IUSSW mid-career mentoring and capacity building strategies:
A path to professional development and career advancement

Abstract
This initiative promotes the professional development and career advancement of mid-career social work faculty through implementation of a formalized one-on-one faculty mentoring program and creation of a school-level office of professional development devised to build the school's infrastructure for faculty professional development and research. Ninety-six percent of total costs for the initiative will be funded by the School of Social Work. The remaining 4% (or $5,000) is requested from the IUPUI Mentoring Academy. Program goals and indicators will be tracked and reported throughout the life of the initiative, and annual evaluations will be conducted to gauge overall impact of the mentoring program on IUSSW's faculty's career development and advancement to full-rank. Stakeholder involvement in the planning process provides support for this initiative and offers evidence of an institutional commitment to strengthen and sustain the school's capacity to support faculty professional development and career advancement.

Purpose and Goals
The overall aim of the initiative proposed herein is to increase associate professors' pursuit of advancement to full-rank by strengthening the IU School of Social Work's (IUSSW) capacity to support faculty professional development and research. Attainment of this goal necessitates creation of a formalized mentoring program that targets mid-career faculty and establishing a school-level Office of Professional Development and Research (OPDR) to bolster the school's capacity to promote faculty professional development and research.

The mission of the IUSSW is excellence in education, research, and service to promote health, well-being, and social and economic justice in a diverse world. Social and economic justice, diversity, effectiveness, empowerment, excellence, and integrity are values fundamental to the school's mission and vision. IUSSW is a system-wide school that offers programs on campuses across the state of Indiana including Indianapolis, Bloomington, Richmond, Gary, Fort Wayne, and South Bend. The IUSSW faculty is comprised of 49 full-time (tenured or tenure-track) members distributed relatively evenly across ranks: 14 Professors, 17 Associate Professors, and 18 Assistant Professors. Among those at full-rank, women constitute the majority (64%). There is only 1 faculty member of color at this rank. Of the 17 Associate Professors, 53% are female and 29% (or 5 individuals) are members of underrepresented racial minority groups. Nearly half (8 individuals) of mid-career faculty have been in-rank for 6 or more years. More specifically, almost 30% (5 individuals) have been in-rank between 6 and 10 years, 5% (1 individual) between 11 and 15 years, and 12% (or 2 individuals) between 16 and 17 years.

Rationale
A formalized mentoring program that targets mid-career Social Work faculty is warranted for several reasons. First, the mentoring needs of tenure-track Assistant Professors are addressed through assignment to a senior professor within the school at initial appointment by the Dean. Second, and most importantly, the professional development and career advancement needs of mid-career faculty are currently unknown and unaddressed. Associate Professor rank faculty within the school seemingly languish at this career stage as only two faculty have pursued and obtained promotion to full-rank in the last seven years. Third, faculty rank is central to institutional leadership with mid-career faculty being the primary channel from which institutional leaders emerge (Buch, Huet, Rorrer, & Roberson, 2011). Several IUSSW full professors will retire within the next few years, creating a gap in leadership at school- and institutional-levels. Fourth, focusing on the professional development and career advancement needs of IUSSW mid-career faculty has the potential to increase racial diversity at the rank of full professor. At present, only one full professor is a person-of-color. Finally, a lack of institutional support has been documented for mid-career faculty nationally and locally (Buch et al., 2011; IUPUI Office of Academic Affairs, 2014; Education Advisory Board, 2009). The IUPUI Office of Academic Affairs (2014) indicated the need for structured formal training programs for junior and Associate Professor

rank faculty to ensure career success. In addition, the IUPUI Office of Faculty Appointments and Advancement recommended that Deans consider steps to assist Associate rank faculty to include providing mini-sabbaticals to permit completion of specific projects or publications, arrange release time to conduct research, reduce administrative duties to work on scholarly activities, and provide additional mentoring (Faculty Appointments and Advancement, 2010).

