

IUPUI Mentoring Academy Proposal

Faculty Mentoring Plan *“Creating a Culture of Faculty Advancement”*



SCHOOL OF
**PHYSICAL EDUCATION AND
TOURISM MANAGEMENT**
IUPUI

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ABSTRACT:

The School of Physical Education and Tourism Management (PETM) has a small but very diverse faculty in regard to academic background, culture and gender. Although the success rate for promotion and tenure in the tenure-track ranks has been very good, overall only 16% of all promotable faculty members (tenure and non-tenure-track) have achieved their highest academic rank. As a result, the school's administrators and faculty organization have identified "mentoring/faculty development" as one of six major strategic initiatives. Success in this initiative would help move faculty through the ranks by improving faculty productivity, not to mention the indirect effect of increasing the school's recognition locally and beyond. The purpose of this proposal is to introduce the School's mentoring plan and request funding to begin and strengthen implementation of the plan.

The School's mentoring plan applies to **all** promotable faculty and involves an individualized, yet structured process, which includes at the very least, annual follow-up with School administrators. A multitude of mentor models (i.e., peer-to-peer, senior mentor-to-mentee, mentoring committee, culturally or gender matched mentoring, etc.) will be used based on the specific needs of each faculty member. The Dean and Associate Dean are well aware of the requirements of this mentoring plan and have committed to the considerable time requirements necessary to meet with faculty. In addition, they have pledged ongoing financial support.

Work toward implementation of the plan began in April 2016 with a mentoring needs assessment survey being distributed to all PETM faculty members. Some notable findings from the survey are listed in the "Target Groups" section of this proposal. As it is clearly indicated from this data, there is a significant need and desire by the faculty of PETM to participate in a formalized mentoring plan and program.

Throughout the summer of 2016, the data will continue to be analyzed and a detailed plan for the PETM Fall retreat will be outlined and organized. The work will continue in August 2016 with a portion of our annual PETM Fall retreat being dedicated to mentoring.

Actual implementation of the face-to-face mentoring meetings with School Administrators will start in May of 2017 and continue for a span of seven years. Assessment of the mentoring plan will begin in August 2017 with the development of surveys to collect annual feedback data. This survey data along with faculty advancement and productivity measures derived from the faculty annual reports will be used to monitor program effectiveness.

Lastly, PETM will continue to seek additional resources from professional associations like the American College of Sports Medicine and/or other university sponsored programs and initiatives to help sustain our mentorship efforts. The success of the PETM mentoring plan will require commitment from both administrators and faculty, who continue to provide their input on this plan and pledged their support. The supplemental funding of the PETM Mentoring Plan by the IUPUI Mentoring Academy will be instrumental in helping to ensure the development and future success of this program.

PURPOSE:

The purpose of this mentorship program proposal is to provide **all** promotable full-time faculty (lecturers, clinical-track, tenure-track and tenured faculty) a formal and structured support system designed to provide the ongoing motivation, individualized assistance and the resources necessary for continued professional development, which ultimately culminates in promotion, tenure and/or sustained productivity.

RATIONALE:

The topics of getting new faculty off to a good start and ensuring continued support, guidance, and development for current faculty have been areas of much discussion by the PETM Faculty Affairs Committee over the last several years. Recently, the Dean of the School of Physical Education and Tourism Management (PETM) along with the entire faculty organization identified six strategic initiatives that the school needs to implement. ***One of those initiatives directly involves continued faculty development with the purpose of elevating the reputation and stature of the School of PETM regionally, nationally, and internationally.*** This strategic initiative cannot be achieved without faculty who are motivated, supported, and guided toward professional advancement whether it be in the area of teaching, research or service.

