Purpose: This checklist is built to serve as a resource to Pharmacy programs that are considering a faculty mentorship program, those that are interested in implementing a faculty mentorship program and would like some resources, or those with an existing program that would like to modify their existing programs.

Various resources are embedded and attached in an enclosed attachment that includes our Bibliography.

<table>
<thead>
<tr>
<th>#</th>
<th>Item</th>
<th>Options</th>
<th>Comments/Evidence/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Examine goals and purpose(s) of mentorship program for COP/SOP</td>
<td>Satisfaction/Retention/Development, etc</td>
<td>Depending on academic age and experience of faculty</td>
</tr>
<tr>
<td></td>
<td><strong>Structure</strong></td>
<td></td>
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<td>2</td>
<td>Oversight of program</td>
<td>Committee, a senior faculty or an administrator</td>
<td>Various examples exist: best practice may be an individual faculty who directs, an individual who coordinates with help from support staff; and they report to a faculty development committee.</td>
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<tr>
<td>3</td>
<td>Policy and Procedure document</td>
<td>To lay out process and rationale</td>
<td>Serves as a reminder and helps streamline process and evaluation.</td>
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<tr>
<td>4</td>
<td>Who can be a mentor?</td>
<td>Senior faculty (associate or higher level). Need to be ready willing and able to mentor.</td>
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<tr>
<td>5</td>
<td>How can mentors be incentivized?</td>
<td>Service credit in promotion and annual evaluation Travel funds Recognition and awards</td>
<td>Helps mentors sign up</td>
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<tr>
<td></td>
<td><strong>Process</strong></td>
<td></td>
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<tr>
<td>6</td>
<td>Mentor mentee pair matching</td>
<td>Matching mentor mentee pairs can be done by department chairs. A form can be developed to help assist the process – form can include mentee career goals in each area (teaching, research, service, etc). A new mentor can take one mentee and then add on one more if needed.</td>
<td>Potential chemistry between mentor and mentee is usually a prominent factor in choice, in addition to mentee career goals.</td>
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<tr>
<td>7</td>
<td>Formal mentorship</td>
<td>A formal agreement can be created</td>
<td>This agreement can help</td>
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<tr>
<td><strong>assignment</strong></td>
<td>that is signed off by mentor and mentee to formalize the process. The agreement can be for a certain duration (minimum of a year).</td>
<td>provide credit for mentors for the service, as well as help if there is need for renewal or non-renewal of the pair.</td>
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<tr>
<td><strong>8 Mentor orientation and training</strong></td>
<td>Orienting mentors to expectations from mentorship, training them on their roles and responsibilities. Occurs once a year or for newly assigned mentors usually over a meal. Director of program needs to be trained themselves and needs to develop a manual for this training. Do’s and Don’t’s of mentorship.</td>
<td>Helps reduce frustration and variability in process.</td>
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<tr>
<td><strong>9 Mentee orientation</strong></td>
<td>For new mentees to orient them to expectations of mentorship program. Occurs once when they are newly assigned. Do’s and Don’t’s of menteeship.</td>
<td>Helps mentees understand what to expect and reduces frustration.</td>
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<tr>
<td><strong>10 Expectations of the pair</strong></td>
<td>Meeting periodically (at least once a quarter). Offering incentives such as funds for lunch for the meetings. Confidential discussions.</td>
<td>Need to be laid down in the P&amp;P document.</td>
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<tr>
<td><strong>Assessment and Evaluation</strong></td>
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</tbody>
</table>
| **11 Periodic assessments of mentoring relationship quality** | Web-based confidential survey at mid year and annually at to assess how pairing is perceived by mentor and mentee. Can obtain meaningful data within 1-2 years of program implementation | Helps decide if goals are being met And if modifications are needed in program or if there is conflict in the pairing. A number of validated instruments are available to choose from:  
  - Mentoring Functions Survey (Noe 1988)  
  - Mentoring Role Instrument (Ragins & McFarlin 1990)  
  - Mentorship Effectiveness Scale (Berk 2005)  
  - Mentor Profile Questionnaire (Berk 2005)  
  - Mentor Benefits (Ragins & Scandura 1999) |
<p>| <strong>12 Annual assessment of mentoring relationship</strong> | Web-based confidential survey at end of a year to assess if renewal is | Non renewal needs to be conducted in a delicate manner |</p>
<table>
<thead>
<tr>
<th>renewal</th>
<th>OK.</th>
<th>so as to facilitate continued positive relationships.</th>
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</thead>
</table>

13 Program assessment

Measures should be selected based on the goals of the decided upon mentoring program.

