

**College of Pharmacy and Health Sciences**  
**Faculty Orientation Manual**  
Revised August 25, 2021

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*Reviewed by:* College Administrative Committee \_\_\_\_\_

## **Mission and Vision Statements**

### **University**

<http://www.drake.edu/about/mission/>

<http://www.drake.edu/policy/category/academics/>

Mission Statement Drake's mission is to provide an exceptional learning environment that prepares students for meaningful personal lives, professional accomplishments, and responsible global citizenship. The Drake experience is distinguished by collaborative learning among students, faculty, and staff and by the integration of the liberal arts and sciences with professional preparation.

Vision Statement: Drake University will enhance its position as a premier comprehensive university in the Midwest and as a national leader in higher education for learning, faculty roles, and public service.

### **College of Pharmacy & Health Sciences (CPHS)**

<https://www.drake.edu/cphs/about/missionandvision/>

Vision: A diverse community of learners leading the way to a health world

Mission: Preparing today's learners to be tomorrow's health care leaders.

Mission Statement: The College of Pharmacy and Health Sciences provides an intellectually stimulating learning environment with collaborative learning among students, faculty, and staff. Graduates are liberally educated professionals who are dedicated to serving their clients, patients, profession, and community. The College emphasizes excellence and leadership in education, service, and scholarship.

Core Values: Collaboration, Collegiality, Entrepreneurial Leadership, Innovation, Professionalism, Student/Learner-centered

Aspirational Values: Agility, Global Perspective

## University

### A. Services and Departments: Initial Contacts

1. Links to many campus services and resources may be found through myDrake or on the [www.drake.edu](http://www.drake.edu) website by clicking on Information For, then Faculty & Staff, then viewing the links within each category.
  - myDrake is the Drake Portal System, available on the [Drake home page](#) under the “campus links” tab, far right menu selection. A Drake ID number and password are required for entry into myDrake. The department chair will provide you with this information in case you do not have the original email from HR providing this information. The use of myDrake is basic to your work here at the University.
2. Human Resources: 3206 University Ave. - <https://www.drake.edu/hr/> (515-271-3133)
  - You will need to visit HR your first day to complete I-9 and W-4 forms and determine the schedule for your Benefits Orientation session.
  - A Drake photo ID: You will need to visit the Student Services Center, first floor lobby in Olmsted, to obtain your photo ID card. This ID is necessary to use Drake facilities. It is your key to your home building. It also is necessary to have your ID for printing, photocopying, scanning, the entrance to the Bell Center (Recreation and Sports Complex), for faculty discounts at the University Bookstore, and to use for other activities.
  - Keys: You will need to pick up and sign for your office/lab keys at the Student Services Center, first floor lobby in Olmsted. You will need to bring photo identification with you.
  - Important information for all Drake employees may be found on the HR myDrake portal under Employee.
3. Commuter Parking Permit: <https://www.drake.edu/publicsafety/parking/>
  - Parking permit purchases may be made in Student Services in Olmsted, or purchased On-line through the *myDrake* Employee Tab. Parking permits are required year round. They may be purchased by semester/summer as well as for an entire year.
  - Parking permits may be purchased on-line with a credit/debit card, or with a payroll deduction option—check the *myDrake* employee tab, parking registration channel for more information. Parking permits are needed as well for parking on campus during the summer.
  - Drake Public Safety in conjunction with the Student Services Center will make an announcement to all Drake faculty, staff, and students when parking passes will be made available. This year, parking passes will be for sale online starting August 2, 2021.
  - You do have the option of not purchasing a commuter parking permit and parking as available on side streets and walking.
4. Cowles Library: <http://library.drake.edu/>
  - **Michael Andreski**, Associate Professor of Social and Administrative Pharmacy, is our college’s library liaison. He can provide information to you on scheduling class instructional sessions and ordering books.
  - **Library Staff**
    - **Priya Shenoy** ([priya.shenoy@drake.edu](mailto:priya.shenoy@drake.edu) telephone extension 2879) is the Pharmacy & Science Librarian. Priya works with the graduate health programs of Pharmacy, Occupational Therapy, and Athletic Training.

- **Dan Chibnall** ([dan.chibnall@drake.edu](mailto:dan.chibnall@drake.edu) telephone extension 2112) is the STEM Librarian. Dan works with the Health Sciences undergraduate program.
  - Both individuals can give you a personal orientation session to the Library and the Library website. Orientation may include a brief tour of the facilities, review of electronic resources that are important to your research and teaching needs, as well as how to obtain access to content we don't own through InterLibrary Loan or Get It Now.
  - Please note the following services available to you as a faculty member:
    - Request interlibrary loans by filling out the online form located on the Cowles website.
    - Request library books, personal copies of books and/or photocopies to be placed on reserve at the Circulation desk. You can request books be purchased for the library collection by submitting the request to your department chair or your librarian.
    - ***The college does not support print handouts for class instruction.***
    - Marcia Keyser, ext. 3989, handles e-reserves for coursework supplemental materials available on-line to students. Faculty are highly encouraged to use e-reserves as a part of the university's go-green initiative.
    - Access pharmacy specific and other subject specific portals on the Cowles website: [library.drake.edu](http://library.drake.edu)
      - [Pharmacy & Health Science](#)
      - [Occupational Therapy](#)
      - [Health Sciences](#)
    - It is suggested that you include the Cowles Library webpages on your course syllabi if you require extensive use of the library for your course/s.
    - Check out items for the entire school year. The exceptions are for browsing books or items requested by another patron.
    - Check out books at the circulating law library materials (with a Drake ID), access most of the databases (a few have licensing restricting use only to members of the law school but most do not), and get reference assistance. Some of the databases and other materials dealing with health and pharmaceutical law, the FDA, etc. may be of particular interest (home page is <http://www.drake.edu/law/library/>).
5. Telecommunications: <https://www.drake.edu/its/>
- You will have your own on-campus direct telephone line.
  - Telecommunications will set-up a voice mail account for you at your office number.
  - You will be given instructions on personalizing your voice mail with your name and any additional information you might like to provide callers.
  - If you need further assistance on the Drake phone system, contact Drake Information Technology Services
    - Help Desk: [helpdesk@drake.edu](mailto:helpdesk@drake.edu) or telephone 271-3001)
    - The ITS portal for submission of any issues with technology is [here](#).

6. University Bookstore - Olmsted Center West: <https://www.drake.edu/life/resourcesservices/bookstore/> (515-274-3401)
- You may purchase books for your use directly through the bookstore as well as ordering books for your classes. It is the intent for the University Bookstore to be your first choice to purchase books. They will match price for you and hopefully beat it by 10%. If you are purchasing books related to your teaching and planning to use College funds, please obtain permission from your department chair prior to your purchase. Once approved, your book purchase may be done through the college administrative assistant in the Fitch 124 office.
  - Your Drake faculty ID entitles you to a discount on items purchased. You will need to contact the bookstore to reserve your academic regalia (hood, cap, gown) for graduation ceremonies. New faculty in the past have had the option of purchasing their regalia with university assistance.
7. Olmsted/Student Center: <https://www.drake.edu/studentinvolvement/olmstedcenterinformation/>
- A student lounge, Starbucks coffee shop, Student Services Office, and ATM machine are located here.
  - The Sussman Theatre is located in the basement. There are two conference rooms, which can be made into 4 separate rooms, Parents Hall (North and South) and the Drake Room located on the upper level. There are 2 TMR rooms located in the lower level of Olmsted which are available for smaller meetings.
    - Room reservation requests can be made at:
      - <https://ems.drake.edu/virtualems/>
      - The college administrative assistants also have the ability to schedule selected spaces in the college area. Please talk to them regarding your needs
8. Bell Athletic Center (across from the Field House): <https://www.drake.edu/recservices/> (515-271-3173)
- You can reserve a locker on a yearly basis
  - Personal wellness and training available
  - Use of facility by spouse or dependent available
    - Nominal fee for non-employee use
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9. Instructional Technology Services (ITS): <https://www.drake.edu/its/facstaff/>
- The University provides computer support services to the College.
  - Anthony Squire is the current tech support assigned to the college.
  - Please contact the Help Desk at 271-3001 for any needed desktop services or use the new ITS portal to directly input your issue, this can be found within the myDrake portal.
  - Our college supports college computer stations, located in the Cline Atrium and the lower skywalk in the Atrium.
- B.** Resource Materials available for faculty under “Academics” on the University web-page are accessible at: [www.drake.edu/academics/](http://www.drake.edu/academics/). Included on the left hand menu are links to the colleges and schools, academic programs, a complete course catalog, faculty research and the academic calendar.