TARGET GROUPS:

Currently there are 31 full-time faculty members in the School of PETM with only 4 (2 of which are administrators) being full professors. Of the remaining 27 faculty members, 10 are associate professors, 4 are assistant professors, 5 are clinical assistant professors, 1 is a clinical associate professor, 1 is a senior lecturer, and 6 are lecturers. While the success rate for promotion and tenure from assistant professor to associate professor has been very good, movement toward promotion after tenure and in the non-tenure track faculty has been poor (i.e., only 16% of our faculty have reached the highest rank they can achieve – 4 full professors and 1 senior lecturer). As a result, the Dean is committed to developing and supporting a culture of advancement, both in terms of time and finances to this mentoring plan. Since our total number of faculty is relatively small, the target groups for this proposal are ***all*** full-time faculty below the rank of professor or senior lecturer within the School of PETM. This includes lecturers, clinical faculty, tenure-track faculty and tenured faculty.

In April of 2016, a faculty survey was developed and administered to assess the baseline perspectives of faculty in regard to guidance and support toward promotion and professional development. The survey was given in late April and data analyzed. Twenty-five of thirty-one faculty members responded to the survey. Some notable results of the survey are listed below¹:

- 68% indicated they were neutral, disagreed, or strongly disagreed that they have discussions about their career plans and advancement with PETM administrators
- 80% indicated they were neutral, disagreed, or strongly disagreed that the School is effective at providing career-advancement guidance to promotable faculty
- 84% indicated that they were neutral, disagreed, or strongly disagreed that providing support to faculty for advancement has clearly been a goal for the School of PETM
- 65% desired clarification of the promotion criteria under teaching
- 69% desired guidance on the types of scholarship needed for promotion under teaching and/or service as the area of excellence
- 73% indicated they would like to develop a plan for promotion

Clearly as indicated by this data, there is a need and desire by PETM faculty to participate in an organized and structured mentoring plan.

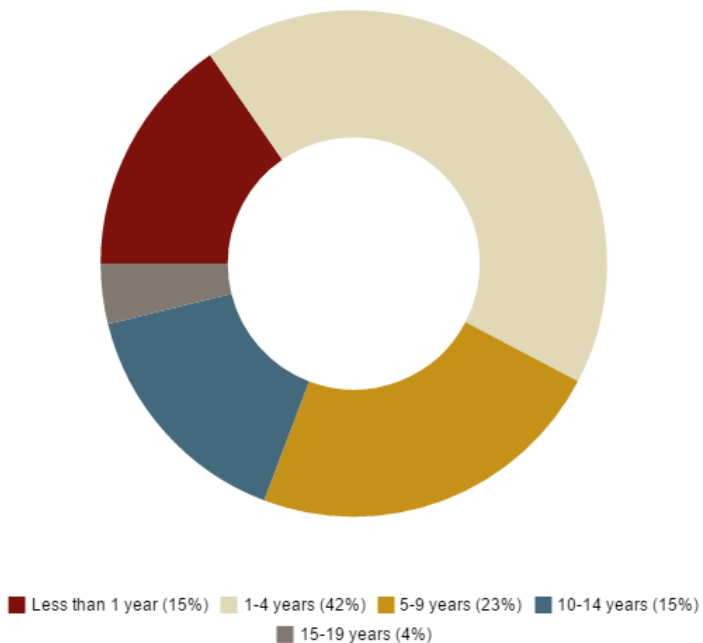
¹ Complete survey results available upon request

OUTCOMES:

The outcomes of this mentoring plan are to encourage, support and motivate *all* faculty to:

- Achieve the highest professional rank possible
- Retain quality faculty
- Increase productivity within the school of PETM

Years in Current Rank



Achieve the highest professional rank possible:

As indicated in the graph below, we have some faculty who have been at their current rank and not moved toward promotion in both the tenure and non-tenure tracks. We will assess the progress on this goal by tracking time in rank and time to promotion. Are our faculty being promoted in a timely manner? Baseline data, for the previous 5 years, will be obtained and used as a starting point for comparison purposes.

Retain quality faculty: A faculty retention report will be created yearly. As we know faculty leave the university for a variety of reasons, the hope is they will feel supported and valued through this program and not consider leaving PETM or IUPUI.

Increase productivity within the School of PETM: We will track number of publications, presentations, grant proposals (internal and external), leadership positions on committees

in professional organizations, teaching and service awards, etc. These numbers will be obtained from the Faculty Annual Reports (FAR). We will look at these numbers for individual faculty members and for the school as a whole. We will create a baseline report for the past 5 years to use as an initial comparison.