Data to Support Proposed Initiative
Several data gathering strategies were used to inform the development of the proposed initiative. A focus group was convened to explore the mentoring experiences of IUSSW mid-career faculty, their professional development needs, and their perspectives on career advancement. All members of this faculty subgroup were invited; seven participated. Focus group data were subsequently used to inform the development of a survey that similarly solicited information regarding the mentoring experiences and professional development needs of Associate Professor rank faculty. Survey items also examined school-level barriers that deter pursuit of promotion as well as services that would be needed within the school to facilitate career advancement. The survey was placed in electronic format and sent to all mid-career faculty. Fourteen faculty members completed the survey for a response rate of 82%.

Analyses of focus group data revealed three overarching themes. First, research and scholarship are important to IUSSW mid-career faculty. Second, the absence of an infrastructure to support faculty research and a school-level culture that emphasizes teaching (over research) severely hamper faculty engagement in research and, in consequence, career advancement. Third, the most significant professional development needs of mid-career faculty are "time" to engage in research, one-on-one mentoring, and a host of other professional development services coordinated through a central office within the school.

Analyses of survey data revealed similar findings. Mid-career faculty rank-ordered their most pressing professional development needs as follows: 1) "time" to engage in research; 2) training on research related activity such as granting writing, publishing, research methods/statistical methods; 3) one-on-one mentoring; and 4) identification of potential research collaborators. Lack of time to engage in research, workload issues (i.e., heavy teaching loads and administrative responsibilities), the absence of a research infrastructure within the school, and little financial incentive were identified as structural barriers to seeking promotion. To promote professional development and career advancement, Associate Professor rank faculty recommended creation of a release time for research mechanism, consultation and training services related to research, one-on-one mentoring, and establishment of a centralized office within the school to support faculty professional development and research. Of note, 77% of mid-career faculty who completed the survey reported that they were not mentored by an IUSSW faculty colleague prior to promotion and tenure. Fifty-four percent of faculty who reported being mentored by someone outside of the school prior to promotion and tenure characterized their mentoring relationship as informal. In addition, many mid-career faculty described their mentoring relationships as fractured following promotion and tenure insofar as changes in the frequency of contact, availability of the mentor, and changes in their availability as a mentee were reported. Nearly 70% of those who completed the survey indicated that they would participate in a formal mentoring program that targets Associate Professor rank faculty. Respondents identified career planning, goal setting, and the receipt of advice, guidance, and support on professional matters as primary benefits of mentoring.

As described above, the primary aim of the proposed initiative is to increase associate professors' pursuit of advancement to full-rank by strengthening the IU School of Social Work's (IUSSW) capacity to support faculty professional development and research. Therefore, the overarching goals of this initiative are two-fold: 1) increase associate professors' pursuit of advancement to full-rank through mentoring; and 2) strengthen the IUSSW's capacity to support faculty professional development and research through creation of the Office of Professional Development and Research (OPDR).

Methodology/Intervention
This section discusses the formalized mentoring program for IUSSW mid-career faculty. It also introduces and delineates the functions of the Office of Professional Development and Research (OPDR).

IUSSW Formalized Mentoring Program
Typically defined as a mutually beneficial one-on-one developmental relationship between a mentor and mentee that focuses on the mentee's professional development, the concept of mentoring has evolved overtime as a form of professional development within academic institutions (Zellers, Howard, & Barcic, 2008). Eby and colleagues (2008) discuss mentoring as a means to facilitate career advancement and point to a variety of positive outcomes associated with mentoring for protégés, mentors, institutions, and society.

