

A Proposal to Enhance Mentoring at SPEA IUPUI

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Thomas D. Stucky
Professor of Criminal Justice
Director of Faculty Development

Budget: \$20,000 (\$10,000 IUPUI Campus with \$10,000 SPEA Match)

Abstract

SPEA IUPUI has a small number of senior faculty and a large number of pre-tenure or newly tenured faculty. The goal of the current proposal is to provide systematic mentoring to three distinct subpopulations of faculty (early career TT faculty, young mid-career TT faculty, and long-time Associate professors). Ongoing one-on-one mentoring is not feasible due to SPEA's shortage of senior faculty. Therefore, the current proposal envisions group mentoring workshops that will be used to develop professional development plans for all 17 tenure track faculty in SPEA that have not achieved the rank of Professor. These workshops and professional development plans will help individuals develop plans for their own promotions. Additionally, all faculty will be mentored on best practices in teaching and learning, consistent with the School's goal of enhancing student success. For research faculty, many of whom don't currently have senior faculty role models in their areas, a guest speaker series will be implemented with one visitor per semester. Newer faculty will have plans developed for promotion and tenure and young mid-career faculty will be better prepared to transition from mentee to mentor and develop a plan for their own promotion to Professor. Finally, long-time associate professors will work to establish a path to promotion. The goal of these activities is to lay the groundwork for a sustainable long term one-on-one mentoring program within SPEA, which will enhance the likelihood of successful promotion and tenure for junior faculty, and promotion for associate professors.

Purpose & Goals

Current Status of SPEA IUPUI

The School of Public and Environmental Affairs (SPEA) at IUPUI is an inter-disciplinary school with degree programs focusing on public and non-profit management, criminal justice and public safety, and environmental policy and sustainability. SPEA has undergone significant change in recent years. For the coming academic year, of 20 full time tenure track (TT) faculty, only seven are tenured. In terms of rank, there are only three full professors (one of whom is nearing retirement and has a reduced service load) and four tenured associate professors, with 13 assistant professors; though three are moving through the tenure and promotion process this year and two more will go up next year. In sum, the need for mentoring is acute and the resources for mentoring are thin at SPEA. Thus, the mentoring academy support could not come at a better time.

Having twice as many junior faculty (13) as senior TT faculty (7) might suggest that the need for systematic mentoring is obvious. However, SPEA also has evidence from recent strategic planning initiatives that additional mentoring would be useful. For example, the SPEA2020 SPEA Core: Visions, Goals, & Strategies¹ (hereafter *SPEA2020*) was issued in 2016 following an extensive year-long strategic planning exercise on both the Bloomington and Indianapolis campuses of SPEA, facilitated by outside consultants. *SPEA2020* outlines several areas for improvement that highlight the value of mentoring, particularly in research and teaching.

1. *SPEA2020* identifies a goal of expanding SPEA's research productivity with a focus on increasing quality and impact, as well as increased success in federal grant support.
2. *SPEA2020* also focuses on maximizing learning opportunities for students, especially the use of educational technology and cutting edge teaching methods, and enhancement of professional skills.

¹ http://spea.iupui.edu/documents/SPEA%202020%20Core%20Plan_2_2_16%20Final.pdf

Though not included in *SPEA2020*, there are also several cultural challenges that were identified in the information gathering process with faculty at all levels and in additional meetings held since then. Thomas Stucky has served as the Director of Faculty Development since Fall 2015, following five years as Director of Criminal Justice and Public Safety Programs. During the past three semesters, he has held several group and multiple one on one meetings with junior TT faculty, as well as ongoing discussions with senior TT faculty which point to the need for more effective and systematic mentoring. The climate around mentoring is especially acute given a failed promotion and tenure case in 2016. This event produced a climate of uncertainty for junior faculty and some tension between junior and senior faculty. In particular, junior faculty indicate that they perceived weaknesses in the existing mentoring system that were exposed in the failed tenure case. Senior faculty feel heavily burdened by the service associated with having a relatively small school and few faculty among whom the work load can be distributed.

