Individual Faculty Mentoring Plan – Description

Purpose Statement: the purpose of the Individual Faculty Mentoring Plan is to provide a formal mentoring and guidance for professional development to individual faculty members, especially junior Faculty.

Rationale: the School of Pharmacy values, encourages and supports its faculty members in further developing their skills in the areas of teaching, research, service and leadership.

Goals: the goals of the Individual Faculty Mentoring Plan are to provide one-on-one mentoring of faculty members in order for them to: sustain professional and personal development; maintain professional growth; achieve professional satisfaction; face challenges and seize opportunities; be motivated, respected, and rewarded; and engage, integrate, and synergize their development into the School mission, vision, goals, and activities.

Individual Faculty Mentoring Plan and Faculty Annual Activity Reporting and Career Planning: the Individual Faculty Mentoring Plan serves as a supplement to the Faculty Annual Activity Reporting and Career Planning document. It provides one-on-one mentorship to faculty members with identified needs for support and guidance in their professional development.

Faculty and Individual Faculty Mentoring Plan: the Individual Faculty Mentoring Plan applies to individual faculty members whom, based on their self-assessment and/or recommendations by the Department Chair, will pursue mentoring for their professional development. The plan is required for newly hired Faculty.

Choice of Mentor: the mentor can be chosen from the internal pool of senior faculty members at the School of Pharmacy, or from LAU if applicable.
Individual Faculty Mentoring Plan

Faculty Member Name: ___________________________ Date: ____________________

Mentor Needed: □ Yes □ No If Yes, Name of Selected Mentor, Title, and Contacts (business email and phone #):

__________________________________________________________________________

__________________________________________________________________________

Long-Term Career Goals:
Which of the following areas best describe your career goals and aspirations for up to the next 10 years? (Check all that apply)

□ Higher Faculty Rank □ Academic Administration □ Clinical Pharmacy Practice
□ Pharmaceutical Industry □ Hospital Administration □ Graduate/Postgraduate Education
□ Maintain current position □ Other (specify): _____________

Faculty Member Self-Assessment for Development (filled out and submitted to Department Chair at the beginning of the academic year):

<table>
<thead>
<tr>
<th>Areas and Skills</th>
<th>Development Needed: Yes/No</th>
<th>Reason(s) for Needed Development</th>
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</thead>
<tbody>
<tr>
<td>Teaching (e.g., didactic; experiential; innovation; delivery; content; new course; abilities; exams)</td>
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<td>Research/Publications (proposal writing; grant writing; funds; interdisciplinary; publishing; scholarly meetings)</td>
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<td>Service (department; school; hospital; University; clinical; professional)</td>
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<tr>
<td>Communication–Verbal and Writing (presentation skills; professional/scientific writing; with students and colleagues)</td>
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<tr>
<td>Leadership (department; school; hospital; University; professional; community; networking; promotion)</td>
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<tr>
<td>Professional credentialing (board-certification; added qualifications; fellowship status; growth)</td>
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<tr>
<td>Work-Life Balance (prioritization; time management; stress management)</td>
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<tr>
<td>Other</td>
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Faculty Member (mentee) Signature ___________________________ Date: ____________________
Individual Faculty Development Action Plan (filled out by mentor and mentee):

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<tbody>
<tr>
<td>Teaching</td>
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<tr>
<td>Service</td>
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<tr>
<td>Research</td>
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<tr>
<td>Other</td>
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</tbody>
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*Refer to table above “Faculty Member Self-Assessment for Development” for details.

Notes:
- A mentor should keep in mind the mentee’s best interests, guarded by a mutually respectful and trusting professional relationship.
- Meetings between mentor and mentee to discuss the Individual Faculty Mentoring Plan should be scheduled as follows: Baseline [September/October (or January/February for new hires to start in Spring Semester)]; Midpoint [end of Fall Semester: January/February]; and End-of-year [end of Spring Semester: May/June]. Other meetings may be scheduled as the need arises.
- The needs and action plan of the individual faculty mentoring plan should take into consideration the faculty member’s career goals and professional and personal attributes.
- The Individual Faculty Mentoring Plan should set realistic, obtainable, and sustainable goals and expectations considering individual responsibilities, level of commitment, and adherence to plan and timeline.
- The Individual Faculty Mentoring Plan that is set thereof between faculty mentor and mentee does not represent a performance or merit evaluation, does not count towards the mentee’s annual performance evaluation review, and does not guarantee the outcomes of the preset action plan.