Various models of faculty mentoring exist and guidelines for developing faculty mentoring programs have been generated (Education Advisory Board, 2009; Carr, Bickel & Inui, 2003; Zeller et al., 2008). Specific recommendations include: 1) offering comprehensive support to mentees by providing access to multiple mentors for role designation mentoring (i.e., mentoring around different functions such as teaching and research), identity-based mentoring (i.e., mentoring for identity-related issues such as gender and race), and departmental mentoring (i.e., mentoring for navigating department-specific issues such as tenure and promotion); 2) orienting mentors and mentees to the goals, expectations, roles, and policies and practices of the mentoring program; 3) providing senior faculty serving as mentors with perks not compensation for mentoring. Zeller et al. (2008) provide a set of mentoring "best practices" or factors associated with the success of formal mentoring programs. Some success factors frequently cited in the literature include visible support of senior administration, allocation of sufficient resources, voluntary participation of mentors, strategies for identifying the developmental needs of participants, strategies for matching pairs, contingencies for interventions such as reassignment of participants, coordination of program oversight and support, formative evaluation for continuous improvement, and a summative evaluation to determine outcomes.

The IUSSW faculty mentoring program will commence at the beginning of Fall semester 2015. The program is open to mid-career faculty who express interest and commitment to the primary goal of the program (i.e., career advancement). Mentor participation is also voluntary and based on the mentor's desire to mentor mid-career faculty. A one-to-one departmental model of faculty mentoring that involves establishing dyads of mid-career and full-rank social work faculty based on mutual selection and agreement will be implemented. The rationale for this model is twofold. First, the career advancement focus of this initiative makes senior social work faculty ideal for serving as mentors because they are most familiar with promotion standards within the school. Second, the departmental model of faculty mentoring conceptualizes the mentor as a point person responsible for connecting the mentee with resources within the school and across the university (Education Advisory Board, 2009). In this way, mentees are not limited to the resources of the departmental mentor but are provided with access to other mentors and resources.

Mentor-mentee dyads will be created through a coordinated activity analogous to "speed dating" in which participants are provided the opportunity to quickly share their background, interests, and goals and expectations for the mentoring experience. Once dyads are formed, mentor and mentee pairs will be fully oriented to the goals, expectations, roles, and policies and practices of the mentoring program. Subsequently, mentors and mentees will be expected to meet minimally four times per academic year (i.e., Fall/Spring semester) to discuss, establish, and monitor the mentee's career plan and research goals. Mentors are expected to provide career advice, guidance, and support. Additionally, the newly created Office of Professional Development and Research (OPDR) will organize a workshop/colloquia series on various topics requested by mid-career faculty to help build competencies needed to pursue advancement to full-rank. An evaluation of the quality of the mentoring experience will be coordinated and conducted at the end of each academic year by the

Director of OPDR. The Director of OPDR will also annually review the mentees' progress on research goals and their career advancement plans.

The short- and long-term objectives associated with the goal of increasing associate professors' pursuit of advancement to full-rank through mentoring are as follows:

Objective 1a: Within 3 months of program implementation, 100% of mid-career faculty participants will be matched with a full professor for mentoring.

Objective 1b: Within 1 year of program implementation, 75% of mid-career faculty participants will have a formalized career development plan (inclusive of clear milestones) for advancement to full-rank.

Objective 1c: At the end of each academic year and throughout the duration of mentorship, 80% of mentors and mentees will rate the mentoring relationship as beneficial.

Objective 1d: Within 2 years of participation in the mentoring program, 75% of participants will be actively caring out their research agenda (e.g., research proposal development, grant preparation/submission, data collection and analysis, research dissemination, etc.).

Office of Professional Development and Research
This initiative proposes to establish the IUSSW Office of Professional Development and Research (OPDR). Creation of OPDR is a capacity building strategy devised to build the school's infrastructure for faculty professional development, research, and career advancement. OPDR will serve as a centralized office within the school with four primary functions: 1) coordinate, monitor, and evaluate the formalized mentoring program for mid-career faculty; 2) develop and coordinate ongoing professional development workshops/colloquia on research-related topics along with other professional development works needed at the school-level; 3) develop and coordinate the school's internal release time for research (RTR) grant mechanism; and 4) facilitate access to university-level professional development and research resources.

