

Successful Practices in
Faculty Orientation, Retention, and Development

Pharmaceutical Education 2002

Auburn University
Harrison School of Pharmacy
Auburn, Alabama 36849

Faculty Orientation, Retention, and Development
Faculty College

Description

The Faculty College is an innovative approach to help prepare new faculty for didactic and experiential instruction within the pharmacy curriculum. It is designed to make every faculty member feel more comfortable and be more effective in the classroom, regardless of how much, or how little, teaching experience he/she may have. The vision for Auburn University's Harrison School of Pharmacy (AUHSOP) is that the school "will provide a collaborative educational experience in which both student and faculty learning occurs." This occurs as students accept responsibility for their learning *and* faculty members competently and confidently serve as facilitators of learning to guide students through the learning process. One important piece of the Faculty College is the faculty preparation phase.

The first cohort of new faculty members recently completed this four-week preparation phase of the Faculty College. Eight new faculty members spent two full days a week for four weeks learning about the School and receiving advice and instruction on how to be successful as faculty members at AUHSOP. Feedback from the group indicates the program was successful in preparing them for didactic and experiential instruction. As one participant said, "I feel much more comfortable and a lot more at ease about the upcoming year."

Background

The perceived need for an organized program to assist new faculty members, together with adequate funding to make such a program possible, led the School's Executive Committee to charge an Ad Hoc Committee on New Faculty Development to design a program around the construct of the following questions:

1. What philosophical tenants of our curriculum should new faculty understand and embrace in order to support the program?
2. What skills should new faculty demonstrate by the completion of the New Faculty Development Curriculum?
3. What resources are available?
4. How can the curriculum be constructed to emulate the active-learning and student-centered teaching paradigms adopted at AUHSOP?
5. Is the proposed curriculum a "crash course" or is it one that can continue to build throughout the faculty member's tenure?
6. What is the appropriate length of the curriculum?

This committee developed a framework for the Faculty College that was approved by the Executive Committee. To get the educational expertise necessary to make the Faculty College successful; the School hired a curriculum and instruction specialist (Visiting Professor with a Doctor of Education degree) to oversee the design, development, enactment, and evaluation of the Faculty College. The first step in the process was to have eight new faculty members, who began teaching in the Fall 2002 Semester, go through the four-week orientation phase of the Faculty College in an effort to prepare them to be successful in the wide variety of educational settings each would encounter at the Harrison School of Pharmacy. The plan also calls for a continuing faculty development program throughout the first year.

The Initial Cohort

The first cohort to go through the Faculty College consisted of eight new faculty members, scheduled to begin teaching during the Fall Semester of Academic Year 2002-2003. Each of the eight new faculty members has a Pharm.D. Degree and was assigned to the Pharmacy Practice Department of the School. Of the eight, only three had previous teaching experience. Most were trained clinical practitioners who needed some assistance in the teaching methodology necessary to guide students through the learning process.

The Structure

The orientation course for the cohort was divided into four phases. There was some overlap between phases and parts of some phases were intermingled with parts of others to provide each new faculty member with a well-rounded approach to faculty responsibilities at AUHSOP.

Phase one consisted of introductory sessions, where the new faculty members were exposed briefly to the different departments that function within the School. Presenters were asked to focus on the interaction that would take place between each department and the new faculty. This phase included a tour of the Auburn campus, a tour of the AUHSOP, and the opportunity for the new faculty members to observe fourth-year students making graded presentations based on their patient care experiences.

The second phase of the program offered a more in-depth look at some of the key departments and classroom structures that the new faculty would be very involved with in their first year, including Information Technology, their responsibilities in both the Introductory Professional Practice Experience (IPPE) and the Advanced Practice Experience (APE) programs, and the concept of ‘facilitation’ as a teaching methodology within the Pharmacotherapy Module Sequence.

The third phase focused on teaching and working with students as a facilitator of learning. This phase included a discussion on the Pharmacotherapy modules, the theory and practice of experiential learning, as well as discussions on teaching strategies, how to involve the entire class, motivating students, and preparing to teach. As the culminating event, each member of the cohort facilitated a 30 – 40 minute lesson with the other seven members playing the role of students.

The fourth phase of the Faculty College involved professional development. During this phase, the new faculty members received guidance on the unique way that Auburn University handles such issues as mentoring, annual performance reviews, developing a scholarship program, and promotion and tenure.

Outcome

At the conclusion of the orientation phase of the Faculty College, each new faculty member was asked to rate each session of the Faculty College using a five-point scale, in response to the following statement: **This session was effective in helping prepare me to be a successful faculty member.** The overall rating for all sessions was 4.40. These numbers indicate that this group of eight new faculty members felt very strongly that the introductory phase of the Faculty College was successful in preparing them to be successful faculty members. The feedback supplied by this initial cohort will be used to improve future versions of this introductory phase of the Faculty College. This introductory phase was only the beginning. Regularly scheduled faculty development sessions, classroom observations, lesson plan reviews, and the availability of experienced faculty members within the department and the Office of Teaching, Learning, and Assessment will provide an ongoing support mechanism for new faculty members to ensure their continued success.

