

Faculty Mentoring @ RIT

A Guide for Faculty Mentors

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Welcome from the Provost

Thank you for looking into becoming a mentor for new faculty at RIT.

You may not remember your earliest days at RIT, but the situation that new faculty walk into has only become more complex over the years, with many more things to learn and get oriented to, in addition to teaching.

Like many universities, RIT believes that partnering new faculty with an experienced faculty mentor can accelerate this learning process. There are a number of well documented benefits of faculty mentoring, including:

- Increased retention
- Improved time-to-productivity
- Increased faculty engagement (for both mentor and protégé)
- Positive effect on climate
- Positive contribution to effective recruitment of faculty

Protégés who receive mentoring also exhibit improvements in risk taking, political savvy, research productivity and professional skills¹.

In addition to these benefits to new faculty and the university, only you can determine the amount of personal satisfaction you'll gain from being a mentor. This guide can help you decide if you want to be directly involved in new faculty mentoring, and help get you started on your way.

Thanks again.

*Dr. Jeremy Haefner
Provost and Senior Vice President for
Academic Affairs*

¹ de Janasz & Sullivan, 2004; Draine, Hyde, & Buehlman, 1999; Boice, 1993; Cameron & Blackburn, 1991; Corcoran & Clark, 1984; Didion, Fox, & Jones, 1996; Fagenson, 1989, as cited in Girves et al., 2005.

Mentors and Mentoring Networks

RIT is committed to providing mentoring for all tenure-track faculty members by helping them build a network or constellation of mentors. This guide is designed to assist faculty who are interested in serving as mentors to better understand how to be an effective part of a protégé's mentoring network.

Mentoring has long been recognized as an effective method for new faculty to learn the basic knowledge, skills, attitudes and behaviors for teaching and especially for learning about institution-specific norms². This guide does not prescribe an approach to mentoring that individuals are required to use; rather the ideas provided here may be used, as appropriate, to support the mentoring efforts in each College.

The traditional image of academic mentoring is of a long-term relationship between an experienced faculty member and a newer one in the same discipline—a relationship that may last for several years. But as the demands made on new faculty and the need to integrate more quickly have increased, the idea of a **mentoring network** has emerged as an efficient and valuable way for new faculty to come up-to-speed.

A mentoring network is based on the premise that no single individual possesses all of the experience and expertise that a new faculty member needs to plan and develop a successful career. In addition to working with a more experienced faculty member, new faculty at RIT are encouraged to also develop a constellation of “mentoring partners” who assist each other in nonhierarchical, collaborative partnerships—each contributing according to her/his own knowledge and experience. This mentoring model can be both broader and more flexible than the traditional model, able to provide “just in time” advice and guidance.³

Elements of a Mentoring Network

A mentoring network may include...

- Peers or “near peers” (colleagues who are close in career level) who have been through similar experiences
- Peer mentoring groups brought together by similar needs
- Former professors or employers
- Mentoring groups led by one or two experienced faculty members
- Individuals who have specialized knowledge needed “in the moment,” such as using an academic technology or working effectively with a book editor

² Ensher, Ellen A., Thomas, Craig and Murphy, Susan E., “Comparison of Traditional, Step-Ahead, and Peer Mentoring on Protégés’ Support, Satisfaction, and Perceptions of Career Success: A Social Exchange Perspective,” *Journal Of Business And Psychology*, Vol. 15, No. 3, Spring 2001.

³ Sorcinelli, Mary Deane and Yun, Jung, “From Mentor to Mentoring Networks: Mentoring in the New Academy,” *Change*, November/December 2007.

At RIT, we are asking new faculty to take the initiative in building their own mentoring networks—but a more traditional one-on-one relationship with an experienced faculty member remains a critical part of this network.

Determining for Yourself...

As you read this guide, envision the level of commitment it would take for you to be a mentor. These questions can help you discover your own motivations and expectations for being a mentor.