OPDR will be created in the Summer of 2015. Drs. Thigpen and Luca-Sugawara, authors of this initiative and members of the IUPUI Mentoring Academy, will be actively involved in establishing OPDR. The following tasks will be accomplished prior to its inauguration Fall semester 2015: development of policies and procedures pertaining to its programs (i.e., mentoring program for mid-career faculty, professional development workshop series, and internal RTR grant mechanism); creating a job description and hiring a director; and organization of a steering committee.

The short- and long-term objectives associated with the goal of strengthening the IUSSW's capacity to support faculty professional development and research by creating the Office of Professional Development and Research are:

Objective 2a: The Office of Professional Development will be operational by August 2015.

Objective 2b: Within six months of initiative start-up, 3 Release Time for Research internal grants will be annually awarded to program participants.

The Logic Model presented on pages 6-7 helps explain the type of resources, activities, and outputs needed to meet the above objectives. Additionally, this visual representation of our proposed initiative will also facilitate understanding of expected outcomes on three different levels: short-term (1-2 years), intermediary (3-4 years), and long-term (5-7 years).

Budget

The budget for this initiative can be found on page 10. As shown in the budget, total costs for year one of the initiative are $127,320. Ninety-six percent (or $122,320) will be funded by the IUSSW – see Dean Michael Patchner's support letter. The remaining 4% (or $5,000) is requested from the IUPUI Mentoring Academy and will be used to support the three (3) release time for research grants to be awarded to mid-career faculty Summer/Fall 2016.

Budget Narrative

Salaries and wages, fringe benefits, release time for research internal grant program (RTR), colloquia series, and supplies constitute major budgetary items. These items are described below.

Personnel Salaries & Wages

The Co-Principal Investigators on this grant proposal are Drs. Jeffry Thigpen and Carmen Luca-Sugawara. During Summer 2015, Drs. Thigpen and Luca-Sugawara will spend 10% FTE working on starting up of the Office of Professional Development and Research (OPDR). Summer 2015 begins mid-May through August 1, 2015, and will include 10% FTE for both Drs. Thigpen and Luca-Sugawara during this time period. The total salary amount to be charged for Dr. Thigpen is $9,021 and $8,556 for Dr. Luca Sugawara. Key responsibilities consists of developing OPDS's Director job description, setting up and running a search and screen committee, setting up the organizational policies, RTR grant mechanism, among others. Once hired, the OPDR's Director will absorb all responsibilities for the office.

The Office of Professional Development Director will have a 50% FTE being in charge of running this office and monitoring and evaluating all OPDR programs. The total salary amount to be charged to this director is $49,509 at 50% time.

Fringe Benefits

The summer fringe benefit rate includes social security and health insurance. The current summer rate is 25.31%. For Summer 2015, the rate has been budgeted at 24.25%. The fringe rate applied during the academic year is 39.76%. This fringe rate is higher because in addition to including social security and health insurance, it also includes retirement benefits. These fringe rates will be applied to salary for Drs. Thigpen and Luca-Sugawara as full time university employees. Final fringe expense is estimated to be $1,822 for Dr. Thigpen, $1,728 for Dr. Luca Sugawara, whereas for the OPDR Director annual fringe will be $19,685.

Release Time for Research Internal Grant Program

Three (3) release time for research grants will be awarded to SSW faculty Spring 2016 for use during Summer or Fall 2016. The total budgeted amount for these awards is $26,648 inclusive of fringe benefits.

Colloquia Series

Several guest speakers will be invited to present professional development workshops/talks as part of ongoing colloquia series organized through OPDR. These speakers will help design the content of the colloquia series, deliver one workshop, and provide consultation to IUSSW faculty on professional development and/or career advancement matters. These individuals will be paid a rate of $500/event for 4 workshops a year (2 a semester X 2 semesters per year). The budgeted total for these consultants is $2,000. Additionally, travel expenses for guest speakers/experts will be covered. Travel expenses cover no more than $1,500x2 events /2 semesters. Total estimated travel costs are $6,000/annually.

Supplies, Materials, and Other Costs

A total of $800 has been included to purchase supplies ($200) and materials as needed along with hospitality expenses ($600).

