Successful Practices in

**Colleges and Schools of Pharmacy
Faculty Retention Initiatives**

Pharmaceutical Education 2011

Table of Contents

Area of Successful Practice: Faculty Retention Initiatives

Ferris State University
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Colleges and Schools of Pharmacy Faculty Retention Initiatives
Area of Successful Practice: Professional Development Committee

Description

A formal Professional Development Committee (PDC) was established in our College of Pharmacy (COP) in 2007 with the following charge: Develop, coordinate, and evaluate professional development programming for all COP faculty. In December 2010, this charge was amended to include all COP staff.

Membership consists of faculty from the Departments of Pharmacy Practice (N=2) and Pharmaceutical Sciences (N=2), one COP administrator, the Director of Faculty Center for Teaching and Learning (FCTL) who is a non-voting member serving in the capacity of a liaison between the COP and University, and one COP staff member (recently appointed in December 2010).

The PDC establishes the learning objectives for each session and identifies and invites all facilitators. Most sessions utilize hands-on/active learning strategies (modeling the classroom/student setting) and are offered in a central location from 9 AM to noon. Technology Track topics are offered via Adobe Connect, allowing faculty and staff to attend either in person or remotely via the Internet. Facilitators receive a summary of their evaluations and a letter of acknowledgement for their professional portfolio.

Table 1: Overview of the Structure and Content for the Professional Development Activities for the 2010-2011 Academic Year

Orientation August	Fall Semester Emphasis: Teaching	Spring Semester Emphasis: Scholarly Activity & Service
New Faculty Orientation created/run by the FCTL (University requirement) COP Orientation & Checklist for new faculty Education Scholar (www.aacp.org)	• Developing & Improving your Experiential Clerkship • Learning, from Theory to Practice • Copyright & Fair Use • Writing Learner Centered Objectives • Exam Question Writing & Analysis Technology Track Topics • Lotus Notes • Adobe Acrobat Pro • Microsoft Excel • Microsoft Word	• Tenure, Promotion, and Portfolio Development • Leadership, Developing Career Goals, and Planning • Assessment & Feedback • Publishing & Presenting Your Work; Research Opportunities • Building a Faculty Community and Your Year in Review Technology Track Topics • Photoshop • Excel Macros • Excel Formula & Data Ribbons • Technology Showcase

Special Sessions (Specific to College of Pharmacy Goals & Initiatives): Classroom Observations, Active Learning, Others
New Faculty Transition Program offered through the FCTL: Additional Opportunities for Learning Communities, Workshops, etc. offered through FCTL

Currently this program does not require an operating budget as the majority of facilitators are recruited from within the COP or University. Travel is reimbursed per individual department policy/procedure. Special sessions requiring consultants/outside facilitators are funded through a separate budget within the COP/University or through grant money obtained by the PDC members. Committee members share responsibility for session oversight, including facility logistics, facilitator introductions, and dissemination and collection of participant evaluations.

Outcomes

The current, more formalized professional development structure (Table 1) was first implemented during the 2009-2010 academic year. At the end of that academic year, two separate evaluations (surveys) were conducted. The first was specific for the newly appointed faculty (N=2; Table 2) while the second survey was circulated to all COP faculty requesting input for future programming.

Table 2: Selected Survey Questions for Newly Appointed Faculty (2009-2010)

Faculty liked most	• All of the topics, attendance of senior faculty, networking opportunities • Variety of topics, appropriate order
Faculty liked least	• Sessions only held in one location • Several speakers were not engaging
How professional development prepared you for teaching	• Necessary tools for creating syllabus & exam questions • Writing objectives & test questions
How professional development prepared you for scholarly activity	• Decreased anxiety about scholarly activity • Collaboration opportunities
How professional development prepared you for service	• Insight to clinical practice (works/doesn't work) • What constitutes service
Establishment of a sense of community amongst faculty	• Yes. Having senior faculty attending was wonderful • Yes. Especially with senior faculty that regularly attend

Potential faculty candidates are presented information regarding the Professional Development program throughout the recruitment process. Whenever possible, the Chair of the PDC participates throughout the faculty interview process. The impact of this program on faculty recruitment or retention has not yet been formally assessed, but is expected to have a positive effect since programming has been developed in response to faculty requests.

Benefits and Challenges

Our faculty are located at multiple sites throughout the state. Faculty prefer to participate in live sessions but distance learning technology has been utilized for some sessions.

Advice or Lessons Learned

We offer this advice:

- Attendance – junior faculty consistently attend while various senior faculty attend intermittently. This year we have started inviting a panel of facilitators (vs. one facilitator). This has enhanced attendance and resulted in more engaging discussions amongst all faculty allowing junior faculty to gain valuable advice and opinions from the more seasoned faculty members.
- The PDC holds a retreat at the end of the academic year to review all surveys and start planning sessions for the upcoming academic year.
- Include a COP staff member. Meets ACPE Accreditation requirement, provides input from a staff training perspective, and provides assistance with clerical duties.

