

**PATHWAYS TO MENTORING:
DEVELOPING FUTURE FACULTY
MENTORS: THE *TRANSITION*
FROM MENTEE TO MENTOR**

**AACP SECTION OF TEACHERS OF
PHARMACY PRACTICE**

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**HOW CAN THE DIVISION OF
PRACTICE HELP DR. SARA GRACE
BECOME AN EFFECTIVE MENTOR and
LEADER?**

- **ESTABLISH:** a Division (School)-wide forum for MCF to promote positive mentee-mentor interactions and leadership skills
- **OUTCOMES:** (1) Aid MCF progression; (2) Aid those that they mentor; and (3) Help develop the School's future leaders

**WHO ARE MID-CARRER
FACULTY (MCF)?**

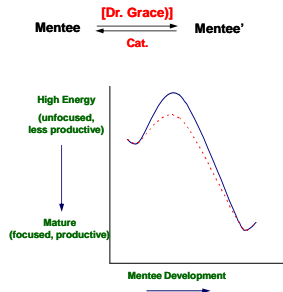
- Mid-career is the period between the probationary years and the period where faculty prepare for retirement
- Career period where faculty expectations are high, where faculty may feel neglected, a period of uncertainty and reassessment, a period where the faculty needs to remain competitive

Ref.: Baldwin et al. Change, 2008, 46-55

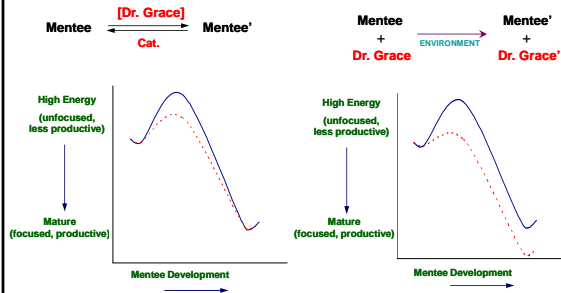
IF WE ESTABLISH A MCF FORUM, WHAT ARE THE OUTCOMES WE WISH FOR DR. SARA GRACE?

What is the "mentoring relationship"?

DOES DR. GRACE CATALYZE THE MENTEE'S DEVELOPMENT?



MENTEE + DR. GRACE: A THERMODYNAMIC, MUTUALLY BENEFICIAL INTERACTION



DR. SARA GRACE: A (RE)AGENT OF CHANGE

- Wisdom, experience, and perspective
- Listener
- Adaptable and creative: each mentee is different and their needs are different
- Dedicated
- Recognizes the strength of the organization resides in its members
- Lifetime learner

WHAT IS THE ORGANIZATIONAL STRUCTURE OF THIS MCF MENTORING UNIT?

Models: Bill and Karen Campbell Faculty Mentoring Program for junior faculty; UNC's Division of Pharmacy Practice and Experiential Education Mentoring Program

<http://pharmacy.unc.edu/faculty-research/campbell-mentoring>



Bill and Karen Campbell Faculty Mentoring Program, UNC Eshelman School of Pharmacy, University of North Carolina at Chapel Hill

GOALS OF THE CAMPBELL PROGRAM

- Assist in recruitment of junior faculty
- **Help new faculty to reach their full potential as quickly as possible**
- Assist in the retention of new faculty
- Capture the talents of senior faculty/experts in UNC's ESOP and neighboring institutions

CAMPBELL PROGRAM: PRINCIPLES

- Junior and senior faculty participation is **voluntary**
- It is the responsibility of the ESOP and its Division to mentor faculty
- Mentoring is a formal and informal activity that can cover all aspects of academic life
- Faculty have the opportunity to review their progress with their Division chairs
- Division chairs should recognize that some faculty may face special challenges

CAMPBELL PROGRAM: NUTS and BOLTS

- **Mentoring Team (Mentee + 2 Mentors)**
- Division Chair
- Center/Institute Head (if applicable)
- Director of the mentoring program
- Mentoring **agreement** (with honorarium)
- Monthly luncheons (mentees, director, outside guest(s))
- "Coffee breaks" with the Director
- **Annual assessment of development**

"MCF MENTORING FORUM"

Organizational Structure

*5-10 **MCF** (clinical and tenure track)

*2 senior mentors (**SMs**);

*Director (**Dir**) to oversee the program

NUTS AND BOLTS

The Program

(A) Voluntary: MCF and SMs

(B) Mini-workshops: Leadership and managerial skills, writing skills, teaching methods, time management skills

NUTS and BOLTS

- **(C) Monthly luncheons:** 50%: run by MCF where issues encountered are discussed and where SMs facilitate group discussion; 50%: guest speakers that discuss issues of common interest (e.g., informal and formal mentoring, conflict resolution, balancing profession and family, cultural competency, School, University, and community resources)

NUTS AND BOLTS

- (D) Individual Meetings:** MCF and SM: (1) SM help MCF set priorities; (2) MCF and SM discuss issues that are best handled on an individual basis
- (E) Open Door Policy--MCF and SM:** a genuine spirit that conveys interest and care in faculty development
- (F) Confidentiality:** no records unless approved by MCF

NUTS AND BOLTS

- (G) Mentoring Agreement:** MCF, SM, Dir, Division Chair: where the only requirement is to **actively** participate in the process; a three year program; **MCF takes the lead**
- (H) Yearly SM Recognition:** honorarium or release of a teaching assignment or recognition of "SM role" as a service assignment

NUTS AND BOLTS

- (I) Division Chair:** must provide strategic advice and encouragement (e.g., MCF's practice, scholarship, mentorship, leadership, teaching, service initiatives)
- (J) Yearly Assessment:** MCF, SMs, Division Chair, and Dir: discuss MCF's accomplishments/roadblocks; review MCF's mentoring and leadership strategies; and discuss alternative paths for achieving success

EXPECTED OUTCOMES

- Increased faculty progression/evolution
- Increased mentee success
- Minimize the “rediscovery of the wheel”
- Installation of a safety net for MCF and those they mentor
- Development of the next generation of leaders
- Increase School-wide interactions

THE “ESSENTIAL” INGREDIENTS

- **MCF and SMs must be proactive**
- School must consider that mentoring programs add **value** to the unit
- **Defined objectives** for MCF, SMs, Director, and Division Chair
- **Support** of Division Chair, Dean and the School Leadership
- **Resources**
- **Assessment** tools

ACKNOWLEDGMENTS

Dean Robert Blouin and the ESOP Leadership
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 The State of North Carolina

The Mentees and The Mentors of the Bill and Karen Campbell Program
