 semester. Participants were informed that, although they could continue meeting informally after the academic year ended, their formal mentoring relationship through the VCU Peer Mentoring Program would end at the close of the 2017-18 academic year. The program administrator and faculty fellow created a program guidebook and distributed it to both mentors and mentees in January. The guidebook, a PDF, provided information and strategies for developing and sustaining successful mentoring relationships and remains available as an open access resource on VCU Scholars Compass, (Pelco, L. E. & Stanciu, C. (2017). *2017-18 Guide for Participants: Virginia Commonwealth University Peer Mentoring Program*. Virginia Commonwealth University, Richmond, VA) located online at https://scholarscompass.vcu.edu/community_resources/76/.

In addition to the guidebook, the program administrator contacted participants monthly with a program update via email. These updates alerted participants to upcoming professional development opportunities, provided information regarding key mentoring best practices and reminded participants to contact the program administrator with any questions or concerns.

Finally, the program administrator and faculty fellow created a series of monthly optional faculty development workshops, and these were offered to program participants. The workshops were also open to the university community and advertised in the VCU TelegRAM and through email distribution lists. The topics and dates for these workshops are shown in Appendix 1. Approximately 15 to 20 faculty members attended each workshop.

At the end of the academic year, all mentors and mentees were recognized at the VCU Office of Faculty Affairs Faculty Appreciation Reception, and each participant received a VCU Peer Mentoring Program Certificate of Participation and a letter of acknowledgement and thanks from the Provost. To ensure that all academic deans were aware of their faculty members' participation in the program, a copy of the Provost's acknowledgement letter to each participant was mailed to each dean.

Program Participants

Mentees and mentors who participated in the spring 2018 cohort of the VCU Peer Mentoring Program represented a diverse group of faculty scholars from both the Monroe Park and MCV campuses. A summary description of these participants is provided in Appendix 2 and in the paragraphs below.

Mentees (n=34)

Data collected through the program enrollment process showed a mentee cohort that was majority minority. Sixty-five percent of mentees participating in the program were traditionally underrepresented groups (29% Asian/South Asian/Korean; 21% African American/Black; 9% multiracial; 3% Hispanic/Latinx; 3% Middle Eastern). The majority of mentees (59%) were female. All mentees held tenure-track assistant professor positions and had been hired into

those positions within the past three years. Mentees held faculty positions within the following academic units: College of Humanities and Sciences (14 mentees), School of the Arts (4 mentees), School of Education (4 mentees), School of Social Work (4 mentees), College of Engineering (3 mentees), School of Dentistry (2 mentees), College of Health Professions (1 mentee), School of Pharmacy (1 mentee) and School of Medicine (1 mentee). Mentees indicated their top mentoring needs as obtaining sponsored grants, navigating the tenure and promotion process and becoming a prolific scholarly writer. The names and academic departments or units for all mentees are shown in Appendix 3.

Mentors (n=32)



The mentor cohort was comprised of a diverse group of accomplished and tenured faculty scholars from across the university. The group was 69% female and 63% white/Caucasian (13% African American/Black; 9% Asian/South Asian/Korean; 3% Hispanic/Latinx; 3% multiracial). Seventy-three percent were tenured at the associate or full professor level. Mentors held faculty appointments

within the following academic units: College of Humanities and Sciences (19 mentors), School of Medicine (3 mentors), College of Health Professions (3 mentors), School of Education (2 mentors), College of Engineering (2 mentors), School of the Arts (1 mentor), School of Social Work (1 mentor) and the Office of the Provost (1 mentor). The vast majority of mentors (81%) had previous mentoring experience, and the median years of VCU employment for the mentor group was 14.5. The vast majority of mentors (97%) expressed confidence mentoring in the area of navigating the tenure and promotion process. Fewer members of this mentor cohort expressed confidence in mentoring in the other two areas of high need expressed by the mentees. Sixty-three percent of mentors expressed confidence mentoring in the area of obtaining grant funding, while 69% felt confident mentoring in the area of scholarly writing productivity. The names and department or unit of the mentors is shown in Appendix 3.

Program Evaluation

Method

The program administrator developed a brief end-of-program evaluation questionnaire using Google Forms. This questionnaire was emailed to all program participants during the last month of the semester. Mentors and mentees received slightly different versions of the questionnaire to enable the collection of information specific to each group. Feedback using this questionnaire was received anonymously and no identifying information was collected. A listing of the evaluation questions and summary of results is provided in Appendix 4.