LOGIC MODEL

RESOURCES	ACTIVITIES	OUTPUTS	OTCOMES –IMPACT		
			Short-term (1-2 yrs)	Intermediary (3-4 yrs)	Long-term (5-7 yrs)

Goal 1: Increase associate professors' pursuit of advancement to full-rank.

RESOURCES	ACTIVITIES	OUTPUTS	Short-term (1-2 yrs)	Intermediary (3-4 yrs)	Long-term (5-7 yrs)
• Speed-dating mentoring lunch funds • OPD Director Time to plan and coordinate the event (LOE) • Meeting location, space (TBD). • Guest Speakers' Honorarium (4 colloquia events yearly). • Colloquia series (run via OPD). • OPD Director Time • Meeting location/space (TBD). • Supplies • Honorarium • Experts	• Speed-dating mentoring planning • Craft mentees academic profile • Self-reflection of mentees' interests, expectations and a goal for attending a mentoring program • Mentor-mentees goal settings. • Mentor-mentee • Participation in research planning workshops set-up by the OPD. • On going mentor-mentees meetings. • Timelines set-up • OPD's workshop series to include topics such as: grant writing proposal, time-management, dissemination outlets • Concept Paper series presented by the Academy's mentees.	• List of mentors available • List of IUSSW mentor-mentee dyads. • Speed-dating mentoring event. • Hours of mentor-mentees interactions • PR displayed to promote the program/mentor-mentee outcomes. • Submission of career development plans to IUSSW's ODP. • Presentations of concept papers at campus/IUSSW unit level. • Interactions with IUSSW/ and Campus-wide Mentoring Academy participants. • Presentations of concept papers/once/semester (at the campus/or school unit) • Grants submitted • Manuscripts submitted • Conference presentations delivered	• Within three months of program start up, 100% of program mentees will be matched with IU full-professors. • Within one year of program implementation, 75% of faculty participants would have formalized a career plan (with clear milestones) for advancement.	• Increased faculty collaborative research projects. • Increased number of publications by mid-career faculty. • With four years of program start-up, two faculty applied for advancement to full-rank. • Increased collaborative faculty research projects. • Within three years, 75% of faculty participants are actively engaged in research. • At the end of each academic year and throughout the duration of mentorship, 80% of mentors and mentees will rate the mentoring relationship as beneficial.	• Increased number of mid-career professors seeking full-rank. • Increased number of full-rank professors within IUSSW. • Increased number of full-rank professors within IUSSW. • Increase perception of mentoring support satisfaction.

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Goal 2: *Strengthen the IUSSW's capacity to support faculty's research and professional development initiatives.*					
• Office of Professional Development's (OPD) organizational structure/functions within the IUSSW • OPD Budget (TBD) • PIs release time to start-up the OPD. • Guest Speakers' Honorarium (4 colloquia events yearly) • Space/ location; supplies (TBD) Public Relations IUSSW Officer Time for various social marketing materials needed for OPD Start up.	• Establish OPD Director Job description • Set-up a search and screen committee to hire OPD Director • Launch the availability of IUSSW's RTR Grants. • Delineate guidelines for internal grants. • Form internal/campus wide review committee team award. • Monitor internal grants. • Survey faculty to identify workshop topics for the OPD colloquia series. • Identify pool of experts to lead workshops. Meet with programs directors to coordinate the Professional Development Office with the rest of school units.	• List of selected topics for workshops. • Workshops provided. • Faculty participation in colloquia/workshops org. by OPD. • RTR grants submitted. • Concept papers presented. • Social marketing materials on workshops and any program outcomes.	• Within a month of program start-up, the *Office of Professional Development* will be operational. • Three Release Time for Research grants will be annually awarded to IUSSW mid-career faculty annually.	• Increased in number of research grants (internal and external) awarded to IUSSW faculty. • Increased in number research collaborations among IUSSW faculty and IU community. • Increased number of publications by mid-career faculty. • With four years of program start-up, two faculty applied for advancement to full-rank.	• Increased general allocation funds for OPD. • Improved the IUSSW's capacity to support faculty in seeking promotion to full rank. • Increased the number of IUSSW faculty receiving external research grants. • Increased number of faculty successfully achieving full-rank status.