Each of these goals will be monitored yearly by the Dean, Associate Dean, Department Chairs, and Ad-Hoc Mentoring Committee.

METHODOLOGY / INTERVENTIONS:

A diagram of the proposed plan is shown in Figure #1. As depicted at the top of the figure, *all* faculty members who are promotable, whether they be new hires (top left side of figure) or current faculty members (top right side of figure), will be included in the mentorship plan. The School of PETM is a small (N=31), yet diverse group, both in regard to gender (45% female) and race (19% non-white). As a result, the proposed mentoring plan is best described as individualized, yet structured, using various mentoring models (i.e., peer-to-peer, senior mentor-to-mentee, mentoring committee, culturally or gender matched mentoring, etc.). Which mentoring model(s) to use will be initially determined based on exchanged information in the two meetings with PETM administrators that occur within the first year of implementation.

It is important to note, that the mentoring model may change from year-to-year for an individual faculty member based on outcomes from the annual assessment meeting and their changing needs. Some faculty may opt out of mentoring if they feel they do not need it, and their productivity is strong based on their Faculty Annual Report or they plan to retire within 7 years.

Newly Hired Faculty

In brief, newly hired faculty within the first month of their arrival (i.e. August/September) will go through a formalized orientation with the Associate Dean. In the orientation meeting the Associate Dean will familiarize the faculty member with university/school policies, promotion and tenure procedures, role expectations, school culture and the school's mentoring process. It is at this point that the new faculty should be encouraged to seek out advice and answers to questions from more senior faculty of their choosing (i.e., informal mentoring).

In January (i.e., 6 months into their position), the Dean or Associate Dean and Department Chair will have a follow-up meeting with the new faculty member to address any issues that may have arisen, answer questions and begin discussion and formulation of their 5-year plan of progress. In this meeting, areas in which the faculty member may need assistance will be identified and the appropriate mentoring model be recommended.

After the new faculty member's first year, the Dean or Associate Dean and Department Chair will again meet with the faculty member to answer questions, address concerns and discuss/revise their 5-year plan toward either promotion (lecturers and clinical faculty) or promotion and tenure (assistant professors). The plan discussion with the faculty member will help determine the appropriate mentoring model for the coming year. Again the mentoring model used will be individualized in hopes of maximizing the effectiveness of the mentoring process (University Leadership Council, 2009).

After assignment of the appropriate mentor/mentor model, the potential mentor/mentors will be sent the faculty member's 5-year plan and asked to review and evaluate it using a mentoring worksheet (Zachary, 2012, pg. 134). At the first mentoring meeting, which will be within a month of their annual follow up with the Dean or Associate Dean and Department Chair, the mentor/s and mentee will be encouraged to complete a mentor partnership agreement such as ones provide in *The Mentor's Guide* on pages 148-150. In cases where qualified or willing mentors cannot be found locally, the Dean will provide travel monies so that faculty members can be provided mentors who may have the needed skills but are located off of the IUPUI campus and/or outside the local community.

As shown in the figure there will be an annual evaluation of the faculty member's plan and an assessment of the mentor-mentee relationship. Based on the faculty member's planned progress and input regarding the effectiveness of the mentor-mentee relationship, adjustments can be made annually, if necessary. Both accountability and productivity of the partnership will be assessed each year and adjustments made, if necessary.

