

## **Faculty Career Development Program College of Pharmacy**

### ***Program Intent***

To optimize the success of faculty by intentional action at various stages as faculty move through the ranks of the professoriate. In particular, it is the intent of this program to provide a formal initiation of new faculty in their first year at Purdue University and mentoring through the tenure and/or promotion process.

### ***New Faculty Orientation***

Purpose: The program will inform new faculty of the resources available to assist them in meeting their academic responsibilities, including the development of a research program, teaching in the undergraduate, professional, and graduate curriculums, and performing clinical duties. Wherever possible, the program will provide this information in the first year.

- A. Dealing with new responsibilities: At the start of their academic positions, junior faculty members encounter a number of new responsibilities and problems not experienced during their own professional/graduate and postgraduate training. In addition, the requirements of the Department, College, and University for promotion in the tenure- or clinical-track must be well communicated in the first year of the faculty appointment. Points to address to help junior faculty members meet their responsibilities and expectations may include the following:
1. Expectations for developing an independent research program, including procurement of external grant support.
  2. Expectations for teaching in a professional and undergraduate curriculum.
  3. Expectations related to precepting students in clinical courses and mentoring students in professional development.
  4. Guidelines for recruiting, directing, mentoring, and financially supporting graduate students, fellows, or residents.
  5. Effective expenditure of start-up funds.
  6. Availability of campus-wide resources to identify potential research collaborations or expertise of other faculty on campus, or to help develop teaching skills in the classroom and clinical setting.
  7. Allocation of time for engagement activities.
  8. Ethical guidelines for the publication of scholarly work.
  9. Guidelines for confidentiality of academic records and information.

B. Practical needs: The initiation of new faculty should address practical issues of working in a new environment. The program should include a mechanism to inform new faculty about the following items relevant to the Department:

1. Support staff organization and assignments for assistance with grant preparation/submission, personnel support issues, and supplies/equipment ordering.
2. Procedures and forms related to travel, vacation, and online resources ('OnePurdue', e-journals, etc.).
3. Procedures and forms related to radioactive and other biohazardous materials, use of recombinant DNA, animals, and human samples in research.
4. An overview of the professional and undergraduate curriculum.
5. Service roles and responsibilities of IT and instrumentation staff.
6. How to make effective use of TA support.
7. Departmental procedures for the day-to-day operations of a research lab (lab purchases, equipment maintenance and installation, safety considerations, etc.).
8. Availability and procedures for use of common lab space and equipment.
9. Availability of staff, support, and other clinical resources for development of test databanks, document preparation, etc.
10. Development of clinical services.

C. Implementation:

1. Meetings should be organized by the College to facilitate new faculty adapting to their academic position and the Pharmacy professional program. The purpose is to provide new faculty information to facilitate their fulfillment of academic responsibilities and to introduce them to the programmatic philosophy of the College. These meetings should include information on how to direct and manage personnel for a research group, teaching in the professional program, and the performance of clinical duties. These meetings are envisioned to take place periodically over a one- or two-semester period, and to be coordinated by the Dean's office. Other activities at the College level should also be developed to foster interactions among new faculty.
2. Meetings should be organized by each Department to introduce new faculty members to departmental procedures and day-to-day operations. These meetings should provide information related to running a research lab, teaching in the graduate and professional curriculum, and the departmental or school graduate program. The Department and departmental administrative staff should be responsible for content and arranging meetings to be held early in the fall semester. This information can likely be covered in one or two meetings.

3. A website maintained by the College to communicate information on resources such as campus research facilities (NMR, mass spec, etc.), ITAP research and teaching resources, CIE, Teaching Academy, grant-writing workshops, database of funding sources for grants, database of research expertise at Purdue, and a 'OnePurdue' primer. The website should be the responsibility of a College committee and maintained by the College webmaster.

### ***Mentoring Program***

Purpose: To aid junior faculty on a continuing basis through the establishment of a formal mentoring program with senior faculty.

- A. Each Department should establish a structured faculty mentoring process with the intent of supporting in a helpful manner the mentee's career development in research, teaching, or clinical skills based on the following guidelines:
  1. Faculty pairing: junior faculty will be paired with senior faculty from the home Department for individualized mentoring. The Department Head will pair mentees with willing mentors. When the mentor/mentee relationship is judged by either the mentor or mentee to be no longer helpful to the mentee, a new mentor will be selected.
  2. Responsibilities of mentors include the following:
    - i. to facilitate the mentee's career development by advice and counsel on research proposals, grant writing skills, and publishing (journal selection, written presentation);
    - ii. to assist in the development of teaching skills, including guidance by in-class observation and in some cases co-teaching;
    - iii. to advise on the balance of teaching, research, College/University service (i.e., committees), and clinical practice;
    - iv. to assist the mentee in formulating career goals, expectation timelines, and in setting high standards;
    - v. to facilitate linkages to other Purdue faculty with potential collaborative interests, and suggest suitable collaborators outside the University;
    - vi. to advise on directing research projects and managing lab personnel;
    - vii. to advise on precepting students in the clinical setting;
    - viii. to provide encouragement and moral support by actively listening and by giving positive criticism;
    - ix. to provide guidance in time-management;
    - x. to encourage career independence;
    - xi. to avoid undue influence, taking credit, or fixing problems rather than providing guidance.

3. Implementation:

- i. Mentors and mentees will meet formally no less than twice per year, and mentors will submit a yearly report on the mentee's progress to the Head and/or Primary Committee. The report is intended for beneficial purposes in providing guidance toward promotion, and may include information on the mentee's development as a faculty member, the specific difficulties encountered by the mentee, or the advice provided by the mentor. The report should not breach the confidentiality between the mentee and mentor.
- ii. The Department Head has overall responsibility to advise and guide junior faculty toward either tenure and promotion to professor, or promotion in the clinical track to clinical professor. It is recommended that the Head:
  - meet formally no less than once per year with each junior faculty member;
  - provide accurate and timely information regarding the expected accomplishments specified by the Department for advancement and the academic process for promotion;
  - counsel and assist junior faculty to accomplish their individual scholarly objectives to develop an independent research program, or contribute to undergraduate, professional, or graduate level teaching, and/or clinical practice;
  - communicate possible concerns identified by the Primary Committee related to the review of the junior faculty progress in achieving the expectations for promotion. Suggestions from the Primary Committee or modification to the career objectives resulting from the mid-career review should be discussed in detail. The Head should provide a written report to the junior faculty with this information on their performance toward meeting departmental expectation and requirements for promotion.