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Colleges and Schools of Pharmacy Faculty Retention Initiatives
Area of Successful Practice: College-wide Mentoring Program

Description

Faculty development and retention is critical to the success of any college of pharmacy. We have taken a multi-faceted approach to this issue, involving a combination of formal programs, communications, and regular and planned one-on-one meetings and evaluations. This approach includes a teaching and learning curriculum, new faculty development seminars, peer evaluation of teaching, college-funded research stimulation awards, and newsletters. While faculty development is one of the primary responsibilities of the department chairs, all college and university leaders are committed to the philosophy of professional development. Senior faculty members have also embraced their role in faculty development, which is critical to the success of the College mentoring program, described here.

Mentoring Program: The College's mentoring program was developed by a faculty committee comprised of both senior and junior faculty, approved by college leadership, and implemented in 2007. The goal of the program was to increase faculty satisfaction, productivity, and retention. All new faculty work with a faculty mentor. The mentor is typically an associate or full professor and within the new faculty's department, but this is not required. Each of the College's two departments either assigns a mentor or allow new faculty to select their mentor. The purpose of the program is to create an environment to assist new and junior faculty to adjust to their new environment; provide advice and assistance in teaching, research and scholarship, and service; and provide guidance and assistance in the promotion and tenure process. The Committee developed mentoring guidelines to assist both the mentor and the mentee in understanding expectations. For example, mentors assist their mentee in learning departmental and college policies, working with teaching assistants, navigating information technology and teaching technology issues. Regular meetings and communication occur between the mentor and the mentee.

Resources

The Committee that developed the original proposal developed more detailed mentoring guidelines that outline expectations for both the mentee and the mentor. This has been particularly helpful for all faculty in understanding their role.

Outcomes

Given the multi-faceted approach to faculty development and retention, it is difficult to associate outcomes with any particular program or activity. Overall, faculty attrition has declined over the past several years which could be attributed to the mentoring program. For example, in 2002-2004, 12 out of a total of 34 faculty (35%) resigned for a variety of reasons. During the 2008-2010 period, 8 out of 46 faculty resigned (17%). While this decline cannot be attributed to any one specific activity, it is noteworthy.

The College collected evaluative data after the first two years of program implementation, which is presented below. The evaluation also included open ended questions, which included "After meeting with your mentor, what changes have you made?" Responses included comments such as "Change in leadership style (improvement), comfort level increased in science." "Looked into new ways to disseminate my scholarship."" I was made to feel comfortable to approach another faculty member in assisting with running statistics on my study and was able to present a poster at a meeting."

Table 1. Summary of Faculty Mentor and Mentee Evaluation Data

	Mentor Assessment of How They Assisted Mentee (N=6)	Mentee Assessment of How Mentor Assisted Them (N=7)
Assisted in adjusting to CCP environment	4.00	4.28
Assisted in engaging in activities related to teaching	3.66	4.37
Assisted in engaging in activities related to research and scholarship	3.22	4.22
Assisted in engaging in activities related to service	3.66	4.14
Assisted in preparing for success in the promotion and tenure process	3.50	3.75
Mentor was available	4.66	4.50

Range 1-5, with 5 strongly agree.

Barriers to Implementation

The Department of Pharmacy Practice has experienced challenges in finding the right mentor/mentee match in terms of interests and needs. Finding time to meet as also been difficult for pharmacy practice faculty given their various patient-care responsibilities. On the other hand, the Department of Pharmaceutical Sciences has not experienced any difficulties in scheduling mentor/mentee time. Some mentees have asked for more structure within the program, while others are more comfortable with the open-nature of the program. Finding the balance is a challenge.

Lessons Learned

Recognizing the service of senior faculty in the mentoring program was critical to its success. The University approved the inclusion of service as a mentor on the University faculty performance evaluation form. This change was implemented in spring 2010. This change provides a formal mechanism for department chairs to recognize the service of senior faculty who serve as mentors.

Midwestern University's Chicago College of Pharmacy provides a multi-faceted faculty development and retention program that includes formal programs, such as the mentoring program described here, formal communications, and personal one-on-one meetings between the

new faculty and college leadership. Faculty development and retention is a College effort and a College reward.