Conclusion

The development of the Faculty College is part of the continuing effort by the School to improve the quality of teaching and scholarship in all phases of the program. Early indications are that the first phase of the Faculty College was successful in preparing the first cohort of eight new faculty members to meet the many challenges they will face in the School. In fact, based upon the students' evaluation of the recently completed HORD (Hematology, Oncology, Rheumatology, and Dermatology) Module, the two highest rated facilitators were both first-time facilitators who were members of this initial cohort.

CONTACTS

Stephen L. Butler, Ed.D.
Office of Teaching, Learning, and Assessment
Harrison School of Pharmacy
Auburn University
Phone: 334-844-9003
email: butlesl@auburn.edu

Charles T. Taylor, Pharm.D.
Vice Chair, Pharmacy Practice Department
Harrison School of Pharmacy
Auburn University
Phone: 334-844-8349
email: tayloct@auburn.edu

Paul W. Jungnickel, Ph.D.
Associate Dean for Academic and Student Affairs
Harrison School of Pharmacy
Auburn University
Phone: 334-844-8355
email: jungnpw@auburn.edu

University of Colorado Health Sciences Center

School of Pharmacy
Denver, Colorado 80262

Faculty Orientation, Retention, and Development

Description

At the University of Colorado Health Sciences Center, School of Pharmacy, each new faculty member attends an annual New Faculty Orientation. This agenda is designed to introduce the new faculty members to several important organizational matters that impact their professional careers:

- The Dean provides an overview of the organization of the Colorado State Legislature, the governance structure of higher education in the State of Colorado, the governance structure of the University of Colorado and of the Health Sciences Center campus and the School of Pharmacy.
- Each Department Chair provides an overview of their respective departments and the annual faculty performance evaluation process.
- The Associate Dean for Academic Affairs provides an overview of the professional curriculum and its basis in fundamental educational theory.
- The Assistant Dean for Student and Professional Affairs provides an overview of the services the school provides to School of Pharmacy students and faculty.
- The Manager of Information Technology provides an overview of the information technology available to faculty members in their offices and in the classroom.
- The APT Committee Chair gives a review of the appointment, tenure and promotion process so new faculty members have a basic understanding of the processes and timelines.
- The Director of Finance and Budget provides new faculty members with information and guidance on fiscal policies, procedures and processes.
- The Director of Personnel provides new faculty members with information on the faculty and staff personnel systems and policies and procedures.

Outcome

In summary, this orientation program provides new faculty members with a broad introduction to the School of Pharmacy on various levels. It introduces new faculty members to various key leaders in the school, helps them better understand the higher education/public sector context in which the school functions and provides them with information on the vast multitude of services available to faculty, students and staff. Institutionalizing the orientation ensures that each new faculty member routinely receives timely, accurate and useful information. In addition, the orientation program gives new faculty members the opportunity to meet key administrators and support staff personnel in an ongoing effort to build community within the School of Pharmacy.

CONTACT

Jay Rodenburg, Director of Personnel
University of Colorado School of Pharmacy
303.315.1053
jay.rodenburg@uchsc.edu

University of Maryland

School of Pharmacy
Baltimore, Maryland 21201

Faculty Orientation, Retention, and Development

New Faculty Orientation Program

Description

This program is an interactive workshop for faculty at the University of Maryland School of Pharmacy, in the first or second year of their first academic position. The program is also appropriate for senior staff seeking a better understanding of the academic environment. A team of faculty and administrators draw on their expertise and experience to:

- Describe the mission, organization and strategic objectives of the UM School of Pharmacy
- Inform and clarify the roles, responsibilities, and expectations of pharmacy faculty in higher education
- Characterize the opportunities and challenges of working with students
- Facilitate the development of specific knowledge, skills and attitudes that can be used in a variety of academic settings.

The program consists of modules that feature presentations as well as coordinated activities and reflections. These modules are sequenced in a top-down manner, initially focusing on the general considerations involved in evaluation of pharmacy educators, the relationship between the profession of pharmacy and pharmacy educators, and then focusing on elements of education directly related to the common goal of student learning. A survey is conducted prior to the beginning of the course to identify participant expectations; the results of the survey are circulated to participating faculty and administrators to help them focus their presentations. The course materials can be compiled by the participant to form an individual educator's portfolio.

The program is appropriate for practice and science-based faculty, in tenure-track or non-tenure track appointments, and staff in any of the School's three organizational units. It is designed to be particularly beneficial for individuals who do not have a background in pharmacy or pharmacy education. At the conclusion of the program, the successful participant will be able to describe what is required to succeed as a pharmacy faculty or staff member and will have identified aspects of teaching, scholarship, and service appropriate for their own professional focus and personal development.

Outcomes

Formal and informal participant evaluations have been favorable and indicate that the program provides an effective overview of the School's mission and character and the performance expectations for faculty and staff. It also contributes to a socialization of new faculty and staff that crosses disciplinary boundaries and provides opportunities to meet and interact with faculty leaders and senior administrators.

