Mentoring Proposal

School

Liberal Arts

Representatives

Phil Goff, Professor of Religious Studies
Robert Rebein, Chair and Professor of English
Kristy Sheeler, Chair and Professor of Communication Studies; Interim Associate Dean
for Academic Programs
Estela Ene, Associate Professor of English
Thom Upton, Associate Dean for Faculty Affairs, (Liaison with Dean's Office)

Title

PACES: Promoting Advancement through a Culture of Encouragement & Support

Abstract

Since 2000, there has been a marked increase in the number of associate professors in the School of Liberal Arts who have not sought promotion to full professor within ten years of obtaining the rank of associate. The purpose of our proposed mentoring program is to create a culture of mentored support and planned expectation by addressing the feelings of fear and apathy, and the sense of lack of information that many have surrounding promotion to full professor. In addition to increasing the amount of feedback given annually to associate professors with regard to their activities and plans for promotion, the goal is to provide support and resources for associate professors to bring clearly articulated scholarly projects to fruition in a timely manner.

Background

Since 2000, the school has noted a marked increase in the number of associate professors who have not sought promotion to full professor within ten years of obtaining the rank of associate. During the 2000-01 academic year, there were 66 associate professors in the school; 52 (78%) had been in rank for fewer than 10 years and 14 (22%) for ten years or more. As of the beginning of the 2015-16 academic year, the school has 49 associate professors; 26 (53%) have been in rank for fewer than 10 years and 23 (47%) for ten years or more. The dramatic increase over 15 years of associate professors remaining in rank for 10 years or longer (nearly doubling from 14 to 23 or 22% to 47%) is a cause for concern. The following information provides further context:

Table 1. School of Liberal Arts tenure-track faculty by rank and gender as of August 1, 2015.

	Assistant	Associate	Full	Total
Male	19 (11%)	21 (26%)	42 (51%)	82
Female	20 (31%)	28 (43%)	17 (26%)	65
Total	39 (27%)	49 (34%)	59 (41%)	147

Table 2. School of Liberal Arts full professors by gender and minority as of August 1, 2015.

	Male	Female	Minority	Non-Minority
Full Professors	46 (72%)	18 (28%)	7 (11%)	57 (89%)

Table 3. School of Liberal Arts associate professors by time in rank and gender.

	Male	Female	Total
Associate < 10 yrs.	7 (27%)	19 (73%)	26
Associate 10+ yrs.	14 (69%)	9 (39%)	23
Total	21 (43%)	28 (57%)	49

Table 4. School of Liberal Arts associate professors by time in rank and minority status.

	Minority	Non-Minority	Total
Associate < 10 yrs.	11 (42%)	15 (58%)	26
Associate 10+ yrs.	3 (13%)	20 (87%)	23
Total	14 (29%)	35 (71%)	49

Table 5. School of Liberal Arts female and minority full professors by year (Fall Semesters)

Full Professors	2010	2011	2012	2013	2014	2015
Female	15 (27%)	16 (30%)	17 (33%)	18 (35%)	16 (30%)	???
Minority	5 (9%)	5 (9%)	6 (12%)	7 (13%)	8 (15%)	???

Data presented in Table 1 show that the percentage of male tenure-track faculty who have achieved the rank of full professor is about double the proportion of females who have been promoted to full professor. Of the 59 full professors, only 17 (29%) are women and only 8 (13%) are from underrepresented minorities (Table 2). Nine of the 23 associate professors (39%) who have been in rank for 10 years or more are women (Table 3) and 3 (13%) are underrepresented minorities (Table 4). Longitudinal data in Table 5 illustrate that women and minority full professors have increased only slightly over the last six years. While our mentoring plan and resources will be open to all, we must acknowledge these disparities in order to foster a culture of encouragement, support, and inclusion as we assist our faculty with achieving promotion.

In order to explore further some of the current expectations, goals, and challenges that our associate professors hold related to promotion, during fall semester 2014 an anonymous survey was sent to 46[*] associate professors in the school with questions related to their goals/plans, efforts and obstacles toward promotion to full professor; 31 faculty (65%) responded to the survey. One clear result from the survey was that many

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[*] The survey was not sent to associate professors who had submitted dossiers for promotion to full professor in August or who had indicated their intent to retire by the end of the 2014-15 academic year.

associate professors, even those recently promoted to rank, don't have a specific plan/timeline set to achieve promotion to full professor, and many of those who have been in rank for more than 3 years do not have advancement to full professor as a high priority.

