



IUPUI MENTORING ACADEMY

Report on Director of Faculty Mentoring Experience

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Introduction

The IUPUI Mentoring Academy (MA) was created in 2014 under the leadership of then Director of Faculty Development Gail Williamson to support faculty mentoring at IUPUI and IUPUC. Academic units were asked to select two representatives to attend a series of programs during the 2014/2015 academic year. These programs prepared representatives to submit proposals for unit-level mentoring initiatives in spring 2015. Fourteen academic units have received matching funds from the MA over the course of several funding rounds. Additionally, the MA sponsors the annual IUPUI Mentoring Symposium, featuring national speakers and IUPUI mentoring program reports.

In January 2018, I began a one-year, 20 percent appointment as Director of Faculty Mentoring in the IUPUI Office of Academic Affairs. My responsibilities for this role included directing the IUPUI Mentoring Academy proposal funding process (in concert with an appropriate committee made up of representatives from relevant schools), planning and managing the IUPUI Mentoring Symposium, and other duties as appropriate for the support of faculty and librarian mentoring at IUPUI. While in this role, I reported directly to Senior Associate Vice Chancellor for Academic Affairs Margie Ferguson.

Accomplishments

During the course of my appointment, I have accomplished the following.

Mentoring Academy Advisory Board (MAAB)

The existing Mentoring Academy Planning Committee was released from service by Gail Williamson. I identified and invited new members that were representative of various faculty ranks and types as well as of various schools to join the Mentoring Academy Advisory Board (MAAB). To increase collaboration with the staff mentoring program, I also invited a staff representative to join the MAAB. The new Advisory Board was established by February 2018 (though a lecturer and staff representative were added in May 2018). The MAAB met in April 2018 to review the new funding call for proposals and evaluation rubrics, discuss possible Mentoring Symposium formats and speakers, and brainstorm ideas for the future of the Mentoring Academy (MA).



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Updated Existing Mentoring Academy Web Page Content

I revised the MA web page content several times over the course of the year to reflect current programming and the transition of the MA archive to IUPUI ScholarWorks. I also created a [site map](#) for a complete overhaul of the MA website, but put this project on hold because it may be more appropriate to integrate the MA content into The Forum Network [website](#).

Completed Transition of IUPUI Mentoring Academy archive to IUPUI ScholarWorks

I completed the transition of the MA archive to a [community](#) within [IUPUI ScholarWorks](#). The [Mentoring Academy community](#) contains [organizational documents](#), [funded program proposals](#), presentations given at [Mentoring Symposia](#), [publications and presentations](#) related to MA-funded programs, [presentations](#) given by the Director of Faculty Mentoring, and past issues of the [Mentoring Memorandum](#). In addition to making these materials openly available to the world, IUPUI ScholarWorks provides authors and presenters with usage statistics that can provide evidence of their work's impact.

Developed New Funding Evaluation Rubrics and Process

The way in which proposals were evaluated seemed potentially uneven to me, so I developed an [evaluation rubric](#) (based on the original evaluation criteria set out in 2014) that can be used to score proposals and that can be shared with those wishing to submit proposals. When the MAAB introduced the idea of a “recharge” grant, I created a modified [rubric](#) for those proposals.

In addition to the new rubrics, I introduced a new layer into the funding process at the suggestion of Margie Ferguson. In fall 2018, we are piloting a “letter of intent” and advisory process that will hopefully yield more proposals than were received in the previous round (which was zero). I received five letters of intent and held a proposal workshop to provide additional support to the submitting schools. Representatives of each proposal attended and were able to ask questions and get feedback from MAAB members. Full proposals were due January 31, 2019, and three were received. The Mentoring Academy Advisory Board completed their review on February 18, 2019. The Advisory Board awarded funding to the School of Health & Human Sciences for their program proposal and IUPUC for their recharge proposal. The third proposal was not funded. All applicants were notified of the decision on their proposal on February 21, 2019.

I recommend development of a grant reporting system to systematically gather updates and final reports from Mentoring Academy grant recipients.



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2018 Mentoring Symposium

For the [2018 Mentoring Symposium](#), my goal was to create a program that provided practical training and had more of a modular feel in order to increase attendance. In researching potential speakers that would help meet this goal, I found the [National Research Mentoring Network](#) (NRMN) and their [trainings](#) based on the [Entering Mentoring curriculum](#). I then learned that, at that time, we had four (and now many more) trained NRMN facilitators on campus. Gustavo Arrizabalaga (IUSM), Tara Hobson (IUSM), Randall Roper (School of Science/Graduate Mentoring Center), and Etta Ward (OVCR) agreed to serve as the presenters/facilitators for the 2018 Mentoring Symposium.

The Symposium took place on November 27, 2018. Though our initial registration numbers looked promising, there were a large number of registrants who did not attend, leaving us with approximately 33 attendees throughout the day. Only 17 people completed the survey, 16 of whom attended the Symposium. Respondents largely rated the programs they attended as “quite effective” or “great,” particularly the sessions using the NRMN curriculum. Ratings for the other sections of the program (opening plenary and closing session) were slightly lower.