CONTACT

R. Gary Hollenbeck, Associate Dean for Academic Affairs
University of Maryland School of Pharmacy
20 N. Pine Street
Baltimore, MD 21201
(410)-706-7670
ghollenb@rx.umaryland.edu

Program Schedule and outcomes can be accessed at:
<http://www.pharmacy.umaryland.edu/faculty/ghollenb/academic%20affairs/new%20faculty/program.htm>

Massachusetts College of Pharmacy and Health Sciences

School of Pharmacy-Boston
Boston, Massachusetts 02115

Faculty Orientation, Retention, and Development

Support for faculty mentoring has been in existence within the College for many years, relying primarily on the faculty to establish mentoring relationships among themselves and on the faculty development committee (FDC), which offers workshops that foster professional development of faculty. In 1998 committee members of the FDC and Faculty Council recognized the need to establish a formalized Faculty Mentoring Program (FMP). The goal of the mentorship subcommittee was to design, implement, and evaluate, a formalized FMP that would support academic career development of each faculty member. It was also in response to the national issue of declining retention of pharmacy faculty. Following review of the literature on faculty mentoring and mentoring programs at other institutions, subcommittee members decided to establish an institution-wide FMP that would involve participation from faculty in all academic programs. Faculty mentoring program guidelines were developed to support the mentorship process that included goals and objectives of the program, criteria for mentors, logistics, and goals for mentoring proteges in the areas of teaching, scholarship, and service. These guidelines are distributed to all faculty at the College prior to the start of the academic year. The mentorship subcommittee invites senior faculty to serve as mentors for new faculty (protégés). Department chairs assign senior faculty-protégé pairs with recommendation by the mentorship subcommittee;

The FMP is offered to new faculty beginning their first academic year appointments at the institution. The program engages new faculty members in a number of activities over the course of their first year at the College. The FMP begins in the fall with a half-day orientation intended to introduce new faculty members to the College administration, as well as faculty and student support services. The orientation also includes introductions by protégés and senior scholars (mentors) and fosters interactive discussions regarding mentoring needs. The responsibility of each mentor is to assist with the early process of the protégé's academic career development, encompassing teaching, service and scholarship. In order to better understand the needs of both new faculty and mentors a pre-test survey assessing the perceived level of protégé and mentor abilities in aspects of teaching, scholarship, and service, is administered as part of the workshop; this survey is readministered to protégé and mentors as a post-test at the end of the academic year. The survey was slightly modified after the first year of the FMP to address areas of faculty development such as leadership and teaching methodology; this revised survey has been utilized for the subsequent years of the FMP.

Following the orientation at the start of the academic year, mentors meet monthly with protégés. Monthly seminars/workshops are sponsored throughout the academic year, by the FDC on topics such as grant writing, creative teaching techniques, service-learning, examination writing, internet teaching tools, communication skills, leadership, and critical thinking. In the spring, the FMP sponsors a luncheon meeting of current and past mentors and protégés to provide the group an opportunity to share experiences and evaluate the program. Formal evaluation surveys are distributed separately to mentors and protégés. In addition to discussions, a speaker was invited in 2002 to enhance the professional development aspects of the meeting. Certificates of appreciation are presented to the mentors from the Vice Presidency for Academic Affairs/Provost.

Following the first academic year at the College, each faculty member transitions into the Peer Advisory Team (PAT), which is a continuation of a mentorship program that expands to a team of the protégé and two mentors, one from another school or college. In addition to formal mentoring, faculty are encouraged to seek informal mentoring as well. Peer-review of teaching is recommended for all faculty. Select faculty with various expertise in teaching and/or scholarship offer guidance to new faculty in the areas of teaching and scholarship.

Outcomes

The FMP was first offered during the 1999-2000 academic year and has continued with on-going success. Approximately sixty new faculty (protégé) from three campuses have participated in the FMP since 1999. Results of the evaluation of the FMP orientation and spring seminar indicated extremely positive feedback from participants. In addition, mentors and protégés were requested to provide feedback regarding the FMP. The program was described as very successful with specific recommendations for improvements. The mentorship subcommittee revises the program annually based on feedback from participants. The results of the assessment tool (pre and post test surveys) provide useful feedback regarding perceived needs and growth of protégés and mentors. Future workshops and individual mentoring should additionally target areas where protégés and mentors perceived least growth.

CONTACT

Caroline Zeind
Acting Department Chair Department of Pharmacy Practice
Massachusetts College of Pharmacy and Health Sciences
179 Longwood Ave.
Boston, MA 02115
(617)732-2238
czeind@mcp.edu

Mercer University
Southern School of Pharmacy
Atlanta, Georgia 30341

Faculty Orientation, Retention, and Development

Description

A mentoring program is in place to assist new faculty with learning their academic responsibilities, developing their academic careers, and establishing the necessary credentials for promotion and tenure as applicable. All new faculty are assigned a mentor by their Department Chair upon appointment. Mentors are experienced faculty with a demonstrated ability to be an effective teacher and researcher and with a commitment to service. The new faculty member, in consultation with the mentor, develops a written plan of activities for the first year. The plan is based upon the new faculty member's MBOs and includes a schedule of meetings with the mentor and measurable, obtainable endpoints.

