



2018-2019 Annual Report

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Date: September 2019



Faculty Mentorship Program



You are Supported, Empowered, Appreciated.

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Introduction

This annual report covers the activities associated with administration and facilitation of the UA Little Rock Faculty Mentoring Program (FMP). Situated within the Office of the Provost, i.e. the chief academic officer for the university, the FMP represents the university's official program to promote faculty development in the key areas of teaching, research, and service. With the arduous process of tenure and promotion being difficult for many to understand, the FMP serves an important role in helping faculty to develop in the key areas of teaching, research, and service. While these three areas are crucial for tenure and promotion, the FMP is also designed to promote the valuing of networking, bringing resources/funding to the university, and being good stewards to our university, community, and various disciplines. In order to achieve this, the FMP staff carried-out various activities to foster and encourage the proteges participating in the program this year.

Use of the FMP Website, *FMP Mentors* and *FMP Proteges* Orgs on Blackboard Community

The FMP team revised the two Orgs for the FMP and expanded the repository of literature. The Announcement feature was still used to strategically inform the proteges and mentors. Like last year, highlights of all workshops were used on the Org to provide a centralized and easy to navigate place for useful tips dealing with Tenure and Promotion. The FMP website was modified again to provide an overview of the material covered with proteges. It is noted that a process was modified to ensure that all content the proteges were provided, was also provided to the mentors; however, the mentor content use an “archive” approach on the Mentor Org, rather than emailing the mentors as content was added.

Selection of 2018-2019 FMP Protege Class

Via a list of new faculty provided by the Office of the Provost, the FMP team sent personal invitations to each tenure-track faculty member that is new to the university. It was made clear that the decision to accept the invitation is completely optional and offered as a source of information and support in their adjustment to UA Little Rock. It is noted that some of the proteges, had worked at the university for some time, but just joined the tenure-track and thus, triggered their invitation. Additionally, once the Provost’s Office made a campus-wide announcement on the facfocus listserv about the FMP, and the Clinton School of Public Service to include their new tenure-track faculty as well; we invited them and some joined.

The faculty mentors (all tenured senior faculty) from the 2017-2018 FMP class were asked if they wanted to serve again as mentors. Most joined us again and some new tenured senior faculty joined as mentors for the 2018-2019 FMP class. A list of the proteges and their paired mentors are found below:

Protege Name	Protege College	Mentor Paried
Dr. Robert C Richards	Clinton School of Public Service	Dr. Sonya Premeaux
Dr. Nichola Driver	Clinton School of Public Service	Prof. James Carr
Dr. Debra Stieve	CEHP	Dr. David Briscoe
Dr. Elizabeth Riley	CEHP	Dr. Timothy Edwards
Dr. Anne Turner	CEIT	Dr. Amy Sedivy -Benton
Dr. Abbas Quamar	CEHP	Dr. Elisabeth Sherwin
Dr. Wenjun Wang	COB	Prof.Sonny Rhodes
Dr. Bailey Oliver	CSSC	Dr. Linda Stauffer
Dr. Andrew Amstutz	CALS	Dr. Eric Wiebelhaus-Brahm
Dr. Soheil Saedi	CEIT	Dr. Nancy J. Hamilton
Dr. Don Willis	CSSC	Dr. Ibrahim Duyar
Dr. Jacqueline Burse	CEHP	Dr. Sherry Rankins Robertson
Dr. Joseph Otundo	CEHP	Dr. David Montague
Dr. Rhet Smith	COB	Dr. Lakeshia Jones
Dr. Katrina Yeaw	CALS	Prof. James Tramel
Dr. Nathan Marvin	CALS	Dr. Jim Vander Putten
Dr. Yue Zhao	COB	Dr. Amar Kanekar
Dr. Joseph Colvin	CSSC	Dr. Kristen McIntyre
Dr. Michael Pelts	CEHP	Dr. Charlotte L. Williams
Dr. Lindsay Ruhr	CEHP	Dr. Juliana Flinn
Dr. Chris Etheridge	CSSC	Dr. Linda Holzer

Pre-Program Survey of the 2018-2019 Protege Class

Survey Information

A pre-program survey was sent to all the proteges once the class was selected. All the surveys were completed in a manner to not collect the identities of the participants. Since this was a programmatic survey for the purposes of an official university administrative function, it was not necessary to obtain a UA Little Rock Institutional Review Board Protocol for this survey effort.