- What is the value mentors bring to RIT?
- What can you offer new faculty as a mentor?
- Who would be a fitting protégé for you?
- What do you personally hope to gain from being a mentor?

Because, as a mentor, you will have a potentially significant impact on another individual's career, you should enter into the role only after careful consideration and an honest evaluation of your "fit" for this role.

Being a Mentor

Roles in Faculty Mentoring

The success of pre-tenured faculty is a shared responsibility, with different members of the RIT community supporting the mentoring process in important and distinct ways.

Provost and Dean

- Through the shared governance model, administer and interpret guidelines for tenure
- Set guidelines for scholarly productivity
- Establish a set of rewards, expectations and accountability measures to ensure that mentoring remains a priority

Department Chair or Immediate Supervisor

- Provide a comprehensive orientation for new faculty
- Identify individuals to serve as mentors
- Help match protégés to mentors
- Manage Plans of Work to reflect mentoring-related activities and responsibilities
- Provide performance feedback and guidance to faculty

The mentor/protégé relationship is a unique one. While it has elements of both personal and professional interactions, it is not wholly one or the other. A mentor usually does not have positional power over a protégé, but is in the role because of her/his experience and contacts.

A mentor is an advisor and guide, but not necessarily a friend. It's important that both the mentor and protégé recognize and respect these limits⁴. With that understanding, the relationship can be long-lasting and mutually beneficial.

Some of the unique value that a mentor brings to the protégé includes:

- **Helping** the protégé clarify and articulate her/his own goals.
- **Introducing** the protégé to others who can help her or him achieve these goals
- **Sharing an outside perspective** so the protégé can develop a realistic sense of the image s/he presents
- **Offering organizational context** so the protégé learns the history, relationships or other influencers of decisions in the department, College or university

Characteristics of Successful Mentors

While “mentor” is not an official role, it does entail a commitment of time and effort. In addition, you must be willing to call upon some of your valued contacts on behalf of the protégé. So before making the commitment, you should determine whether you consistently and comfortably share the characteristics of successful mentors.

⁴ Waugh, Jessica, M.A., *Faculty Mentoring Guide*, Virginia Commonwealth University School of Medicine, ©2002.

A successful mentor...

- Remains accessible to the protégé, and meets with her or him on a regular basis.
- Skillfully provides constructive feedback.
- Actively engages in research and/or related scholarly activities.
- Possesses a publication record that meets College standards.
- Receives consistently satisfactory/acceptable teaching evaluations.
- Knows the resources available to support faculty development.
- Understands department and institute policies and procedures regarding faculty tracks, reappointment, promotion and tenure.
- Actively connects to networks inside and outside the university, and is willing to share those connections with the protégé.
- Consistently maintains confidentiality.
- Preserves the protégé's intellectual independence.
- Does not have supervisory authority over the protégé.

If you don't feel that you have all of these characteristics, you may want to look into other ways that you can contribute to the development of RIT's pre-tenured faculty. Ways to do this include leading a Faculty Learning Community (FLC) or presenting at the annual Faculty Institute on Teaching and Learning (<https://www2.rit.edu/fitl/index.php>). Your Department Head can provide you with additional ideas for supporting pre-tenured faculty.

Roles in Faculty Mentoring

Faculty Associates to the Provost

- Assist in the implementation of an institute-wide mentoring program
- Provide guidance on navigating the promotion and/or tenure process
- Advocate for Women and AALANA Faculty

Mentor

- Help less experienced faculty members (protégés) develop in specified capacities (teaching, research, scholarship, service, etc.)
- Provide career advancement advice
- Offer support

Protégé

- Openly seek advice from mentors
- Clarify expectations from Dean, supervisor, and current mentors
- Obtain current tenure and promotion guidelines from the Dean's Office in your College
- Willingly participate in developmental activities
- Form an individual mentoring network

Mentoring Competencies

Successfully fulfilling the role requirements of a mentor requires certain competencies; these are the knowledge, skills and personal attributes that are demonstrated in the mentor’s interactions with his or her protégé.