Typical activities undertaken by the mentor include, but are not limited to, the following:

1. The mentor may assist and advise the faculty member regarding teaching methods, e.g., lecture, active learning exercises, and teaching aids, e.g., handouts, slides.
2. The mentor may orient the faculty member to the classroom and if requested attend periodic classes.
3. The mentor may invite the new faculty member to attend the mentor's class (didactic or experiential) to observe.
4. The mentor may assist the new faculty by identifying grant sources for research and reviewing the following: new ideas for research, grant proposals, results of research in the form of posters, presentations and manuscripts.
5. The mentor may assist the new faculty in understanding service responsibilities to the University, School, Department and the profession.

At the conclusion of the academic year, the mentor and new faculty member provide written reports to the Department Chair assessing strengths and areas in need of improvement in terms of the faculty member's academic progress and the mentoring provided.

The School utilizes a process of management by objectives, to establish yearly objectives and measure the progress of faculty at mid-point and end of year meeting. Through this process the Department Chair makes an assessment of the mentoring program for the new faculty member. If the mentoring relationship proves to be unsatisfactory, the Department Chair will appoint a new mentor.

Outcomes

The mentoring program is considered successful when new faculty are making adequate progress toward promotion and tenure (where applicable) as evidenced by completion of MBOs. The program is also successful when it identifies individuals who are not making adequate progress and the reasons for this lack of progress. Corrections can then be made to redirect the new faculty member toward successful academic progress. To date, the program has been successful in both ways with the overwhelming majority of new faculty exhibiting appropriate academic progression.

CONTACT: Candace W. Barnett * Associate Dean for Academic Affairs * Mercer University
Southern School of Pharmacy * 404-634-9178 * Barnett_C@mercer.edu

Midwestern University-Chicago

College of Pharmacy
Downers Grove, Illinois 60515

Faculty Orientation, Retention, and Development

Description

To be successful in academia, it is postulated that a newly hired faculty member, with no previous work experience as such, needs to undergo a socialization process during which the faculty member is formally introduced to and develops relationships with key individuals and support units within the college and university, understands their role in decision-making so that they can participate in the established governance structure, and is clearly instructed on what needs to be done to earn promotion in academic rank and tenure, if applicable. At some institutions, academic socialization may occur through informal or formal mentoring relationships, which may or may not be complete in content or include all newly hired faculty. At other institutions, academic socialization may occur through a trial and error process, i.e., the faculty person learns on his/her own what to do and how to do various tasks within the organization. Finally, some colleges may outsource this training to external organizations, e.g., American Association of Colleges of Pharmacy, and encourage their faculty to attend meetings or seminars that cover some of these topics. At Midwestern University Chicago College of Pharmacy, the administration has created a formal new faculty development program to provide formal instruction to new faculty. Informal mentoring relationships that develop between junior and senior faculty and external professional educational programming that the new faculty member might attend are meant to augment the College's formal program.

The goals of the new faculty development program are to: (1) Introduce the faculty to key college administrative leaders and inform faculty of services and information that each leader can provide to them in the future. (2) Identify key support services available to assist the faculty person in their research and scholarly activities. (3) Describe what faculty need to accomplish to successfully earn academic promotion and tenure. (4) Define the channels by which faculty can effectively contribute to departmental and college decision making. (5) Improve their teaching skills.

The new faculty development program is offered annually and includes seven sessions, each one hour in length. The program is scheduled over a 9 month period. A college or university leader conducts each session. All new faculty hires must attend. The schedule of topics include:

1. Title: Faculty governance (2 sessions)
Speaker: Dr. Mary Lee, Dean and Professor
Topics covered: what is faculty governance, distinguish areas of faculty decision-making (e.g., admissions, curriculum, student promotion and graduation) versus administrative decision-making (e.g., budgetary issue, scheduling of classes, administrative appointments, etc), standing versus ad hoc committee structure, how do those committees work to change policies, how faculty can exercise their decision-making powers on those committees, how faculty can get selected to serve on committees, importance of faculty citizenship to serve on committees, committees that they can serve on, and channels by which faculty can bring their concerns to various administrators at the college.