A survey link on Blackboard was provided to each protege in the same message with their program completion letter. The survey is a fourteen question research instrument, with six short answer questions, three multiple choice questions, and five Likert Scale statements. The focus of these questions was to learn more about the proteges themselves (e.g. teaching experience) and their expectations for the FMP. The survey data are housed within the *Protege Org on Blackboard Community*. The following sections break down the data from the survey itself.

Survey Analysis

Question addressing FMP Protege Education: "When did you earn your highest degree?"

- 100% = 2018

Question addressing FMP Protege Experience: "How many years of Faculty teaching experience do you have?"

≤ 1	50.00%
≤ 2	0.00%
≤ 3	0.00%
≤ 4	50.00%
≥ 5	0.00%
<i>Unanswered</i>	0.00%

Question addressing FMP Protege Perception on Service: "Briefly state your understanding of what service as a Faculty member means?"

- Service is the act of providing specialty-based aid or assistance to benefit members of the university and greater community area.
- Service as a faculty member means contributing to the department, college, university, and community through various activities.

Question addressing FMP Protege Perception on Having a Research Agenda: "How important do you think having a Faculty research agenda is?"

- Very Important, especially as we navigate the tenure process to show we are continually providing service to our area of study/discipline
- I believe research as a faculty member is important to meeting the three pillars of the university. However, a faculty member's body of research should be something they are passionate about and someone help the department, college, or university

Question addressing FMP Protege Perception on Expectations of a Tenure-Track Faculty Member: "How well do you understand what is expected of a tenure-track faculty member?"

- 0.0 percent indicated clear understanding
- 50.0 percent indicated sufficient understanding
- 50.0 percent indicated neutral understanding

- 0.0 percent indicated little understanding
- 0.0 percent indicated no understanding

Question addressing whether the FMP Protege Perception Previously had a faculty mentor: "Have you ever had a Faculty mentor?"

- 50.0 percent indicated they have had a faculty mentor
- 50.0 percent indicated they have not had a faculty mentor

Follow-up Question for Proteges who did Previously have a faculty mentor: "If yes, kindly provide some context on the experience."

- I was given a faculty mentor my first year in the department at the university. Sadly, I did not talk with her or get her guidance as much as I probably should have because I was busy and stressed with my first year of teaching at the university.

Question for Proteges Opinion on the Importance of a Friendship Dimension in Faculty Mentoring: "Kindly indicate how important the friendship dimension of Faculty-Faculty mentoring is to you."

- 0.0 percent indicated most important
- 100.00 percent indicated important
- 0.0 percent indicated moderately important
- 0.0 percent indicated somewhat important
- 0.0 percent indicated least important

Question for Proteges Opinion on the Importance of Career Guidance in Faculty Mentoring: "Kindly indicate how important the career guidance dimension of Faculty-Faculty mentoring is to you."

- 0.0 percent indicated most important
- 100.00 percent indicated important
- 0.0 percent indicated moderately important
- 0.0 percent indicated somewhat important
- 0.0 percent indicated least important

Question for Proteges Opinion on the Importance of objective information in Faculty Mentoring: "Kindly indicate how important the objective information source dimension of Faculty-Faculty mentoring is to you."

- 0.0 percent indicated most important
- 100.00 percent indicated important
- 0.0 percent indicated moderately important
- 0.0 percent indicated somewhat important
- 0.0 percent indicated least important

Question for Proteges Opinion on the Importance of intellectual guidance in Faculty Mentoring: "Kindly indicate how important the intellectual guidance dimension of Faculty-Faculty mentoring is to you."