We learned through our survey that faculty hold the following perceptions related to the promotion process:
- Lack of clarity in promotion guidelines
- Feelings of lack of support
- Fear of judgment
- Acknowledgement that research has waned since achieving tenure—lack of energy, confidence, time, guidance
- Lack of understanding of the benefits—salary, prestige, leadership
- Apathy—why should I try? What's in it for me?
- High administrative and/or teaching expectations

The good news is that more than half of those who responded to the survey indicated that they are interested in participating in a program to jumpstart or help them maintain productivity. With this information in mind, we propose the following program.

Purpose:

The purpose of our proposed mentoring program is to create a culture of mentored support and planned expectation by addressing the feelings of fear and apathy, and the sense of lack of information and guidance that many have surrounding promotion to full professor.

We look to build on the strengths of the current "EMPOWER" program to focus on associate professors in the school: to help associate professors 1) continue (or re-ignite) their success in pursuing scholarly agendas in teaching, research, and/or service, and 2) achieve (or re-ignite) significant professional growth and advancement through the dissemination of their scholarly products/activities in publications and other avenues.

What is clear from the literature on mentoring is that there is no 'one size fits all' approach that is equally effective for all faculty members (Eby 2014). Each faculty member has different priorities, is motivated in different ways, wants different combinations of support and developmental opportunities, has different career goals, and faces different obstacles and challenges in both their professional and personal lives. As noted by Dominguez and Hager (2013, p. 183), "Research has … indicated that mentoring programs and relationships designed to satisfy mentees' needs and goals increase their probability of success by providing the right type of mentoring at the right time, by matching mentees with appropriate mentors, and by helping mentees to learn with a method that best suits them." Therefore, we believe it is important that the school develops mentoring and support structures and opportunities that are flexible while at the same time establishing clear expectations for all associate professors. As importantly, we want the culture of expectation to be self-sustaining long after the initial investment of time and money.

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The Institute for Clinical Research Education[†] provides five models of mentoring, three of which are resources for our plan:

1. <u>One-on-one Mentoring</u>: Those faculty members who would like to work with a senior colleague may do so. Full professors who are willing to serve as mentors will be paired with associate professors and will develop a plan for meeting and professional development consistent with the associate professor's goals.

2. <u>Team Mentoring</u>: Depending on the number of individuals involved, it is possible that mentoring teams may be developed. Team mentoring may facilitate busy schedules more easily than one-on-one relationships and may offer multiple perspectives and opportunities for growth that are not present in one-on-one relationships. Faculty may choose to participate in both one-on-one relationships and team mentoring, or only one of them.

3. <u>Peer Mentoring</u>: Peer mentoring offers several opportunities for professional development, social support, and accountability. A peer-mentoring model involves a small group of individuals who may or may not be in the same discipline who are committed to similar career goals. The individuals develop plans that may involve goal setting and reporting as well as trouble-shooting for the purpose of accountability, exchanging drafts, or some combination of the two. One advantage of this model is that the power differential is minimized when compared with the traditional mentoring model. Peers may feel more comfortable discussing successes as well as challenges or fears that may not be as easy to discuss with senior colleagues. Peer mentoring may foster a greater sense of accountability because it is based on positive relationships and mutual respect. Each participant gets something and has something to give to the relationship. Research indicates that peer mentoring not only increases productivity but "is thought to enhance professional support, sense of well-being, and career development" (Humphrey, 2010, p. 158).

Often the most basic mentoring need is developing a daily writing habit. Kerry Ann Rockquemore discusses the following types of peer mentoring writing groups in her 2010 column "Shut Up and Write" on *Inside Higher Ed*:

1. <u>Traditional Writing Groups</u>: These individuals commit to a specific number of meetings per semester and agree to meet face-to face to read, critique, and provide feedback on one another's work. This works well if individuals need feedback, but not necessarily if individuals need other types of support or accountability.

2. <u>Writing Accountability Groups</u>: These individuals meet weekly/biweekly to focus on forward writing progress. Individuals meet to discuss the following:
   a. writing goals from the previous week
   b. whether the goals were met
   c. if not, it's because of _____
   d. writing goals for next week
   In this type of group, individuals do not share and critique each other's work. Instead, this group is appropriate for those who need accountability, support, and peer

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[†] The Research Education and Career Development Core of the Clinical and Translational Science Institute (CTSI), University of Pittsburgh.

mentoring. This does not work well for those who need content feedback or if members cannot commit to a weekly/biweekly meeting.