2. Title: Handling rotation issues (1 session)
Speaker: Professor Amy Lullo, Assistant Director, Office of Experiential Education
Topics covered: How to handle common student-related problems on rotation, including the student who repeatedly arrives late or leaves early, the unmotivated student, the student who performs at a substandard level, and the student who is failing at the midpoint of the rotation.
3. Teaching and Learning Issues (2 sessions)
Speaker: Dr. Nancy Fjortoft, Associate Dean and Associate Professor
Topics covered: Learning models, designing effective lectures considering the various types of student learners, preparing goals and objectives for a course, how to clearly write multiple choice exam questions, importance of assessing student learning, and how to use data from assessments to improve future course offerings.
4. Promotion and Tenure (1 session)
Speaker: Dr. Janis MacKichan, Department Chair of Pharmacy Practice and Professor
Topics covered: Requirements for academic rank promotion and tenure, record keeping process for their accomplishments starting from day one of employment, timeline for review, documentation that must be submitted in a dossier, success rate of faculty who have undergone the review process at the College, what happens if a faculty person is unsuccessful in the process, and difference between the nontenure and tenure tracks.
5. Research Resources (1 session)
Speaker: Dr. Ken Suarez, Midwestern University Vice President of Research and Sponsored Programs
Topics covered: Proposals that should be submitted to the University Office of Research and Sponsored Programs for review, the University Institutional Review Board's roles and responsibilities in overseeing research projects, financial reporting and accounting rules for external funds received, research seminar series offered by the University to help faculty network with potential collaborators in other disciplines, required reporting procedures for research projects and publications to the University, and research stimulation programs offered by the College which are administered through the University Office of Research and Sponsored Programs.

Outcomes

We are currently offering the new faculty development program for the third consecutive year. The content of each offering has been modified to address new topics as identified by faculty participants in end-of-program evaluations, which are conducted formally after the last session. For example, in 2002-2003, a session on University and College committees was added, as faculty wanted to know about this topic. The program has been highly rated by the faculty year after year. In the future, we need to assess the impact of this program on faculty retention and morale.

CONTACT

Mary Lee, Pharm. D., BCPS, FCCP
Dean and Professor
Midwestern University Chicago College of Pharmacy
555 31st Street
Downers Grove, IL 60515
630-971-6417
mleexx@midwestern.edu

Nevada College of Pharmacy

Las Vegas, Nevada 89119

Faculty Orientation, Retention, and Development

Description

In contrast to many academic programs where faculty development and orientation is assigned to an administrator, the Nevada College of Pharmacy (NVCP) allows this responsibility to reside with the faculty themselves. The logic behind this deliberate shift in authority may be obvious; that is, programs for faculty development and orientation could be more effective and relevant when controlled by those who have the most to gain from them. To that end, a new standing committee of the faculty, the Faculty Development Committee has been created.

The Faculty Development Committee

The process of approving the new standing committee was initiated by the Dean and President of NVCP, Dr. Harry Rosenberg and in his proposal to the faculty, he used Lunde and Healy's definition of faculty development as "activities designed to encourage faculty members to improve and to grow by making planned changes in their expertise, skills, attitudes, career path, or personal lives for the betterment of the individual, the students, and the College"¹. His proposal included the following six specific goals for the Faculty Development Committee (FDC):

1. Improve instruction
 - Offer workshops/training to improve teaching, active learning and assessment.
 - Provide non-threatening services to individual faculty members to improve instruction.
 - Provide peer teaching consultation.
 - Foster a college-wide climate in which teaching is valued and excellence is the norm.
 - Improve student learning outcomes.
 - Facilitate classroom research.
2. Provide Professional Development
 - Offer workshops/training in grantsmanship, stress management, conflict resolution.
 - Facilitate faculty research and service.
 - Oversee new faculty orientation.
 - Provide strategies for mentoring younger faculty.
 - Address faculty dissatisfaction.
 - Promote collegiality and foster community.
 - Support faculty interpersonal, social and emotional well-being.
3. Determine Faculty Needs
 - Conduct an annual faculty needs survey.
4. Sponsor Faculty Retreats
 - Schedule periodic faculty retreats.
5. Sponsor Social Activities for Faculty
 - Plan and organize social events for the faculty.

6. Allocate Funds in Support of Faculty Development

- Support research and scholarly activity.
- Support faculty development that is intended to improve instruction.
- Support professional development activities.
- Support faculty retreats and social events.

As per Lunde and Healy’s treatise, the intent for the FDC is for it not to be directly involved in the evaluation of individual faculty. However, it can, for example, conduct research and provide information on identifying qualities of effective teaching, test standardized evaluation instruments, investigate innovative ideas in documenting teaching activity, such as portfolio evaluation, bring to campus external experts in the field of evaluating faculty performance, and arrange for workshops for faculty, administrators, and others to define scholarship, service, and teaching the context of the College culture¹.

The Faculty Development Committee consists of 7 members including the Facilitative Officer for Academic Affairs and the Faculty Secretary (a faculty-elected position). Two of the faculty members are appointed by the President/Dean, while the remaining 3 members are elected by the faculty at large. The chair of the committee is elected by its members.

Evaluation of Committee Activities

The work of the committee will undergo continuous evaluation. Criteria will include written evaluations by participants of committee-sponsored activities, written yearly descriptive reports submitted to the President/Dean, number of awards and money received from external grants, and improvement in student outcomes.

Funds for Faculty Development Committee

For FY 2002-2003, \$20,000 has been budgeted for faculty development. These funds are expended at the discretion of the committee. The committee is encouraged to seek additional funding through grant proposals submitted to external agencies.