Current Faculty

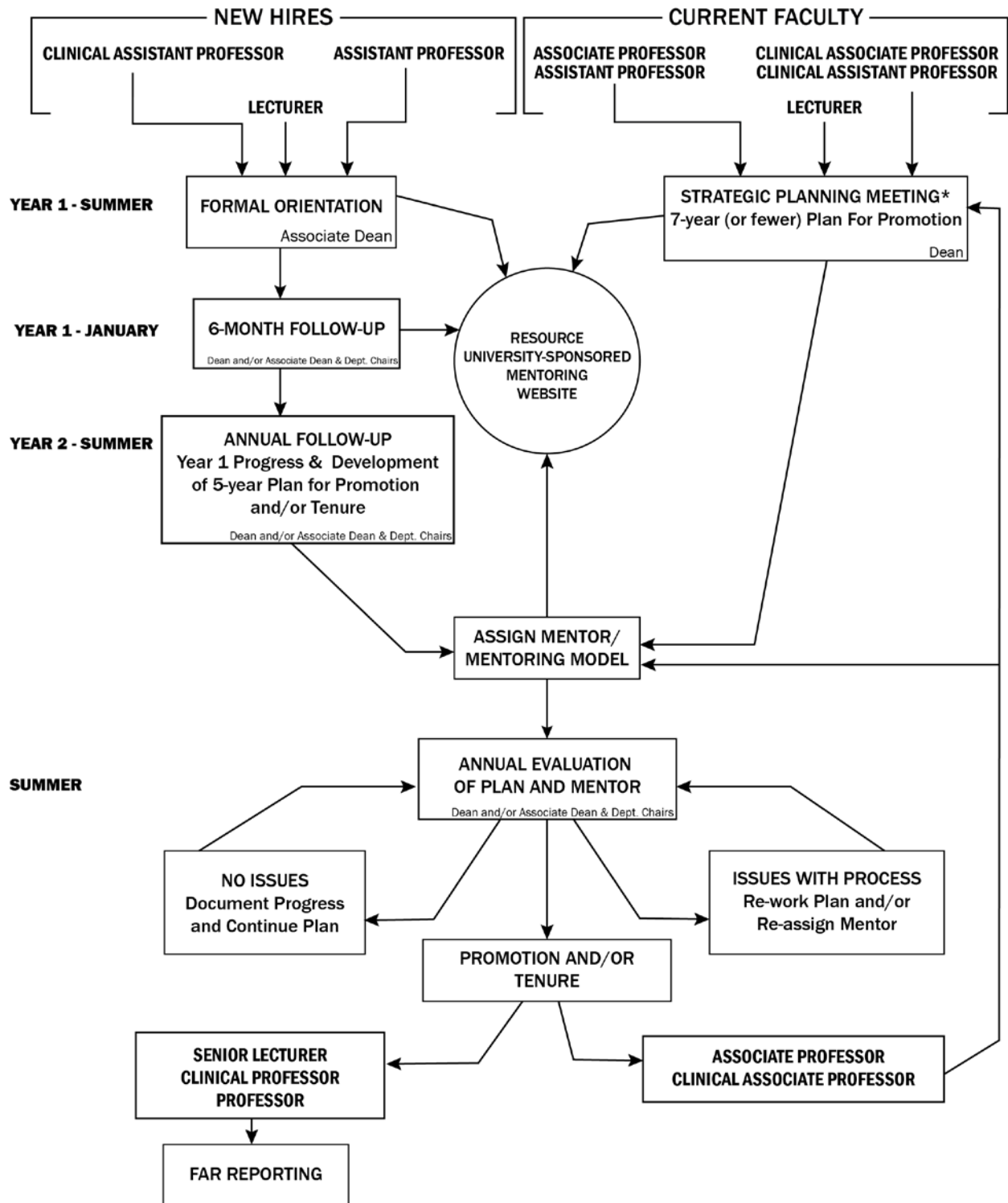
The process is very similar for faculty who are not new to the school (top right side of Figure #1). Upon implementation of the mentoring plan, each faculty member will meet with the Dean to begin formulating a 7-year or less plan for advancement. [*NOTE: Seven years or less was chosen as a time period since there is no formally recognized, finite timeline to achieve the rank of professor at IUPUI and 7 years would certainly serve as a reasonable time frame on which to develop such a plan. Additionally, current faculty members entering into the program may not need a 7- year plan, but a timeline goal will be established*]. Based on the faculty member's plan, the Dean will assist in assigning the appropriate mentor/mentoring model. The potential mentor/s will be asked to review and evaluate the mentee's plan and at their first meeting and complete a mentor partnership agreement. As with the newly hired faculty, progress and effectiveness of the mentor-mentee relationship/model will be assessed and adjusted annually, if necessary.