- 0.0 percent indicated most important
- 100.00 percent indicated important
- 0.0 percent indicated moderately important
- 0.0 percent indicated somewhat important
- 0.0 percent indicated least important

Question for Proteges why they Joined the FMP: "Which of the factors below reflect your reason for joining this mentoring program (Select all that apply)"

- I was persuaded = 0.0 percent
- I think I could really benefit from a mentor = 100.0 percent
- I am committed to working with a mentor = 0.0 percent
- I have specific areas that I think my mentor could help me with = 0.0 percent

Question for Proteges on any Specific Areas of Need: "If you have identified specific areas of need, briefly discuss them below"

- I am in my third year with the university and just finished my mid-tenure portfolio. I would like to work with a mentor to ensure that I am on the right track and performing at an acceptable level. Also, I think it is a good idea to receive feedback from someone outside of the department for a neutral, unbiased review.

Question for Proteges on They Hope to Gain From the FMP: "Briefly state what you hope to gain from this mentoring program."

- Guidance on tenure process and job security at this particular university: knowledge on what all "serve" entails at UALR.
- Better preparation for the final tenure and promotion, as well as any areas that I can improve upon as a faculty member.

FMP Proteges Org Content

Materials provided to the proteges:

Career Development

The proteges were provided two activities they could participate in; both designed to focus on their professional development at UA Little Rock. The first, was a set of instructions and a sample Career Development Plan designed to plan teaching, research, and service activities in the short and long terms.¹ The proteges were told that this plan is something they could factor-in as they consider

¹ It is noted that the sample Career Development Plan provided was the same plan created by the former FMP Coordinator.

how they are combining the core items needed for Tenure and Promotion. The CDP was introduced in April to the Proteges as a post-program document to continue their self-guidance in conjunction with the appropriate people in their respective academic departments. The second activity, was for them to reach out to a senior faculty member within their academic discipline (could be outside of our university). The purpose was for them to gain understanding from this person of important aspects of being successful in understanding which particular journals, professional organizations, and other aspects of being a successful faculty member.

Material from the *FMP Protege Org* Content Section on Blackboard Community

Several scholarly journal articles were provided to allow the proteges to have literature on tenure and promotion, the importance of faculty mentoring, and other relevant faculty topics.²

- *Preparing for Tenure and Promotion: The Tenure Process*
- *THE RELATIONSHIP BETWEEN MENTORING AND CAREER DEVELOPMENT OF HIGHER EDUCATION FACULTY MEMBERS*
- *Systematic Mentoring for New Faculty Teachers and Graduate Teaching Assistants*
- *“Putting in your time”: Faculty Experiences in the Process of Promotion to Professor*
- *The Chronicle of Higher Education Article- College Culture Drives Professors' Job Satisfaction*
- *Faculty Mentoring Faculty in a Public University*

The Facilitated Workshops

November

- Welcome and general discussion about the program
- Importance of understanding their academic department
- What is “teaching, research, and service” at UA Little Rock?
- Lessons from a former protege

The three primary lessons from the November workshop were:

1. Use the tenure and promotion process to become the "professor" you want to be, rather than what you envision someone else wants you to be.
2. Keep three storage areas (e.g. desk drawers) to collect all teaching, research, and service related documents so that you will have everything you need centralized when it is time for third-year review and for submission of your tenure and promotion package. Please also keep a fourth storage area for other important items (e.g. grant/contract applications/awards)
3. Get to know the organizational culture of your academic department so you understand how things work now and how they have worked in the past.

² It is noted that the University Diversity Council asked the FMP staff to meet at one of their Council meetings to discuss ways to add more content on diversity (and the importance of valuing diversity) to the FMP.

