



IUPUI

SCHOOL OF PHYSICAL EDUCATION AND TOURISM MANAGEMENT

School of PETM Mentoring Plan: Creating a Culture of Advancement

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Abstract

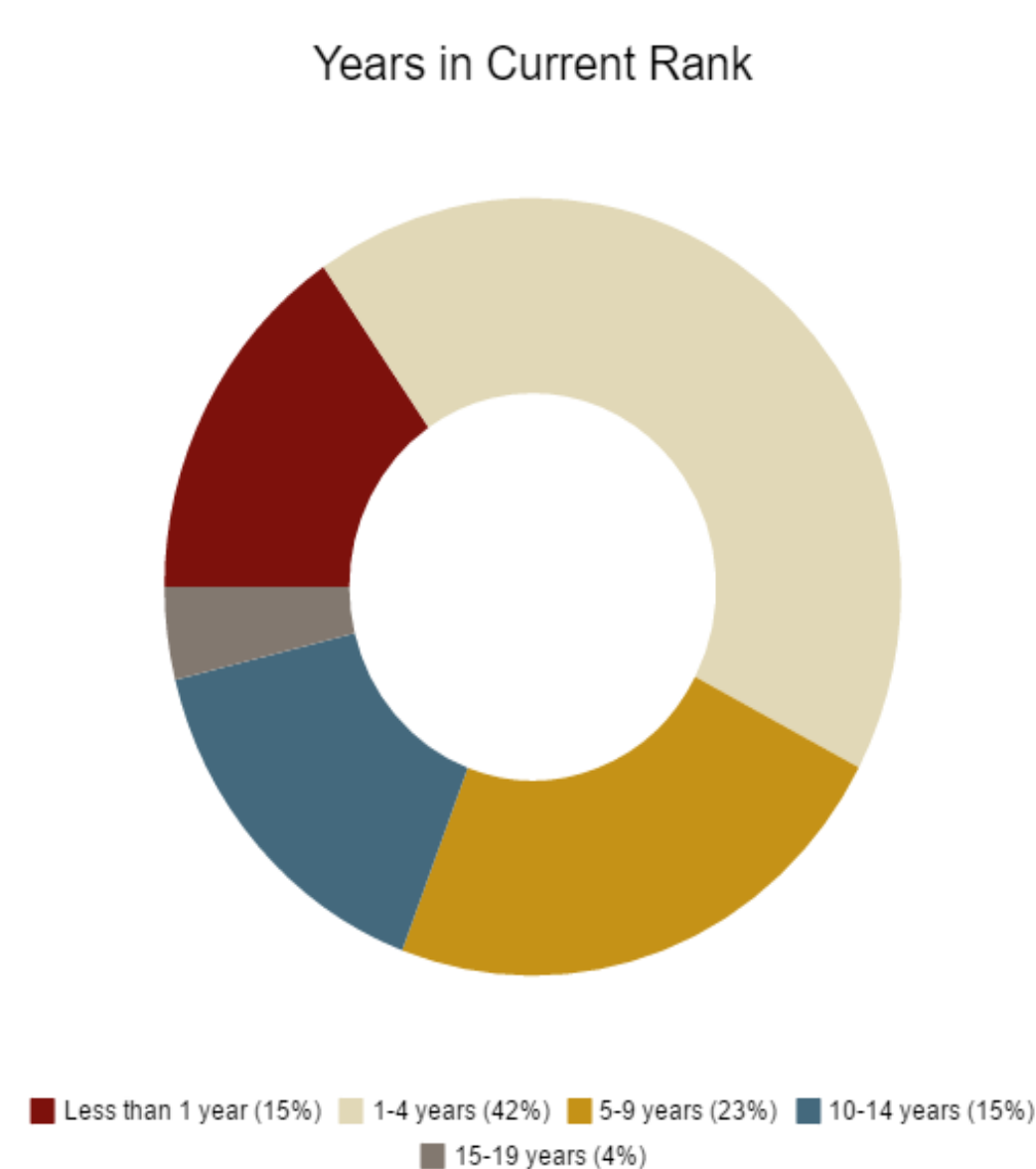
Overview: The School of Physical Education and Tourism Management (PETM) has a small but very diverse faculty in regard to academic background, culture and gender. Although the success rate for promotion and tenure in the tenure-track ranks has been very good, overall only 16% of all promotable faculty 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 and submitted a mentorship grant proposal to support this important effort.

Outcomes: 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. Success in this initiative, "Creating a Culture of Faculty Advancement" will be measured by faculty advancing through the ranks by improving faculty productivity, not to mention the indirect effect of increasing the school's recognition locally and beyond.

