

Proposal: Junior Faculty Career Development Program College of Pharmacy, Nursing and Health Sciences

Submitted by the Faculty Development Task Force:

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INTRODUCTION

Assistant professors entering the academic environment for the first time are enthusiastic, highly skilled, and well trained in their fields of research and technical expertise. These junior faculty members, however, can lack the knowledge or experience to engage in scholarship, establish and direct a research group, teach in the professional curriculum, or otherwise manage an academic career. Assistant and associate faculty members are a critical resource of the College; the future of the College depends on their success and achievements. The establishment of a comprehensive faculty development program is therefore needed to promote the careers of the junior faculty, as well as protect the significant institutional investment in bringing assistant and associate faculty through either the tenure process and promotion to full professor or promotion in the clinical track.

STRATEGY

Assistant professors would benefit from guidance early on regarding the expectations for career success and promotion, and to be informed of resources in the College and University available to assist in career development, as well as practical matters such as departmental and school procedures. In addition, assistant professors would benefit from continued mentoring throughout the years required to achieve tenure and ultimately full professor, or promotion through the clinical track. This proposal for a faculty development program therefore considers two components: initiation of new faculty in their first year at Purdue University, and mentoring through the tenure or clinical promotion process by senior faculty members and by the Department/School Head. The faculty career development program is intended to be helpful for the junior faculty member, and a mutually satisfying and beneficial experience for all associated faculty, without excessive cost of faculty time. A successful program will likely result when senior faculty members 'buy-in' to the program by recognizing that the mentoring process is critical for the College. Simultaneously, limitations on faculty time must be acknowledged.

PROPOSAL

- I. First-year program to introduce new faculty to the College and the University environment.
 - A. 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 professional and graduate curriculum, and performing clinical duties. The program will provide this information in the first year.
 - B. Dealing with new responsibilities: At the start of their academic positions, members of our junior faculty encounter a number of new responsibilities and problems not experienced during their own graduate and postgraduate training. In addition, the requirements of the Department/School, 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:
 - i. Expectations for developing an independent research program
 - ii. Expectations for teaching in a professional curriculum
 - iii. Expectations related to precepting students in clinical courses and mentoring students in professional development
 - iv. Guidelines for directing and mentoring of graduate students, fellows or residents
 - v. Effective expenditure of start-up funds
 - vi. 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
 - vii. Allocation of time for engagement activities
 - C. 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/School:
 - i. Clerical staff organization for the support of grant preparation and submission, personnel support and management, supplies and equipment ordering
 - ii. Procedures and forms related to travel, vacation, and online resources ('onepurdue', e-journals, etc).
 - iii. Procedures and forms related to radioactive and other biohazardous materials, to use of recombinant DNA, animals, and human samples in research.
 - iv. Service roles and responsibilities of IT and instrumentation staff
 - v. How to make effective use of TA support.
 - vi. Departmental/School procedures for the day-to-day operations of a research lab. (lab purchases, equipment maintenance and installation, safety considerations, etc)

- vii. Availability and procedures for use of common lab space and equipment.
- viii. Availability of staff, support and other clinical resources for development of test databanks, document preparation, etc

D. Implementation:

- i. 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 monthly over a one- or two-semester period, and to be coordinated by the Dean's office with a liaison from each participating Department or School. Other activities at the College level should also be developed to foster interactions among new faculty.
 - ii. Meetings should be organized by the Department/School to introduce new faculty members to departmental or school 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/School and departmental/school 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.
 - iii. 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, 'onepurdue' primer. The website should be the responsibility of a College committee and maintained by the College webmaster.
- II. Mentoring junior faculty on a continuing basis toward either tenure and promotion to the position of full professor, or promotion in the clinical track to full professor.
- A. Purpose: To aid on a continuing basis junior faculty in the development of their academic career by establishing a faculty mentoring program. In addition, the Department/School Head will have the responsibility of providing information on matters of academic reviews as well as advice on advancement. A mid-career review is strongly advised. This review should utilize form 36 as a basis for assessment, with a clear statement from the Primary Committee on the assistant professor's progress toward meeting the expectations for tenure or promotion.

- B. The Department/School 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:
- i. Faculty pairing: junior faculty will be paired with senior faculty from the home Department/School for individualized mentoring. The Department/School 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 mentee will be selected.
 - ii. Responsibilities of mentors include the following:
 1. to facilitate the mentee's career development by advice and counsel on research proposals, grant writing skills, and publishing (journal selection, written presentation);
 2. to assist in the development of teaching skills, including guidance by in-class observation and in some cases co-teaching;
 3. to assist the mentee in formulating career goals, expectation timelines, and in setting high standards;
 4. to facilitate linkages to other Purdue faculty with potential collaborative interests;
 5. to advise on directing research projects and managing lab personnel;
 6. to advise on precepting students in the clinical setting;
 7. to provide encouragement and moral support by actively listening and by giving positive criticism;
 8. to provide guidance in time-management;
 9. to encourage career independence;
 10. to avoid undue influence, taking credit, or fixing problems.
 - iii. Implementation:
 1. Mentors and mentees will meet formally no less than once 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.
 2. Mentors will hold informal discussions with mentees as appropriate to effectively assist the mentee.
- C. The Head of the Department or School has overall responsibility to advise and guide junior faculty toward either tenure and promotion to full professor, or promotion in the clinical track to full professor. It is recommended that the Head

1. meet formally no less than once per year with each junior faculty member;
2. provide accurate and timely information regarding the expected accomplishments specified by the department/school for advancement and the academic process for promotion;
3. 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;
4. 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/school expectation and requirements for promotion.

OUTCOME

The Department/School Head is encouraged to gather information from mentees throughout their career development as junior faculty and as they become senior faculty on the outcome and effectiveness of the Career Development Program. In addition, the Head should solicit input on ways to improve the Program.