

MENTORING PROGRAM

The purpose of this document is to describe the basic steps involved in mentoring new faculty members in order to increase the individual's professional growth and success in academia. It is not intended to be a comprehensive listing of all steps required for effective mentoring. Such an exhaustive listing is not possible, nor desirable, since the relationship between a mentor and mentee must be personal and adaptable. The document is intended to discuss the essential themes of mentoring with references to existing literature for those interested in obtaining additional information concerning the topic. It is expected that this document will need periodic examination to ensure that it reflects the existing organizational environment and philosophy.

General Concepts of Mentoring

Effective mentors want to serve in that role. Thus, the college and departments are encouraged to enlist individuals who are truly interested in helping new faculty members succeed. All members of the faculty should understand that this is an important college function. It should also be understood that more than one mentor might be necessary for a new faculty member. Each of us has strengths and weaknesses. The assigned mentor should be sure to engage other members of the faculty in the formal mentoring process to help develop particular skills in the new member of the faculty. Finally, mentors should be given a copy of this document, as well as some of the available literature concerning the benefits of mentoring.¹⁻⁴

Preferably, a mentor will be assigned once the hiring process has been finalized (i.e., in the pre-start period) to facilitate a smooth transitional process to the College and Department. The mentor should be of sufficient seniority that s/he is familiar with the intricacies of the organization. This would generally require that the mentor be at the Associate or Full Professor level. While many of these attributes in the mentoring relationship are preferred, it is more important to establish the relationship early rather than waiting for a perfect match between the mentor and mentee.^{5,6} Upon first contact with the new faculty member the mentor should make it clear that no question is too trivial and that the new hire should feel free to discuss any concerns.

Recruitment Phase

While everyone can and should be mentored,¹ this document is focused on new faculty. This document presumes that the important issues concerning the new hire and the organization (or in the case of faculty with clinical service obligations, organizations) have been discussed and resolved during the recruitment process, thus resulting in a shared understanding of the individual and organizational responsibilities. In particular, there should be an explicit discussion of the organization's mission, policies, procedures and culture. Teaching, research, and service

expectations should be clearly elucidated, as well as the methods used for performance evaluations.²

Post-Recruitment Phase (Pre-Start)

As stated by Campbell, "There is a first day of work that is forever etched in our memories."² Therefore, each new faculty will have an administrative assistant serve as his/her personal tour and orientation guide (each will also receive the orientation guide book). Additionally, it is extremely important that the department head ensure that all office-related issues have been resolved prior to the new hire's first day of work. First and most importantly, make sure the new hire has an office. Second, ensure that the office is appropriately furnished with basic equipment (e.g., desk, chair) and necessary hook-ups (e.g., phone, computer). If computer hardware and software are being purchased for the new faculty member, these purchases should be made during this period. Unless the start date is very soon, the computer and applicable software should be set up prior to the new hire's first day of work.

The department head should ensure that the new faculty member is sent copies of informational packets concerning the department, college, and university. At a minimum, the packet would include policies and procedures of the department, promotion and tenure guidelines (and other evaluative instruments being used), and various other information pertaining to the campus and Tucson, in general. The latter information can be accessed at the following email address and/or web site: AZinsights@gci-net.com or http://www.hr.arizona.edu/o3_hire/newcomer.php.

The following Internet sites provide useful information concerning the College and the University:

<http://policy.arizona.edu/university-handbook-appointed-personnel>

This website contains the University Handbook for Appointed Personnel (UHAP)

<https://www.arizona.edu/faculty-staff>

This web site provides nearly all information a new faculty member would need to know.

<https://policy.arizona.edu/employmenthuman-resources/promotion-and-tenure>

<https://facultyaffairs.arizona.edu/content/promotion-and-tenure>

These two web sites provide information pertaining to Promotion and Tenure.

<http://www.pharmacy.arizona.edu/pharmd-handbook>

The College of Pharmacy's Student Handbook is provided under this web site.