Competency	Mentoring behaviors	
Unbiased acceptance	<ul style="list-style-type: none"> • Acts non-judgmentally • Conveys empathy • Readily provides support and caring • Appropriately questions the protégé’s assumptions 	<ul style="list-style-type: none"> • Seek to understand the protégé’s background and unique issues • Fosters self-confidence • Presents an approachable demeanor
Coaching and counseling	<ul style="list-style-type: none"> • Conveys information clearly • Role-models appropriate behaviors and practices • Effectively encourages, motivates and challenges protégé • Encourages and facilitates self-discovery • Creates and connects protégé with individuals and learning experiences 	<ul style="list-style-type: none"> • Gives recognition and feedback • Shares advice and experiences constructively • Recognizes and articulates cultural norms and informal practices at the university • Promotes and encourages the protégé’s gradual progression to independence
Interpersonal communication	<ul style="list-style-type: none"> • Listens actively • Uses open-ended questions to elicit thoughtful responses 	<ul style="list-style-type: none"> • Flexes communication style to meet the protégé’s needs • Encourages self-reflection
Integrity	<ul style="list-style-type: none"> • Maintains confidentiality and trust • Speaks knowledgeably about policies and practices • Communicates authentically • Constructively reflects personal impressions of the protégé • Maintains professional boundaries with the protégé 	<ul style="list-style-type: none"> • Does not take credit for a protégé’s work or successes • Actively networks on behalf of a protégé • Advocates for the protégé when necessary (see advocacy on page 15)
Analytical skills	<ul style="list-style-type: none"> • Successfully recognizes connections between events • Identifies obstacles in the protégé’s career development plan 	<ul style="list-style-type: none"> • Engages the protégé in interpreting cause and effect relationships • Recognizes differences in protégé’s personality, preferences, and goals, and takes these into account when providing advice

Competency	Mentoring behaviors	
Process management	<ul style="list-style-type: none"> Adapts process to a protégé’s needs and personal style Uses a variety of techniques to help the protégé achieve goals Maintains a store of generic questions to elicit discussion Sets specific development goals for the protégé 	<ul style="list-style-type: none"> Demonstrates awareness of how relationships evolve Interacts appropriately with protégé according to the situation Understands current, relevant Promotion and Tenure policies and procedures
Professional achievement	<ul style="list-style-type: none"> Exemplifies teaching excellence, funded research, scholarly dissemination and/or effective service Displays a high degree of self-awareness Maintains a robust network of colleagues inside and outside of the university 	<ul style="list-style-type: none"> Receives satisfactory teaching evaluations Has a research and publication record that meets College requirements Has served on College and University committees

Mentoring Across Differences

Many prospective mentors wonder if they can provide effective support to individuals of a different gender or race. It is true that the greater the affinity the mentor and protégé feel for one another, the greater the likelihood of a deep and productive working relationship. However, this affinity is not rooted exclusively in demographics. In fact, one study found that the protégés who perceived themselves as similar to their mentors in terms of outlook, values, or perspective, reported being satisfied with, and having more contact with their mentor than protégés with same-race mentors.⁵

Based on their own experience with cross-race mentoring, Professors Stanley and Lincoln observe that a successful mentoring

Mentor/Protégé “Match”

Mentors should not feel that they can only be effective working with protégés of the same gender, culture or background.

You can help a protégé build a mentoring network that provides support for potential diversity-related challenges by encouraging her or him to connect with a Faculty Associate, peers, and other on- or off-campus groups.

In a mentoring relationship, the best match is one based on the protégé’s academic goals and your own experience.

⁵ Ellen A. Ensher and Susan E. Murphy. “Effects of Race, Gender, Perceived Similarity, and Contact on Mentor Relationships,” *Journal of Vocational Behavior*. Volume 50, Issue 3, June 1997, Pages 460-481

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relationship is characterized by trust, honesty, willingness to learn about one's self and others, and the readiness to share power and privilege, rather than being characterized by shared demographics.⁶

All mentors will benefit from developing an understanding of the unique issues the protégé may face, given his/her race and/or gender. The mentoring relationship will also benefit if the mentor is willing to share information about his/her own cultural background.