- C. Student Records and Academic Information is located at <https://www.drake.edu/registrar/>. Use the left-hand menu to visit the academic calendar, policies, using myDrake, Commencement, registration adding and dropping classes etc.
- D. The Office of the Provost page also contains information on sponsored programs, faculty development, accreditation, and institutional research: <http://www.drake.edu/acad/provost/>.
- E. The University Charter, ByLaws, mission, vision, and strategic plan are available at: <https://www.drake.edu/policy/category/academics/> :
1. Academic Charter of the University.
  2. University Faculty Manual
  3. Drake University Mission and Vision Statements
  4. Drake University Statement of Principles
  5. Drake University Strategic Plan
  6. Drake University Policy Statements
  7. Business Procedures Manual
  8. Institutional Review Board
  9. Student Handbook
- F. Other important resources:
1. A Faculty and Staff Directory is available in *myDrake*, Drake's faculty, staff and student portal system. It is also available from the website at this address under the people search function at the top of the website: <http://www.drake.edu/directory/>
  2. Drake University General Catalog for both undergraduate and graduate programs. <http://www.drake.edu/catalog/undergrad/> or <http://www.drake.edu/catalog/graduate/> or the college specific curriculum: <http://www.drake.edu/cphs>
  3. Class registration, enrollment information, grades, student photos, and advisee lists are maintained on the MyDUSIS system. Your link to MyDUSIS is on your homepage in *myDrake* in the upper right hand corner.
  4. Searching the Drake website: If you are searching for information specific to Drake University, you may find it faster to do a website search from the Drake homepage search link in the black upper tool bar.

**College** (<http://www.drake.edu/cphs/>)

- A. Tour of facilities and introduction to personnel

In addition to immediate college areas, the classrooms and meeting rooms commonly used should be toured with your department chair or designee. For clinical faculty, you will have access to a shared working office area for your use while on campus. Each faculty needs to provide a core set of information for their individual web page. This should be discussed with your department chair. The student services administrative assistant for communications will send you a form that can be completed with the basic information that is included on each faculty/staff member's directory web page: <http://www.drake.edu/cphs/directory/>

## B. Staff and responsibilities:

1. A college organizational chart and explication that describes administrative and staff responsibilities is included in the CPHS Faculty Handbook. The handbook is on the college's Blackboard and Microsoft TEAMS sites.
2. Individuals and areas of responsibility
  - Chuck Phillips, Associate Dean for Curriculum and Assessment. Dr. Phillips oversees the scheduling of classes, the course review process, curricular mapping, and other curricular activities. He also coordinates the collection and analysis of the results from the college's various assessment processes (ex. Student IDEA center evaluations, Campus Labs, AACP surveys, etc.) Dr. Phillips will conduct a new faculty orientation session to discuss the assessment process in our College.
  - Michael Nelson, Assistant Dean for Student Affairs and Enrollment Management. Dr. Nelson coordinates and oversees college admissions, schedules, registration, academic advising, implementation of academic regulations including the Honor Code and Chemical Dependency Policy, graduation and other professional student affairs related issues and program admissions.
  - Jill Batten, Director of Student Affairs. In cooperation with the Assistant Dean coordinates and oversees scheduling, registration, academic advising, implementation of academic regulations including the Honor Code and Chemical Dependency Policy, graduation clearance, and other professional activities and student-related issues including student programs. Jill is assisted by Sydni Jennings.
  - Jessica Lang, Director Enrollment Services. In cooperation with the Assistant Dean coordinates and oversees college professional program recruitment and admissions. Assists as needed with recruitment and admissions for the college's undergraduate programs. Jess is assisted by the Assistant Director of Enrollment Services.
  - Erik Maki, Department Chair, Clinical Sciences (Practice faculty). Dr. Maki is the academic and administrative leader for the department. If you are in his department, he will set up regular meetings with you for the first year to assure your progress and discuss your academic goals for the year.
  - Craige Wrenn, Department Chair, Pharmaceutical, Biomedical and Administrative Sciences. Dr. Wrenn is the academic and administrative leader for the department. If you are in his department, he will set up regular meetings with you for the first year to assure your progress and discuss your academic goals for the year.
  - Leslie Jackson, Department Chair and Director of the Occupational Therapy Program. Dr. Jackson is the academic and administrative leader for this program. If you are in her department, she will set-up regular meetings with you for the first year to assure your progress and discuss your academic goals for the year.
  - Cassity Gutierrez, Department Chair, Health Sciences, and Pre-Professional Program Director. Dr. Gutierrez is the academic and administrative leader for the health sciences program. She will set-up regular meetings with you for the first year to assure your progress and discuss your academic goals for the year.
  - Nathan Newman, Director, Masters in Athletic Training Program. Dr. Newman will oversee the implementation of the program during the initial stages of the program development.
  - Cheryl Clarke, Assistant Dean for Clinical Affairs. Dr. Clarke will discuss the faculty and preceptor roles in our experiential program, program goals, rotation student evaluation system, preceptor training, and related issues. She will review the E\*Value system -- our web-based portfolio system for the experiential program. Information about our experiential education office, programs, and preceptor resources may be accessed via the "experiential" tab or the practitioner tab on our college website toolbar.
3. Faculty mentors for the college are assigned by department chair. Mentors will meet with new faculty on a regular basis to assist with departmental and institutional acclimation, develop goals and action, consult on time management, course syllabi, teaching

strategies, classroom/clinical site observations, research and scholarship opportunities, as well as provide a context for professional networking and personal development. When you meet with your Department Chair, you will find out more about the mentoring program and who your mentor will be. More detailed information on the faculty mentors and mentees responsibilities are in the appendix.

4. Course coordinators. If applicable, you will need to meet with the course coordinators for the courses you will be teaching to review the course format, teaching responsibilities, student evaluations, and assessment of learning. It is ***highly recommended*** that you visit various colleagues' classes to familiarize yourself not only with content in related courses but also with course management, teaching pedagogy, and classroom management issues

## A. Highlights: New faculty information

### **Absences:**

Absences due to illness should be reported to your Department Chair and to the college administrative assistant.

Planned absences regarding personal or professional travel, including attendance at professional meetings, should be requested by completing a **“Request for Absence from Campus”** form available electronically <http://www.tinyurl.com/daysoutcphs>. Once approved by your department chair, the college administrative assistant will record the absence on the college master calendar. This allows the administrative assistants to handle any calls from students or others during your absence and verifies your absence for university purposes especially important for our business continuity plan in case of an emergency.

Extended absences, such as planned maternity leave, require discussion with your department chair, completion of FMLA forms (see under Policies and Information on the Employee Tab in *myDrake* and the HR website), and contact with HR for planned absences.