Outcomes

The proposal was very well-received by faculty and received unanimous approval. The Committee was seated and began its activities with the 2002-2003 academic year. To date the committee has performed a faculty needs assessment through development of a survey instrument and subsequent survey and analysis of faculty responses. It has developed a proposal for approving faculty development programs (creation of a faculty development program request for proposals that would allow evaluation and subsequent approval of proposed programs) and an instrument for faculty to evaluate the program. The FDC has also sponsored the following programs:

Faculty Development Program Title	Program Date	Presenter(s)
“Basic Retirement Planning”	8/26/2002	Erin R. Lander, TIAA-CREF Individual and Institutional Services
“Developing an Investment Strategy”	10/29/2002	Erin R. Lander, TIAA-CREF Individual and Institutional Services
“Sexual Harassment in the Workplace”	11/11/2002	Sharon Edmondson

		Director, Labor Relations and Training Tropicana Hotel and Casino
“Wellness”	11/20/2002	Bruce D. Clayton, Pharm.D. Prof. of Pharmacy Practice Butler University
“The Indiana Pharmacy Alliance: A Model for Combined Pharmacy Organizations”	11/21/2002	Bruce D. Clayton, Pharm.D. Prof. of Pharmacy Practice Butler University
“NVCP Information Resources”	11/25/02 and 11/26/02	David Monroe, M.S. NVCP Librarian Charles Lacy, Pharm.D. Facilitative Officer of Clinical Programs Cameron Haymond, A.S. NVCP Assistant Librarian
“Incorporating Active Learning into the Block System”	TBD	Harry Rosenberg, Pharm.D., Ph.D. Pres/Dean Nevada College of Pharmacy

The FDC has also developed a mechanism to operationalize the faculty-approved faculty orientation process involving members of the FDC being assigned to new faculty as they arrive and assisting them in arranging meetings with the various College personnel involved in orientation (a copy of the orientation process can be obtained upon request).

Lastly, the FDC has scheduled its first social activity for College faculty and staff in December, a Faculty and Staff Holiday Party. This party will be held off campus and will include a sit down dinner for each faculty and staff member and his or her spouse and entertainment.

Reference

1. Lunde, J.P., and Healy, M.M. “Doing Faculty Development by Committee”. New Forums Pres, Inc. Stillwater OK. 1991.

CONTACT

Dr. Renee Coffman
Facilitative Officer for Academic Affairs
Nevada College of Pharmacy
5740 S. Eastern Ave., Suite 240
Las Vegas, NV 89119

Nevada College of Pharmacy

Las Vegas, Nevada 89119

Faculty Orientation, Retention, and Development

Description

The Nevada College of Pharmacy has taken a very deliberate and thoughtful approach to faculty orientation. As a new college of pharmacy, we have developed innovations in the curriculum and curricular delivery, assessment, organizational structure, and culture that we feel is best addressed with new faculty as a part of their orientation. To that end, a very comprehensive faculty orientation program has been developed. This orientation program takes a systematic approach to orienting new faculty by setting forth meetings with all key personnel and by defining areas of responsibility with respect to orientation for these individuals. Moreover, the process specifies follow-up meetings in order to assess a new faculty member's understanding of our system, policies and procedures and to provide additional information and discussion when necessary. Furthermore, the process sets forth timelines for completion to ensure that each new faculty member is oriented in a timely fashion.

The implementation of the faculty orientation process is the responsibility of the College's Faculty Development Committee (FDC). In order to facilitate the process, each committee member will take a new faculty member "under his/her wing" during orientation. This committee member will help mentor the new faculty, help to arrange meetings, and provide general assistance in meeting the orientation process guidelines. Additionally, the FDC will assemble a binder containing the faculty orientation process checklist, and any documents (policies, by-laws, organizational charts, handbooks) needed for orientation, organized to coincide with the key personnel the new faculty member would meet with during orientation. Each new faculty member would receive this binder upon arrival at the College, would meet his/her FDC orientation coordinator, and would begin the orientation process.

Outcomes

The plan has not yet been fully implemented; however, the entire process was approved unanimously by the faculty. Additionally, the process will undergo a "test run" with faculty that were hired over the summer. These recent hires were oriented to the curriculum by the Facilitative Officer for Academic Affairs, and have had a lot of "on the job" orientation. Consequently, the recent hires are in a unique position to be able to go through the orientation process while also critiquing it. We will begin implementing this process in January.

CONTACT

Dr. Renee Coffman
Facilitative Officer for Academic Affairs
Nevada College of Pharmacy
5740 S. Eastern Ave., Suite 240
Las Vegas, NV 89119

Ohio State University

College of Pharmacy
Columbus, Ohio 43210

Faculty Orientation, Retention and Development

Retention of assistant professors nearing the end of their probationary period can arise as an issue when they receive from another institution an offer that includes the associate rank with tenure. The uncertainty attending the outcome of the pending review at the current institution makes such offers very attractive. Our recent experience with the successful retention of a valued assistant professor involved our willingness to conduct an off-cycle promotion review of the candidate in a relatively compressed time frame. Our central administration recognizes the need for such reviews and cooperates fully in the rapid-review process. We obtained the requisite external letters of evaluation and convened a ballot meeting of eligible faculty within 2-3 weeks. The dean's evaluation and the evaluation by the provost's office were completed within the following week and the promotion with tenure and promotion increase in salary were in place before the candidate had to respond to the outside offer. The result was retention of faculty member. Assistant professors nearing the end of the probationary period are vulnerable to offers that include promotion with tenure and this should be anticipated by college administration and faculty involved in the promotion and tenure process. Those involved should be prepared to act quickly in response to such offers.