Throughout the entire process, there will access to mentoring resources developed by the university such as the online mentoring website developed by the Indiana School of Medicine (<http://faculty.medicine.iu.edu/faculty-development/mentoring/>).

Finally, a key part to the success of the mentoring plan will be the mentors themselves. As such, there will be support for and recognition of the mentors and their efforts. Funds are being requested to cover costs associated with mentor training. Webinars, conferences, invited speakers, and workshops are just a few of the tools that will be used to help train all faculty members on effective mentoring and mentoring relationships. Also, funds will be dedicated for travel purposes. Travel might be necessary, if the best mentor for particular faculty needs is found nationally or internationally. The Dean has pledged to dedicate time at our bi-annual faculty retreats to the topic of mentoring. In addition, faculty members who have demonstrated a commitment to and excelled in mentoring will be recognized annually and provided a financial stipend that may be used toward professional development, travel, or their teaching, research, and service efforts.

FIGURE #1:

PETM MENTORSHIP PROGRAM



*Occurs within 6 months of implementation of mentoring plan or time of faculty's promotion

TIMELINE:

In April of 2016, a faculty survey was developed and administered to assess the baseline perspectives of faculty in regard to guidance and support toward promotion and professional development. The survey was given in late April and data analyzed.

The mentoring plan will be implemented in August of 2016 at the PETM Fall Faculty Retreat. Throughout the Fall 2016 semester, all target faculty members (see Target Group section) will meet with the Dean or Associate Dean and begin developing plans for promotion, tenure and professional development.

Additionally, during the Fall 2016 semester, the PETM Faculty Affairs Committee will develop criteria for the PETM Mentor Awards (Two \$1000 awards to be given annual for exemplary mentoring). These criteria will be approved by the faculty by January 2017 and be presented at the Spring PETM Retreat, so the first awards will be given for the first time in Spring 2017.

By January of 2017, all target faculty members will have developed their individualized plan for advancement. The search and assignment of faculty mentors will begin in January 2017 and be completed by February 2017. Training workshops and other opportunities will be promoted and offered in the Spring of 2017.

The Annual Evaluation of Plans and Mentor Meetings (Dean/Associate Dean, Department Chair, and mentee) will begin in May 2017. At this meeting the faculty member will bring his/her FAR, P&T review, administrative review, and a personal reflection on his/her progress on the plan for promotion.

The annual assessments of the mentoring plan model will begin in August of 2017 with a survey of faculty. Adjustments to the mentoring plan will be made periodically based on faculty feedback. Assessments will continue annually for 7 years, which corresponds to the length of the tenure process and allows associate professors (tenure and clinical) to work toward promotion to full professor and lecturers to work toward promotion to senior lecturer.

Timeline At-A-Glance

- **April 2016:** Faculty Survey about Mentoring Needs in PETM
- **August 2016:** PETM Fall Faculty Retreat – Dedicated time to explaining the mentoring model and giving faculty time to begin writing their plans
- **Fall 2016:** PETM Faculty meet individually with Dean for Strategic Planning; PETM Faculty Affairs Committee to develop and Present to PETM Faculty Organization criteria for Mentoring Awards
- **January 2017:** Spend time at PETM Spring Retreat discussing mentoring plans; Faculty have individual plans developed and submitted to Dean/Associate Dean
- **February 2017:** Mentors assigned
- **March/April 2017:** Provide ongoing training for faculty about productive mentor/mentee relationships; Two Mentoring Awards given to faculty members
- **May 2017:** Annual Evaluation of Plan and Mentor Meeting with Dean/Associate Dean and Department Chair (mentee will bring FAR, P&T review, administrative review, and personal assessment of progress on plan)
- **August 2017:** Annual Assessment of PETM Mentoring Model begins; Develop Mentoring Satisfaction Survey
- **January 2018:** Administer and analyze Mentoring Satisfaction Survey to faculty; Re-evaluate Mentoring Plan and make needed adjustments