Finally, third year reviews for several pre-tenure faculty were recently completed. The general consensus of the promotion and tenure committee was that pre-tenure faculty could use additional training on documenting excellence in research, particularly: developing a focused research agenda, demonstrating independence, and establishing a productive pipeline of scholarly manuscripts. All of these would be good topics for mentoring workshops. Thus, despite good intentions and no small amount of effort in recent years, there is a perceived need for more and better mentoring.

Goals of the Current Proposal

1. Identify mentorship needs among early career faculty, particularly relative to developing strong cases for excellence in research, and use facilitated group mentoring workshops to support development of Professional Development Plans
2. Develop mid-career TT faculty as both mentors and mentees and help them develop near and long term promotion plans

Goal 1: Develop Early Career TT faculty

As noted, 13 of 20 TT faculty are pre-tenure. Therefore, their focus is primarily on earning tenure within the next few years. Thus, the goal of this proposal is to provide them with mentorship opportunities that are more systematic than are currently possible with existing human capital in SPEA. Mentoring workshops will be used to help junior faculty develop PDPs relating to their area of excellence (which is typically research). Additionally, given the limited number of senior faculty in several key areas, guest speakers will be identified and brought in each semester in key areas to help junior faculty (and new associate professors) enhance their professional networks. Bringing in guest speakers is especially important because there are several areas of the SPEA portfolio where there are no senior TT faculty to serve as resources/ role models for less experienced faculty including: non-profit management, environmental policy, emergency management, and senior faculty in criminal justice and public management are pretty limited. SPEA2020 identifies the goal of increasing research and productivity of TT faculty. These efforts will directly enhance the ability of junior faculty to be productive researchers and raise the research profile of SPEA.

Goal 2: Develop mid-career TT faculty

Having capacity for mentoring of junior faculty can only come from developing that capacity from within SPEA. We simply do not have the resources to pay outside mentors long-term and asking outside mentors to do so voluntarily likely will not produce consistent improvements in mentoring. SPEA has a small number of long term Associate Professors that have not moved toward promotion. Therefore, one focus of the SPEA mentoring efforts will be on producing PDPs among the long-time associates in their area of excellence. For this group, additional training on best practices in mentoring will be accomplished during the mentoring workshops each semester.

A second group of mid-career faculty are within a year or two of the tenure decision. As noted, three are up for tenure currently, and two more will go up for tenure next year. This entire group will have already submitted their dossiers before the proposed mentoring efforts can begin in Fall 2017. Thus, this group needs mentoring on the transition from a junior to a senior faculty role and the long term plan for promotion to Professor. Each faculty member will develop a near and long term PDP. This group will receive training on how to continue their upward trajectory in research and to successfully navigate this transition. Additionally, they will begin to serve as mentors for junior faculty. Therefore, they will need training on best practices in mentoring junior faculty. Stability among this group is seen as critical for the long term health of the school. These efforts will directly enhance the ability of mid-career faculty to be productive researchers and raise the research profile of SPEA as they build sustained national or international reputations in their areas of excellence.

Overall Desired End State

SPEA IUPUI will spend the next two years focusing on the mentorship needs of faculty across the entire spectrum of full time faculty. Group mentoring workshops will lead to PDPs that provide paths to promotion and tenure for junior TT faculty. Workshops will also help the mid-career TT faculty transition from mentee to mentor for the junior faculty more effectively. Professional connections for both early and mid-career TT faculty will also be developed and enhanced for research by bringing in nationally or internationally renowned scholars. Following these two years, there will be a new cadre of mentors for incoming junior faculty and all faculty will have implemented professional development plans for their next promotion.

Who Benefits

The goal of this program is to provide direct group mentoring and mentoring training across the entire full time faculty. The components of the activities to be implemented will affect all TT faculty, though in different ways. Junior TT faculty will be systematically mentored in moving toward promotion and tenure. New mid-career TT faculty will be mentored on how to negotiate the transition to senior faculty roles and mentoring of juniors. All mid-career TT faculty will develop plans for promotion to Professor. All full time faculty (and students) including lecturers will benefit from workshops on best practices in teaching.

