

Herron School of Art and Design

HERRON FACULTY MENTORING PROGRAM: NEW INITIATIVE

February 2, 2015/ Revised March 30, 2015

ABSTRACT

Herron School of Art and Design has developed plans for a new Faculty Mentoring Program (FMP) Initiative. Herron's existing Faculty Mentoring Program – in place since 2008 – has focused primarily on mentoring tenure-track Assistant Professors during the probationary period leading up to the submission of applications for Tenure and Promotion to Associate Professor. While keeping the existing FMP in place, our New Initiative will add a focus on Associate Professors. The New Initiative will be based on a broader framework of mentoring, including one-on-one, group, and peer mentoring. The New Initiative will strive to create a culture of empowerment, to enhance all Herron faculty members in achieving the highest levels of professional success. The New Initiative will seek to make more effective and efficient use of department, school, campus, and University resources in supporting our faculty mentoring process, including gaining higher participation rates in campus and school workshops. Additionally, the New Initiative will place an emphasis on Associate Professors becoming more proactive by developing, with the support of the New Initiative, their own individual Plan for Success (P4S). The New Initiative will be assessed in specific ways: by measuring the number of Associate Professors who engage in the process, develop a Plan for Success, apply for Promotion to Full Professor, and are successful in being Promoted to Full. We will also assess the New Initiative by a bi-annual questionnaire to solicit feedback from all faculty members involved (both mentors and mentees). The New Initiative we plan will be sustainable: the primary budget expense is faculty time, a resource that is available as long as the program gains credibility for its effectiveness and value.

Summary: HERRON FACULTY NEW MENTORING INITIATIVE

Strategic goals-

- EXPAND Herron's Faculty Mentoring Program
- 2015: Initiate new focus on ASSOCIATE PROFESSORS
 - Plan for Success
 - Group Mentoring
 - Associate Professors who intend to submit application for Promotion within 3 years
 - All other Associate Professors
 - Peer Mentoring
 - Selected one-on-one Mentoring
 - Make better use of campus resources/workshops
- TIMETABLE: Launch program in Fall 2015
- 2015-2020: Measure effectiveness
 - Track number of Associate Professors who submit applications for Promotion to Full Professor
 - Track number of Associate Professors who are promoted

PURPOSE AND GOALS

BACKGROUND: Herron's current Faculty Mentoring Program (FMP) aims primarily to serve full-time Faculty who are now Assistant Professors in the Tenure Track.

1. This New Initiative is being developed to achieve a better "fit" with the changing demographics of Herron faculty.

When the current FMP was developed (2008), Herron's faculty included a fairly even number of Full Professors, Associate Professors, and newly-appointed Assistant Professors. At that time, it was efficient and plausible for our school to focus primarily on Assistant Professors in the tenure track, with a mentoring program that emphasized one-on-one mentoring.

In the years since 2008, many of the Assistant Professors have been tenured and promoted, and a number of the Full Professors have retired and no new Full Professors have been promoted.

As of August 2015, Herron Faculty will consist of:

7 Full Professors (including 3 who are Dean, Associate Dean, and a Department Chair)

18 Associate Professors

7 Assistant Professors

Herron Faculty also includes: 3 Senior Lecturers, 2 Lecturers, and 3 Visiting Faculty (as of Spring 2015).

2. This New Initiative is being developed in order to stimulate and support a process that will lead to having more Associate Professors develop themselves to the highest levels of professional success.

This New Initiative is aimed to support Associate Professors in their professional ambitions and to help them maximize their achievements.¹

3. This New Initiative is being developed to increase the number of Associate Professors who submit successful applications for Promotion to Full Professor.

No Associate Professor at Herron has submitted an application for promotion to Full Professor in the last 7 years.

METHODOLOGY/INTERVENTION

- To provide guidance and support to all Herron faculty who are now tenured Associate Professors in establishing an individual Plan for Success (P4S) that is appropriate to their individual status, rank, and terms of contract and appropriate to university, campus, school, and departmental mission and goals
 - The Plan for Success may include goals in meeting the criteria for Promotion, including:
 - Support in determining an appropriate area of Excellence
 - A timetable and action plan for developing a record of achievement that meets requirements for promotion
 - Annual and long term goals in maintaining Satisfactory or better performance in all areas of faculty review