If your absence is for travel and you need to request offset funds, you need to complete a **“Travel Advance Form”** form **prior** to your absence. This will also be sent to your Department Chair for approval **PRIOR** to your trip.

For twelve-month employees with earned **vacation/personal** time, planned absences for vacation must be requested using the same **“Request for Absence from Campus”** form. Use of vacation time/days out is reported to your department chair and to the college administrative assistant who places absence information on the college vacation and days-out calendar. **Twelve-month faculty will enter their vacation time on the University Leave reporting system monthly and submit to the college approver by the 2nd day of the month.** The college administrative assistant/office manager, or your department chair will show you how to access the leave reporting system.

### **Advising:**

All faculty are required to participate in academic advising of students enrolled in the college. Dr. Michael Nelson is responsible for this area program and as needed at other points during their academic careers. Health Sciences students meet with their advisor as part of the Issues I, II and Issues III courses. OT students are expected to meet with their advisor each semester of enrollment. Information describing the faculty and student roles in our advising program may be found in the student handbooks under Academic Advising. Information on the Drake Curriculum that will guide discussions with your advisees can be found at <http://www.drake.edu/dc/>.

The College of Pharmacy and Health Sciences is committed to providing students with high quality and meaningful academic mentoring and advising. The Office of Academic and Student Affairs' Excellence in Academic Mentoring & Advising Program is designed to provide a variety of learning opportunities for faculty to enhance their personal and professional growth as a mentor and advisor. Participants have the opportunity to earn an Excellence in Academic Mentoring & Advising Certificate after completing 6 hours during an Academic Year. A schedule of sessions will be distributed at the beginning of each term.

**Animal Vivarian:**

Donna Tuttle is the animal vivarian for the University and some ancillary departments. Donna's office is located inside the animal facilities in the Science Connector Building (SCB). She is actively involved in maintaining appropriate facilities for research animals and is a member of the Institutional Animal Care and Use Committee. Donna is assisted by an Animal Care Technician Joy Bachmann.

**Audiovisuals:**

The College has laptop computers, portable LCD projectors, a video camera, audio recorder, IPADS and other electronic equipment for use by the faculty. These should be reserved through one of the dean's office administrative assistants. Please let them know if you need additional training on the devices.

Additional audiovisuals can be ordered from Media Services. Please review the Drake Technology Services web page <http://its.drake.edu/>. The "Equipment Request form" can be completed if you want to reserve special equipment or requesting special AV set-up. This should be done as far in advance as possible. If they are able to meet your request, you will receive a confirmation by email. As indicated you will need to know date, time, and classroom in order to reserve these materials.

**Blackboard and e-Reserves:**

As a part of the Drake Go-Green initiative, **faculty are to provide as much of their course information as possible electronically through BlackBoard.** The College **does not** support print handouts by faculty for classroom instruction. Handouts should be made available to students through BlackBoard or by e-reserves. Marcia Keyser at Cowles Library will assist you with making materials available with e-reserves. Please contact Karly Good, Learning Management System Analyst telephone extension 4510) for assistance with BlackBoard.

**Business Cards:**

An initial set of business cards will be ordered for the faculty member upon arrival at Drake University by the college administrative assistant. A basic template is utilized and may be modified to fit the faculty member's individual situation. Reorders should be approved by your department chair.

## **Collaborative Education**

### **Institute (CEI):**

The Collaborative Education Institute (CEI) provides an online continuing pharmacy education activity for new preceptors titled Preceptor Development Core Modules. New faculty preceptors must complete this activity prior to providing Introductory Pharmacy Experiences (IPPE) or Advanced Pharmacy Experiences (APPE). Additional preceptor development activities are also available through CEI at no cost for Drake faculty and preceptors. Please contact Maggie Fiala ([margaret.fiala@drake.edu](mailto:margaret.fiala@drake.edu)) for instructions on accessing these resources.

### **Classrooms:**

The scheduling of classes and classrooms is coordinated by the Associate Dean, in conjunction with faculty and the Student Records Office. The University uses room scheduling software that matches course needs to room inventories. A worksheet will be distributed to new course coordinators to complete to indicate electronic, layout, and other classroom needs. Changes to those needs in future class offerings can be provided to Mollie McKenzie Compliance Coordinator (x4976). Classroom schedules are noted in MyDUSIS as well as the Room Scheduler link in *myDrake*. Plan to visit any classroom you are scheduled to teach in ahead of time to determine if any additional audiovisual equipment needs to be ordered.

Reservations for classrooms beyond the scheduled times listed in MyDUSIS (e.g. study/review sessions, faculty meetings, etc.) may be made by contacting the college administrative assistant or the college student services administrative assistant, including the use of the College's proprietary rooms (Cline Atrium 101 conference room and Cline 127 conference room), Fitch 102, HI 119, and HI 115. When reserving rooms outside scheduled class times, you will need to know the day, time, event, and number of people expected in order for scheduling a room. The Room Scheduler link in myDrake may be accessed to view room availability, as well as to assure that your reservation is listed.

### **Class lists:**

<https://ems.drake.edu/virtualems/>

### **Cline 206:**

Class lists of registered students with pictures are available through the myDrake Portal under MYDUSIS by selecting the Faculty and Advisors Menu. You must select the correct semester to view your current class list.

### **Break Rooms:**

Cline Hall Room 206 is one of the multimedia classroom in the Cline (Pharmacy and Science) building. This classroom is equipped with a standard overhead, slide projector, videotape, DVD & CD player, PC & Mac computer for PowerPoint presentations, and an ELMO document projector. Please try out this equipment prior to using it for the first time. If you have difficulties using the equipment, you should call Brad Toussaint 271-2687. The Help Desk is also available at 271-3002; for electronic equipment issues when classes are in session.

All main office spaces in the college have a microwave and refrigerator available.

**Johansen Skills  
Assessment Lab  
HL 107 (119 old #):**

This laboratory is used to teach skills classes and has moveable walls to create a flexible teaching and meeting space. When not in use for class, the laboratory is open to faculty of both departments and students. Reservations need to be made with the college administrative assistants.

**Cline Conference  
Room:**

The College has 3 conference rooms, Cline 127, Cline Atrium 101, and OT 101. These conference rooms are available to all faculty. Scheduling is arranged through the college administrative assistants in Cline 106 and Fitch 124 or OT 101.

**Directories**

The University electronic Faculty and Staff Directory is available in *myDrake*, Drake's faculty, staff and student portal system under the Drake Search Channel or it is available on the website through the upper right hand corner by completing a people search:  
<http://www.drake.edu/directory/>

The college faculty and staff directory is available at:  
<http://www.drake.edu/cphs/directory/>

**Fax machines:**

Fax machines are located in Cline 106 (fax # 271-4171), Fitch 106 (fax # 271-1867), and Cline Atrium 001 (fax # 271-4569), OT (fax# 271-2300). Incoming faxes, if identifiable, will be placed in your mailbox or left on the counter. Faculty members are usually responsible for sending outgoing faxes.

**Fitch 102:**

The Porter Skills lab includes the Davidson Pharmacy Practice Lab and the college's simulation lab that is under development. It is a flexible learning space. This space is used for PSA classes and can also be scheduled with the college's administrative assistants when it is available for other classes or group meetings.

**Grants:**

Information on grants, grant proposals, and Drake Grant procedures are available from your department chair or Mary Pat Wohlford in the Sponsored Programs Office. (<http://www.drake.edu/spa/>). ***All grants proposals must be approved by your department chair before submitting to the dean for signature.***

**HL 004 (19B):**

This classroom is mainly used for classes or practicums. Faculty may schedule meetings through our administrative assistants based on room availability. Since remodeling in 2013, use of the room for meetings during regular daytime class periods is very limited.