Plan discussed with: Mentor ☐ Yes ☐ No

If Yes, ——> Mentor Signature ____________________________

Faculty Member (mentee) Signature ____________________________ Date: __________________

Department Chair Signature ____________________________ Date: __________________
Resources for Faculty Development

LAU Resources:

Center for Program & Learning Assessment: http://cpla.lau.edu.lb/

Guidelines for Applying to Faculty Development Funds, pp. 94.: http://faculty senate.lau.edu.lb/Faculty_Manual_2010_2011.pdf

University Research Council (URC): http://acad-admin.lau.edu.lb/councils/urc/

Committee on Human Subjects in Research (CHSR): http://www.lau.edu.lb/chsr/

Other Resources:

- American Society for Health-System Pharmacists
  http://www.ashp.org/

- American College of Clinical Pharmacy

- American Academy of Colleges of Pharmacy Career Development
  http://www.aacp.org/CAREER/Pages/default.aspx

- The Teaching Professor
  http://www.teachingprofessor.com/

- Community of Sciences
  http://www.cos.com/

- Grants.gov
  http://www.grants.gov/
Mentorship

Benefits of Mentorship

Being a mentor adds success to a person’s career. Some of the reasons are:
- Mentees will likely become allies in the future as they advance in their careers and gain influence
- In the reciprocal relationship, the mentor may gain as much and maybe more than he/she gives the mentee
- It is satisfying to see mentees achieve their goals knowing that the mentor has contributed to their success
- It is rejuvenating for a mentor to think about the profession from another generation’s perspective

Qualifications of an Effective Mentor

The following terms can been used to describe the qualifications, roles, and responsibilities of an effective mentor:

<table>
<thead>
<tr>
<th>Advocate</th>
<th>Allows failure</th>
<th>Analytical</th>
<th>Approachable</th>
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</thead>
<tbody>
<tr>
<td>Available</td>
<td>Coach</td>
<td>Confidential</td>
<td>Counselor</td>
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<tr>
<td>Encouraging</td>
<td>Experienced</td>
<td>Follows up</td>
<td>Goal oriented</td>
</tr>
<tr>
<td>Guide</td>
<td>Honest</td>
<td>Involved</td>
<td>Knowledgeable</td>
</tr>
<tr>
<td>Listener</td>
<td>Mature</td>
<td>Motivator</td>
<td>Open minded</td>
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<tr>
<td>Compassionate</td>
<td>Problem solver</td>
<td>Reflective</td>
<td>Shares failures</td>
</tr>
<tr>
<td>Shares network</td>
<td>Successful</td>
<td>Trusted</td>
<td>Visionary</td>
</tr>
</tbody>
</table>

Key Elements of Mentorship

A mentor should:
- Have in mind the mentee’s best interests, guarded by a mutually respectful and trusting relationship
- Accept mentees as unique individuals
- Unlock the mentee’s potential to maximize his/her performance by building their awareness, responsibility, and self-esteem
- Realize that it takes time for the relationship to develop
- Be available and willing to meet one-on-one and keep in touch with the mentee
- Determine the mentee’s current position, responsibilities, likes and dislikes, and accomplishments
- Resist making decisions for mentees, but rather suggest options, alternatives, and things to be considered
- Connect the mentee to professional networks
- Be an active listener
- Ask thought-provoking and insightful questions that stimulate the mentee to clarify his or her thinking
  Examples of questions may include: What is your definition of success? What is the most challenging part of your current position? If you could change something about your career, what would it be? What do you want your professional legacy to be? In what ways do you think you inhibit reaching your potential?
- Share personal philosophy and lessons learned and use examples to which the mentee can relate to help deal with current problems and situations
- Teach the mentee to be observant, learn from past experiences, and be self-reliant
- Help the mentee develop short- and long-term goals, and revisit these periodically
- Teach the mentee to use positive self-talk
- Suggest appropriate self-enhancing readings and programs to the mentee as needed
- Show the mentee how to keep up professionally
- Teach mentee how to take calculated risks (analyze risk:benefit ratio), move out of his/her comfort zone, and explore opportunities even outside the realm of pharmacy
- Encourage mentee to affirm his/her strengths and build confidence and self-esteem
- Assess mentee’s reference groups to determine if negative or draining people are hindering his/her success
- Teach mentee how polish any “rough edges”
- Provide constructive feedback in a direct, honest, and timely manner, and less advice (advice does not offer learning experience)
- Offer frequent reminders without overwhelming the mentee until suggestions are incorporated
- Recognize and reinforce by positive comments so the mentee feels challenged but not threatened
- Any successful pharmacist knows, no one becomes successful alone
- Coach mentee to develop a CV, interview, assess employment opportunities, relocate, enter and succeed in the workplace, work effectively with others, and maintain a work-life balance
- Being accountable and responsible (leadership) on shift or in practice

References
White S. Mentoring: Mentoring for Recruitment and Retention. ASHP’S MANAGEMENT PEARLS.