Possible measures of program effectiveness:
- Mentoring relationship quality (see above)
- Organizational Commitment / Propensity to Leave
- Job Satisfaction
- Self-Efficacy Scholarship / Research
- Job Performance Measures
  - Scholarly Productivity (# of publications; # of grants submitted /funded; funding (dollars)
  - Withdrawal Behaviors (absences)
- Career Advancement
- Academic Rank
- Promotion Rate / Promotion Velocity
- Turn-over / Retention

CQI process

A number of validated instruments are available:

**Organizational Commitment / Propensity to Leave:**
- Organizational Commitment Scale (Balfour & Wechsler 1990)
- Organizational Commitment Questionnaire (Porter & Smith 1970)
- Propensity to Leave Scale (Lyons 1971)

**Job satisfaction:**
- Work-role Stress (Kahn et al. 1964)
- Self-Esteem at Work (Quinn and Shepard 1974)
- Job Involvement Scale (Lodahl and Kejner 1965)

**Self-efficacy in scholarship/research**
- FIT Program Evaluation Questionnaire (Marinac & Gerkovich 2012)
Following is the summary of the findings of the Task Force, which were used to develop the checklist.

An earlier task force dealt with basics of mentoring so this toolkit will ONLY focus on mechanics.

1. **Goals of a mentorship program**: refer to previous Mentoring Task Force report.

2. **Definition of mentorship in different areas of academic pharmacy for career advancement, professional and personal development.**

<table>
<thead>
<tr>
<th>Area</th>
<th>Role of mentor</th>
<th>Benefits</th>
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<tbody>
<tr>
<td>Overall</td>
<td>Senior colleague</td>
<td>Understands expectations of institution and career</td>
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<td></td>
<td>Guide</td>
<td>Helps set short term and long term goals and time management</td>
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<td></td>
<td>Cheerleader</td>
<td>Championing fulfillment of goals, believes in the abilities and worth of</td>
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<td></td>
<td></td>
<td>the mentee and translates confidence to the mentee.</td>
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<tr>
<td></td>
<td>Advocate</td>
<td>Protecting against adverse decisions (too much service early on in career),</td>
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<td></td>
<td></td>
<td>helps networking</td>
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<tr>
<td></td>
<td>Resource</td>
<td>Redirect mentees to other individuals who can help</td>
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<td></td>
<td>Confidante</td>
<td>Help mentees in knowing how to approach them</td>
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<td></td>
<td>Role model</td>
<td>Help the mentee learn to express thoughts and deal</td>
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<td></td>
<td></td>
<td>with disappointments. Listen and offer advice, but</td>
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<td></td>
<td></td>
<td>always encourage and champion the younger mentee.</td>
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<tr>
<td>Research</td>
<td>Advisor</td>
<td>Help in achieving a good Work-life balance</td>
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<td></td>
<td>Possible Collaborator</td>
<td>Develop grant writing skills, critique grant proposals, manuscripts.</td>
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<td></td>
<td></td>
<td>If research is in similar area, mentor can help</td>
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<td></td>
<td></td>
<td>mentee set up laboratory or project procedures and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>policies, advise graduate students or residents.</td>
</tr>
<tr>
<td>Teaching</td>
<td>Co-Facilitator or advisor</td>
<td>Help outline, organize, and deliver</td>
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<tr>
<td></td>
<td>Coach</td>
<td>lecture/laboratory/clinical content</td>
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<td></td>
<td></td>
<td>Sit in on lectures and provide critique.</td>
</tr>
<tr>
<td>Clinical</td>
<td>Counselor</td>
<td>Help networking</td>
</tr>
<tr>
<td>practice</td>
<td></td>
<td>Pointers on setting up practice</td>
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<td></td>
<td></td>
<td>Help with precepting</td>
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</table>

Mentoring could be for one or more areas as indicated above but in general, an **overall** mentor is better for building a relationship, confidence and continuity. A mentor does not have to be an expert in each area, rather be a good overall guide.