**Honor Code:**

In accordance with the mission of health-related professional practice and research, the Drake University College of Pharmacy and Health Sciences aims to inculcate professionalism in its students so they may provide quality care to society. Students, faculty and staff (collectively known as "members of the College community") in the College of Pharmacy and Health Sciences represent themselves, the College and the health care

professions in all of their actions. As future practitioners and researchers, students will be expected to adhere to a high level of professionalism. The concept of professionalism includes an implication that members of the college commit themselves to the pursuit of truth. Therefore, one purpose of the Honor Code is to foster and promote an atmosphere of trust and ethical and professional behavior, not to create an uncomfortable academic environment.

The Honor Code asks that students, faculty, and staff act honorably in their interactions with other members of the College community and hold themselves to the same standards and expectations as their peers. If a student or faculty member commits an act of academic dishonesty or unprofessional behavior, he or she violates the Honor Code, breaches the trust of the College community and defames the name of the College. The consequences of a student violating the Honor Code may include being dropped or suspended from the College, or other appropriate sanctions. By having the option of removing students who willfully violate the trust placed in them by the College community, the College can help secure a community of trust free from suspicion of unprofessional behavior. Failure to self-report an Honor Code violation, or having knowledge of an Honor Code violation and failing to report it are acts that are themselves Honor Code violations.

This document was approved and is effective for all members of the College community.

The entire honor code is available at:

<http://www.drake.edu/cphs/handbookspolicies/honorcode/>

New faculty will discuss the Honor Code with their respective department chair.

**New faculty will sign the Honor Code using [this Qualtrics form](#).**

**A copy of the signed pledge sheet will be kept in your personnel file.**

**Mail:**

Outgoing mail is picked up in Fitch Hall twice daily (late morning and early afternoon). Incoming mail will be sorted and placed in your faculty mailbox in Fitch Hall. Staff in Fitch 124 can assist you with the location of your mailbox. Mail for the Occupational Therapy Building will be delivered daily as well, with faculty mailboxes near the administrative assistant's desk in the building's main lobby. Mail and packages requiring a signature may be delivered to the Campus Mail Services at 2875 University Ave., Olmsted Center. Deliveries from UPS and FedEx are received in the Fitch office. **Overnight mail** can be given Campus Mail Services if you call them ahead of time – 271-3162. Federal Express requires 2 hours' notice and therefore they must receive your mail by 2:30 p.m. in order for it to go out that day. UPS and priority mail may also be utilized, so please ask the administrative assistants for more information. The cost of overnight mail will be charged to your department.

**Name tags:**

A Drake University nametag will be provided to all new faculty and staff for use at Drake University functions. Reorders for lost nametags and/or new titles should be approved by your department chair. The college administrative assistant orders the name badges.

**Office Supplies:**

Office supplies are kept primarily in the Fitch Office. Pens, pencils, computer disks, markers, whiteboard markers, envelopes, paper tablets, file folders etc. are available. Faculty may take supplies as needed. Please let the office staff know when supplies are getting low.

**Other Expenses:**

*All expenses should be approved by your department chair* prior to ordering any needed supplies, books, or processing memberships, subscriptions, registrations etc. Once you receive approval from your Department Chair with an account code, forward to your designated college support staff member for processing. Please specify if the purchase is to be used for classroom instruction purposes.

Some items may require a direct pay reimbursement. Electronic forms are available for you to complete your reimbursement request. Be sure to save, itemize, sign/date, and write the purpose for the expense on ALL receipts to verify these expenses. **The University will not reimburse for purchase of alcoholic beverages.** Information about the University's current per diem rates can be found [here](#).

Mileage reimbursement rates for the University are available on the HR link. The least expensive option (mileage reimbursement versus renting a car) should be chosen.

For a complete reference of the University guidelines in this area, please refer to the Business Procedures Manual [here](#).

**Paychecks :**

Faculty are paid monthly on the last working day of the month. A record of your paycheck details is available on myDrake through the employee link.

Your first paycheck from Drake University will be a hard copy check sent to your department. After that all deposits will be made electronically. W2 forms are available on the myDrake site as well.

**Photocopying:**

Photocopiers for routine jobs are located in Cline 106 and Fitch 105 and in OT. (Please use the Fitch copier for large jobs). For faculty who office in Cline, Fitch, or SCB, a photocopy request form is located in Fitch 124 and should be completed, paper clipped to what needs photocopied, and placed in the work study box. Faculty in the Occupational Therapy Building can ask the administrative assistance who desks in the building for assistance with photocopying.

**Posters**

The College has an HP printer for creating posters for faculty/student presentations at meetings and conferences. This is located in the Fitch Hall administrative work area. The 36 x 60 poster template is available on the College faculty and staff blackboard site.

### **Printing**

As a part of the Drake Go-Green initiative, **faculty are expected to minimize printing and print in black and white unless necessary. Costs for color printing are 5 times more expensive.**

### **Refrigerated Items:**

Refrigerated items may be kept in the small refrigerator in Cline 106, Cline Atrium 013 or Fitch 124, or in OT. Please make sure that you remove used items promptly in order to avoid spoilage and unpleasant smells. Alcohol may not be kept in these refrigerators without special permission.

### **Syllabi for Courses:**

**As you prepare to teach a course, please consult the syllabi guidelines and syllabus template in the appendix.** Faculty who serve as instructors of record for didactic courses are responsible for syllabi in compliance with the syllabi guidelines located on the college blackboard site. **The Academic and Student Records Office will request syllabi to be submitted two weeks prior to the beginning of each term.**

### **Travel Expense Reimbursement:**

All faculty receive funds for individual faculty development. The amount should be communicated to you by your department chair. (See [Faculty Handbook](#) for policy on distribution of funds)

All requests for travel reimbursement should be recorded on a “**Travel Expense Report**” electronic form. This form should be completed, printed, signed, and given to your college staff support member along with your original, itemized receipts for ALL eligible expenses, an account code (or indication that expenses are for faculty development) and department chair approval. The exception is for meals and incidentals, which are covered under a per diem policy:

[http://www.drake.edu/busfin/financeadministrationguidelinesandpolicies/accounts\\_payable\\_guidelines/](http://www.drake.edu/busfin/financeadministrationguidelinesandpolicies/accounts_payable_guidelines/)

The University does not reimburse for any alcohol purchases. **Forms must have an actual signature and not an electronic signature.** Your staff member will review the information in case clarification is needed and forward to accounting for processing. Drake University has a

Please review the Business Procedures Manual at prior to your first trip so that you understand what expenses will be reimbursed.

### **Voice mail:**

Drake voice mail is available for all faculty who have on-campus offices. For assistance please check the website for personalizing your voice mail message on your office phone. Voice mail should be available at the practice sites for those faculty that have off-campus offices. To check your messages for your campus telephone from off campus dial 271-3891 and follow the instructions.

### B. Resource Materials:

Many links to materials, policies, student handbooks, Honor Code policy, curricular changes, and other information may be found on our college blackboard site. There is also a

section on the Faculty portion of the CPHS web where limited resources are available.  
<http://www.drake.edu/cphs/facstaff/>.

### C. College calendar

Many activities and events relating to college events, student organizational meetings, and professional meetings are listed on the college's calendar. Ask the Manager of Operations if you need assistance accessing this calendar.