- Launch strategies for mentoring Associate Professors:
 - Our plan is purposefully flexible because we believe that no single approach will be fully effective with Herron's faculty's diverse interests, experiences, and approaches to learning and goal setting. We note that the literature supports this thesis of taking a strategy that allows different faculty to find a good fit among the approaches being offered.²
 - Group Mentoring. Groups meet once per semester with 1-2 Full Professors ("MENTORS") helping to facilitate discussion, answer questions, make observations, review Plans for Success [others with expert knowledge may also be invited to participate in these meetings].
 - Peer Mentoring: one-on-one communication between Associate Professors
 - (2-3 members of the same Group)
 - One-on-one mentoring: this practice will continue, but targeted especially to those Associate Professors who estimate being within 2 years of submitting application for Promotion to Full

- Make efficient use of available resources to support Herron's NEW INITIATIVE:
 - A small but capable cadre of current Full Professors within Herron.
 - Seek mentoring from other faculty in other schools, as appropriate to an individual faculty's needs, goals, experiences.
 - A wide variety of Campus Resources (including regular Workshops that are aimed to provide information on topics of importance to Faculty in advancing their professional skills and records of achievement, and in support of Faculty seeking promotion.)
 - Herron's well-organized Unit Tenure & Promotion Committee
 - Regular school-wide workshops aimed to support Herron faculty in the tenure and promotion process
 - Written materials that are posted in an easy-to-access Oncourse site for Herron faculty (materials to be shifted to Canvas or Box site)
 - A large, talented, ambitious cadre of Associate Professors – some who were newly promoted and some who have been Associate Professors for 7+ years.

BUDGET

Annual BUDGET FOR NEW INITIATIVE: FACULTY MENTORING PROGRAM (FMP)

17 ASSOCIATE PROFESSORS @ 6 HOURS PER SEMESTER X 2 = 12 HOURS PER ACADEMIC YEAR EACH *

- to develop individual Plan for Success
- to participate in Group Mentoring meetings
- to participate in other promotion related meetings/workshops
- to participate in Peer-to-Peer meetings/communications
- to meet with mentors individually
- to meet with their own mentees (Assistant Professors)

* note: budget for New Initiative does not include faculty time preparing materials for those submitting promotion to Full Professor

6 FULL PROFESSORS (does not count Herron Dean):

5 @ 6 HOURS PER SEMESTER X 2 = 12 HOURS PER ACADEMIC YEAR EACH

- to participate in Group Mentoring meetings
- to prepare for Group Mentoring meetings
- to review Plans for Success
- to respond to communications from Mentees
- to participate in Herron P & T workshops
- to meet with individual mentees

1 @ 30 HOURS PER SEMESTER X 2 = 60 HOURS PER ACADEMIC YEAR

To oversee New Initiative, provide leadership for the entire process, develop documents, provide one-on-one mentoring, serve as liaison with campus and other aspects of promotion process, conduct assessment of New Initiative, troubleshoot.

FULL WORKLOAD OF EACH FACULTY MEMBER:

40 HOURS PER WEEK X 40 WEEKS OF ACADEMIC YEAR: 1600 HOURS

PARTICIPATION IN NEW INITIATIVE MENTORING PROCESS ANNUALLY:

ASSOCIATE PROFESSORS: $12/1600 \text{ HOURS} = .0075 \times \$65,000$ (est. with benefits for 10 mo. Academic year) = $\$487 \times 17 = \$8,287$.

5 FULL PROFESSORS: $12/1600 \text{ HOURS} = .0075 \times \$80,000$ (est. with benefits for 10 mo. Academic year) = $\$600 \times 5 = \$3,000$

1 FULL PROFESSOR: $60/1600 \text{ hours} = .0375 \times \$80,000$ (est. with benefits for 10 mo. Academic year) = $\$3,000$

GRADUATE STUDENT: 1 semester on a Graduate Assistantship: \$3,500 *

Visual Communication Design major): first year of New Initiative: to work with faculty leadership of New Initiative to design and prepare documents for faculty Plan For Success, documents for assessment survey, create digital filing system, and accessing resources (help in locating information about school and university resources and policies, such as teaching policies, EEOC guidelines, and the student code of conduct).

Total budget:

Associate Professors' participation:	\$8,287
Full Professors' participation:	\$6,000
Graduate Student assistant (1 semester):	<u>\$3,500 *</u>
	\$17,787

** Note: Herron may only be able to undertake this item of the launch of the New Initiative if awarded external support through the campus awards process. Additionally, instead of one semester on a full assistantship, the graduate student may be contracted for two semesters at ½ Graduate Assistantship per semester.*

