

Appendix B
High Impact Strategy
AACP Task Force on Faculty Recruitment and Retention
July 2008

We recommend AACP Section of Pharmacy Practice programming at 2009 Annual Meeting focused on “Mentoring Programs for Faculty”. Develop 1 ½ to 2 hour programming focused on this retention strategy. We also recommend topic as a meeting roundtable discussion.

Action Plan:

1. Draft program objectives and themes.
2. Identify potential speakers for program. (check with ACPE on institutions with effective mentoring programs)

Draft of Program

Potential theme – “Mentoring Pharmacy Practice Faculty for Success in Academia”

Speaker one – Introduction to Mentoring (15 minutes) – Program Moderator

1. Describe formal versus informal mentoring including advantages and disadvantages.
2. Describe factors for successful mentoring.
3. Explain why mentoring is a key strategy for retention of faculty.
4. Describe the role of the mentor and the mentee.
5. Identify types of mentors that are effective in ensuring academic success (mentors for teaching, scholarship, service, and personal).

Note: select one speaker from established school and one from new school if possible. Format could be where 30 minutes is allotted for each speaker to briefly present their mentoring program and the rest of the time (40 minutes) devoted to Q&A session addressing these considerations.

Speaker two – Formal Mentoring (30 minutes) – speaker who serves as a mentor

1. Describe a successful formal mentoring program.
2. Describe considerations in established versus new School of Pharmacy.
3. Describe considerations when predominantly junior faculty exist.
4. Describe how to recruit faculty to serve as mentors.
5. Describe characteristics of an effective mentor-mentee relation.
6. Discuss how to sustain an ongoing mentoring program.
7. Highlight key issues for tenured-track and non-tenured track faculty.

Speaker three – Informal mentoring (30 minutes) - speaker who serves as a mentee

1. Describe a successful informal mentoring process.
2. Describe considerations in established versus new School of Pharmacy.

3. Describe what a mentee desires in a mentoring relationship.
4. Describe considerations when predominantly junior faculty exist.
5. Describe the characteristics of an effective mentor-mentee relation.
6. Discuss how to sustain an ongoing mentoring program.
7. Highlight key issues for tenured-track and non-tenured track faculty

Q&A Session with panel