*Important activities for the college that faculty need to note include (but are not limited to) the following:*

- White Coat Ceremonies: Conducted immediately prior to the start of the academic year for students entering the professional pharmacy program. (P1, O1 years) (Fall). AT has a Blue Coat ceremony in the fall.
- Pharmacy Residency showcase: Organized by the student ASHP organization. Faculty have the opportunity to talk to students about residency programs. (Fall)
- Employer Career Fair and Interview days: Potential internship employers visit campus to interview pharmacy students for available positions as well as participate in a Career Fair (employers and residencies). The following day, interviews are held for students with a luncheon for recruiters. Faculty are encouraged to attend the luncheon to interact with the recruiters, many of whom are alumni of the college. (Fall)
- Preceptor showcase: A gathering of preceptors who meet with groups of students at specified tables to discuss their rotation; assist students in making rotation choices. (Fall)
- Weaver Medal of Honor Lecture: This annual lecture is delivered by the Weaver Medal of Honor Recipient. The lecture is held in the fall semester in October or November. The Weaver Medal of Honor is the college's highest honor recognizing an individual who has fulfilled one of the following criteria: the individual's efforts have advanced the education, research, or outreach mission of the college for the benefit of human health; the individual has created or helped promote a program of excellence in the college; the individual has made a substantial impact on the profession of pharmacy, or the individual has provided to the college significant financial resources that have supported strategic change and progress. (Fall)
- Health Professions Day: THE major professional activity of the year for the college. Coordinated and planned by students. Features poster sessions, guest speakers, awards, special interest tracks. (Spring)
- Health Sciences Senior Capstone Presentations: Student presentations of their culminating projects for their respect tracks in the major. (Spring)
- Graduate Seminar and Recognition Ceremony: The graduate seminar prepares P3 students, O2 students and JR Health Sciences students for their final year experiences. The Pinning Ceremony honors student awardees and all are recognized with a "pin" to celebrate their transition into the experiential senior capstone experiences for their degree program. (Spring)
- Doctoral Hooding and Commencement ceremony: All students who have graduated attend with their families and receive their hoods prior to the University's undergraduate ceremony the following day. All faculty are expected to attend. (Spring) All faculty are expected to attend commencement ceremonies to recognize and support our accomplished students as they receive their graduate degrees.
- Health Sciences Graduation Celebration: This event honors each health sciences student who was completing their course of study for their degree. (Spring)
- Undergraduate Commencement: All faculty are expected to attend

commencement ceremonies to recognize and support our accomplished students as they receive their undergraduate degree. There are ceremonies at the end of each semester – December and May.

- All Pharmacy Reunion are held every 5 years. The most recent one occurred April 2016 and the next one scheduled for 2021 was recently postponed to 2022.

## **DEPARTMENT**

**A. Job description.** This will be reviewed by your department chair.

## **B. Faculty Workload**

### **Workload Assignments**

Teaching workload models are defined by the department chair in collaboration with department members. Individual faculty workloads are then determined in conjunction with the department chair based on the departmentally endorsed teaching workload model. Equitable workload assignments include teaching, scholarship, and service. Faculty may obtain a copy of the current workload models from their department chair. Working premises regarding the establishment of workloads in the departments are:

- 1) Delivery of the curriculum (courses, topics and experiences including experiential education) is a priority.
- 2) Workloads need to be equitable for faculty of all ranks.
- 3) Given the variety of courses and experiences in our College's programs and departments and the needs of the university (FYS, Honors, AOI's, Service Learning), a singly defined or standardized teaching load is not possible. Teaching loads and assignments need to reflect the curricular outcomes, be flexible, and reflect all types of education practices within the college.
- 4) Faculty must have opportunities to develop for promotion and tenure. Faculty must participate in teaching, scholarship and service.
- 5) Faculty must be adaptable to changes in the curriculum and to new teaching practices.
- 6) Senior faculty are likely to assume greater leadership and mentoring roles.

## **Workload expectations**

### **A. Teaching**

- 1) Teaching is a core focus for faculty, the College, and the University.
- 2) Teaching is valued in all formats and includes didactic, recitation, practicum, experiential and undergraduate research.
- 3) All faculty must be deemed excellent in teaching.
- 4) Workload must be equitable, allowing each faculty member the opportunity to demonstrate excellence
- 5) Per the College's Promotion and Tenure policy, advising is considered a component of teaching.

### **B. Scholarship**

- 1) Scholarship is required of a faculty member and is strongly supported by the College
- 2) Regardless of rank, time and effort must be devoted to this activity and should be comparable among those in a given track (tenure or non-tenure).
- 3) Expectations and productivity may be different depending on rank and departmental model.

### **C. Service**

- 1) Service is important as a means to govern and improve the academy and the professions.
- 2) Service includes college, university, professional and community service

- 3) Each faculty member is required to provide some level of service
- 4) Service requirements are expected to increase as a faculty member progresses through the ranks
- 5) A faculty member should not expect a significant change in workload in other areas when higher levels of service are needed or sought.

### **Faculty Responsibilities**

**Teaching.** The teaching load of each faculty member is determined by a number of factors, which include, but are not limited to, the following: disciplinary expertise, commitment to research/scholarly activity, and administrative responsibilities.

#### **Teaching Loads.**

Assignment of teaching responsibilities is the primary responsibility of the appropriate department chair in consultation with individual faculty members and the dean. Although the College encourages faculty to develop courses for non-College programs (e.g., Honors Program), these types of courses should be approved by the appropriate department chair, and if appropriate, the applicable University committee prior to the submission of any such course proposals. College approval of such course offerings by faculty shall be contingent on the programmatic needs and personnel resources of the College.

**Academic Advising.** Advising responsibilities for faculty are assigned by the student affairs office in collaboration with the appropriate department chair. Faculty members may also be asked to serve as advisors to various student professional organizations.

**Service Responsibilities.** Each faculty member may be asked to serve on university, college, or department committees. Assignment to college and/or department committees is a joint responsibility of the dean and department chairs. Although each faculty member is expected to assume a fair share of service activities, every attempt shall be made to ensure that service responsibilities do not detract from faculty members' commitment to teaching and research/scholarly activity. The College definition of service is provided in Appendix I of the college handbook.

**Professional Activity.** The College encourages faculty to participate in professional organizations, community service, and outside consulting activities. Although these activities represent private activities of individual faculty members and are not subject to University regulation, it is expected that the extent of these activities will not interfere with a faculty member's ability to effectively discharge his/her University responsibilities. Refer to section 2.6 of the [faculty handbook](#) for required communication of these activities.

**Consulting and Outside Activity\*.** The University endorses consulting activities by faculty members. In addition to traditional consulting activities, this would include participation in interprofessional teaching activities, or presentations and teaching that are paid and require time away from Drake, etc. In general, consulting activities should not exceed one in five days per week and should be on a short-term basis. Faculty members desiring to engage in consulting activity must have the permission of the appropriate department chair and/or dean. Each faculty member must report, in the annual faculty activity report, on an annual basis the nature and extent of all consulting activities and other outside professional activities to the appropriate department chair. Refer to the University [faculty handbook](#) section:  
<http://www.drake.edu/acad/policies/policystatements/>

### **C. Guiding Principles for Work/Life Balance**

The College of Pharmacy and Health Sciences faculty endorsed these Guiding Principles on

June 29, 2011 as a proactive stance on maintaining a balance of professional work, family, and renewal for meaningful personal and professional lives for faculty and staff.

### **Communications.**

- All emergency communications (communications mandating an immediate response or action) should be completed either in person or by telephone.
- Our culture values an open-door approach to community. However, if an office door is closed, recognize this as an unspoken message that focused work is being completed and should not be interrupted unless it is an emergency.
- All members of the College community respect each other and the need for all to focus on their work. Hallway conversations should be conducted in true hallways rather than directly across from faculty offices or in staff workspaces.
- All communication is to be completed in a professional manner. The honor code applies to all faculty and staff.