ASSESSMENT PLAN

- We will measure the success of the New Initiative by ANNUALLY TRACKING:
 - Number of Associate Professors who participate in the New Initiative
 - develop a P4S (Plan for Success)
 - participate in group mentoring meetings
 - participate in peer-to-peer mentoring
 - participate in one-on-one mentoring
 - participate in campus and department workshops
 - Number of Associate Professors who develop and submit an Application for Promotion to Full Professor
 - Number of Associate Professors who are promoted to Full Professor
- Bi-annual survey of all faculty to gauge levels of participation, solicit critique, seek ideas for improvement
- TIMETABLE: Launch program in Fall 2015
- 2015-2020: Measure effectiveness

PLAN FOR SUSTAINABILITY OF INITIATIVE

QUALITIES to assure the long-term success, viability, and economic feasibility of Herron's NEW INITIATIVE include the following:

- Keep the plan effective and efficient

- Example: don't require everyone to be experts at everything; use expertise in concentrated ways to maximize the value of the FMP
- Make full use of non-Herron campus resources to help accomplish goals of the FMP
 - Example: Increase faculty attendance and participation in campus workshops that focus on content that is relevant to the FMP and this NEW INITIATIVE
- Create a school-wide culture that promotes a FMP and this NEW INITIATIVE that is based on principles of adult-learning: the goal of the mentoring relationship is learning; mentoring is a collaboration, building consensus about the focus of the mentee's learning goals; knowledge is shared in a two-way process between mentor and mentee; mentee is not a passive recipient of the mentor's "wisdom" but is an active partner and self-directed in achieving value from the relationship; the mentor is a facilitator for the learner-centered mentoring program.
- Use multiple modalities for Herron's FMP and this NEW INITIATIVE: not just one mentor-one mentee, but individual, group, and peer models of mentoring will be developed and supported.
- In order to make the most effective use of everyone's time – e.g., Full Professors supporting this New Initiative, and Associate Professors who take responsibility for aspects of the New Initiative and who may be asked to shoulder responsibility for mentoring Assistant Professors.

GUIDELINES

Changing mentors/ changing peer-to-peer mentoring pairs

Faculty may recruit additional mentors or change groups and/or peers. It is important that "the mentor/mentee pair should agree to a no-fault conclusion of the relationship if either party feels that the intended goal is not being achieved without either blaming the other." (Stanford)

Starting up: Ground rules for the mentors and/or group mentoring

The mentors and mentee (or mentees in a "group") should establish a regular meeting schedule and agree on meeting frequency and duration. The mentee should feel comfortable in asking for help, and never feel that it is an imposition to request the mentor's aid. Meetings should begin and end on time. Communication should be open, candid, and direct.³

Responsibilities of the mentee

The Herron School of Art and Design's mentorship program is not intended to replace the in-track candidate's responsibility to fully educate themselves to the Unit and University P & T Guidelines. The mentee is responsible for his/her career and must be proactive about searching for resources. The mentee should be willing to ask for help, to schedule meetings with others (such as their department chair) and the group mentors, to keep the group mentors informed, to request class visits if the mentee is struggling in teaching and to be open and up front about any potential problems.

Responsibilities of the mentors

Mentors are responsible to be communicative and accessible, to give support and encouragement and constructive feedback; to conduct classroom visits if requested; to provide regular and accurate feedback to reduce hubris, complacency, stress or fear; to be aware of the helpfulness of the mentor relationship and to recommend other possible mentors and other resources and workshops if these seem beneficial.

Confidentiality

The mentors' role is solely to assist the mentee. To this end, some programs establish up front that mentor/mentee conversations are confidential. However, within our relatively small community at Herron, where the mentor may be enlisted from the senior faculty within the mentee's department, the mentor may have a supervisory role and be asked to provide assessment of the mentee's performance. Confidentiality may be also impossible because with a small group of Full Professors at Herron, we don't have a large enough pool to have different Full Professors serve as Group Mentors and also serve on the Herron T & P Committee reviewing applications for Full Professorship.

Issues/discussion topics for Mentors and MENTEES may include, but are not limited to:

Career help:

- help mentee set short and long term goals
- review CV to better advise on professional/university path
- discuss the mentee's relative strengths in teaching, research and service along with the appropriate career planning to prepare a case for excellence, including what kinds of exhibitions, conferences, presentations or publications to seek
- how to balance your time between responsibilities

Teaching skills and strategies:

- features of strong teaching portfolio; helping refine teaching strategies

Service: how to navigate service responsibilities effectively

Mentoring Task Force 2014/2015
Marc Jacobson
Eva Roberts
Craig McDaniel (Task Force Chair)

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¹ While not an exhaustive survey of the field, we note that a recent survey recognized that relatively few universities provide a plan for mentoring newly tenured and tenured associate professors. See “Models of Faculty Mentoring: Approaches at Six Institutions,” Education Advisory Board/University Leadership Council, 2009, p. 4.