Results

The end-of-program evaluation questionnaire response rate was high (71% for mentees and 75% for mentors), and participants indicated a high level of satisfaction with their experience in the program. Eighty-eight percent of mentees and 97% of mentors indicated that they would recommend or strongly recommend participation in the program to a colleague. Mentors and mentees both indicated that they believed they were well to very-well matched to their mentee/mentor (88% for mentees and 96% for mentors). Both mentors and mentees independently verified that they met face-to-face the required number of times and had also communicated in additional ways (e.g., email, phone calls) throughout the semester. When asked to rate the usefulness of the various program support components (program guidebook, email updates, optional workshops), mentors and mentees found the program guidebook and email updates most helpful. A majority of both mentors (71%) and mentees (67%) indicated that they were interested in participating in the VCU Peer Mentoring Program in 2018-19 academic year. Additionally, 67% of both mentors and mentees indicated that they plan to continue meeting with their mentor/mentee after the current academic year ends.

When asked to indicate the topics they had discussed during their sessions together, mentee and mentor responses closely aligned. The three topics that were most often discussed during mentoring sessions according to both mentees and mentors were navigating tenure and promotion, balancing teaching, research, and service, and increasing scholarly writing productivity.

Mentees were asked three questions to gauge the benefits they perceived from participating in the VCU Peer Mentoring Program.

Eighty-three percent of respondents agreed to strongly agreed that as a result of their relationship with their mentor, they were more knowledgeable about what is expected of them as a faculty member.

Seventy-five percent of respondents agreed to strongly agreed that as a result of their relationship with their mentor, they were more confident in their abilities to carry out their duties as a faculty member. Finally, 75% of respondents agreed to strongly agreed that as a result of their relationship with their mentor, they felt more supported in their professional life.

Mentors also indicated that they had personally benefitted in a variety of specific ways from their participation in the VCU Peer Mentoring Program. The three most frequently mentioned benefits that the mentor group reported they had personally experienced were learning about the work of faculty members from another discipline, developing a new friendship with a colleague and increasing their empathy for early-career faculty members at VCU.

A small number of open-ended questions solicited the participants' ideas for improving the program and mentors were asked to suggest the names of VCU colleagues they believed would make good mentors and should be asked to serve as mentors in the 2018-19 program. Results indicated that participants believed the program should run for the entire academic year, rather than during just the spring semester, that program participation should be strongly supported by deans and department chairs within the participants' academic units and participation should be recognized and rewarded through the promotion and tenure process. The names of 25 potential new mentors were suggested.

Recommendations

In many ways, the 2017-18 pilot of the VCU Peer Mentoring Program was a success. Thirty-four pairs participated and represented a diverse group of faculty scholars. Mentees and mentors met the requisite number of times, believed they were well-matched to each other, reported that they derived a variety of important benefits from their participations and indicated that they are interested in participating in the program again next year.

There is, of course, always room for improvement. Program evaluation data suggest several strategies for improving the program in the future, particularly the following six recommendations.

Recommendation 1: Program administrator. A program administrator is needed to oversee the program and ensure its quality. The duties of this program administrator include recruiting mentors and mentees, making mentor-mentee matches based on enrollment form data, updating and disseminating the program guidebook annually, providing professional development for mentors and mentees, fielding questions and concerns from program participants, promoting the program to campus stakeholders, expanding strategies for recognizing program participants, creating and distributing certificates of participation and letters of acknowledgement to program participants and creating and implementing a comprehensive evaluation plan for the program.

Recommendation 2: Full academic year format. Based on the results of the pilot program, it is recommended that the VCU Peer Mentoring Program continue to be offered each year in its current form across an entire academic year rather than during a single semester. Within this full-year format, the recruitment of mentors and mentees must occur in August, and mentor-mentee matches must be made in early September so that mentor-mentee pairs can begin meeting with each other by late September. Mentor-mentee pairs would be expected to hold a minimum of eight monthly face-to-face meetings with each other, September through May, and be supported with additional professional development opportunities throughout the academic year.