BUDGET:

Item	Amount	Detail	Requested
Mentorship Awards/Incentives	\$2,000 per year	Two annual \$1000 awards for Top PETM Mentors; PETM funded, ongoing	NA
Mentorship/Mentee-Related Travel Cost (Supplemented funds)	\$4,500	Used for faculty travel when national/international mentor is identified; Matching travel funds for 1 st year initiation of mentoring program	\$4,500
Ongoing Program Assessments	\$2,000	Funds for graduate student assistant for Faculty Mentor Plan Satisfaction survey development and annual data entry; trend analysis to assess success/progress of mentoring plan	\$2,000
PETM Fall 2016 Retreat where faculty will begin work on creating their individual mentoring plans	\$2,500	Funds for mentoring consultant, venue, lunch, resources and materials	\$2,500
Mentor Training (Additional workshops, webinars, conferences, symposia, luncheons, etc.)	\$1,000	Funds to cover the cost of mentorship training for interested faculty	\$1,000
TOTAL			\$10,000

ASSESSMENT STRATEGIES:

The assessment of the success of this mentorship proposal will be two-fold:

- Assessment of faculty promotion, productivity and retention – individual and school-level progress
 - Annually tracking faculty time in rank to be promoted
 - Annually tracking number of publications, presentations, teaching and service awards, etc. as reported on FAR
 - Annually track faculty retention
- Assessment of the mentor process and relationship
 - Annual PETM Mentor Plan Faculty Satisfaction Survey
 - Annual “Partnership Check-in” survey for mentors and mentees

To measure the progress of faculty productivity, the goals and SMART (specific, measurable, achievable, realistic, time-targeted) objectives of each faculty member’s annual plan member will be evaluated. Over a number of years, the faculty willingness and success at the Promotion and Tenure level will also be recorded and reviewed.

This mentorship plan has several stages and the satisfaction of each of the six phases above will be assessed by the mentee. Mentees and mentors will be asked to complete a “Partnership Check-In” each year (Zachary, 2015, page 170) and specific questions on each stage will be assessed to make improvements for future years.

PLAN FOR SUSTAINABILITY:

The strength of this mentorship proposal lies in our stakeholder support. The Dean and Associate Dean have committed significant time and resources to the success of the initiative. With strong support from the PETM administration, the faculty is confident this could be a sustained program. Incentivizing the top mentors through recognition awards and mentees through travel funding will additionally keep the interest of the faculty participation in the program.

If the programmatic assessment is both designed and reported to show significant results of the mentor/mentee relationship, faculty members and administrators will want to continue funding and supporting these efforts. A significant commitment to assessment is necessary to ensure sustainability of the mentor program.

Lastly, PETM will continue to seek additional resources from professional associations like the American College of Sports Medicine (<http://mwacsm.org/html/MentoringProgram.html>) or other university grant initiatives to continue work on our mentorship efforts.

UNIT SUPPORT:

The proposed mentoring plan has been reviewed by the Dean, Associate Dean, Department Chairs, and members of the school's Faculty Affairs Committee. All parties have had a chance to review, discuss, and contribute to the mentoring plan's formulation. As a result, this mentoring plan and its immediate implementation is strongly supported.

There is a substantial time commitment (~45 to 50 hours annually) required of the Dean and Associate Dean to implement and carry out this plan. It should be noted that both the Dean and Associate Dean understand the time commitment required and feel the investment of time is well worth the potential benefits of increased faculty productivity, school recognition and faculty retention/satisfaction.

Finally, financial support of the plan is required and the Dean has committed ongoing funding for the mentorship awards to be presented annually to outstanding mentors and for travel money dedicated to cover travel costs for faculty who require mentor relationships outside of our local resources.

REFERENCES:

Tansey, J. & Enyeart, C. (May, 2009). *Models of faculty mentoring: Approaches at six institutions*. University Leadership Council: Education Advisory Board, Washington, DC.

Zachary, L. (2012). *The mentor's guide: Facilitating effective learning relationships (2nd ed.)* Jossey- Bass: San Francisco, CA.