

**Department of Pharmacy Practice  
Faculty Mentoring Policy  
Updated 5.14.21**

Every tenure-track and clinical-track faculty member in the Department of Pharmacy Practice must have access to quality faculty mentoring.

**Faculty Mentoring Guidelines**

The Department of Pharmacy Practice is committed to mentoring to enhance the professional well-being of faculty members. The goals of mentoring include: skill development, career advancement, a supportive working environment, and a strong sense of college and campus community. This document briefly describes the Department's approach to faculty mentoring.

Faculty mentoring occurs when a mentor with useful experience, knowledge, skills, and/or wisdom offers advice, information, guidance, support, or opportunity to a faculty member for that individual's professional and personal development.

**Responsibility for Developing Mentoring Relationships for Assistant Professors**

The College of Pharmacy Faculty Career Development Program (<https://www.pharmacy.purdue.edu/sites/www.pharmacy.purdue.edu/files/policies/Faculty%20Career%20Development%20Program.pdf>) describes the general requirements for a Departmental mentoring program for junior faculty.

To develop a well-formed and appropriate mentoring system for each mentee, the following should occur:

- 1) The department head is responsible for discussing the mentoring guidelines with mentees, organizing mentoring pairings, helping to identify further mentors to serve more specialized mentoring roles, and periodically assessing the mentoring system from the perspective of the mentee as well as other interested parties.
- 2) The mentee should provide information relative to the types of mentoring that he/she feels would be beneficial, the specific areas in which mentoring is desired, and communicate these areas to the department head.
- 3) Administrative support from the Department to support mentoring programs and efforts
- 4) The Department is responsible for assuring that a system for recognizing and rewarding good mentors and for monitoring and evaluating mentoring efforts is maintained.
- 5) All assistant professors (tenure-track and clinical track) should have a formal mentor. Formal mentoring should continue until promotion and/or tenure

### *Implementation Guidelines*

Opportunities for mentoring are inclusive and available to all faculty within the Department. While the primary focus of the formal mentoring program lies with assistant professors, mentoring should be available for all types of academic appointments, and all ranks.

### *Role of the Head*

The department head will assign at least one mentor for all tenure-track and clinical-track assistant professors. Initial mentor assignments will be established by the department head in consultation with the faculty mentee and any potential mentors. Mentor selections should reflect the specific areas in which the mentee believes that he/she would benefit from mentoring. It should be acknowledged that a single mentor may not be able to provide mentorship across all areas of mentoring, and so additional mentoring may be needed.

The department head will document and monitor mentoring relationships by way of regular meetings with assistant professors during their first 1-2 years with at least an annual meetings occurring thereafter. The unit head may also meet with the mentors to further assess the relationship. It should be acknowledged that mentoring needs shift and change during a mentee's career. Therefore, if the existing mentoring is not providing a benefit to the mentee, mentoring relationships can be changed and added to better address those mentoring needs. The department head will provide guidance on changing and connecting faculty with new mentors.

### *Role of the mentee*

At a minimum, the expectations of the mentee are 1) To formulate her/his yearly and long-term career goals and discuss with mentor; 2) To identify mentoring needs and communicate them to the mentor and the department head; 3) To commit to participate actively in the goals and activities agreed upon with mentor, and 4) To participate in any mentoring education available.

Areas that a mentee may seek mentorship include but are not limited to the following:

- a. Guidance on the structure and culture of the department, college, university, and external constituencies (practice site, IUPUI, etc.).
- b. Helping faculty set goals for their professional activities.
- c. Sharing knowledge about external funding agencies and processes.
- d. Facilitating collaboration in teaching, research, and/or clinical service.
- e. Offering initial reviews of scholarly work including but not limited to abstracts, publications, and grant proposals.
- f. Offering advice on teaching and instructional issues.
- g. Provide guidance on professional organization involvement and leadership
- h. Offering advice about work/life balance issues.
- i. Offering advice about issues specific to members of underrepresented groups.

Various mentoring programs are available providing suggestions for topics, schedules, and checklists. These links and programs are provided in the appendix of this guidance document. It is suggested that the mentor and mentee agree to a yearly schedule framework early in the process. Meetings should occur at least twice per academic year, although more regular meetings are encouraged.

The mentee and mentor should be forthcoming about expectations for time spent on mentoring. Mentees and mentors should be sensitive to the fact that different individuals seek differing amounts of mentoring. Mentees should be clear concerning the specific areas of expertise for which mentorship is being sought. Under normal circumstances, mentees should meet with their mentor at least once per semester.