Recommendation 3: Expand mentor recruitment. The program administrator needed to personally recruit 1/3 of the mentors who participated in this year's program, indicating that a

sufficient pool of mentor volunteers does not yet exist. Mentor recruitment and recognition must be expanded to ensure that the number of mentor volunteers matches the mentee demand. Suggestions for improving mentor recruitment include sharing with potential mentors the list of benefits faculty members derive from serving as a mentor, enlisting current mentors to recruit new mentors, sharing mentor-mentee stories campus-wide, having deans and department chairs publically recognize mentors for their participation in the VCU Peer Mentoring Program and encourage their tenured faculty members to participate, offering college/school and university-wide mentoring awards and recognizing mentoring in promotion and tenure reviews.

Recommendation 4: Expand mentee eligibility. The current format of the VCU Peer Mentoring Program limits mentee enrollment to only those faculty members who are both tenure-track and early-career (i.e., in their first three years of employment in their current faculty position). Given the positive impacts of the program on mentee participants, it is recommended that the mentee group be expanded to include early-career term (i.e., non-tenure-track) faculty members. This expansion must be coordinated with expansion of the mentor pool to insure successful mentor-mentee matching as well as with the implementation of other one-to-one university-wide faculty mentoring programs (e.g. Grace E. Harris Institute mentoring programs, teaching-specific mentoring programs).

Recommendation 5: Expand university-wide supports for improving faculty scholarly writing productivity. Mentees who participated in the VCU Peer Mentoring Program overwhelmingly indicated a desire to be mentored in the area of increasing their scholarly writing productivity. End-of-program feedback from both mentors and mentees indicated that the topic of improving scholarly writing productivity was discussed by the majority of mentor-mentee pairs during their mentoring meetings. During the spring 2018 semester when this pilot program was offered, the VCU Office of Faculty Affairs also offered the *Write on Site* program, a weekly professional development initiative designed to support faculty in increasing their scholarly writing productivity. *Write on Site* was well attended throughout the year. Based on the results of the VCU Peer Mentoring Program evaluation, it is recommended that *Write on Site* and other faculty development strategies to support faculty scholarly writing productivity be expanded during 2018-19 and beyond.

Recommendation 6: Extend program evaluation. The current evaluation involved the collection of both enrollment and end-of-program feedback data from program participants. These evaluation tools provided actionable data for continuous improvement of the program. Program evaluation strategies should be extended to include the assessment of long-term impacts of program participation on both mentors and mentees as well as changes across time in campus awareness of and recognition for participants of the program.

Appendix 1

Monthly Optional Faculty Development Workshops

Workshop topic/title	Presenters	Date	Time
<i>Finding Work-Life Balance on the Tenure Track</i>	Trisha Saunders, Associate director, VCU Wellness Resource Center	Feb. 2, 2018	Noon – 1:00 p.m.
<i>Supporting and Enhancing Faculty Productivity</i>	Scott Gronert, Ph.D., Associate dean of research, VCU College of Humanities and Sciences	Mar. 16, 2018	Noon – 1:00 p.m.
<i>Diversity Issues in the Classroom</i>	Maike Philipsen, Ph.D., Professor, VCU School of Education Enoch Hale, Ph.D., Director, VCU Center for Teaching and Learning Excellence	Apr. 20, 2018	Noon – 1:00 p.m.

Appendix 2

Participant Demographics

Mentors (n=32)

White/Caucasian	63% (20)
African American/Black	13% (4)
Asian/South Asian/Korean	9% (3)
Hispanic/Latinx	3% (1)
Multiracial	3% (1)
No Response	9% (3)
Female	69%
Tenured Associate Professors	38%
Tenured Full Professors	35%
Previous experience as a mentor	81%
Median years of VCU employment	14.5

Mentees (n=34)

White/Caucasian	29% (10)
Asian/South Asian/Korean	29% (10)
African American/Black	21% (7)
Multiracial	9% (3)
Hispanic/Latinx	3% (1)
Middle Eastern	3% (1)
No Response	6% (2)
Female	59%
Tenured Associate Professors	100%

Top Mentee Needs and Mentor Capabilities, by Area*

Need	% of Mentees with High Need	% of Mentors Reporting Strong Mentoring Capability
Developing effective teaching techniques	50%	84%
Obtaining sponsored grants	97%	63%
Participating in community-engaged teaching and/or scholarship	56%	56%
Becoming a prolific scholarly writer	88%	69%
Balancing teaching, research and service	74%	88%
Maintaining work-life balance	65%	84%
Navigating the tenure and/or promotion process	91%	97%

*Needs and capabilities were reported by mentees and mentors at the time of program enrollment.