Culture is deeply internalized and provides racial groups with a sense of history, heritage, and continuity. A mentor who does not share a protégé's racial background will subconsciously and inevitably impose his or her cultural values on that protégé and can potentially undercut her or his cultural identity.

The personal and professional qualities of the mentor, rather than her/his demographic characteristics, are what matter most. The degree to which the mentor possesses the competencies described in this guide, coupled with her or his awareness and openness to the issues and impacts of differences, are the keys to a successful mentoring relationship.

One of the values of mentoring networks is that they provide opportunities for new faculty to receive counsel and support from individuals who do share their demographic characteristics, so this unique and important type of support is not the sole responsibility of the mentor.

⁶ Christine A. Stanley and Yvonna S. Lincoln. *Change*, March/April 2005. "Cross-race Faculty mentoring. p. 44-50

Working With Your Protégé

Setting Expectations

One key to success in mentoring relationships is that both the mentor and the protégé have a clear idea of what to expect from each other. Just as the questions on page 5 allowed you to reflect on your reasons for becoming a mentor, protégés should go through a similar process to determine what they are looking for from each mentor in their network, both in terms of goals and the working relationship.

You should explore a potential protégé's expectations before making a commitment. In this way, you will know that you can provide what the protégé is looking for.

Focus on setting expectations in your first meeting. To facilitate "getting on the same page," use phrases such as:

- "What I'd like to do for you is..."
- "Where I can best help is..."
- "The way I see us working together is..."
- "I can help you accomplish your goals in this specific area..."
- "I will need you to..."
- "For this relationship to meet your needs, I will ask you to..."

Remind the protégé that s/he should build a mentoring network to better address all of her/his needs.

Communication

Much of the "work" in a mentoring relationship comes about through communication. It's important that you understand your protégé's concerns and that s/he truly comprehends the guidance that you are offering.

If neither of you are prepared or able to dig deeply into the issues and challenges the protégé is facing, the mentoring dialogue can often seem shallow. "Dissecting" or debriefing your protégé's

RIT's Values

All of your interactions with or on the behalf of your protégé should conform to RIT's stated values:

- Student Centeredness
- Professional Development and Scholarship
- Integrity and Ethics
- Respect, Diversity and Pluralism
- Innovation and Flexibility
- Teamwork and Collaboration

experiences to find patterns, themes and connections between events is critical to his or her learning and development. And by performing this analysis together, you strengthen mutual understanding and build rapport. Often, the dialogue can deepen simply by being more specific or action-oriented in your questions.

Questions that receive a shallow response	Questions that receive a deeper response
"How did your quarter go?"	"What did you find out from your teaching evaluations?"
"Have you heard back from any journal editors yet?"	"Which journal editors have you contacted? What did you find out?"
"Did you get funding for your latest grant?"	"What did the grant review panel see as the greatest strengths in your proposal?"

Remember that your protégé does not have your long history at RIT or in teaching, and may not be seeing a situation as you would. For example, s/he may be facing student challenges for the first time that you deal with almost by instinct—so there needs to be a process of listening, understanding and providing feedback and guidance.

Active Listening

A mentor should be an active listener. Active listening encourages your protégé to increasingly share more about her/himself, and through this self-disclosure, s/he may develop deeper understanding before you even say anything.

These behaviors can convey that you are listening actively:⁷

- Maintain eye contact**
 Eye contact with the speaker focuses attention, reduces the chance of distraction and encourages the speaker by signaling interest.
- Use affirming expressions and gestures**
 Nonverbal, affirmative signs, such as nods and appropriate facial expressions convey that you are listening, encouraging the speaker.
- Avoid distractions**
 Don't look "past" the protégé at other people, play with pens or pencils, shuffle papers or otherwise act as if your attention is on something besides what the protégé is saying.