² We developed this approach from reading Zachary, *The Mentor’s Guide*, and attending various IUPUI Mentoring Academy meetings. We also acknowledge that our approach is supported by the reference we learned from reviewing the Mentoring Proposal by our colleagues in IUPUI School of Liberal Arts: Dominguez, N. & Hager, M. (2013). Mentoring frameworks: synthesis and critique. *International Journal of Mentoring and Coaching in Education*, 2 (3), pp. 171-188.

³ We have developed these “ground rules” in part by referring to the Table of “Common Mentoring Ground Rules,” Lois Zachary, *The Mentor’s Guide*, 2nd edition (San Francisco: Jossey-Bass, 2012), p. 139.

Current Conditions, Activities, or Barriers	Inputs (invested resources to achieve goals; key stakeholders)	Outputs		Outcomes – Impact (change or benefits that result)		
		Activities/ Interventions (what program does)	Participation (who we reach)	Short-term goals (formative tools)	Medium	Long-term Outcomes (summative tools)
<p>No systematic mentoring now in place for associate professors.</p> <p>Lack of culture for investing in and lack of experience performing mentoring for tenured faculty.</p> <p>Associate professors gain feedback on performance primarily at annual meeting with Department Chair for review of one year’s achievements.</p>	<p>Herron senior faculty</p> <p>Herron associate professors</p> <p>Herron Department Chairs</p> <p>Herron Dean and Associate Deans</p> <p>Herron Promotion & Tenure Committee</p> <p>IUPUI campus support for T & P process (including campus workshops and online resources (e.g. exemplary dossiers posted by IUPUI T & P Committee)</p> <p>Option: VCD grad student to work on forms and resources to support initiative</p> <p>Herron Dean establishes a higher budgeted increase to base salary for promotion to Full</p>	<p>Establish system of Group Mentoring: Group A: Associate Professors within 3 years of submitting application for promotion (participation strongly encourage) Group B: all other Associate Professors (voluntary but encouraged participation)</p> <p>Establish system of Peer Mentoring for Associate Professors (voluntary participation)</p> <p>Develop and establish use of a “Plan for Success” template</p> <p>Establish one-on-one Mentoring for Associate Professors within 2 years of submitting application for promotion</p> <p>Systematically encourage broader use of campus resources</p> <p>Measure effectiveness of the Initiative</p>	<p>Associate Professors in general; and focus intensively on Associate Professors within 3 years time of submitting application for Promotion to Full</p>	<p>Associate Professors obtain information about the launch of the new Initiative, including an identification of resources (Plan for Success and regular information about campus and Herron resources)</p>	<p>Measurable increase in # of Associate Professors planning a timeline to submit application for Promotion to Full.</p> <p>Measurable increase in # of Associate professors who complete a Plan for Success</p>	<p>Measurable increase in # of Associate Professors who submit Application for Promotion to Full.</p> <p>Measurable increase in # of Associate Professors who are successful in being promoted to Full.</p>
				<p>Utilization of the program:</p> <p>Do they participate? Do they obtain skills? Are they using it?</p>		

Assumptions:

.Herron Associate Professors do value high achievement in their professional careers. And
Herron Associate Professors will aim for success in promotion to Full if presented resources that would enhance their likelihood for success

External Factors or Barriers:

.Herron faculty are challenged by many demands on their time (e.g. teaching and service responsibilities that are higher than faculty in most other units across campus); these demands restrict the time and resources that Herron associate professors can devote regularly to achieving Excellence at a national/international level in their respective fields of research and scholarship

Timeline: Launch New Initiative 2015-2016; review launch of New Initiative (Fall 2016) and revise as deemed necessary / track faculty participation (2 years), # of those completing Plan for Success (2 years); # of those making application for Promotion (3 years); # of those successfully promoted (5 years)



**HERRON SCHOOL OF
ART AND DESIGN**

INDIANA UNIVERSITY
IUPUI

March 31, 2015

Professor Gail Williamson
Chair
IUPUI Mentoring Academy Planning Committee

Dear Professor Williamson:

I have reviewed and am in support of the plan for a New Initiative for Herron's Mentoring program. The budget outlined in the plan is feasible and sustainable, in that the one continuing commitment is faculty interest and willingness to participate. Our Faculty resource is already a budgeted item via Herron's support of faculty salaries. Within the budget, there is a one-time-only request for external funding: this is for one semester of a VCD graduate student (@ \$3500). In terms of a match, Herron has committed financial support to the initiative by its commitment to provide a substantial base salary raise to each Associate Professor who gains promotion to Full.

Thank you for your attention.

Sincerely,

Valerie Eickmeier
Dean