Appendix 3

VCU Peer Mentoring Program Spring 2018 Cohort

Mentee	Mentor
Myrl Beam, Ph.D., Department of Gender, Sexuality and Women's Studies, College of Humanities and Sciences	Vivian Dzokoto, Ph.D., Department of African American Studies, College of Humanities and Sciences
Jason Bennett, Department of Communication Arts, School of the Arts	Scott Street, Ph.D., Department of Statistical Sciences and Operations Research, College of Humanities and Sciences
Michael Broda, Ph.D., Department of Foundations of Education, School of Education	Lynn Pelco, Ph.D., Office of the Provost
Jamie Cage, Ph.D., School of Social Work	Faye Belgrave, Ph.D., Department of Psychology, College of Humanities and Sciences
Carlos Castano, Ph.D., Department of Mechanical and Nuclear Engineering, College of Engineering	Ed Acevedo, Ph.D., Department of Kinesiology, College of Humanities and Sciences
Marie Chau, Ph.D., Statistical Sciences and Operations Research, College of Humanities and Sciences	Stephen Fong, Ph.D., Department of Chemical and Life Science Engineering, College of Engineering
Jason Chow, Ph.D., Department of Counseling and Special Education, School of Education	David Chan, Ph.D., Department of Mathematics and Applied Mathematics, College of Humanities and Sciences
Virginia Way Tong Chu, Ph.D., Department of Occupational Therapy, College of Health Professions	Yaoying Xu, Ph.D., Department of Counseling and Special Education, School of Education
Nicole Corley, Ph.D., School of Social Work	Kevin Sutherland, Ph.D., Department of Counseling and Special Education, School of Education
bee Coston, Ph.D., Department of Gender, Sexuality and Women's Studies, College of Humanities and Sciences	Meghan Gough, Ph.D., L. Douglas Wilder School of Government and Public Affairs
Soma Dhakal, Ph.D., Department of Chemistry, College of Humanities and Sciences	Ed Acevedo, Ph.D., Department of Kinesiology, College of Humanities and Sciences
Chelsea Derlan, Ph.D., Department of Psychology, College of Humanities and Sciences	Bonnie Brown, Ph.D., Department of Biology, College of Humanities and Sciences

Samaneh Ghadikolaei, Ph.D., School of World Studies, College of Humanities and Sciences	Cristina Stanciu, Ph.D., Department of English, College of Humanities and Sciences
Christopher Gough, Ph.D., Department of Biology, College of Humanities and Sciences	David Chan, Ph.D., Department of Mathematics and Applied Mathematics, College of Humanities and Sciences
Youzhong Guo, Ph.D., Department of Medicinal Pharmacy, School of Pharmacy	Matthew Hartman, Ph.D., Department of Chemistry, College of Humanities and Sciences
Ravi Hadimani, Ph.D., Department of Mechanical and Nuclear Engineering, College of Engineering	Bill Eggleston, Ph.D., Department of Biology, College of Humanities and Sciences
Kristina Hood, Ph.D., Department of Psychology, College of Humanities and Sciences	Maghboeba Mosavel, Ph.D., Department of Health and Behavior Policy, School of Medicine
Rohan Kalyan, Ph.D., School of World Studies, College of Humanities and Sciences	Frank Baskind, Ph.D., School of Social Work
Kyeongmo Kim, Ph.D., School of Social Work	Tracey Gendron, Ph.D., Department of Gerontology, College of Health Professions
Karen Kopryanski, M.F.A., Department of Theatre, School of the Arts	George Munro, Ph.D., Department of History, College of Humanities and Sciences
Fantasy Lozada, Ph.D., Department of Psychology, College of Humanities and Sciences	Michelle Peace, Ph.D., Department of Forensic Science, College of Humanities and Sciences
Hollee McGinnis, Ph.D., School of Social Work	Wendy Kliewer, Ph.D., Department of Psychology, College of Humanities and Sciences
Aaron McIntosh, M.F.A., Department of Craft/Material Studies, School of the Arts	Ayn Welleford, Ph.D., Department of Gerontology, College of Health Professions
Shillpa Naavaal, B.D.S., Department of Oral Health Promotion and Community Outreach, School of Dentistry	Betsy Ripley, M.D., Internal Medicine, Faculty Development, School of Medicine
Hillary Parkhouse, Ph.D., Department of Teaching and Learning, School of Education	Terri Sullivan, Ph.D., Department of Psychology, College of Humanities and Sciences
Carrie Peterson, Ph.D., Department of Biomedical Engineering, College of Engineering	Sally Hunnicutt, Ph.D., Department of Chemistry, College of Humanities and Sciences
Eric Rivera, M.F.A., Department of Dance Choreography, School of the Arts	Richard Godbeer, Ph.D., Humanities Research Center, College of Humanities and Sciences
Shawnita Sealy-Jefferson, Ph.D., Department of Family Medicine and Population Health, School of Medicine	Rosalyn Hargraves, Ph.D., Department of Electrical and Computer Engineering, College of Engineering