⁷ Adapted from Baylor University's Community Mentoring for Adolescent Development.

- **Don't interrupt**
Save your questions for an appropriate break so the protégé doesn't lose his or her train of thought.
- **Paraphrase**
Restate what you heard from the protégé before providing guidance or advice. This allows your protégé to verify that you understand the issue and to clarify if needed.

Empathy

Empathy is an emotional identification with another person—and it can go a long way to enhancing communications as well as building a relationship. When discussing issues with your protégé, remember how you felt as a new faculty member; it can help you develop an empathic frame.

Using Questions

At appropriate breaks, ask clarifying questions to ensure that you understand what the speaker is saying. Asking relevant questions also signals that you are engaged.

Ask questions in a positive way: “What would have happened if you...” instead of “Why didn't you...”

Managing Reactivity

There may be occasions when you have a strongly negative reaction to something that your protégé says or a decision that s/he makes. At these times, it's important that you don't risk your relationship or undermine your protégé's confidence by reacting negatively. Try to remain neutral and maintain your role as a guide and advisor.

- Clarify what you believe you heard.
- Explain the issue as you see it—what are you reacting to?
- Reframe the incident or decision as a learning experience.
- Come to a common understanding.

If a protégé's actions or decisions go against common principles, such as RIT's values or accepted practice in academia or the discipline, point this out directly, along with the potential consequences of continuing to act in this way.

Giving Feedback

Mentoring is a developmental relationship. One way that this development occurs is by debriefing or giving feedback to your protégé about how s/he handled a situation. This process can help you give effective feedback:

- Make sure you understand the situation**
 Paraphrase what you heard from your protégé and ask questions to clarify your perception.
- State your message clearly and specifically**
 State the problem as you see it and confirm that your protégé also recognizes it.
- Propose a positive strategy or tactics that the protégé can apply**
 Focus on actions that your protégé can take now and in the future that don't rely on outside factors or conditions.
- Check for understanding and buy-in from the protégé**
 Make sure that your protégé understands what you are proposing *and* that s/he feels confident in taking the proposed action. If not, discuss why not. You may have an incomplete understanding of the situation or your strategy may not fit the protégé's personal style.
- Gain agreement**
 Even if it takes some back-and-forth, don't let the protégé leave without a plan.

For example...

Make sure you understand the situation	"It sounds as if you were ready to really let that student have it..."
State your message clearly and specifically	"What you want to make sure is that you don't let her challenging tone trigger a negative reaction from you..."
Propose a positive strategy or tactics that the protégé can apply	"What I've done in situations like that is acknowledge the student's viewpoint and then shift the focus away from the student. Try to follow-up with the student privately, as soon as possible."
Check for understanding and buy-in from the protégé	"How would you respond if she does the same thing again?"
Gain agreement	"Will you try that next time?"
Follow-up	"...and let me know how it goes."

Make sure you follow up and discuss progress at your next meeting.

Neutral Facilitation

One of the challenges of mentoring is guiding and advising your protégé without overly influencing her/him. Because you are in an “expert” position, you can—inadvertently or otherwise—influence a protégé in a particular direction. So, it’s important to remain neutral. Facilitate a discussion that enables the protégé to come to her/his own conclusions as opposed to “coming around to your way of thinking.” If necessary, use tools like lists of pros and cons, or connect the protégé with someone who can speak from experience.

While you want to help your protégé avoid making a bad decision, just be conscious that your own wishes for the protégé need to take a back seat to her/his own.

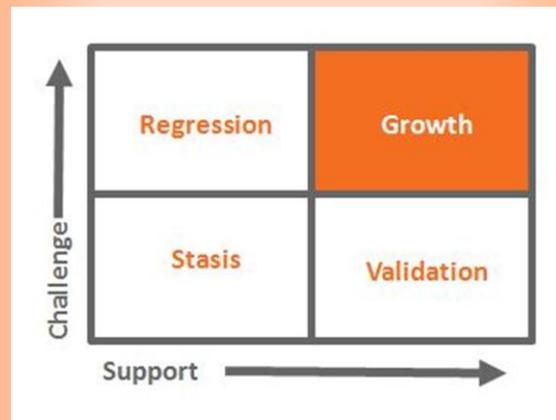
Advocacy

There can be occasions when a mentor must become an active and vocal advocate for her or his protégé. For example, if the protégé is not receiving appropriate recognition, is involved in an internal “political” conflict, or does not feel comfortable speaking up.