3. **The need for a faculty mentorship program** has been previously established by various task force reports. Advantages of a mentorship program:
Associated with:
Faculty career satisfaction and reduced turnover or improved retention
Improved success of women and underrepresented minorities in academic careers
Faculty productivity via grants and publications
Favorable departmental climates

4. It is established that a FORMAL mentorship program is more advantageous than an INFORMAL one.
5. An internal mentor within the program is better in general than a mentor external to the environment, although there are pros and cons to both internal external mentors. (see attached sheet)
6. Mentoring is needed at all levels of an academic career; however the frequency of mentor relationships drops after promotion and tenure. In general, Peluchette 2000 cites that assistant professors with mentors in their professions, associate professors with mentors outside the work place, and professors with mentors within their organizations had the highest levels of objective career success. Anecdotes from Pharmacy institutions (such as the University of Iowa) glean examples of engaging faculty in the college without a pharmacy background; in terms of requiring them to sit in on health system courses, shadowing practice faculty in their sites, necessarily collaborating with practice faculty on a research project.
7. Do’s and Don’t’s for Mentors and Mentees
8. Program structures: Mentorship coordinator who oversees program, works with department chairs in assigning mentorship pairs, staff support in maintaining evaluations and database.
9. Resources required for mentorship programs:
   I. **Time**
      a. Someone to **organize the process** – department mentoring facilitator, director of faculty mentoring (Feldman MD Med Education 2010, WesternU)
      b. Mentors need **time and willingness to participate** in initial training and supervision over time; an overloaded academic-professional agenda and limited time for different activities were mentioned by several mentors as barriers to maintenance of a mentoring relationship; may need **time for initial training**, but is usually not enough (Goncalves MC Sao Paulo Med J 2012)
      c. Stages of mentor-protégé relationship (initiation, cultivation, separation, transformation) (Haines AJPE 2003)
      d. Formal mentoring programs are characterized by a **clearly stated timeframe** for the dyad relationship that focuses on the protégé’s development; establishing regular communication; offering mentor training programs (Nick JM Nursing Research Prac 2012)
      e. The needs and contexts of each institution were a factor in mentorship program design. The biggest obstacle reported was **inadequate time** to be a mentor or mentee after
program initiation. Strategies to counter this issue include developing mentoring awards, revising promotion and tenure to require and reward mentoring, and including mentoring activities on curricula vitae. Chair Evaluation Includes Mentoring [VCU Faculty Mentoring Guide]


g. Assistance in identifying sources of extramural support; Department chair; Grants office; Professional Organizations; Mentor; Government Organizations [access to grant search engines]; Support with Grant Writing, bringing in external evaluators to train faculty or national organizations [need money, time and administrative support] [Washington]

II. **Funding/Money**

a. **Hiring of mentors** (ex educational mentors in Alsharif NZ AJPE 2006)

b. Supported by structure and resources as well as commitment, rewards, activities; faculty development programs should be well designed, prospectively planned, and supported by adequate institutional resources (Boyce EG Pharmacotherapy 2009)

c. NIH noted a 15% decline of physicians applying for clinical research grants from 1970 to 1998. Subsequently, *partial salary support for mentors* was created in new clinical grant awards. (Fuller AJPE 2008)

d. **Providing release time** – some financial expense (Nick JM Nursing Research Prac 2012)

e. Assistance in identifying sources of extramural support; Department chair; Grants office; Professional Organizations; Mentor; Government Organizations [access to grant search engines]; Support with Grant Writing, bringing in external evaluators to train faculty or national organizations [need money, time and administrative support] [Washington]

f. Development of professional networks; Mentor mentee relationship; financial support to go to lunches, meetings and release from teaching and service responsibilities [Washington]

III. **Programmatic support**

a. **Mentor recruitment process** (Alsharif NZ AJPE 2006)

b. Clinical *faculty development program* should be an integral part of each institution’s culture (Boyce EG Pharmacotherapy 2009)

c. **Assisting in finding a mentor** (Feldman MD Med Education 2010) by department chairs (WesternU)

d. **Administrative support** of mentoring is an important aspect of a program’s success; college of pharmacy administrators who recognize mentorship efforts as part of the continuing contract or tenure process foster the value of collaboration, and ultimately, productivity, among their faculty members; for mentoring process to thrive, the business community recognized years ago that it must occur in an environment where talent is nurtured; triad model; administrators recognizing the value of a mentor for all 4 parts (teacher, researcher, clinician, and service agent) may assist faculty in balancing work and life aspects of their job; lack of enough senior faculty members (Fuller AJPE 2008)
e. **Lack of available mentors for female and minority faculty members**; to develop a successful and effective mentoring program, a few fundamental features likely must be present: potential mentors who participate in a formal program should possess a strong desire to participate, mentor-protégé pair must share common interest, mentor and protégé must spend time together, and the mentor must possess a sufficient level of expertise to guide the protégé (Haines AJPE 2003)