Methodology/Intervention:

Implementation plan

This proposal will cover activities from Fall 2017 through Spring 2019. Each semester, there will be a day long workshop for all TT faculty and each semester, there will be a prominent scholar brought in to foster research connections for faculty in areas of need. The Executive Associate Dean will review PDPs with each faculty member during their annual review meetings and provide formative feedback.

Activities

Workshops

It is anticipated that there will be a workshop in each Fall and Spring semester. The topics for these sessions will vary depending on where TT faculty are on their career paths. Junior faculty will focus on achieving tenure and promotion, particularly developing a focused research agenda, independence, and a productive pipeline. New associate professors will focus on the transition from junior to senior status, long term plans for promotion to Professor, and learning how to mentor junior faculty. Long-time associate professors will sharpen their mentorship skills and focus on developing plans for promotion to Professor. All faculty will receive training on high impact teaching and learning techniques. Funds will be used to pay for experts in mentoring in these areas. Given the size of Indiana University and the scale of mentoring efforts to this point (as highlighted by the large number of existing mentoring activities and resources one can locate on the Mentoring Academy website)², the primary source of consultants for these workshops is expected to be outside SPEA IUPUI but within the broad IU community. There will likely be some topics that can be effectively addressed by senior faculty within SPEA. Therefore, the composition of each workshop will involve a blending of internal and external resources. To the extent possible, however, IU consultants will be employed where possible.

- General Workshop Topics (see outline below for additional detail in each semester)
 - Early TT faculty: Achieving Tenure and Promotion, Excellence in Research
 - Mid-career TT faculty: Achieving Promotion, Transitioning from mentee to mentor
 - All faculty: Enhancing Teaching and Learning- implementation of best practices in teaching

Each of these topics will be modified and refined with input from the various faculty groups. This input will be gathered in the planning phase for each semester's workshop and from exit surveys at the end of each workshop. To achieve maximum effect, the specifics of these workshops are purposely left somewhat broad and adaptable. Funds will be used to provide honoraria for speakers/ facilitators and meals/snacks for the participants, as well as compensation for the Workshop Facilitators. For one of the sessions each year, if it is fiscally feasible, it seems worthwhile to identify a location outside of the Business SPEA building. The ability to achieve this objective will be subject to the availability of sites and funds and the costs of facilitators. It is

² <https://academicaffairs.iupui.edu/AcademicResources/Mentoring-Academy>

anticipated that each workshop will be a single full-day session near the beginning of each Fall or Spring semester. The cost for each of the four workshops is anticipated to be \$1,000 to pay for facilitators and \$250 for food for the day-long session, totaling \$4,000 for facilitators and \$1,000 for hospitality.

Mentoring

Because one on one mentoring is resource intensive given the large number of mentees relative to the number of mentors within the school and the inability to compensate outside mentors, the best approach to mentoring in **year one** appears to be providing group mentoring workshops. As discussed in Bland et al (2011), mentoring has been shown to increase job satisfaction, research productivity, and teaching effectiveness; and mentoring programs are most effective when they are tailored to the individual needs of the unit.³ Though perhaps less common than the “traditional” approach to mentoring, group mentoring is a recognized approach that has been shown to be successful. Additionally, placing faculty into subgroups for mentoring sessions will have some of the benefits of “peer mentoring” which enhances mutual support and collaboration but will have the added dimension of the expertise of senior faculty facilitators.⁴

By **year two**, the proportion of tenured faculty (10 TT associate professors by Fall 2018) will have shifted to allow the use of one-on-one mentoring of junior faculty. Therefore, mentees will be paired with mentors in the Summer of 2018 for the 2018-19 academic year. It is anticipated that there will be at least 2 mentor-mentee meetings per semester and mentors will submit a report at the end of year two regarding the topics discussed and the progress of the mentees. To incentivize participation, mentors will earn \$500 in their research and teaching (STAR) accounts for undertaking mentoring activities in year two. These funds will be deposited at the end of year two upon documentation of at least four meetings and submission of a summary report of mentoring activities and outcomes to the EAD. The total cost would be \$4,000 (8 * \$500) if all mentors submitted required documentation and met the requisite number of times.