### **Email.**

1. Members of the College community are requested to check their email twice daily such as once in the morning and once in the afternoon. It is recommended that you close your email client unless it is your scheduled time to check email to facilitate in person work and project completion
2. All members of the College community are committed to respond to email in a timely manner (2 business days). Emails, telephone calls or office visits to follow-up on an unanswered email may occur after 2 business days. Exceptions will be made for scheduled professional or personal absences or circumstances that prohibit routine email access (i.e. international travel).
3. No member of the College community is expected to acknowledge or return emails in the evenings, on the weekends or during holidays.

### **Meetings.**

1. The College Faculty Meetings will be announced at the start of each term period (fall semester, spring semester and summer). These times will be determined based upon the teaching commitments of faculty and will be limited to one hour.
2. All College committees are encouraged to circulate an agenda 1 week prior to the meeting unless the individuals involved agree to another time frame (the point is to allow members enough time to prepare). Meetings should address items on the agenda and address other items if time allows.
3. All meetings should start on time and end on time.
4. All meeting participants should commit to prepare by reading the materials and reviewing the agenda prior to the meeting.
5. No synopsis of preparatory materials will be provided during the meeting.
6. When appropriate, meetings will be run strictly using Roberts Rules of Order. Full attention will be given to the meeting with all members being present and participatory. This means that we give our undivided attention to the situation at hand and will refrain from side conversations, checking email or cell phones or completing other work. Emergencies necessitating this type of action occur rarely. If necessary, individuals are encouraged to excuse themselves from the meeting or conversation to deal with urgent issues.
7. College committee meetings should end with an action plan for work to be completed prior to the next meeting. This action plan should include what must be completed, who is responsible for completing that activity, and the form that the report back to the committee will take.
8. It is recommended that one member of the college committee be identified at the beginning of each meeting to take minutes. Minutes will be distributed to all members and copied to the Dean's assistant preferably within 1 week of the meeting for placement on the server.

### **Work Commitment.**

1. Our culture values an open-door approach to community. However, the University faculty manual requires faculty to have explicit office hours. All faculty are highly encouraged to schedule and publicize office hours. This approach provides a specific time frame to accommodate student learning needs, advising appointments, and mentoring functions. This time can be “blocked” on the faculty member’s schedule. When there are no student needs to be met, this time is freed up to work on other priorities.
2. In order to provide adequate time for scholarship and research and to prioritize it for career success, all faculty are highly encouraged to schedule time for research/scholarship meetings. Faculty cannot choose to override their teaching commitments. Likewise, faculty should not be asked to override their scholarship/research commitments.
3. All members of our College community are encouraged to evaluate their professional service commitments to the University and/or their practice sites. Professional committee service to the University, profession or to practice sites (committees or project groups) should be balanced with a faculty member’s other responsibilities.

### **Renewal.**

1. Members of our College community are encouraged to “take a short break” every 90 minutes throughout the day for renewal.
2. Members of our College community are encouraged to take time away from their desk for lunch or exercise.
3. All members of our College community should take their vacation. Faculty and staff should be cross-trained as necessary to provide for smooth continuous service to constituents during vacations and leaves.
4. Members of our College community are encouraged to take sabbaticals when they are eligible.

**D. Contractual/affiliation agreements** (*for practice department faculty with responsibilities for experiential teaching*). This will be reviewed by your department chair.

### **E. Faculty development**

1. Purpose: Teaching, service, scholarship
2. Your faculty development plan and goals. This should be reviewed with your department chair. Both the Department Chair and the departmental mentors will assist you in succeeding with your plan and achieving your goals.

The College of Pharmacy and Health Sciences offers internal faculty development and scholarship funds from the Jorndt Faculty Development Funds and the Harris Research Funds. These funds have application processes and are awarded on a rolling basis. Detailed information on these funds are found in the appendix. Your department chair will give you a complete listing of opportunities available for faculty development

#### 3. Mentoring

The College has developed a more structured approach to mentoring with the appointment of department mentors. As background, the following are guidelines for mentoring which are excerpted from an AACU publication entitled Building the Faculty We Need, 2000:

"What a mentor **is**:

- One who empowers, encourages, and supports his/her mentees
- One who is an advocate for the mentee in the department, at professional meetings, etc.
- One who encourages and values good teaching
- One who expects mentees to have their own ideas and needs
- One who can provide information about what an academic career in this field involves
- One who can help point the mentee in an appropriate direction to find resources for better teaching, for finding employment, for professional development, etc.
- One who is reasonably available
- One who actively listens
- One who expresses positive expectations
- One who shares his/her own experiences when relevant and without removing the focus from the mentee
- One who is a positive role-model for the mentee
- One who encourages the mentee to reflect on his/her own experiences
- One who takes time to think carefully about the mentee's needs and goals
- One who can be trusted

What a mentor is **not**:

- One who must know everything about teaching to be helpful
- One who must guide the mentee in all aspects of the mentee's professional and personal development
- One who is shaming, manipulative, arrogant, controlling, or domineering
- A parent
- One who is responsible for all aspects of the mentee's success or failure
- One who takes sole responsibility for defining the mentoring relationship."

#### 4. Peer review

A peer review process has been adopted by the college. It enables a more experienced colleague to review classroom activities and provide feedback useful for self-growth and goal setting. College faculty have agreed that annual peer review will be conducted for new faculty to assist in development and enhancement of teaching skills. The Faculty mentors visit the classes of new faculty and conduct a pre- and post-class interview to assess classroom performance. A published peer review instrument is used as a basis for these discussions and will be shared with you prior to your peer review. Faculty from both departments are encouraged to seek other colleagues for annual peer review as they progress from assistant professor to higher academic ranks.

#### 5. Schedule of classroom and experiential site visits

You are encouraged to visit a few classes and experiential sites, if applicable, to view varieties in teaching methodology and student assessment.

#### 6. Student evaluations

The college uses the CampusLabs/IDEA center evaluation system for all courses in the college. You will receive instructions on this process and how to interpret the results in one of the New Faculty Topic Series sessions and/or from our Associate Dean of Curriculum and Assessment, Chuck Phillips.

#### 7. Annual performance evaluation

Your department chair will evaluate you annually and will be discussing this process with you.

## RESOURCES ON FACULTY LIFE

A. A list of available resources in the office of the department chairs is available upon request. **(see end of this manual)**

B. Organizations Related to Academia:

1. American Association of University Professors([www.aaup.org](http://www.aaup.org))
2. American Association of Colleges of Pharmacy([www.aacp.org](http://www.aacp.org))
3. The American Occupational Therapy Assn. [www.AOTA.org](http://www.AOTA.org).
4. The IDEA Center ([www.idea.ksu.edu/](http://www.idea.ksu.edu/)) is a non-profit organization whose mission is serving colleges and universities providing products and services to assess and improve teaching, learning, and administrator performance. Our college uses IDEA Center student evaluations and receives detailed on-line results. The Center supports the evaluation and development of both programs and people. Valuable, on-line resources for faculty range from papers on procedural ideas (writing syllabi, constructing test questions) to student performance issues (getting students to think critically, motivating students).

C. Web sites

1. Organization web sites

### Athletic Training

- National Athletic Trainers Association ([nata.org](http://nata.org))
- Mid-America Athletic Trainers Association ([maata.org](http://maata.org))
- Iowa Athletic Trainers Society ([iats.org](http://iats.org))
- Board of Certification ([bocatc.org](http://bocatc.org))
- Commission on Accreditation of Athletic Training Education ([caate.net](http://caate.net))

### Occupational Therapy

- The American Occupational Therapy Association ([www.aota.org](http://www.aota.org))
- The American Occupational Therapy Foundation ([www.aotf.org](http://www.aotf.org)) which supports the initiative : the Scholarship of Teaching and Learning (SOTL), a peer mentored program inclusive of workshops and research implementation on the topic of OT education.
- The Society for Study of Occupation ([www.sso.org](http://www.sso.org)) which supports the Study of occupational science, the underlying paradigm for the Profession. There is an annual meeting where research is presented. Abstracts are published.
- The National Board for the Certification of Occupational Therapists ([www.nbcot.org](http://www.nbcot.org)) which lists approved continuing education courses, provides education and tools for maintain clinical competence, conducts ongoing research to contemporize practice trends (such as: compilations of assessment and evaluation tools), interface with state regulatory agencies, provides a portal for certificates to access full texts of current articles that support evidence based practice.