3. <u>Write-on-Site</u>: This involves a group of individuals who simply commit to coming together to write. Sometimes what individuals need is to be nearby a peer or two engaged in writing at the same time, and permission to turn off email and write for a couple of hours. This type of writing group addresses that need; it's just about getting together in a small community of practice and the same physical space to write.

We believe that the school and the campus already have a number of support systems in place that can be leveraged, further developed and coordinated to have a school-wide impact on promotion rates among associate professors. Many of these systems – including assigned mentors from among senior faculty, review processes, access to EMPOWER grants, institutional membership with the National Center for Faculty Development and Diversity – have been more effectively used to support early career tenure-track faculty. As explained above, our analysis shows that some of the same resources should be more directly focused on associate professors.

Goals and Objectives

While promotion to full professor by the end of the sixth year in rank remains the broad goal, this program will seek to develop and sustain mentoring opportunities for associate professors throughout the school. We hope our program will lead to promotion to full professor within 10 years in rank by at least 75% of associate professors by the 2020-2021 academic year, reducing by half the percentage of associate professors who have been in rank for more than 10 years by the 2025-26 academic year.

- *Objective 1*: Establish a culture of promotion for associate professors with clear and specific expectations, guidelines, and timelines. This includes development of a website resource to provide support, guidance and ideas to facilitate mentoring relationships and professional development activities.
- *Objective 2*: Provide support through mentoring and other professional development relationships and activities that will lead to achievement of excellence in scholarly agendas and attainment of other academic career goals.
- *Objective 3*: Establish "Reassignment for Research" grants that associate professors can apply for that will give a one-course reduction in teaching for one semester and provide professional development funds that will support travel to conferences, etc.
- *Objective 4*: Establish the expectation for a departmental-level fifth-year formative review of associate professors to give feedback and advice toward promotion to full professor.

Based on our survey of associate professors, we believe these goals are feasible. Of the 11 responses from associate professors who have been in rank for 10 years or more, 7 indicated some degree of openness to considering promotion to full professor. Of the 20 associate professors who have been in rank for less than 10 years, 19 indicated some degree of openness to considering promotion to full.

Methodology: "How and When"

The *PACES* Program will include these four initiatives:

Initiative 1: **PACES Advancement Series**

- Our current ad hoc mentoring advisory committee, with the help of the Associate Deans for FacultyAffairs and Research will coordinate the PACES Advancement Series. Associate professors will be invited by Chairs or the mentoring advisory committee to participate. The Series will include the following:
  - o Faculty who are members of writing groups across the school will be invited to present on their process. Faculty will be invited to self-identify to form peer mentoring writing groups, with volunteers from existing groups invited to facilitate early meetings and process.
  - o The Associate Dean for Faculty Affairs will coordinate a workshop designed to discuss promotion to full and criteria for each type of case. Faculty who have recently achieved promotion will share their dossiers and answer questions. Topics covered will include answers to questions/misperceptions that were identified in our survey of associate professors, with the goal of clarifying the promotion process and explaining the benefits and responsibilities associated with promotion.
  - o The Associate Deans for Faculty Affairs and Research will coordinate a workshop on mentoring and will invite senior faculty to volunteer to mentor associate faculty either individually or in teams. Chairs will also be asked to tap possible mentors. Pairings will be made with associate professors based on preferences and similarity in research goals. Ideally these relationships will lead to Reassignment for Research grant submissions.
  - o Members of the school promotion and tenure committee will be invited to share advice and best practices for putting together dossiers.
  - o Write-on-sites and other activities to promote daily writing will be scheduled.
- Faculty will be invited to share topics of interest for future Advancement Series sessions.

Initiative 2: **Development of a Professional Development and Research Support Website for the School of Liberal Arts.**

- Material and resources already scattered in various places across the school website will be gathered into a central location
- New website material will include:
  - o Multiple examples of recent successful promotion dossiers within the school, with specific examples for excellence in research, teaching, and balanced case for both humanities and social sciences fields and including public and applied scholarship.
  - o Multiple examples of recent successful sabbatical leave applications by faculty in both the humanities and social sciences focusing on a variety of different activities.

- Multiple examples of successful grant applications for a variety of grant agencies, both external and internal, by faculty in both the humanities and social sciences.
- Links to campus professional development and mentoring opportunities will be included, for example:
  - CTL Writing Circles
  - EMPOWER
  - Office of Academic Affairs PD Workshops
  - IAHI programs
  - School PACES Advancement Series meetings and write-on-sites
- Links to professional development and mentoring opportunities nationally will be included, for example
  - NCFDD
- The Associate Deans for Faculty Affairs and Research will take responsibility for building this website during fall semester 2015.