Professional Development Plans

Mentoring programs are more likely to be effective when a formal approach to mentoring is adopted when there are clear purposes and goals, with clear expectations, and when the unit signals mentorship is important.⁵ To enhance mentoring across SPEA, one of the most important elements of the current proposal is to incentivize the development of Professional Development Plans (PDP).

³ Bland, Carole J. Anne L. Taylor, S. Lynn Shollen, Anne Marie Weber-Main, Patricia A. Mulcahy. 2011. *Faculty Success Through Mentoring: A Guide for Mentors, Mentees, and Leaders*. 1st paperback ed. Lanham, Md.: Rowman & Littlefield Publishers, 2011.

⁴ A number of non-traditional approaches to mentoring have been tested recently as discussed in Bland et al 2011 (see footnote 2). For one example of a facilitated peer mentoring model see Files, Julia A. Janis E. Blair, Anita P. Mayer, and Marcia G. Ko. 2008. “Facilitated Peer Mentorship: A Pilot Program for Academic Advancement of Female Medical Faculty” *Journal of Women's Health*. 17(6): 1009-1015. doi:10.1089/jwh.2007.0647.

⁵ Bland et al. 2011, page 21 (see footnote 2 for full citation).

These PDPs will serve several purposes. First, they will encourage all faculty to develop an intentional and systematic approach to their own career development. It is often easy to get lost in day to day details of our work lives and lose sight of the bigger picture. Before we realize another semester has passed and we are no closer to promotion. It is easier to be busy than productive. A well-crafted, thoughtful PDP will provide focus to the efforts of faculty in areas relating to promotion and help them to prioritize their work. PDPs will focus on identifying specific goals for the year relating to research for TT faculty and teaching for all faculty. At the beginning of year two, a revised PDP will be developed which outlines progress in the prior year and a set of objectives for year two. **Each PDP must include specific action steps and a timeline for completion.**

Finally, each faculty member will submit a final report on their progress toward goals across both years. Faculty will earn \$200 in their research and teaching (STAR) accounts for submission of their initial PDPs. They will earn an additional \$200 in their STAR accounts for submission of a year two revised PDP and final progress report at the end of year two of the mentoring academy. In 2017-18 there will be 14 full time TT faculty (including new hires for 2017-18) at the rank of assistant or associate professor (there are four professors, one associate professor is on a 25% appointment and another is submitting her dossier for promotion in the 2017-18 academic year so they are excluded from these calculations) so if all turned in all required documentation, the total cost would be \$5,600 (14 * \$400).

Speaker series

As noted above, one of the key issues in SPEA is the lack of senior faculty in several key areas. In other areas, there are very few senior faculty to provide mentorship. Research has shown that one of the key elements to successful academic careers is strong professional networks. According to Hitchcock et al (1995:1108):

Evidence accumulated over the past 30 years shows that successful faculty in higher education—those who get promoted and tenured, who get recognized for contributions, who produce more and significant research—consult frequently with colleagues. The evidence is so compelling that if one were allowed only one line of inquiry to predict a faculty member's success in the field, it might well be "Tell me about your colleagues."⁶

One way to foster connections for junior and mid-career faculty is to bring national or international experts to campus. There will be several advantages from bringing in these speakers. First, junior faculty will have enhanced access to senior scholars in their field. The benefits of these connections cannot be underestimated. Pre-tenure faculty will be exposed to highly productive role models in their areas of expertise. Additionally, the professional connections and possibilities for research collaborations are dramatically increased. Given that an emerging or sustained national reputation is a key component of a successful promotion on research⁷, enhancing the awareness of senior scholars of the work of our faculty will be greatly beneficial. Though research will be a key component of these talks, speakers will also be asked to comment on professional development in

⁶ Hitchcock, Maurice A., Carole J. Bland, Francine P. Hekelman, and Mark G. Blumenthal. 1995. "Professional Networks: the Influence of Colleagues on the Academic Success of Faculty." *Academic Medicine* 70: 1108-1116.