Comments of note when asked what they liked best about the program included the following.

- “Concrete suggestions - mentoring has always felt a little mysterious and this helped dispel that notion.”
- “The breakout sessions and really good and thoughtful conversation”
- “There were a lot of things to like about it including the presenters, the resource materials, and the different perspectives offered on each topic.”
- “It was great that you could only attend certain sessions and didn't have to commit to attend the entire day.”

Comments regarding what should be abandoned included the following.

- “Final session seemed disjointed from workshops and opening session”
- “The wrap up session wasn't really helpful and did not seem to actually touch on any of the information from the previous sessions.”
- “All was valuable this year. I would not repeat the same content. Those of us who attended this year will expect to learn, experience, hear new or different mentoring insights and tools.”
- “It was good what I got to go to. I wonder if it could be 2 - 1/2 days since it is for those here at IUPUI. It is hard to be out of the office for a full day.”
- “I wouldn't abandon Elements of Good Mentoring, but maybe rework it. It might be better to keep it simpler or shorter.”



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Full evaluation results are available [here](#) as well as on the OAA shared drive.

I recommend a reconsideration of the annual mentoring symposium. The benefits of this one-time, large event do not warrant time and effort put into planning a day-long event, including securing speakers and arranging catering. More frequent, smaller scale events may be a better investment of time and resources and are in keeping with the best practice of planning mentoring activities over time as a means of solidifying mentoring relationships and developing a mentoring culture. This approach is also supported by the 2018 symposium evaluations, which suggest things like ½ day events, 2-hour mini-workshops for faculty, a mentoring program assessment workshop, and “more one-off trainings.”

Conducted Inventory of Existing Mentoring Programs at IUPUI

Over the course of spring 2018, I met with the MA representatives of nine of the fourteen funded programs to determine the current status of each program and gather feedback on the MA. I did not meet with the School of Medicine representatives because their funding was recent and the program had not yet been implemented. I did not meet with the Schools of Health & Rehabilitation Sciences and Physical Education & Tourism Management because they were in the process of combining their schools. I also did not meet with SPEA or University Library (I am the representative from University Library.).

I also met with

- Randall Roper and Tabitha Hardy, Graduate Mentoring Center
- Steering Committee, Staff Mentoring Program
- Kathy Grove, Office for Women mentoring programs
- Mary Price, Public-/Community-Engaged Scholar mentoring

These meetings helped me gain a greater understanding of the state of faculty mentoring at IUPUI, which I discuss further in the following section.

State of Faculty Mentoring at IUPUI

Fourteen academic units have received IUPUI Mentoring Academy (MA) funding for unit-level mentoring programs. Over the course of spring 2018, I met with nine of those units to learn more about their programs and gather feedback on the MA. A summary of those meetings can be found [here](#).

The mechanics of programs (i.e. matching, expectations, incentives, etc.) vary widely across MA-funded mentoring programs. For example, some used a formal application process and even interviewed potential mentees while another matched mentees and mentors through a “speed dating” activity. They also served a variety of constituents, including department chairs,



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Associate Professors, Assistant Professors, Clinical Assistant Professors, and underrepresented, pre-promotion faculty. However, most focused on increasing promotion rates among those constituent groups through enhancement of research and scholarship. Many, if not all, programs offered some sort of programming to mentors and/or mentees throughout the year, and some offered financial incentives for participation. Two of the programs (Law and Liberal Arts) had a substantial funding component for mentees to encourage research.

Most programs deployed surveys to gather feedback, but many were disappointed by low response rates. Long-term success of most programs will be determined by achievement of higher promotion rates. The School of Nursing and IUPUC seem to have been most successful in their evaluation efforts through the use of formal instruments and, in the case of IUPUC, focus groups.

In addition to MA-funded mentoring programs, there are several other mentoring opportunities for IUPUI faculty, staff, and students. There are likely more opportunities than those listed here.

Faculty

- [EMPOWER](#): The Enhanced Mentoring Program with Opportunities for Ways to Excel in Research (EMPOWER) supports “historically underrepresented and/or excluded populations in their discipline or area of scholarship and historically denied admission to higher education or that discipline, 1) to become successful in sponsored research and scholarly activity, and 2) to achieve significant professional growth and advancement.”
- Publicly-Engaged Scholarship Mentoring Network: The program is under development by Mary Price (Director of Faculty Development, Center for Service & Learning) and Ray Haberski (Professor of History & Director of American Studies). It is intended to build upon the coaching process Mary developed that she calls “Scholar Whispering.” The intention of the coaching process is to support publicly-/community-engaged scholars in formulating their identities as scholars as well as making the case for their scholarship with colleagues and reviewers.