Lessons Learned: At this point, our lessons learned include focusing the plan on professional development rather than promotion only, stressing the flexibility of the plan, and encouraging faculty to view this a supportive opportunity for growth, rather than a punitive assessment.

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.



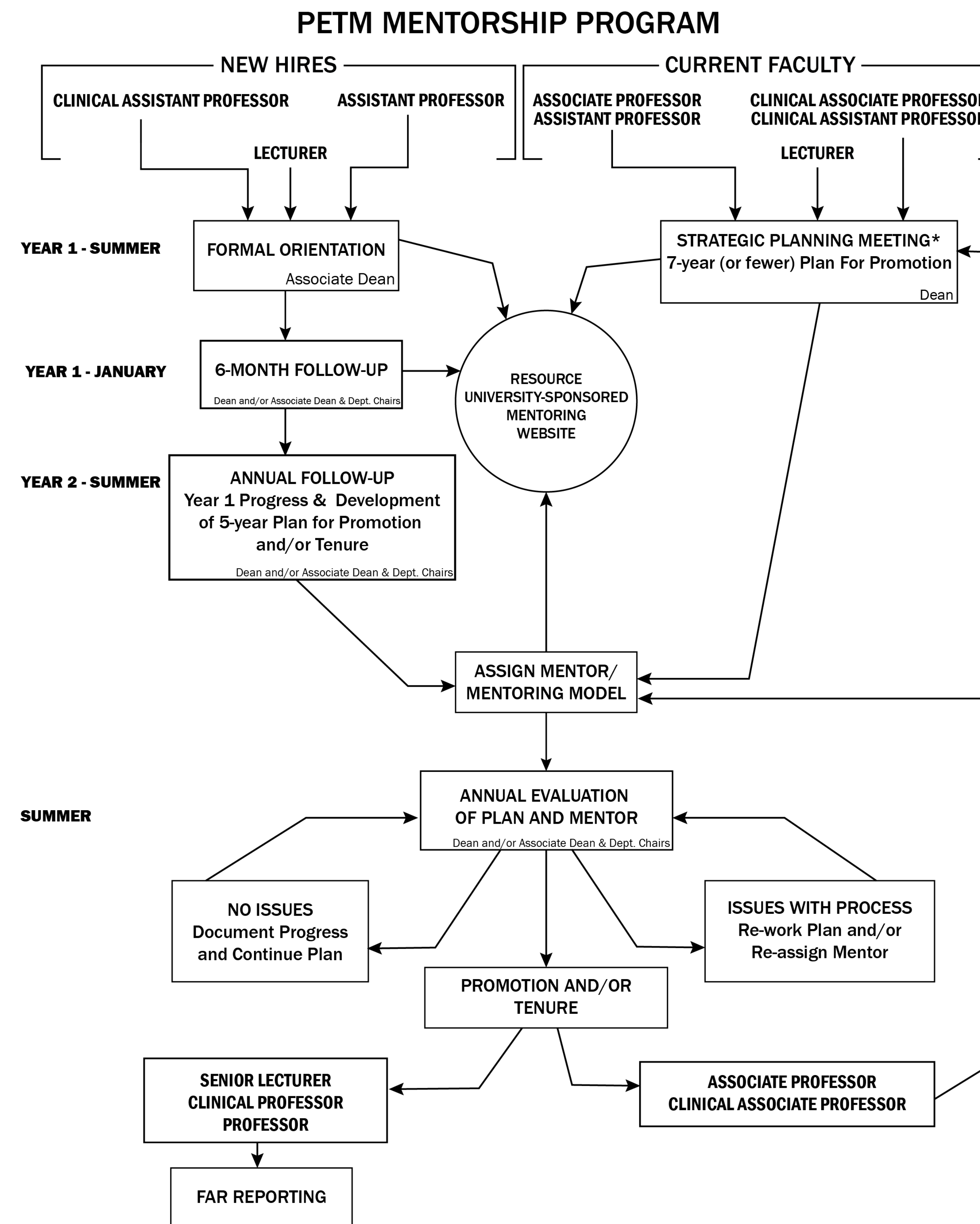
Target Groups

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 below:

- 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.

Methodology/Interventions



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

Goals

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

Timeline-at-a-Glance

April 2016: Faculty survey about mentoring needs in PETM

August 2016: PETM Fall Faculty Retreat – dedicated time to explain 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 Faculty 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

Lessons Learned

- Focus on professional development, not only promotion
- Meet people where they are
- Stress flexibility of plan
- Not "assigning" mentors – mutual partner in decision
- Creating a supportive culture
- Meetings with Dean – not a punitive process
- "We are here to make your passions stronger."

Acknowledgement

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