As a mentor, you possess the authority and respect among peers to assist your protégé and ensure that she or he is treated fairly. If the situation is related to gender or diversity, you can call on the Faculty Associates for additional support.

Challenge and Support

In *Effective Teaching and Mentorship: Realizing the Transformational Power of Adult Learning Experiences*, Daloz (1986) proposes a model to show how a protégé’s growth is dependent on a mentor both *challenging and supporting* the protégé*. Without both of these dimensions, a protégé can become “stuck.”



If a mentor challenges a protégé, but doesn’t provide support in the form of guidance, direction or even emotional encouragement, the protégé can regress to familiar practices due to frustration or loss of confidence.

Similarly, if a mentor fully supports a protégé without posing significant and relevant challenges, it validates or reinforces what the protégé is currently doing rather than encouraging the development of new knowledge and skills.

By consistently challenging a protégé toward new goals, along with providing or pointing toward a support system to achieve those goals, a mentor keeps the protégé on the path toward growth.

* Subha Ramani, Larry Gruppen and Elizabeth Krajic Kachur, Twelve tips for developing effective mentors, *Medical Teacher*, Vol. 28, No. 5, 2006.

Accountability and Responsibility

While most mentors are, by definition, invested in the success of their protégés, they are neither accountable nor responsible for that success—that rests with the protégé. A mentor can give advice and even open doors, but, ultimately, the protégé must produce the work that will help her or him progress satisfactorily toward tenure.

Planning Meetings

Getting Acquainted

- Exchange CVs with your protégé before you meet so you have an idea of each other's backgrounds and specialties.
- Block out a regular meeting time, at least for the quarter, to reinforce your commitment (and limits). Meetings should be at least an hour long.
- Consider holding your first meeting outside your office to help put the protégé at ease.

Meetings with your protégé are a key part of building and maintaining your relationship and making sure that it is a productive one. You and your protégé should come to meetings with a clear idea of what you want to accomplish.

The First Meeting

Use your first meeting with your protégé to get acquainted. When you first meet, your protégé may have a large number of questions ready to go, but your answers will be more insightful if you have a better idea of the person asking them. As discussed on page 11, set clear expectations so that before you and your protégé dive into the “real work,” you have a common understanding of your working relationship.

Start the conversation around the protégé's long-term goals in a general sense. Work together over the first couple of meetings to get a sense of what s/he would like to accomplish through the mentoring relationship.

Because self-disclosure is a critical way to build trust in a relationship, share some of your own experiences at RIT, especially as a new faculty member. Make sure you leave time for your protégé to ask about you, and invite her or him to do so.

When you are comfortable enough to begin working, one way to start could be to identify areas in which the protégé requires additional clarity on expectations from the Department Head or College⁸.

Regular Meetings

Mentoring is an ongoing process of learning and development, but the topic at each meeting may change depending on what is going on in your protégé's career (and life). However, you shouldn't lose focus on the goals for the mentoring relationship.

Confidentiality

Talk about confidentiality explicitly at your first meeting to assure your protégé that you won't share your conversations with others—and remind your protégé that confidentiality is part of your *mutual* responsibility.

⁸ The *Provost's Expectations on Hiring, Promotion and Tenure* is available at <http://www.rit.edu/provost/media/PPPTMay2009.pdf>.

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One strategy for making the most of your time with your protégé is to have two basic agenda items for each meeting: one with a short-term focus and one with a long-term focus.