## Pharmacy

- American Association of Colleges of Pharmacy ([www.aacp.org](http://www.aacp.org)). This is the national organization representing pharmacy education. It is an excellent source of faculty development through its professional meetings and materials. Membership in AACCP is free to first year faculty. You need to work with your department chair to get signed up for this free membership. Information on **faculty sabbaticals**, compiled by the Faculty Affairs Committee of AACCP and presented to the Council of Faculties at the July, 2006 AACCP meeting, is available at the following link: <http://www.aacp.org/site/tertiary.asp?TRACKID=&VID=2&CID=513&DID=3937> (Go to [www.aacp.org](http://www.aacp.org), resources, reference materials, academic life, sabbaticals)
  - The Iowa Pharmacy Association ([www.iarx.org](http://www.iarx.org)). This is the state's professional pharmacy association.
  - <http://www.theceinstitute.org>. This is the CEI website that offers pharmacy CE and practitioner development opportunities.
  - AACCP Education Scholar Program. This consists of a series of web-based modules available through AACCP for advancement of teaching skills, professional scholarship, and instructional improvement for educators in the health profession. Discuss this with your department chair if you would like to apply your individual faculty development funds to purchase of any or all of the modules.
  - The American College of Clinical Pharmacy (AACCP) has initiated 4 certificate programs to assist new faculty in career development. These are: 1) Teaching and Learning; 2) Clinical Practice Management; 3) Research and Scholarship; and 4) Leadership and Management (available at <http://www.aacp.com/academy/index.aspx>). Faculty are encouraged to consider these development opportunities in collaboration with your department chair.
2. List serve: [majordomo@lists.stanford.edu](mailto:majordomo@lists.stanford.edu). This will allow you to subscribe to Tomorrow's Professor, a helpful site for faculty. Type in "subscribe tomorrow's professor" in the subject and text box to join.

## E. Professional meetings and seminars

Many of our professional organizations offer workshops and seminars on topics relevant to faculty beginning an academic career. Be sure to check the websites of your professional organizations for development opportunities that occur in conjunction with a meeting you may be using your personal development funds to attend.

## F. University faculty development

The University offers a series of seminars in the 1<sup>st</sup> year for all new faculty beginning their academic career at Drake. You are **highly encouraged and expected** to attend these to better understand the teaching culture at Drake, become acquainted with other departments and new faculty, and learn what is available at Drake to help you succeed as a new faculty member. Faculty development opportunities funded through the Provost's office may be found at:

<http://www.drake.edu/acad/grants/> (If the dates are not current, assume a similar date for the next academic year.)

Other departments, such as the Drake Technology Services routinely offer classes for faculty on various topics such as using technology in teaching, effective use of digital photography in teaching, and others.

#### G. Additional Information Technology Resources

Podcasting can be done with Panopto: <http://its.drake.edu/catalog-service/lecture-capture-2/>

Drake University works with Turning Technologies for Clickers to use to assist in teaching. <http://www.turningtechnologies.com/response-solutions>

Appendices:

### **Faculty Mentors and Faculty Mentees Information**

#### Job Description

- Assist new faculty members in understanding the prevailing departmental and institutional cultures and procedures.
- Provide information about time management and assist in developing a network of colleagues and contacts who can provide mentorship in specific areas of identified need.
- Provide advice on preparation of course syllabi and materials, based on approved CPHS guidelines.
- Hold discussions on teaching strategies; visit the new faculty member's classrooms, laboratories and/or clinical sites.
  - Provide information about professional opportunities internal and external to the university (funding sources, potential collaborators, publication outlets).
  - Review research proposals and provide advice on publishing the results of research.
  - Provide information regarding the structure of college and university committees and discuss the role of faculty governance.

#### Duties

##### New/First Year Faculty

##### Optional Meetings

- The new faculty members are required to attend the New Faculty Topics Series during the fall semester. Mentors have the option of attending. Mentors and chairs will have access to materials presented for future review and discussion with mentees.

##### Mentor/Chair Meetings:

The mentors and the department chair meet at least twice a year to

- Discuss progress of individual faculty and areas for additional focus

- Identify any changes that need to be made to the program.

#### Assistant Professors

##### Mentor/Mentee Meetings:

The mentees and the mentors will meet at least twice per semester, and more frequently as needed, in order to:

- Aid in identifying annual goals and determining action steps to accomplish those goals.
- Assist in developing portfolio for pre-promotion
- Continue with networking assistance

In practice, the mentor/mentee relationship will be in place from the date of hire until the summer following the mentee's pre-tenure/promotion review. The mentoring relationship can (and is encouraged) to continue, but formal mentoring will end at that point. Establishing informal mentor relationships with other colleagues in the College is highly encouraged - especially when teaching and/or scholarship interests overlap.

#### Associate/Full Professors

The Chair will fulfill the role of primary mentor for upper-level faculty, and collaborate with faculty on a mentoring approach that best meets their needs at these levels unless the professor will be undergoing tenure review. If undergoing tenure review, a faculty mentor could be assigned to assist the faculty member to be fully prepared for the review process.

#### Report

Each mentor will provide to the department chair a short summary of activities undertaken with their mentees to include: meeting summaries, goals determined, actions accomplished, and other comments as appropriate.

#### **Responsibilities of Mentees**

The major goal of the formal faculty mentoring program is to provide experiences and to develop the skills necessary to become an independent, effective, and contributing member of the faculty. It is, therefore, incumbent on the new faculty member to:

- Be open and receptive to new ideas and learning opportunities.
- Be prepared for each meeting or event.
- Seek and accept feedback regarding your strengths and developmental needs.
- Being willing to discuss openly and honestly your ideas, goals, and plan of action as well as any problems or concerns.*
- Take the initiative in developing new ideas and professional relationships.*
- Take responsibility for your own career development.

<sup>1</sup> Bland C, Taylor AL, Shollen SL et al. *Faculty success through mentoring: A guide for mentors, mentees, and leaders.* American Council on Education. Rowman and Littlefield Education. 2009.

*Amended 8-13-10*

### **Guideline for CPHS Course Syllabi**

A syllabus should be provided to students on or before the first scheduled meeting of the course. CPHS course syllabi should contain the following information:

1. Course title; credits; academic year and semester
2. Faculty names, office locations, telephone numbers and email addresses
3. Instructor and TA names, office locations, telephone numbers and email addresses
4. Office hours (either scheduled or by appointment)
5. Class time, and location (if available)
6. Course description (should match course description in course catalog)
7. Textbook and other resources
8. Course objectives and the program educational objectives covered by those course objectives.
9. Assessment (grading scale; weights of exams, quizzes, assignments, papers, etc.)
10. Policy for absence from class or exam
11. Statement about academic honesty (see below for suggested statement)
12. Statement about special accommodations (see below for suggested statement)
13. Semester schedule for course (especially exams, and assignment due dates)

The AAC recommends that the above information (2-4 pages) is together. Any additional information that is provided to students should be separate from this basic information in the syllabus. The AAC will collect current pharmacy course syllabi each semester.