### *Role of the mentor*

At a minimum, the expectations of the mentor are 1) To learn about different mentoring methods and models to become an effective mentor; 2) To meet with the mentee at regular intervals; 3) To candidly discuss and provide feedback on any issues of concern to the mentee; 4) To provide advice to the mentee on the paths to professional development and success, and 5) To help identify additional resources (human or otherwise) for issues that she/he cannot address.

### *Department/College/University seminars*

New faculty members are encouraged to attend workshops, seminars, and orientation activities designed to prepare faculty for academic success. These may be sponsored by the Department, College, University, and external constituencies.

### *Networking outside the department and university*

Each mentor and faculty member are encouraged to help junior colleagues develop contacts with scholars in the field (presenting papers at conferences, etc.). This networking helps faculty members establish: a) potential research collaborations, and b) potential external reviewers for the tenure and promotion or promotion process.

In addition to ensuring that an effective peer mentoring program exists, each faculty member will receive career guidance from several other activities. 1) The department head will meet regularly with each new faculty member during his/her onboarding activities to discuss the promotion and/or tenure process, departmental expectations, and criteria; 2) The department head will meet at least yearly with each junior faculty member to discuss the faculty members' yearly performance review and provide written feedback; 3) The department head will facilitate yearly review by a subcommittee of the primary promotion and tenure committee and assure that the junior faculty member receives written feedback from that process, and 4) The

department head will facilitate a formal year three external review of the junior faculty member's dossier and provide written feedback of that process.

### **Associate Professor and Professor mentoring**

All faculty members are encouraged to expand mentoring relationships to include faculty members outside of the department, college, and/or University as needed to include mentoring that can occur. While the primary intent of this document is to describe and formalize mentoring for assistant professors, it strongly encourages mentoring for all faculty members regardless of rank. Based on faculty input, the establishment of mentor-mentee relationships of Associate Professors and Professors, both tenure and non-tenure track, should occur if the need arises.

To ensure appropriate mentoring for Associate Professors and Professors occurs when needed, 1) The department head will meet at least yearly with each faculty member to discuss the faculty members' yearly performance review, inquire about mentoring, and provide written feedback; 2) The department head will facilitate a periodic review by a subcommittee of the primary promotion and tenure committee and assure that Associate Professors receives written feedback from that process.

### **Faculty Mentoring Website**

The department head will initiate the design of a Faculty Mentoring website. The Department Head or designated faculty/staff member will identify content to be posted on the website. The website should include resources for both mentors and mentees.

### **Recognition of Outstanding Faculty Mentoring**

The department head will oversee the development of a recognition program for excellent faculty mentoring and will be responsible for the review and selection of candidates for that program. Possibilities for recognition include:

1. The creation of a list of outstanding faculty mentors.
2. The establishment of a Faculty Mentoring Grant to the mentor to support efforts to improve mentoring skills.
3. Faculty Mentor lecture.
4. Nomination as the Department Mentor of the Year Award

Acknowledgments: The contributions of the mentoring programs of Purdue University Colleges of Health and Human Sciences and Engineering and Department of Veterinary Clinical Sciences to this document are acknowledged

## Appendix

Examples of programs, checklists, mentoring contracts, publications, and other useful documents can be found at the following site:

<https://www.ctsicc.org/mentoring-toolkit> (accessed 5/11/2021)

# Mentoring Checklist

*Please note that this form has portions for mentees and mentors to assess their mentoring needs and/or mentoring strengths. You may want to use only one or the other sections or both.*

**If you are a Mentee:** Fill out the following table by indicating whether you feel like you need mentoring in a particular area, whether you already have mentoring in that area, or whether it does not apply to you.

	Need Mentoring	Have Mentoring	Not Applicable
Active Learning Techniques			
Collaborative Teaching			
Scholarly Teaching			
Classroom Management			
Grantsmanship			
Writing			
Dissemination of Scholarship			
Scholarship of Teaching			
IRB Writing			
Research Design and Development			
Acquiring resources (e.g. grants, etc.)			

Collaboration and Networking			
Professional Organization Engagement			
Clinical Service Development			
Promotion and/or Tenure			
Developing/Enhancing your Professional Identity			
Work-life Integration			
Communication Skills			
Leadership/Management Skills			
Conflict Resolution Skills			
Other:			



Helping mentee(s) with scholarship development								
Helping mentee(s) with navigating promotion and/or tenure								
Helping mentee(s) with leadership/managerial skills								