f. **Program coordination and supervision** was recognized by some mentors as an appropriate and welcoming environment for questions and guidance when difficulties were faced; contacts with other mentors at the time of supervision was also recognized as an important source of help, thus making it possible to share difficulties and experiences (Goncalves MC Sao Paulo Med J 2012)

g. Creating an **environment where the protégé feels supported**; providing psychosocial support; the primary resource requirement for an effective formal mentoring program is **administrative support and commitment**; including mentoring activities into faculty expectations – demonstrated in the criteria for promotion and tenure, salary merit, and workload calculations (Nick JM Nursing Research Prac 2012)

h. Teaching mentoring resources include **Universities providing venues** for experienced instructors to share best practices and effective teaching strategies. This will be facilitated, in part, by **forming educational research groups** within science departments. These groups might be **nucleated by hiring tenure-track faculty who specialize in education**. Other strategies include **incorporating sessions about teaching into their seminar series**, developing **parallel series about teaching**, or establishing instructional material “incubators” where researchers incorporate research results into teaching materials with guidance from experts in pedagogy. Earmarking a portion of research start-up packages to **support attendance of incoming instructors at education workshops and meetings**. [Handelsman, J Scientific Teaching in mentoring session by session]

i. **Resources from the department:**
   i. startup packages and
   ii. traditional mentoring about teaching, handling graduate students, and writing grant proposals
   iii. Nominations of the new faculty member for awards and invited talks
   iv. Introductions to others who can help
   v. ID the mentor – mentor pool
      1. Providing the new faculty member has a "safe" person to whom he or she can bring questions or problems without fear of impact on a promotion decision
      2. Using members from related departments or Emeritus faculty to serve as mentors
      3. Utilizing resources are the National Science Foundation program Visiting Professorships for Women to serve as excellent mentors for new faculty and graduate students.
vi. Give the new faculty a list of the right person to call for different needs
vii. Facilitate getting help in learning to teach well. Ask a master teacher to be a teaching mentor for the new faculty member

j. [New Mexico State University – Advanced Faculty mentoring Program] This is a loosely structured program put by the NMSU based on self-directed mentoring relationships. The program is designed to help build a climate in which faculty receive support and encouragement in achieving tenure, promotion, and the transition to leadership roles at NMSU. More than 100 faculty members from across the University participate in this program. Mentors are chosen by a committee of faculty members, and are selected from a department that is different than but related to the mentee’s department. Mentoring pairs determine their own meeting schedule and topics. Workshops and informal mixers are scheduled throughout the year to address career concerns and provide networking opportunities. This program has 3 tracks
   o Pre-Tenure Faculty Members are paired with tenured faculty, and participate until tenure is achieved.
   o Post-Tenure Faculty Members who are interested in promotion to full professor or exploring careers in administration are paired with full professors or established administrators. They participate until their career goals are met.
   o College-Track Faculty Members who are interested in promotion and/or professional development are paired with mentors who are also college-track faculty.

The major difficulties in the mentoring relationship as identified by the program are
   o Finding time and energy
   o Selecting goals and objectives
   o Keeping momentum going
   o Giving effective feedback

k. Matching process to pair mentors and mentees as guided by the University of South Florida College of Education [http://www.coedu.usf.edu/main/faculty/Mentoring.htm]. Surveys for mentees, mentors and departments to evaluate the efficacy of the process. The NFMP supports the development and retention of its new faculty who, through ongoing mentoring support from senior faculty, make progress toward tenure and promotion. They also gain by being guided and advised on various facets of their discipline, college, and university, all in order to help them succeed as a scholar, teacher, and colleague. All incoming junior faculty are given two faculty mentors, someone both from within and outside their unit. These mentoring relationships focus on the new faculty members’ agenda in the areas where they feel a need for support and emphasis. Faculty mentors help them make a successful transition to being a part of the USF community. Program faculty participate in annual “meet and greet” luncheons, conversational gatherings for new faculty, and panel talks around scholarly themes. Such opportunities enable the new faculty to work collaboratively and productively with the aim of realizing their full potential