MONITORING AND EVALUATION

Resources	Activities	Outputs	Outcomes (Yr. 1-2) Short-term	Outcomes (Yr. 3-4) Intermediary	Outcomes (Yr. 5-7) Long-term
Measure: Presence or absence of funds, staff, etc. **Indicators**: Number of staff members used; Dollars used. Participants/mentors involved.	**Measurement**: Scheduling of workshop events, number of concept papers presented, events organized **Indicators**: Number of colloquia held; Number of concept paper presented; Number of RTR proposals reviewed yearly.	**Measurement**: Log of participants, papers presented, manuscripts submitted, conference presentation delivered, social marketing materials delivered, etc. **Indicators**: Number of workshops organized, papers presented, grants submitted, conference presentation delivered by our faculty etc. Number of social marketing materials delivered.	**Measurement:** OPD's functioning RTR mechanism function. **Indicators:** Number of workshops provided; Number of faculty attending the workshops; Number of RTR grants submitted; Number of RTR grants awarded.	**Measurement:** Faculty's engagement in activities leading to promotion to full-rank; such as collaborative research, research grant pursuits, etc. **Indicators:** Number of mentor-mentee research collaboration projects; number of faculty applying for full-rank promotion.	**Measurement**: IUSSW's capacity to support faculty in seeking full-rank. **Indicators**: Number of RTR grants awarded. Number of mid-career faculty receiving external research grants; Number of mid-career faculty advancing to full-rank.

Monitoring & Evaluation Plan

Program indicators will be tracked and reported throughout the life of the program, and annual evaluations will be conducted to gauge overall impact of the mentoring program on IUSSW's faculty's career development & advancement to full-rank. Based on the mentoring programs goals and objectives, the basic area of motorization and assessment will focus on the following indicators, data collection methods and timeline.

Goal 1: *Increase associate professors' pursuit of advancement to full-rank through mentoring.*

> **Obj. (1. a)** Within *three months* of program implementation, 100% participants will be matched with IU full-professors mentors (or non-IU)

Indicators: **Data Collection Method &Timing**:

- Faculty rating of the mentoring program effectiveness   Mentoring Effectiveness Survey
                                                               (Yr. 1/Baseline; and Yr. 3)
- Sustaining Number of Mentor –Mentee Dyads   Simple count (Yr. 1, 2,3,4)
- Increased faculty collaborative research projects   Baseline: Simple count (Yr. 1);
                                                               Yearly count (2,3,4)

> **Obj. (1. b)** Within one year of program implementation, 75% of faculty participants would have formalized a career plan (with clear milestones) for advancement.

Indicators: **Data Collection Method &Timing**:

- Number of concept papers presented.   Simple count (Yr. 2, 3, 4)
- Number of faculty participating in the mentoring   Simple count (yearly)
  program

> **Obj. (1. c)** Within three years, 75% of faculty participants are actively engaged in research projects.

Indicators: **Data Collection Method &Timing**:

- Increase in peer reviewed research publications   Baseline: Simple count; Yearly count
                                                               (2,3,4,5)
- Increase in research funded projects   Baseline: Simple count; Yearly count
                                                               (2,3,4,5)
- Number of grant proposals (internal or external)   Simple count (Yr. 2,3,4)
  submitted
- Number of research grants received   Simple count (Yr. 2,3,4)
- Number of proposal submitted to conferences   Simple count (Yr. 2,3,4)
- Number of presentations delivered at peer reviewed   Simple count (Yr. 2,3,4)
  conferences

> **Obj. (1. d)** By year four of program start up, 85% of participants score high in their Mentorship Effectiveness Scale (Berk, Berg, Mortimer, Walton-Moss, & Yeo, 2005)

Indicators: **Data Collection Method &Timing**:

- Increase perception of mentoring support   Scale Score (Yrs. 2,4)
  satisfaction

Goal 2: *Strengthen the IUSSW's capacity to support faculty professional development and research.*

      Obj. (2. a)   Within a month of program start-up, the Office of Professional
     (Short-Term)   Development and Research will be operational.