December

“The Pillar of Faculty Teaching” – Facilitated by Dr. Kristen McIntyre, a 2016 Faculty Excellence Award in Teaching winner

The three primary lessons from the December workshop were:

- Be able to articulate the theory and/or literature that informs/guides your teaching philosophy in your teaching statement.
- Create a collection plan to support your teaching portfolio for each semester and each year.
- Collect a variety of examples of your teaching philosophy in action: syllabi, assignments, sample student work, etc. and be creative with your additional supporting material: peer observations, self observations, unsolicited student emails, graduated student letters, formative assessment, etc.

January

“The Pillar of Faculty Research” – Facilitated by Dr. Avinash Thombre; Faculty Excellence Award in Research winner

The three primary lessons from the January workshop were:

1. Be able to develop a line of research in your respective field.
2. Get to know what constitutes as a line of research.
3. To create an identity as a researcher.

February

“The Pillar of Faculty Service” – Facilitated by Dr. Laura Barrio Vilar and Dr. Karen Kuralt; Excellence Award in Service winners

The three primary lessons from the February workshop were:

1. Determine how service fits into your overall narrative as a professor
2. Build a strong case for tenure and promotion by balancing your service work at various levels: department, college, university, community, and discipline.
3. Choose service opportunities that align well with your teaching and research.

March

Workshop: “The Stuff Not Talked About by Faculty, but Also Important” – Facilitated by Dr. John R. Talburt

- Networking
- Contracts and Grants
- Steward to the Community
- Steward to the Discipline
- Assign the Faculty Career Development Plan assignment to the proteges

Highlights of the March 2019 FMP Workshop

The three primary lessons from the March workshop were:

1. Say YES more than you say NO to professional opportunities
2. Get active in smaller professional organization where you can have a greater impact - be creative
3. Reach out to industry/government and be willing to work for one dollar, build trust and credibility that lead to bigger opportunities

April

“Understanding Third-Year Review” – Facilitated by Dr. Jennifer Hune

- Comments by a former protege on what they have learned already about third-year review

The three primary lessons from the March workshop were:

1. Meet with your mentor regularly
2. Partner with peers to enhance scholarly work
3. Identify peers outside the university as outside evaluators for your third-year packet

May

The FMP Team organized an end of year celebration for the proteges, during which a review of the year and video were provided. Letters of FMP completion were sent to all the proteges and copies were provided for the official faculty files in the Office of the Provost. Below are a list of activities for the month.

- Faculty Career Development Plan assignment
- Proteges are asked to complete the post-FMP program survey
- Letters were sent to the proteges and relevant chairs copied on the letter, celebrating their accomplish

Post-Program Survey of the 2018-2019 Protege Class

Survey Information

A post-program survey was sent to all the proteges at the completion of the program and after all letters confirming program completion had been sent to each protege. All the surveys were completed in a manner to not collect the identities of the participants. Since this was a programmatic survey for the purposes of an official university administrative function, it was not necessary to obtain a UA Little Rock Institutional Review Board Protocol for this survey effort.

A survey link on Blackboard was provided to each protege in the same message with their program completion letter. The request asked that they please complete the survey, which could be done in about 2-3 minutes. The survey is a ten question research instrument, with five Likert Scale statements asking about the class content, three Likert Scale statements asking about the skills and responsiveness of their assigned UA Little Rock tenured senior faculty mentor, and two open-ended statements on what they gained from the program and any program suggestions. The survey data are housed within the *Protege Org* on *Blackboard Community*. The following sections break down the data from the survey itself:

Survey Analysis

Questions addressing FMP Class Content

- 85.714 percent of the respondents indicated they “Strongly Agree” that learning objectives were clear. 14.285 percent of the respondents indicated they “ Agree” that learning objectives were clear.
- 85.714 percent of the respondents indicated they “Strongly Agree” that FMP class content was organized and well-planned. 14.285 percent of the respondents indicated they “Agree” that FMP class content was organized and well-planned.
- 85.714 percent of the respondents indicated they “Strongly Agree” that the FMP class workload was appropriate, as factored-in with their regular workload as a faculty member. 14.285 percent of the respondents indicated they were “Neutral” with the same statement.
- 57.142 percent of the respondents indicated they “Strongly Agree” that the FMP class was organized to allow all proteges to participate fully. 14.285 percent of the respondents indicated they were “Neutral” with the same statement. 28.571 percent of the respondents indicated they “Disagree” that the FMP class was organized to allow all proteges to participate fully.
- 85.714 percent of the respondents indicated they “Strongly Agree” that the pillars associated with Tenure and Promotion were provided in a manner to give them proper understanding. 14.285 percent of the respondents indicated they “Agree” with the same statement.