l. (a) assistance with setting long-term goals and short-term objectives; - ID mentor & Department chair/administrative input [Washington]
m. (b) advice for setting priorities and developing a professional profile; Mentor – mentee relationship [Washington]

n. (c) understanding the "system," including explanation of departmental criteria for tenure and promotion; Administrative & Mentor Mentee relationship [Washington]

o. (d) understanding the departmental culture and socialization processes; Administration & peer mentoring; ID peer mentors (mentee finds peers) [Washington]

p. (e) identifying strategies for avoiding pitfalls, addressing difficult situations and saying "no"; Mentor Mentee relationship; Department Chair, resources needed for the mentor to deal with difficult situations; mentor training [programmatic support] [Washington]

q. (f) assistance in identifying sources of extramural support; Department chair; Grants office; Professional Organizations; Mentor; Government Organizations [access to grant search engines]; Support with Grant Writing, bringing in external evaluators to train faculty or national organizations [need money, time and administrative support] [Washington]

r. feedback on progress toward and encouragement of professional independence; Mentor mentee relationship; department chair; make expectations clear [Washington]

s. increased communication and prevention of isolation of new faculty members; and Programmatic support for informal gatherings, culture [structured vs unstructured] [Washington]

IV. **Technological support**

Website to aid in communication – especially for online programs (Alsharif NZ AJPE 20)

10. Assessment of Mentoring effectiveness

Purpose / Importance of Measuring the Effectiveness of Mentoring Programs

a. Determine if goals of program have been met

b. Resource Allocation

c. Evaluation Design/Structure of Program

Short-Term Measures

d. Intent of short-term measures = formative assessment; can obtain meaningful data within 1-2 years of program implementation

e. Mentoring Relationship Quality

i. Mentoring Functions Survey (Noe 1988)

ii. Mentoring Role Instrument (Ragins & McFarlin 1990)

iii. Mentorship Effectiveness Scale (Berk 2005)

iv. Mentor Profile Questionnaire (Berk 2005)

v. Mentor Benefits (Ragins & Scandura 1999)

Organizational Commitment / Propensity to Leave

vi. Organizational Commitment Scale (Balfour & Wechsler 1990)

vii. Organizational Commitment Questionnaire (Porter & Smith 1970)

viii. Propensity to Leave Scale (Lyons 1971)

Job Satisfaction

ix. Work-role Stress (Kahn et al. 1964)

x. Self-Esteem at Work (Quinn and Shepard 1974)
xi. Job Involvement Scale (Lodahl and Kejner 1965)

Self-Efficacy Scholarship / Research

xii. FIT Program Evaluation Questionnaire (Marinac & Gerkovich 2012)

Long-Term Measures (Eby et al 2007; Sambunjak 2006)

f. Job Performance Measures
   i. Scholarly Productivity
      1. # of publications
      2. # of grants submitted / funded
      3. funding (dollars)
   ii. Withdrawal Behaviors
      1. Absences

g. Career Advancement
   i. Academic Rank
   ii. Promotion Rate / Promotion Velocity

Turn-over / Retention

11. Examples of Pharmacy programs with formal mentorship programs:

The College of Pharmacy (COP) of Western University of Health Sciences developed a Faculty Mentorship Program in 2007 with the overall goal to support and facilitate faculty development through provision of a formal mentoring process that matches mentors with protégés. The program was fully implemented in 2009 with the objective for junior faculty to develop: an understanding of the criteria for promotion and/or tenure; an awareness of the expectations in various categories of responsibilities (teaching, research and graduate supervision, practice, service); and a viable plan for future development and progression as a faculty member with minimal delays and frustration. The program includes a mentor identification and selection process, mentor training, specific criteria for protégé identification, a mentor and protégé orientation workshop and a process of regular feedback and annual evaluation of the program. Brief assessments are done by both the mentor and the protégé at quarterly intervals, to evaluate the progress and success of the relationship. More detailed annual assessments are required by both the mentor and the protégé to evaluate the success of their mentoring partnership and the Program overall. Mentors are given funds to have lunch with their protégés on a quarterly basis as well as service credit in their annual evaluations for their efforts in providing formal mentorship to their assigned junior faculty. They are awaiting sufficient data from the program prior to publication of their findings.