<u>Indicators</u>:   **<u>Data Collection Method &Timing</u>:**

- OPDR Director hired   Monitoring Office Set-up events
- OPDR Policy(ies) developed
- Number of workshops provided   Simple count of workshops held
- Number of RTR grants awarded   Simple count…Yrs. 1-2/Yr. 2-4
- Number of social marketing materials generated

      Obj. (2. b)   Within six months of initiative start-up, 3 Release Time for Research internal grants will
                             be annually awarded to program participants.

<u>Indicators</u>:   **<u>Data Collection Method &Timing</u>:**

- Number of RTR grants awarded   Simple count…. Yr. 1-2/Yr. 3-4
- Number of RTR grant application submitted   Simple count…. Yr. 1-2/Yr. 3-4

Plan for Sustainability of Initiative

The proposed initiative is designed to respond to the unique needs of the IUSSW. Key stakeholder (i.e., dean and faculty) involvement in the planning process provides support for this initiative and an institutional commitment to strengthen and sustain the school's capacity to support faculty professional development and career advancement.

Personnel	Annual Salary					Amount	School Expense
Director, Office of Professional Development	99,018			@	50% FTE		49,509
			Fringe	@	39.76%		19,685
Carmen Luca Sugawara	68,283		Summer	@	10% FTE		6,828
			Fringe	@	25.31%		1,728
Jeffry Thigpen	71,992		Summer	@	10% FTE		7,199
			Fringe	@	25.31%		1,822
Faculty #1	76,108	course buyout	Acad Yr	@	10% FTE	1,193	6,418
			Fringe	@	39.76%	474	2,078
Faculty #2	76,108	course buyout	Acad Yr	@	10% FTE	1,193	6,418
			Fringe	@	39.76%	474	2,078
Faculty #3	84,412	course buyout	Acad Yr	@	10% FTE	1,193	7,248
			Fringe	@	39.76%	474	2,408
Subtotal Personnel						**5,000**	**113,420**
Other Expenses:							
Honorarium for Workshops		2 seminars/semester		@ $	500 each		2,000
Travel (Workshop Presentor)		2 seminars/semester		@ $	1,500 each		6,000
Hospitality							600
Supplies							300
Subtotal Other Expenses						0	8,900
TOTAL COST						**5,000**	**122,320**

SCHOOL OF SOCIAL WORK
INDIANA UNIVERSITY

February 2, 2015

Dear Review Committee:

I am delighted to support Drs. Thigpen and Luca Sugawara's proposal entitled *IUSSW Mid-Career Mentoring and Capacity Building Strategies: A path to professional development and career advancement*. This proposal is built on faculty's understanding and commitment to address this very important challenge in our school, and in higher education overall – that of preparing associate professors for advancement to full-rank.

The merits of this proposal rest on two important elements, which I applaud our faculty for considering when crafting this proposal. First, the initiative is anchored on a comprehensive assessment of our school's needs; Secondly, the proposal elements are echoed and supported by the literature on best practices for developing faculty mentoring programs. [*Here maybe the Dean would want to add something of his own thoughts on how our proposal meets the needs of the school.*]

I am delighted that our faculty is committed to making a difference in strengthening the institutional structure to further support mid-career faculty in their promotion and advancement to full-rank. …

I am confident that this initiative will benefit not only our immediate school, but other higher education institutions that are faced with the same struggle of advancement and promotion of mid-career faculty to full rank. . Thus, I am in full support of Drs. Thigpen and Luca Sugawara's pursuit of this award and initiative, and I give them my highest recommendation.

Sincerely,

Michael Patchner, Ph.D.
University Dean & Professor

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