Questions on the Skill and Responsiveness of the Mentor

- 42.857 percent of the respondents indicated they “Strongly Agree” that it was helpful to be paired with a tenured senior faculty member as a mentor connected with this program. 57.142 percent of the respondents indicated they “Agree” with the same statement.
- 28.571 percent of the respondents indicated they “Strongly Agree” that their assigned mentor was an effective aid in giving a better understanding about the university and being a better professor. 42.857 percent of the respondents indicated they “Agree” with the same statement. 14.285 percent of the respondents indicated they were “Neutral” that their assigned mentor was an effective aid in giving a better understanding about the university and being a better professor. 14.285 percent of the respondents indicated they “Disagree” with the same statement.
- 71.428 percent of the respondents indicated they “Strongly Agree” that they were able to secure a mentor from outside the university to give them additional understanding in their area (i.e. discipline). 14.285 percent of the respondents indicated they were “Neutral” with the same statement. 14.285 percent of the respondents indicated they “Disagree” with the same statement.

On the statement "Please briefly talk about what you got out of the program"

Since this was an open-ended statement for the respondents, the FMP team decided to provide all the actual responses verbatim. Please find those responses below:

- "I learned how to connect with the community, saying yes more than no, funding, expectations for tenure reviews, etc. A lot."
- "The benefits are the tools learned to prepare for T & P."
- "It allowed me to have a talking point when trying to connect with faculty outside of my discipline and college."
- "Definitely reinforced the three pillars and how to ensure faculty stay on track in all three areas."
- "I gained critical information /instruction to support and assist me as I work towards tenure. The speakers, David as well as his staff did a wonderful job! My mentor was a perfect fit and one that will remain. Thank you David for your leadership and mentoring program you provided!"

On the statement "Please list any suggestion to make the program better"

Since this was an open-ended statement for the respondents, the FMP team decided to provide all the actual responses verbatim. Please find those responses below:

- "Can schedule open session without any speakers, but invite panelists for open discussion."
- "The Chancellor should also be invited to talk with new faculty."
- "More informations about the process of actual putting together tenure materials/how they are submitted etc."
- "Extend the program. Perhaps 2 years."
- "It's impossible to get a schedule that works well for everyone, but it might be beneficial to ask for availability at the start of each semester to make sure that as many people are able to attend as possible."
- "It may also be beneficial to extend this program over the first and second years (for re-inforcement of the ideas expressed and building relationships)."

Analytical Summary of the Post-Program Survey of the 2018-2019 Protege Class

Overall, the responses on the Likert scale were almost all that the FMP Class of proteges strongly agreed that the program content was useful for the goals of understanding Tenure and Promotion, that the material was well organized and an appropriate level of work when combined with the normal duties they have as junior faculty. Also overall, was the strong agreement that the use of assigned mentors helped supplement the content provided by the FMP. Most respondents indicated they had success in identifying a mentor outside of the university, but in their discipline. Importantly, most of the respondents indicated they believe their assigned mentor helped them better understand the importance of being a "better professor;" in the context of the content provided, "better professor" was language to mean the type of professor they actually want to be rather than simply pretending to focus on other things for the purpose of pleasing others.

With respect to the open-ended statements, the majority of responses indicated that they each gained different major points from the content provided. This is seen as positive by the FMP team in that the goal of the content provided was to hopefully speak to something considered important to

each protege, understanding that each academic department provides their own understanding of content related to Tenure and Promotion. In terms of suggestions toward FMP improvement, all of the responses were positive and it was suggested that the FMP be expanded to all tenure track faculty. The FMP is offered to all new tenure track faculty, so our interpretation of this suggestion is that they would like to see the FMP offered to those who are no longer new faculty, but might benefit from the FMP.