<https://catcard.arizona.edu/>

UA Cat Card home page

<https://www.uaccess.arizona.edu/>

UA Employee link

<http://parking.arizona.edu/>

UA Parking and Transportation (parking permit purchase, CatTran [bus] routes, map of parking lots)

<https://www.pharmacy.arizona.edu/>

COP home page (access to many things, including staff and faculty directories, “Internal Links” page [requires password; has some course handouts, student and departmental email lists, room reservations page {requires UANet ID}, curriculum, link to Poison and Drug Information Center, calendar of events, etc.]

<https://d2l.arizona.edu/d2l/login/>

UA D2L (desire to learn) access site

<https://help.d2l.arizona.edu/instructors>

UA D2L Help site

<https://drc.arizona.edu/>

UA Disability Resource Center

<http://ahsl.arizona.edu/>

Arizona Health Sciences Library (AHSL)

<http://ovidsp.ovid.com/>

Access to OVID (Medline and other search databases) (requires ID/password from AHSL)

During this pre-start phase, a mentor should be assigned. If a mentor has not been assigned, the new faculty member should request that one be appointed.

First Day of Work

Based on previous contact, the new hire should be met by the mentor and department head during the first day of work. The new faculty member should be taken to his/her office and make sure that all basic equipment needs have been met. Assuming computer access, the faculty member should be given instructions on retrieving e-mail etc. during this first day of work. Additionally, written information concerning important phone, e-mail, and FAX numbers should be given to the new hire. Next, a tour of the facilities should take place with particular

attention paid to those areas most likely to be used during the first few days of work (e.g., restrooms, department office, and photocopy area). This tour should include an introduction, or preferably re-introduction to the administrative personnel in the department and college. The new faculty member should be taken to lunch by the mentor or department head.

New faculty should spend time becoming familiar with the computer support group within the College and the University. Obtaining a user name and computer password should be arranged in advance of arrival by the Department administrative assistants. The internal links on the College Homepage contains detailed information on computer resources available within the College and also how to configure home computers to access the network from off campus.

First Month of Work

If at all possible, the new faculty member should have separate, once-weekly meetings with the mentor and/or department head. These assigned meetings are apart from other informal meetings or brief meetings designed to answer specific questions. It is during the assigned meetings that the mentor and department head can begin to discuss more detailed aspects of the department, college, and university, as well as delve into any frustrations felt by the new hire. The mentor can discuss issues related to teaching (e.g., appropriate preparation), research, and service. For example, the mentor can advise the mentee of educational resources such as the University Teaching Center (UTC) on main campus and the Division of Academic Resources (DAR) at the health sciences center. With regards to research activities, there is literature to suggest that collaboration and co-participation of the mentor and mentee in research activities is more important than verbal counseling or guidance.⁷

Another important component of learning the University of Arizona system is to visit the Health Sciences Center library located in the west wing of the UMC/Medical College building. Most reference materials are accessible via internet. Becoming familiar with the available resources will improve your ability to search and obtain new information.

The department head should review expectations of the faculty member and encourage an in-depth discussion of the department's evaluative processes. It is also during this first month when the department head and new faculty member should hold discussions regarding the initiation of didactic instruction. The department head can refer the faculty member to literature pertaining to improving teaching practices through introspection, non-lecture formats, etc.⁸ The importance of obtaining and then interpreting student evaluations of instructor performance should be delineated.

The involvement of the new faculty member in social functions may not seem to be a function of the department. However, research involving other health professionals has shown that feelings of loneliness related to academic life were negatively correlated with job satisfaction and anticipation of remaining at the institution for at least five years.⁹ Therefore, the Department should continue to foster the professional relationships between the new hire and existing staff and faculty through various departmental functions.

Join AACP: New faculty are eligible for one-year free membership to the American Association of Colleges of Pharmacy. Encourage the new faculty member to fill out the application form on the AACP website under “Join AACP.” The pdf file is listed below. After filling out the form the new faculty person should bring it to the department head so that a required letter verifying first year status may be written to accompany the application.

<http://www.aacp.org/site/page.asp?TrackID=&VID=1&CID=358&DID=3484>

First Year of Work

At least monthly, scheduled meetings with the new faculty member and the mentor (and department head on a separate basis), should continue after the first month of work. These discussions should include frank assessments of the faculty member’s progress. Additionally, the departmental faculty development program should be continually reassessed to make sure that it meets the needs of the institution and the individual faculty member.¹⁰

References

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