⁷ Promotion and Tenure Standards, School of Public and Environmental Affairs

their own careers so faculty can learn from successful models. Finally, students will be invited to these talks so they can also benefit from a broader range of faculty expertise than they would otherwise. As part of each visit, to maximize the impact of the speaker, there will be lunches, dinners and one-on-one meeting opportunities for faculty, particularly pre-tenure faculty. It is anticipated that the speaker support will be approximately \$5,400 (1,350*4 semesters) to cover honoraria and travel costs. If necessary, SPEA will cover additional costs above and beyond the amount listed here.

Identification of speakers will occur by polling the faculty each semester. Efforts will be made to rotate the professional areas of the speakers starting with those where there are no senior faculty currently at SPEA, particularly emergency management and non-profit management.

Timeline for project

Summer 2017

- Plan Fall 2017 workshop and identify facilitators for Workshop 1, especially group mentors
- Poll faculty regarding guest speaker 1
- Survey faculty to establish pre-intervention views on mentoring and progress toward promotion among faculty
- Secure Speaker 1 and arrange travel

Fall 2017

- Workshop 1
 - Assistant Professors: Developing a focused research agenda
 - Associate Professors: Managing the transition to mentor, best practices in mentoring
- Facilitated group mentoring session for pre-tenure faculty as part of workshop
- Speaker 1
- Identify and schedule Speaker 2
- Plan Spring 2018 workshop and identify facilitators for Workshop 2

Spring 2018

- Workshop 2
 - Assistant Professors: Ensuring a productive pipeline
 - Associate Professors: Developing a plan for promotion
- Facilitated group mentoring session for pre-tenure faculty as part of workshop
- Speaker 2
- Submit PDP progress report and revised plan for year 2

Summer 2018

- Plan Fall 2018 workshop and identify facilitators for Workshop 3
- Poll faculty regarding guest speaker 3
- Secure Speaker 3 and arrange travel
- Identify mentor-mentee pairs for 2018-19 academic year
- Survey faculty following year one to establish whether views on mentoring and progress toward promotion have improved

Fall 2018

- Workshop 3
 - Assistant Professors: Documenting excellence in research
 - Associate Professors: TBA
- Individual mentoring throughout semester
- Speaker 3
- Identify and schedule Speaker 4
- Plan Spring 2019 workshop and identify appropriate facilitators for Workshop 4

Spring 2019

- Workshop 4: Best practices in Teaching (all T*T faculty and lecturers)
- Individual mentoring sessions throughout semester
- Speaker 4
- Final PDP progress reports submitted
- Survey faculty following year two to establish whether views on mentoring and progress toward promotion have improved

Recruitment of Participants

Because the effort is designed to apply to all permanent full time T*T faculty, there are no formal recruitment efforts that will be expected. Attendance at the workshop each semester will be expected and supported by announcements from the Executive Associate Dean. Submission of PDPs and progress reports will be expected and incentivized by funds being deposited in faculty STAR accounts. Additionally, mentorship will be incentivized by payment to the mentors for regular meetings with mentees to be paid upon completion of year two activities. Participation in the Speaker series is expected to vary depending on the specific area of expertise of the visitor but will be strongly encouraged by the Executive Associate Dean.

Budget

The Executive Associate Dean of SPEA has committed to matching funds provided by the campus for the mentoring academy up to \$10,000. Thus, the budget below is predicated on \$20,000 in total funds. Allocation of funds from the two sources will follow guidelines identified by the campus. **Currently, it is anticipated that each source (SPEA and IUPUI) would provide \$5,000 in each year. Thus, half of each amount below will be supported from each source in each year.**

Mentoring Workshops \$4,000 (1,000*4 semesters)

- Funds will be used to pay for facilitator(s) honoraria

Hospitality \$1,000 (250* 4 semesters)⁸

- Funds will be used to pay for food at day long workshops

Professional Development Plan Support \$5,600 (14 * \$400)

- \$200 per person in STAR account when submit initial PDP
- \$200 per person when submit year 2 PDP **and** final progress report

Year Two Mentor Support \$4,000 (8 * \$500)

- Each SPEA mentor will receive \$500 in support for meeting at least twice each semester with mentees and submitting a summary report at the end of year two.