Staff

- [Staff Mentoring Program](#): “Under the guidance of Finance and Administration [and funded through a Welcoming Campus Innovation Fund Grant], the IUPUI Staff Mentoring program is aimed to support a diverse cohort of participants each year. It will be developed and implemented by an advisory committee. This structure encourages multidisciplinary collaborations among a highly diverse staff population and will make for a rich, enlightening mentoring experience for all involved. There are four impact areas: Peer Networks, Career Development, Employee Satisfaction, and Institutional



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Engagement. These impact areas are centered around the developmental themes Career Capital and Campus Capital. To assess program effectiveness, proven mixed-methods evaluation strategies will be used.”

Students

- [Advancing Women Mentoring Program](#): “The Advancing Women Mentoring Program is designed to empower individuals toward academic, personal, and professional success by engaging participants in authentic mentoring partnerships. Students have the opportunity to be mentored throughout the academic year by IUPUI faculty and staff. Specifically, the program highlights topics pertaining to the advancement of women both in the university and the workplace. This program is open to all students, faculty, and staff with an interest in this subject. About 30 teams of mentor/mentees are paired each year.”
- [Graduate Mentoring Center](#): “The Graduate Mentoring Center provides resources and opportunities for faculty and staff to strengthen their skills in mentoring graduate and professional students. The Center also serves graduate and professional students interested in learning more about mentoring and professionalism. In collaboration with the Graduate Office, the Mentoring Center works to foster graduate and professional student academic and career success, as well as promoting a greater understanding of diversity on campus.”

Ideas for the Future

I received constructive feedback on next steps for the IUPUI Mentoring Academy (MA) during my visits with MA representatives. Several themes emerged from this feedback, including a desire to share their own and learn from others’ experiences with implementing and running a mentoring program. While each school has a slightly different approach and audience, there are fundamentals of mentoring and effective mentoring programs that could be developed and shared across schools. This expressed need could be addressed through the creation of informal “Mentoring Mondays” (see below) or a more formal Mentoring Faculty Learning Community, or similar group, to foster more regular sharing and learning among those assigned this work.

Other themes included offering a speakers bureau; centralizing mentor training (either by providing it or developing a shared curriculum); providing additional funding; providing additional programming around mentoring and professional development; and outlining best practices for mentoring at IUPUI. Additional recommendations are included in the [visit summary](#).



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The spring 2018 Mentoring Academy Advisory Board (MAAB) meeting also yielded a [number of ideas](#) for growing the MA beyond funding and the IUPUI Mentoring Symposium. The most frequently mentioned ideas were

1. Regular sharing / learning among mentoring program leaders via something like “Mentoring Mondays”
2. Centralization of mentoring resources (or links to external resources) on one campus website
3. New funding opportunities such as small “recharge” grants for funded schools or travel grants to individuals to assist with dissemination of mentoring program results
4. Assistance with and support of dissemination, including campus-level accountability groups, writing groups, summer research / writing plan workshop, integration of elements from NCFDD into our local context
5. Creation of a faculty mentoring award

The small “recharge” grants were offered as part of the fall 2018 funding round. Developing assistance with and support of dissemination, particularly the idea of writing groups, was taken on by the Forum Fellows. Writing groups became part of The Forum Network’s program offerings in 2018. Finally, I completed the [initial groundwork](#) for the creation of a faculty mentoring award. It is now an administrative decision whether to pursue the award further.

Expanded programming, including “Mentoring Mondays,” and centralization of mentoring resources on a single website are projects that should be pursued. Spreading activities over time is shown to enhance mentoring relationships and would also demonstrate a greater ongoing IUPUI commitment to faculty mentoring. Additional programming ideas are included as a section of [my “ideas” document](#), but the most pressing need is for centralized mentor/mentee training that can be presented to or used by units on an as needed basis. This could take the form of both in-person training and video tutorials.

As indicated above, I created a preliminary [site map](#) for an expanded MA website, but put this project on hold in light of other faculty development efforts. Rather than centralizing mentoring resources on a MA website, I recommend integrating mentoring into [The Forum Network](#) website to create a “one-stop development shop” for faculty members.

Regarding existing MA programs, I recommend (1) development of a grant reporting system to systematically gather updates and final reports from Mentoring Academy grant recipients and (2) reconsideration of the annual mentoring symposium. More frequent, smaller scale events may be a better investment of time and resources moving forward.



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I also maintained a running [list of ideas](#) (referenced above as my “ideas” document) for expanding the MA that could be mined for future projects in addition to those outlined above.

Staffing Recommendation

In order to sustain IUPUI’s commitment to mentoring and to support much needed expansion of mentoring efforts, more human resources need to be devoted to the IUPUI Mentoring Academy. I see two ways to achieve this: (1) the establishment of a full-time appointment as Director of Faculty Mentoring or (2) the establishment of a full-time appointment as Director of The Forum Network with faculty mentoring becoming part of that portfolio. It is only through this sort of commitment that IUPUI’s program of faculty mentoring can be brought to scale and provide the full advantages of mentoring to IUPUI’s faculty.

Regardless of how the IUPUI Mentoring Academy is staffed moving forward, I am willing to complete the current funding cycle (notifications should be completed by March 1, 2019), be an advisor to my successor during 2019, and serve as a member of the Mentoring Academy Advisory Board if so desired.