CONTACT

Dr. William L. Hayton
Professor & Interim Associate Dean
for Graduate Studies & Research
The Ohio State University
College of Pharmacy
500 West 12th Avenue
Columbus, OH 43210-1291
614-292-1288
Email: Hayton.1@osu.edu

Samford University
McWhorter School of Pharmacy
Birmingham, Alabama 35229

Faculty Orientation, Retention, and Development
Samford University Faculty Mentoring Program

Description

At Samford University a faculty mentoring pilot program was instituted at the beginning of the 2000-2001 academic year. The program was funded by the Lilly Fellows Program. The program was designed to help new faculty “adapt to the school, the community, and, for some, their new profession.”

The following is extracted from the Faculty Mentoring Program handbook.

Rationale for the Program

1. *Faculty Governance: A campus-wide faculty mentoring program will offer a broader field of contact to inform and prepare new faculty members for participation in Samford’s faculty governance system.*
2. *Campus/Student Acculturation: New faculty members often encounter experiences in the classroom and/or interactions with students that are the product of traditions specific to any given campus. A mentor can help newcomers to understand what is “normal” behavior on Samford’s campus.*
3. *Campus Social Interaction: Although newcomers will certainly develop other community families within their own churches and neighborhoods, a sense of belonging to the Samford community could be most useful in helping newcomers adapt to their professional life and thus to be more effective in the classroom and on campus.*

The Matching Process

The mentor is purposely chosen from outside the new faculty member’s department in order to:

1. *Protect the relationship from constraints related to a concern for professional etiquette.*
2. *Broaden the new faculty member’s campus experience.*

Coordination and Support

Newsletter: Sent via e-mail once or twice a month and containing information on (e.g.) background of current governance issues, upcoming on-campus events that may affect students’ performance and dedication or, alternatively, may offer opportunities for mentor/protégée interaction.

Monthly lunch pass: Every month of the school year each new faculty member and each mentor will receive a free lunch pass to be used in the school cafeteria. On these days a table in one corner of the caf will be designated as Faculty Mentoring Table.

Events scheduled specifically for mentors and new faculty members:

- *Introductory get-together luncheon*
- *September “Portfolio Preparation Workshop*
- *September, Library sponsored orientation and luncheon*
- *One or more other social events*
- *One or more information events (e.g., a panel discussion on some topic of interest to new faculty)*

Autonomy of participants

Once the match and introduction have been arranged, mentors and protégées will not be required to report to anyone on a regular basis. However, problems or suggestions may be discussed with member of the Coordinating Committee.

Outcomes

The Faculty Mentoring Program was first implemented in the 2000-2001 academic year. At the beginning of the 2002-2003 school year and as a new member of the faculty, I participated in the program. I have found the program to be very helpful in preparing me for broader participation in the academic life of Samford University. Overall the program has been rated a success by those who have participated in it.

CONTACT

Charles D. Sands III, Pharm.D.
Associate Professor and Chair
Department of Pharmacy Practice
McWhorter School of Pharmacy
800 Lakeshore Drive
Birmingham, Alabama 35229-7027
(205) 726-2914
Fax: (205) 726-2669
E-mail: ccsands@samford.edu

Virginia Commonwealth University

School of Pharmacy
Richmond, Virginia 23298

Faculty Orientation, Retention, and Development

The VCU School of Pharmacy Strategic Plan 2000-2005 emphasizes providing excellence in teaching in both the professional program and the graduate and postgraduate programs. It also stresses the need to provide an environment for working and learning that attracts, supports, and retains outstanding, diverse, and dedicated faculty. To support this goal, the school has hired an Education Specialist, Dr. Lilian H. Hill, who provides practical assistance for faculty in teaching and assessment of learning, coordinates a writing group, offers faculty development seminars, manages the Faculty Development Center for Teaching Library, and is heavily involved in Assessment. See

<http://www.pharmacy.vcu.edu/Faculty/Faculty%20Development/index.html>.

Faculty are also provided faculty development funds and opportunities through their departments and the school. For example, faculty retreats are offered at both the department and school levels, and often provide development opportunities. The Fall 2002 School Faculty Retreat was devoted to teaching topics including *Teaching Large Classes* led by the Director for the Center for Teaching Excellence, *Writing Effective Tests*, and *Evidenced-Based Pharmacotherapy & Evaluating the Web*. The Fall 2002 Department of Pharmaceutics addressed university policies regarding research and faculty compliance. The department invited all faculty in the school. All three departments mentor junior faculty in teaching and research. The Department Chair of Pharmacy sponsored several interested faculty to attend the AACP Grant Writing Preconference in 2002. Junior faculty are encouraged by the Dean to apply for the AACP New Investigator Program, and an award was granted to Dr. Annie Cheang of the Department of Pharmacy in 2002.