Here is a sample of the videos that were made during each FMP Protege Workshop. This video (below) showcased Dr. John Talburt of the UA Little Rock Information Quality Masters Program. He facilitated a workshop about his use of teaching, research, and service to foster his grant and contract work and networking over the decades at UA Little Rock and the private sector.

Link to Youtube Video: [Dr. John Talburt: Beyond Teaching, Research, and Service](#)

What we Know from the FMP Proteges Org Data on Blackboard Community

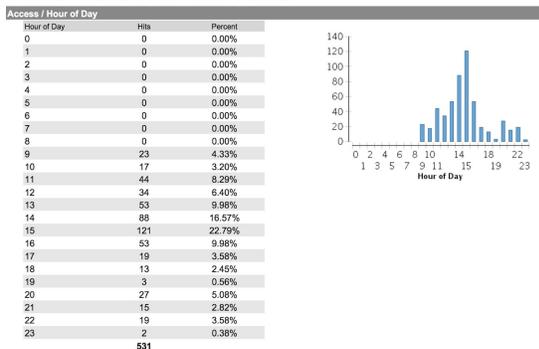
The FMP Protege Org on Blackboard Community, provides various data items available (only to Org managers) via a reporting feature. Two reports (as shown below) were chosen for the purpose of informing this annual report. The first Org report entitled “Overall Summary of User Activity” [showing a bar chart] was chosen because it provides understanding as to “when” all users (i.e. including FMP team members) used the Org. It is noted that activity on the Org occurred late into the evenings; indicating that people associated with the FMP did not view the content as something to be dealt with “only” during work general hours.

The second Org report entitled “Overall Summary of User Activity” [showing a pie chart] was chosen because it provides an understanding as to how the org was mostly used. The most utilized sections were the **Announcements** and **Content**.

Increased usage of the Org was observed between the 2017-2018 & 2018-2019 FMP Classes:

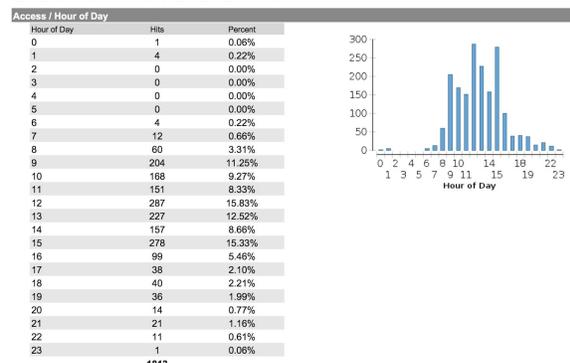
2017-2018 Class

Overall Summary of User Activity

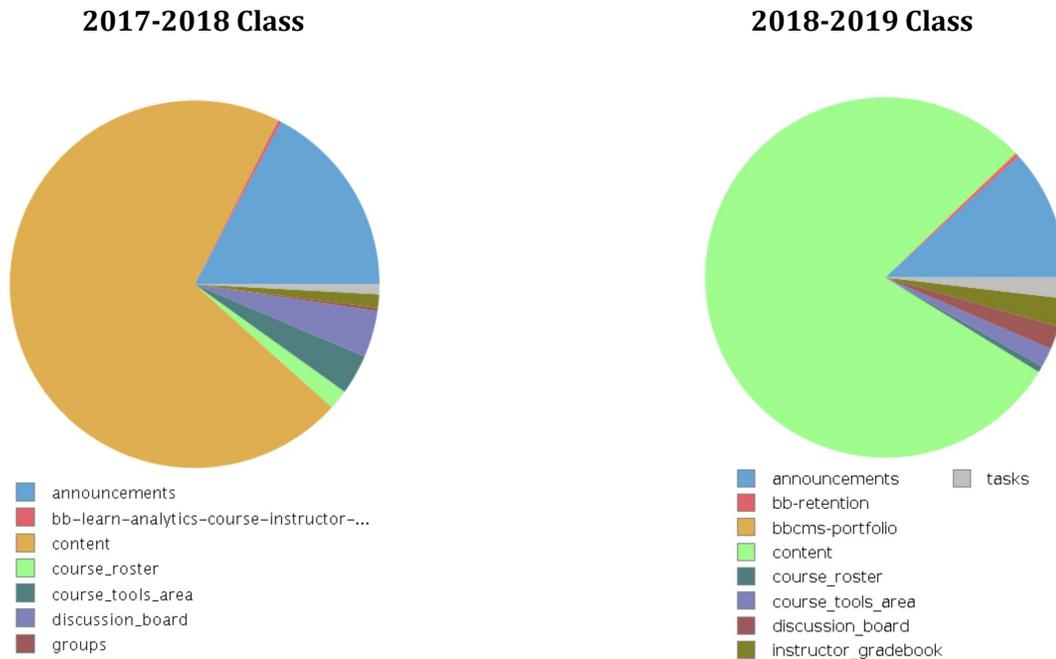


2018-2019 Class

Overall Summary of User Activity



The most significant area of use was still the “Content” area within the FMP Protege Org between the 2017-2018 & 2018-2019 FMP Classes:



Blackboard Learn™ 8/30/2018

Decision to Propose Expansion of the Current FMP

During the 2018-2019 year of FMP operations, FMP staff received comments from adjunct faculty requesting official university mentoring to support them. A cursory review of university material on the various types of faculty at our university was conducted, which led to a formal proposal review of faculty mentoring programs at various universities. The graduate assistant for the program was initially tasked with specific focus on programs supporting adjunct faculty mentoring. Later, the research was expanded to include professional instructors. Based on the findings, a formal proposal was drafted to expand the current university FMP to include non-tenure track faculty and the resources needed for appropriate growth.

In Closing

Overall, the 2018-2019 FMP year was a success. The diversity of disciplines and entities (e.g. the Clinton School) added increased connection among UA Little Rock’s faculty community. The proteges benefited from receiving facilitated workshops led by UA Little Rock Faculty Excellence Award winners. The proteges were paired with tenured senior faculty members and encouraged to select an additional mentor in their discipline to provide important mentoring about their specific academic discipline as they grow in their respective academic communities. Videos were produced by the FMP team to memorialize these events and serve as a record for the Office of the Provost. Each protege received an official letter of completion and a plaque signed by the FMP coordinator and the Office of the Provost for their records. All activities were completed while functioning

within the allocated budget. Finally, pre and post surveys were completed and strongly indicated that the proteges feel they benefited from participating in the 2018-2019 FMP Class.

Acknowledgments

This year's FMP Class was made successful by a host of people who care about this university and want our faculty to be as successful as possible. Therefore we formally thank the following people for their significant contributions: Dr. Christina Drale, Dr. Angela Hunter, Ms. Kristen Peterson, Mr. Habib Beidari, Mr. Pradeep Mahalingam, Ms. Moyosooreoluwa Kemi-Rotimi, Ms. Merlene Love, Mr. Robert "Tony" Tabor, Mr. Tom Kelly, Ms. Donna-Rae Eldridge, Ms. Sharonda Lipscomb, Ms. Markia Herron, Ms. Cori Schmidtbauer, Mr. Geoff Nash, Mr. Drew Glover, Ms. Donna Shelton, Mr. Ross Bradley, Ms. Janet Davis, Dr. John McCallister, Dr. Janea Snyder, Dr. Kristen McIntyre, Dr. Avinash Thombre, Dr. Laura Barrio-Vilar, Dr. Karen Kuralt, Dr. Jennifer Hune, Dr. John Talburt, Ms. Kendra Clay, Ms. Jewell Sedgwick, Mr. DeJuan McElroy, and Mr. Jeffery Duckworth.

End