*April 2007*

### **Suggested Statements**

#### ***Disability Statement***

It is the policy at Drake University to accommodate students with disabilities, pursuant to federal law and state law. Any student with a documented disability who needs accommodation, for example in arrangements for seating, examinations, note-taking, should contact Student Disability Services at 515-271-1835. Once the appropriate documentation is received from the Student Disability Services Office, please provide it to the instructor as soon as possible.

#### ***Honor Code***

All University and College policies regarding student and instructor conduct and academic integrity apply to this class. The College's Honor Code Policy may be found in the Handbooks & Policies area linked at [www.drake.edu/cphs](http://www.drake.edu/cphs).

If you have various assignments that are not typical academic exercises (papers, exams, etc.) then

you will want to include those in an additional statement: Examples of Honor Code violations in this course include, but are not limited to, indicating attendance in class,\_\_\_\_\_.

### ***Electronic Devices***

Use of laptop computers and handheld electronic devices (i.e. phones, PDAs, iPods, etc) is permitted in class during specified times to assist learning. Any use of any device that leads to distraction from the learning for other students will not be tolerated. Inappropriate use may include viewing online content not related to the class (including social networking sites), text messaging, answering phone calls, viewing video, and listening to music on such devices. Repercussions for inappropriate use are at the discretion of the course instructor and may include (but are not limited to) dismissal from the class session, temporary confiscation of the device, and/or reporting the incident as an Honor Code violation.

### ***Diversity, Equity, and Inclusion Syllabus Statement***

The Drake University CPHS commits to leading the way to a healthy world in which our students and graduates can advocate for health equity. Toward that goal, the instructor(s) in this course support(s) an inclusive learning environment where diversity and individual differences are acknowledged, respected, appreciated, and recognized as a part of learning. Respect should be shown to every member of the classroom as all persons provide value through our unique perspectives as individuals. Perspectives expressed by individuals are their own and are not to represent any community. It is not expected that all individuals will agree with various worldviews expressed in the classroom. It is expected that respectful methods are utilized when issues of disagreement are discussed among class members.

The instructor(s) of this course will be open to listening to students' experiences and will work with students to find acceptable ways to process and address issues that arise in class. Suggestions on how to promote diversity, equity, and inclusion within this course in a meaningful way are encouraged. Individual concerns with DEI can be discussed with any CPHS faculty or staff member. If a specific issue requires action, the issue should be addressed with the instructor and department chair.

In addition, the university information and resources listed below may be utilized:

- Drake Diversity Website: <https://www.drake.edu/diversity/>
- Equity Action Partner Information: <https://www.drake.edu/diversity/initiatives/equity-action-partners/>
- Student Resources: <https://www.drake.edu/media/collegesschools/cphs/documents/DEI%20Resources.pdf>

## **Syllabus Template**

[Course title]

[Day – Time]

[XX] Credit Hours

[Semester] [Academic Year]

[Location]

### **Faculty:**

Faculty (names)

Office:

Phone:

Email:

Office Hours: (scheduled/by appt./etc.)

### **Other Instructors and TAs:**

Names,

Office:

Phone:

Email:

**Course Description:** (See MyDUSIS)

**Textbook/Resources:** (Indicate None if applicable)

**Course Objectives:** (after each objective indicate the program educational objective (A-1, C-8, etc.) that the course objective applies to)

**Assessment:** (grading scale; weights of exams, quizzes, assignments, papers, etc.). Since Blackboard calculates to two decimal points, it is advised to have the syllabi list the grading scale to two decimal points as well.

**Class/Exam Absence Policy:**

### **Disability Statement:**

It is the policy at Drake University to accommodate students with disabilities, pursuant to federal law and state law. Any student with a documented disability who needs accommodation, for example in arrangements for seating, examinations, note-taking, should contact Student Disability Services at 515-271-1835. Once the appropriate documentation is received from the Student Disability Services Office, please provide it to the instructor as soon as possible.

### **Honor Code:**

All University and College policies regarding student and instructor conduct and academic integrity apply to this class. The College's Honor Code Policy may be found in the Handbooks & Policies area linked at [www.drake.edu/cphs](http://www.drake.edu/cphs).

If you have various assignments that are not typical academic exercises (papers, exams, etc.) then you will want to include those in an additional statement: Examples of Honor Code violations in this course include, but are not limited to, indicating attendance in class,\_\_\_\_\_.

**Electronic Devices: (optional)**

Use of laptop computers and handheld electronic devices (i.e. phones, PDAs, iPods, etc) is permitted in class during specified times to assist learning. Any use of any device that leads to distraction from the learning for other students will not be tolerated. Inappropriate use may include viewing online content not related to the class (including social networking sites), text messaging, answering phone calls, viewing video, and listening to music on such devices. Repercussions for inappropriate use are at the discretion of the course instructor and may include (but are not limited to) dismissal from the class session, temporary confiscation of the device, and/or reporting the incident as an Honor Code violation.

**Diversity, Equity, and Inclusion Statement:**

The Drake University CPHS commits to leading the way to a healthy world in which our students and graduates can advocate for health equity. Toward that goal, the instructor(s) in this course support(s) an inclusive learning environment where diversity and individual differences are acknowledged, respected, appreciated, and recognized as a part of learning. Respect should be shown to every member of the classroom as all persons provide value through our unique perspectives as individuals. Perspectives expressed by individuals are their own and are not to represent any community. It is not expected that all individuals will agree with various worldviews expressed in the classroom. It is expected that respectful methods are utilized when issues of disagreement are discussed among class members.

The instructor(s) of this course will be open to listening to students' experiences and will work with students to find acceptable ways to process and address issues that arise in class. Suggestions on how to promote diversity, equity, and inclusion within this course in a meaningful way are encouraged. Individual concerns with DEI can be discussed with any CPHS faculty or staff member. If a specific issue requires action, the issue should be addressed with the instructor and department chair.

In addition, the university information and resources listed below may be utilized:

- Drake Diversity Website: <https://www.drake.edu/diversity/>
- Equity Action Partner Information: <https://www.drake.edu/diversity/initiatives/equity-action-partners/>
- Student Resources: <https://www.drake.edu/media/collegesschools/cphs/documents/DEI%20Resources.pdf>

**Semester Schedule**

Day	Topic	Assignment

Updated August, 2021

**DRAKE UNIVERSITY COLLEGE OF PHARMACY AND HEALTH SCIENCES**

**HONOR CODE**

<http://www.drake.edu/cphs/handbookspolicies/honorcode/>

Electronically sign the Honor Code here: <http://tinyurl.com/CPHSonorCode>

**VII. THE PLEDGE OF HONOR**

"I do hereby certify that I understand and pledge to abide and be bound by the Drake University College of Pharmacy and Health Sciences Honor Code. I agree to conduct myself in a honorable manner at all times and to uphold the highest degree of academic honesty, professional and ethical behavior, and integrity. I understand that if I am ever found to be in violation of the Honor Code, I may be subject to a range of disciplinary sanctions, from academic exercise failure to being dropped from the College, all of which will be documented in my permanent file."

[1] Adapted from Campbell University School of Pharmacy Honor Code, Buies Creek, NC (2003).

[2] The faculty member or Dean/Student Affairs Officer may select this option where he/she feels the violation is serious enough to warrant consideration of the penalties of suspension, or being dropped from the College.

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Faculty Member's Signature

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Date

**Faculty Orientation Manual**  
**SIGNATURE PAGE**

I am in receipt of this manual, its contents have been reviewed with me, and additional resources such as faculty handbooks have either been made available to me or will be available to access as soon as available.

I understand that the contents are not intended to be an implied contract or guarantee of any kind, but only guidelines for information helpful to all new faculty.

Faculty Signature: \_\_\_\_\_

Date(s) of Review: \_\_\_\_\_