Faculty also access resources through the university. For example, the VCU Center for Teaching Excellence offers a Small Teaching Grant program and faculty in the department of pharmacy have been recipients of two of these grants to support innovative teaching practices. VCU Instructional Resources and Services offers a Faculty Mentoring program that provides funds and a laptop computer to support faculty in enhancing instruction through technology. Several faculty have been recipients in recent years. Three people in the school have participated in the Grace E. Harris Leadership Institute which is designed to prepare current and emerging leaders for enhanced leadership and the next phases of their careers.

New Faculty Orientation is offered in late August or September to all new faculty joining the School of Pharmacy. It is an 8 hour workshop focused on the School of Pharmacy and its organizational structure, as well as that of the three departments, the School and Departments' Mission and Strategic Plans, and the major education programs offered by the School including the Doctor of Pharmacy degree and graduate and post-graduate programs. Expectations and criteria for success are reviewed in the areas of teaching, scholarship, clinical service, and service to the university. The program ends with introducing resources available to new faculty.

Faculty Development Seminars are held during fall and spring semesters, and less frequently in the summer. They are available to all faculty, residents, and on occasion to graduate students. The seminars listed below have been offered over the past three years and the handouts are available via the Faculty Development section of the VCU School of Pharmacy website.

Critical Thinking
Problem-Based Learning
Situated Cognition
Women as Learners

Active Learning
Teaching Large Classes
Facilitating Small Groups
Ten Tips for Preventing Plagiarism

Collaborative and Cooperative Learning Scholarship of Teaching
Teaching Diversity While Preparing Professionals for Practice
Encouraging Professionalism in Pharm. D. Students

Several documents are available to faculty via the faculty development website and are included as part of the New Faculty Orientation packet for new faculty.

Syllabi Guidelines

Guidelines for Creating Visuals

Teaching Tips for New Professors

Groundrules for Small Group Discussion

A Writing Group for Department of Pharmacy faculty was started in August 2002. This group will be of assistance to faculty, especially junior faculty, in writing scholarly publications. Next to launching their research, faculty often find the process of writing up their work intimidating. A writing group provides mutual support and encouragement for faculty to write and submit their work for publication. Writing group members commit to attend regular meetings, present their own work to receive feedback, read and carefully consider other group members' writing, and to provide constructive feedback to other members of the group. Lilian H. Hill, Education Specialist serves as the group's coordinator. A group leader is responsible for coordinating the group (announcing meeting times, keeping people informed, and keeping people focused). I will also be able to participate as a faculty member. All faculty in the Department of Pharmacy are invited to participate. We will arrange a meeting time that hopefully can meet the schedules of faculty with differing responsibilities.

The Faculty Development Center for Teaching Library was created to provide convenient access to resources that support the teaching efforts of faculty, preceptors, residents, fellows, and graduate students. It provides a welcoming atmosphere for faculty to utilize specialized software for preparing their classes and to explore books that focus on teaching and learning. Books are purchased under the following categories and the collection slightly exceeds 100 titles.

Academic Career/Tenure/Promotion

Recognizing Diversity In The Classroom/Accommodating Disabilities

Introductory Teaching Resources For New Faculty/Preceptors/Residents/Fellows

Specialized Resources On Teaching

Integrating Technology In Teaching

Student And Faculty Assessment

Pharmacy Clinical Resources

Providing Evidence Of Effective Teaching is essential to the success of faculty and the VCU School of Pharmacy as we strive to meet our goal: to provide the highest quality professional program. The Outcomes, Assessment and Evaluation Committee is currently developing a Peer Review of Teaching Process. The committee is engaged in a comprehensive curricular outcomes assessment in preparation for out next ACPE Accreditation Review in 2007. At the same time, the university administration has prepared a database as part of an integrated and systematic planning and evaluation process that will also provide documentation and evidence for the university's regional accreditation. These will work well together.

Several assessment documents have been created in the past two years are also available for download on the website.

Course Evaluations Policy and Instrument

Instructor Evaluations Policy and Instrument

Advanced Pharmacy Practice Experiences Assessment Booklet, Faculty and Student Copy

Advanced Pharmacy Practice Experiences Faculty Evaluations

Syllabi Guidelines

Outcomes

The School of Pharmacy makes consistent efforts to emphasize excellent teaching and support faculty efforts in research. Evidence of successful outcomes include our faculty's success in accessing grants and positive teaching evaluations. A formal New Faculty Orientation program has been offered for the past three years, and department chairs also assist faculty in getting started. Faculty form informal mentoring relationships both within and across departments. Many faculty development opportunities are available. Results of a recent Faculty Morale Survey were positive and few faculty choose to leave the school, and several faculty are being reviewed for associate professor this year.

CONTACT

Lilian H. Hill, Ph.D.
Education Specialist/Asst. Professor
School of Pharmacy
Virginia Commonwealth University
410 North 12th Street, PO Box 980533
Richmond VA 23298-0533
(804) 828-3589
FAX (804) 828-8359.