Initiative 3: **Creation of "Reassignment for Research" Grants.**
- RfR grants will provide time and money to support research or creative activity that will lead to peer-reviewed publication. The initial grant cycle will include five grants, awarded between Spring 2016 and Spring 2017. Each grant will include:
  - One course release for one semester
  - $2,000 in travel and PD funds
- *Requirements and Expectations for Grants*
  - Can be applied for no sooner than the academic year after the sabbatical year. (This is intended to encourage faculty to take advantage of the sabbatical opportunity first, and then use the RfR to bring to completion projects that have already been initiated.)
  - Faculty with RfR grants must agree to the following:
    - Meet at least twice during the year with a Panel of Mentors, that includes:
      - A mentor whom they identify
      - Their department chair
      - The Associate Dean for Faculty Affairs
      - The Associate Dean for Research
      - One other associate professor whom they identify (to help foster a peer-support community)
    - Provide a plan for promotion and mentoring, following a template that they are provided (see appendix for draft template), including:
      - Participation in *regular* and documented mentoring activities (such as with NCFDD, meeting with a mentor, working with peer mentors in a writing/accountability group)
      - Participate in at least two campus/disciplinary P&T, grant writing, or professional development workshop
    - Use PD funds to support opportunities for networking and advancing research

- Within four months of the RfR:
  - Present on the project to the Panel of Mentors (and, ideally, the department as well)
  - Complete an assessment of the RfR experience

Initiative 4: **Work with Chairs and School Faculty Affairs Committee to Establish a Formative, Department-level Fifth-Year Review of Associate Professors.**

The goal of the establishment of a departmental fifth-year review is to provide the department and annual review or primary committee an opportunity to give constructive and supportive feedback to associate professors on their progress toward promotion to full professor. While departments and chairs do provide feedback on annual activity every year, the fifth-year formative review is intended to provide feedback on overall progress, in keeping with the spirit of the third-year review for assistant professors.

The fifth-year formative review is seen as an important component in shaping the expectation for promotion to full professor by providing timely feedback and identifying areas of needed support.

In addition, the Dean and the Associate Dean for Faculty Affairs will seek to meet individually with all associate professors in the School during the next two years to discuss goals for and possible obstacles to career development and advancement.

Timeline for Project

September 2015	*Announce PACES Advancement Series and invite participants *Announce Reassignment for Research Grants to School *Begin development of mentoring & PD website for school
October 2015	*Begin work with Faculty Affairs Committee and Chairs on development of Fifth-Year Formative Review Policy
December 2015	*Review RfR grant proposals, and select winners *Complete development of mentoring and PD website
Spring 2016	*Convene Panel of Mentors for spring RfR awardees *Fifth-year review proposal will be brought to Faculty Assembly for discussion and vote
Fall 2016-Spr 2017	*Complete first round of RfR grants *Mentoring advisory committee will evaluate the success of each of the four objectives for the four Initiatives. (See below for criteria.) *Continued funding by the school for two RfR grants/year will be determined based on evaluation *Fifth-year formative reviews begin during spring

Budget

Costs for Five RfR Grants

Course Release: $2,700/course x 5 courses:	$13,500
Travel/PD funds: $2,000/grant x 5 awards	$10,000
($1,300 from SLA + $700 from department)	

		Total	**$23,500**

Sources of Funding

Campus Mentoring Grant	$10,000
School Match	$10,000
Department Match ($700 x 5)	<u>$3,500</u>
	Total **$23,500**

Assessment Plan

Objective 1: Establish a culture of promotion for associate professors with clear and specific expectations, guidelines, and timelines. Develop a website resource to provide support, guidance and ideas to facilitate mentoring relationships and professional development activities.

*By Spring 2016, the school will have developed a quality and useful mentoring and professional development website. All associate professors will know about the site and at least 2/3 (65%) will have visited.

*By Spring 2016, at least 60% of the associate professors will have attended at least one of the PACES Advancement Series workshops. Each workshop will request attendees to complete a **post-workshop evaluation** to assess the extent to which we have begun to demystify the process of promotion, including understanding of guidelines, avenues of support, plan for promotion.