- The long-term focus is related to your protégé's overarching goal for the mentoring relationship, such as identifying a research agenda and creating a plan to make it a reality.
- The short-term focus may be a recent event or problem where the protégé needs help, such as dealing with a student situation, or identifying grant opportunities.

This double-edged strategy helps you give the protégé some perspective on immediate issues so the two of you can work through them while maintaining momentum toward the protégé's larger goal. This larger goal will often include advising your protégé in compiling her or his portfolio or dossier, obtaining references for tenure, and making effective decisions about service-related activities—especially during the first and second year.

Maintaining Your Balance

Being a mentor requires additional effort and commitment on top of your current professional and personal commitments. One of the drivers of mentoring *networks* at RIT was to take some of the time pressure off a single mentor.

These strategies can also help you avoid being overtaken with your mentoring commitments:

- Keep track of your mentoring activities each month so you can report on this activity to your Department Head at year end.
- Focus on connecting the protégé with others on campus—the more extensive your protégé’s network, the less dependent s/he will be on you.
- Encourage your protégé to build his or her mentoring network.
- Don’t fall into the trap of doing things for the protégé—instead, point the protégé in the right direction, or connect her or him with resources.
- Block out time on your calendar for mentoring activity during the entire quarter; do not let mentoring activities “creep” outside of the allotted time.
- Combine activities by inviting protégé to attend and observe an event that you are already attending, such as a meeting or presentation.
- Talk to your Department Head to make sure that your efforts as a mentor are reflected within your Plan of Work.

Continuous reflection on your “position” in the protégé’s overall mentoring network will help you realize whether you are taking on too much in the relationship. It will also help you determine if the value that you provide is in proportion to the satisfaction that you derive from being a mentor.

What you should not do

Since your time together can be limited, direct your protégé to his or her Department Head for process or policy matters, such as:

- Department grading policies
- Process for reporting grades
- Request courses you want to teach
- Obtaining a teaching assistant
- Expected office hours
- Services available from department support staff

Evaluating the Relationship

After you have been working with your protégé for one or two quarters, you may want to evaluate the situation to determine if you are helping the protégé clarify and make progress toward his or her goals. Questions to consider are:

- **Do you meet regularly?**
Do you look forward to your meetings? Does your protégé?
- **Do you feel your protégé is accepting and applying your advice?**
Can you identify two or three instances when your advice helped your protégé?
- **Is your protégé becoming integrated into RIT community and his or her College and department?**
Has s/he built important or valuable relationships through your contacts?
- **Are you dedicated to each others' success?**
Do you feel a mutually-beneficial partnership?

If the answer to most of these questions is no, you should speak with your protégé about establishing new mutual commitments or transitioning the protégé to a different mentor. It is better for both of you to come to a definite end than to let the relationship simply “peter out” from lack of progress or motivation.

In a situation like this, have an honest discussion explaining why you feel the two of you are not a good fit and why another mentor could better serve the protégé. These steps can make the transition easier⁹:

- Plan enough time for the meeting and ensure that it takes place in an appropriate location.
- State your reasons for wanting to end the relationship directly, but sensitively, citing specific examples.
- Reviewing and recognizing progress that *has* occurred and the positive aspects of your time together.
- Make sure that any immediate items are covered, and possibly help the protégé set a direction for his or her next actions.
- Emphasize that you will continue to maintain confidentiality.

⁹ Dartmouth Mentor Exchange, based on Ensher and Murphy (2005) and adapted from material developed by Duke University.

Resources for Mentors

There is support throughout RIT to help you with your questions about mentoring.

- Your Department Head or Dean can answer questions about mentoring expectations and process in your College.
- Your peers—other experienced faculty— can discuss their mentoring experiences.
- The Faculty Associates can let you know about resources available to women and AALANA faculty.
- Subject Matter Experts available in RIT's Teaching & Learning Services, Scholarly Publishing Studio, and Sponsored Research Services can help protégés with specific challenges in these areas.

The Associate Provost for Faculty Success is also ready to support faculty mentoring, as well as to listen to your mentoring experiences to further improve the process at RIT.

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