Brandi Summers, Ph.D., Department of African American Studies, College of Humanities and Sciences	Melanie Buffington, Ph.D., Department of Art Education, School of the Arts
Adai Tefera, Ph.D., Department of Foundations of Education, School of Education	Katherine Bassard, Ph.D., Department of English, College of Humanities and Sciences
Katharine Tibbetts, Ph.D., Department of Chemistry, College of Humanities and Sciences	Karen Rader, Ph.D., Department of History, College of Humanities and Sciences
Jaisri Thoppay, D.D.S., Department of Oral and Maxillofacial Surgery, School of Dentistry	Dolores Clement, D.P.H., Department of Health Administration, College of Health Professions
Nicole Turner, Ph.D., Department of History, College of Humanities and Sciences	Sarah Brubaker, Ph.D., L. Douglas Wilder School of Government and Public Affairs
Julie Zinnert, Ph.D., Department of Biology, College of Humanities and Sciences	Joyce Lloyd, Ph.D., Department of Human and Molecular Genetics, School of Medicine

Appendix 4

2017-18 VCU Peer Mentoring Program End-of-Year Feedback Summary

Response rate?

Mentees = 24 responses out of 34 (71% response rate).

Mentors = 24 responses out of 32 (75% response rate).

How likely are you to recommend the VCU Peer Mentoring Program to a peer?

Mentees: 21/24 (88%) recommend to strongly recommend.

Mentors: 23/24 (96%) recommend to strongly recommend.

Number of face-to-face (F2F) meetings?

Mentee: Face-to-face meetings= 63% met 3 or more times.

Mentor: Face-to-face meetings= 67% met 3 or more times.

Number of other communications during the semester?

Mentee: Other communication=75% communicated 3 or more times in addition to F2F.

Mentor: Other communication= 88% communicated 3 or more times in addition to F2F.

How well matched were you to your mentor/mentee?

Mentees: 21/24 (88%) reported they were well matched to very well matched to mentor.

Mentors: 23/24 (96%) reported they were well matched to very well matched to mentee.

How useful was the Peer Mentoring Guidebook?

Mentees: 19/24 (79%) reported the guidebook was helpful to very helpful

Mentors: 17/24 (71%) reported the guidebook was helpful to very helpful.

How useful were the email updates?

Mentees: 17/24 (71%) reported the email updates were helpful to very helpful

Mentors: 17/24 (71%) reported the email updates were helpful to very helpful.

How useful were the optional program workshops?

Mentees: 13/24 (54%) reported the optional workshops were helpful to very helpful.

Mentors: 7/24 (29%) reported the optional workshops were helpful to very helpful.

Topics discussed?

Mentees top 3: Navigating tenure & promotion (20/24, 83%);
Balancing teaching, research, and service (13/24, 54%);
Increasing scholarly writing productivity (12/24, 50%).

Mentors top 3: Navigating tenure & promotion (22/24, 92%);
Balancing teaching, research, and service (18/24, 75%);
Increasing scholarly writing productivity (18/24, 75%).

Will you continue to meet with your mentor/mentee?

Mentees: 67% yes

Mentors: 67% yes

Are you interested in participating in the program next year?

Mentees: 67% yes

Mentors: 71% yes

Mentee-Only Questions

1. As a result of my relationship with my mentor, I am more knowledgeable about what is expected of me as a faculty member.

20/24 (83%) agreed to strongly agreed.

2. As a result of my relationship with my mentor, I am more confident in my abilities to carry out my duties as a faculty member.

18/24 (75%) agreed to strongly agreed.

3. As a result of my relationship with my mentor, I feel more supported in my professional life.

18/24 (75%) agreed to strongly agreed.

Mentor-Only Questions

Top three benefits that mentors derived from participating?

1. Learn about work of faculty members from another discipline (22/24, 92%).
2. Develop new friendship with a colleague (19/24, 79%).
3. Increased empathy for early-career faculty members at VCU (17/24, 71%).