In fall 2017 we will **survey associate professors to assess the progress we've made on our objectives, using our pre-survey information as a baseline. Questions may include (see resources: http://go.iu.edu/HTc)
- what is your plan for promotion
- how would you assess the support you've received toward promotion
- what types of support would you like to see provided
- assess your level of understanding of the promotion guidelines
- how would you evaluate your current mentoring relationship(s)
- what could be improved in your mentoring relationship(s)
-what would you like to see happen to increase your level of support

*By Spring 2017, each department will have specific guidelines for annual discussions on "Planning for Promotion" at the time of the Faculty Annual Review.

Objective 2: Provide support through mentoring and other professional development relationships and activities that will lead to achievement of excellence in their scholarly agendas and attainment of other academic career goals.

*Fall 2015-17, departments will encourage all faculty to participate in mentoring and professional development activities across campus, including the NCFDD, and through the PACES Advancement Series.

*Spring 2016 a majority of associate professors will be working in a mentoring activity that meets their goals, whether individually or through traditional, team, or peer relationships.

*Our fall 2017 **survey**, referenced above, will help to assess the extent which which we've made progress on this objective.

Objective 3: Establish "Reassignment for Research" grants that associate professors can apply for that will give a one-course reduction in teaching for one semester and provide professional development funds that will support travel to conferences, etc.

*Fall 2015-17, five RfR grants will be awarded, and mentoring by Panel of Mentors will be initiated

*RtR recipients will be asked to participate in an **evaluation of the program** to determine the effectiveness of the grant in moving a project to fruition. Depending on evaluation, the project may be continued in the school if funding exists.

Objective 4: Establish the expectation for a fifth-year formative review of associate professors to give feedback and advice toward promotion to full professor.

*By Spring 2016, the school Faculty Assembly will have voted on a fifth-year mentoring review policy for associate professors.

*Fifth-year formative reviews will begin after the 2016 calendar year

*Three years after implementation, we will once again **survey associate professors** to gauge their plans for promotion.

*By fall 2017, all new faculty hires will receive information at orientation about the post-tenure fifth-year formative review.

Logic Model					
Inputs	Outputs		Outcomes		
	Activities	Participation	Short Term	Medium Term	Long Term
Mentoring advisory committee Associate Deans of Faculty Affairs and Research Meeting space Senior Faculty PACES Series Volunteers Department and School match funds Web Resources including School Web	PACES Advancement Series Development of mentoring activities/ meetings/ pairings Website development RtR Grants proposal process development Department "Planning for Promotion" document 5th year formative review	All faculty, but associate professors will be targeted as mentees All faculty will be able to participate in mentoring groups Senior faculty mentors Writing group members Promotion and Tenure Committee members Existing mentoring/accountability groups RfR mentoring group including chairs and deans	60% of associate professors will attend PACES Advancement series Website developed Department "Planning for Promotion" document created Increase in faculty participation and understanding of promotion, compared to baseline survey RfR grants 5th year	RfR grant recipient progress toward promotion Continuation of PACES series Implementation of 5th year formative reviews	The involvement of at least 50% of associate professors in active mentoring relationships/activities, broadly defined. A decrease in the percentage of associate professors who have been in rank for ten years or more. (Fall 2015's percentage of 47% will be used as the baseline.)

Developer			formative review policy creation		
Assumptions: Participation will vary depending on needs of associate professors					
External Factors: Perceptions of support of associate professors, fear					

Plan for Sustainability of Initiative

As departments and the school will have new policies and procedures in place, the expectation for having a plan for promotion will be established across the School of Liberal Arts. The Associate Dean for Faculty Affairs will assume on-going responsibility for helping chairs and faculty identify mentoring relationships and professional development opportunities, and will be responsible for maintaining and developing the new school website supporting mentoring and professional development. Depending on evaluation of the success of the RfR grants, the Dean will consider continuing with one or two RfR grants per year for an additional five years.

Statement of Support from Tom Davis, Dean of the School of Liberal Arts

The dean's office heartily supports the mentoring proposal that SLA has submitted. The $10,000 in matching support, from my point of view, will be money well spent. The proposal provides a clear plan for how we, as a school, can initiate and sustain concrete action steps that help associate professors navigate the pathways of promotion. The result should be more full professors who bring with them the benefits of that rank: research and grant productivity, contributions to advances in pedagogy, and fuller engagement as citizens of the university and the academic societies of which they are a part.

Thomas J. Davis
Dean
Professor of Religious Studies
Co-Editor, *Religion and American Culture: A Journal of Interpretation*
Adjunct Professor in the Lilly Family School of Philanthropy

Citations
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