Speaker Series \$5,400 (1,350*4 semesters)

- Travel costs and honoraria for Research-oriented guest speaker each semester
- Excess costs for speakers will be borne by SPEA

Assessment plan

Outcomes

In terms of measuring the outcomes from these efforts there are several metrics that can be feasibly collected. It is anticipated, however, that some of the benefits of the program will bear fruit over a longer period of time. The goal of this proposal is to lay the foundation for more effective mentoring at a time when SPEA has high needs and severely limited resources, especially in terms of senior faculty.

Overall Program Assessments

- Climate survey on the state of mentoring in SPEA, prior to the intervention and then again at the end of years one and two should show improvement among faculty on view of effectiveness of mentoring and the comfort level faculty have with moving toward promotion (and tenure).
- Survey of mid-career faculty on their perceived ability to mentor junior faculty at end of year one compared to their perceived comfort level with mentoring measured pre-intervention

⁸ Note that half of hospitality will be from SPEA IUPUI so as not to exceed maximum allowances for food.

- Surveys of faculty at the end of year two on which parts were most beneficial and action items that could be implemented in the future to continue mentoring efforts
- Number of TT faculty that submit dossiers for promotion (and tenure)
- Number of successful promotion and tenure cases
- Number of articles submitted and accepted by pre-tenure faculty

Workshops

- Exit surveys from participants on which parts were most beneficial and areas in need of improvement

Mentoring

- Number of participants attending group mentoring session in year 1
- Survey of pre-tenure faculty on the effectiveness of group mentoring in year 1
- Number of mentor-mentee pair meetings in year 2
- Mentee satisfaction survey at the end of year 2 to identify how year went and suggest areas in need of improvement in year two

Professional Development Plans

- Number of PDPs submitted in year 1
- Number of pre-tenure faculty PDP's that address excellence in research through independence, developing a focused research agenda, and establishing a productive research pipeline including action steps and a timeline.
- Number of post-tenure faculty PDP's that articulate a specific plan for promotion including action steps and a timeline.
- Number of revised PDPs submitted in year 2
- Number of final progress reports submitted at the end of year two

Speaker Series

- Number of meetings with pre-tenure faculty and guest speakers
- Surveys of faculty at the end of each year on which parts were most beneficial and areas in need of improvement, including number of additional connections reported by pre-tenure faculty through networking with guest speaker

Plan for Sustainability of Initiative

The goal of the current proposal is to provide a bridge for SPEA through a transition period where few resources for individual mentoring of junior faculty exist. Following these activities, junior faculty will have received systematic mentoring, developed and implemented plans for their promotions to associate professor. Mid-career TT faculty will have developed long term plans for promotion to Professor and will have learned how to transition to a senior faculty role, which encompasses mentoring junior faculty. Following this two year period, a large majority of TT faculty will be tenured or within a year of tenure. Therefore, SPEA will be in a much better position to implement systematic individual mentoring that is sustainable. Additionally, it is hoped that a speaker series will become a tradition within SPEA. Perhaps resources to bring a speaker every semester may not be sustainable, but an annual speaker series would still provide some benefit.

Finally, if the PDP program produces tangible benefits in terms of promotion, it is possible that this tool could become a permanent component of mentoring at SPEA.



IUPUI

**SCHOOL OF PUBLIC AND
ENVIRONMENTAL AFFAIRS**

INDIANA UNIVERSITY
Indianapolis

February 13, 2017

Gail Williamson, Chair

RE: IUPUI Mentoring Academy Planning Committee

Dear Professor Williamson,

I have reviewed the mentoring proposal submitted by Professor Thomas D. Stucky, Director of Faculty Development. This proposal outlines a feasible and sustainable program that will enhance the development of faculty through systematic group mentoring workshops, professional development plans and a guest speaker series. As noted in the proposal, SPEA does not have the number of senior faculty necessary to sustain a robust mentoring system. This proposal will foster the development and utilize this resource for young tenure track faculty. The proposal will also support the movement of our cadre of full time lecturers along the path toward promotion to senior lecturer. SPEA is prepared to match the campus funds up to \$10,000. Thank you for your consideration and review. Please let me know if you have any further questions which I would be happy to address.

Best regards,

Lilliard Richardson
Executive Associate Dean