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Colleges and Schools of Pharmacy Faculty Retention Initiatives
Area of Successful Practice: Communities of Scholars on a "Distance Campus"

Description
The University of Oklahoma College of Pharmacy Department of Clinical & Administrative Sciences in Tulsa (PCAS-Tulsa) created a Communities of Scholars (COS) program to improve teaching and scholarly productivity in addition to strengthening camaraderie and collegiality among department faculty members. The concept is patterned after communities of learners, wherein individuals with similar interests come together in person or through electronic media to share insights on current developments in a field; edify one another on timely research findings that can be implemented in teaching, research or some other aspect of work; solicit feedback for ideas; and promote teamwork on projects. The need for the COS program in the PCAS-Tulsa department is momentous. At the College's "distance" campus, the pharmacy practice faculty composing the department are fewer in number, and there are only rare instances wherein more than one faculty member share the same practice site, thus potentiating possible feelings of isolation. On the other hand, the College hired new social/administrative sciences (SAS) faculty, expanded the SAS PhD program, and created new residency positions on the Tulsa campus. These factors, coupled with the presence of SAS faculty and PhD students in Oklahoma City within the same department, create an opportunity for diverse input into projects/endeavors but at the same time creates challenges to keep everyone connected across the two campuses.

Resources
The COSs were formed following the content analysis of a qualitative questionnaire completed by faculty eliciting areas of expertise in particular disease states, methodological/analytical capabilities, teaching, service, and practice. Initially, there were six COS groups formed, patterned much after various disease states. Some groups have combined, some folded, and new ones emerged. The six COS groups currently in place are: Ambulatory practice interest group, Education/teaching pedagogy group, Indigent care group, Practice-based research network development, Public health/secondary database research, and Tulsa area asthma steering committee. Each of the six groups has a chair appointed by the Department Chair. The six COS chairs form the Department Research Steering Committee (DRSC). The DRSC convenes with the Department Chair every other month to discuss various initiatives within their own COS groups to inform other COS chairs on progress and offer potential opportunities for quality improvement in running their respective groups, cross-pollinate endeavors, and mitigate any redundancy of efforts. Each COS is given administrative staff support to take minutes, send out notices of meetings, book rooms, and other functions. Three administrative staff are each assigned two groups to support. Minutes are distributed to other members within the COS group and to other COS chairs. The DRSC is creating an interactive site on D2L that will allow for sharing of documents, including minutes, and asynchronous discussion among the COS chairs and all other COS members. The Department Chair provides an update on COS activities in certain department meetings. Faculty, SAS PhD students, and pharmacy practice residents are encouraged, but not mandated to participate in two COS groups. COS chairs are afforded wide

latitude to operate their groups, determine meeting frequency, identify projects, etc; however, they are required to provide reports to the Department Chair detailing their efforts and also note these activities in their annual reports. The result is a rich stew of members composing each COS, with some coalescing around one or more very specific projects and others providing support to fellow COS members on projects with smaller groups of individuals. Many COS groups have begun to recruit members outside the Department, including faculty from other departments within the College, faculty from outside the College, and even community stakeholders outside of academia.

Benefits and Challenges

There were some barriers to creation of the COS program; however, they were not major and relatively easy to overcome. Being departmental in nature, the program requires few resources, less coordination, and is perhaps more nimble than if it were college- or university-wide. There was initial concern, however, about the creation of a program unique to one department as it relates to equity of opportunity throughout the College.

By all accounts, the COS program outcomes appear to be very positive. Department scholarly productivity has increased each of the past 3 years since its inception; however, there may be other factors contributing to gains in productivity. There has been an increase in the number of multi-authored grant submissions, presentations, and manuscripts. Faculty, residents, and SAS PhD students have come to know one another and have a greater appreciation for everyone's unique contributions and empathy for the challenges faced by colleagues in ostensibly diverse roles. There has been accelerated growth to actuate a statewide, practice-based research network; more clinical faculty are gaining an understanding of the types of clinical questions that could be addressed through publically available secondary databases; practice faculty have created shared journal club opportunities and developed quality improvement initiatives for ambulatory care services; knowledge of effective billing practices has been disseminated; and collaboration with outside entities is at an all-time high. Several recent faculty hires have indicated that the COS program was a primary reason for choosing their jobs, as its existence evidences commitment toward excellence and the existing camaraderie among department members. The department's vice-chair is undertaking a more formal evaluation of the COS program, including both quantitative and qualitative data gathered from faculty interviews.

Advice and Lessons Learned

While the flexibility and latitude afforded each COS and its chair are important, primary lessons learned have been the need for greater accountability and the need for more formal and informal communication between the Department Chair and the COS chairs. Not every scholarly endeavor or teaching initiative will be borne from the COS program, nor should they. There is a need to understand that some endeavors and interests of individual faculty fall outside those of any COS group. The department continues to search for ways to make the intermittent meetings among the COS chairs more active, rather than a passive transfer of information.

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Colleges and Schools of Pharmacy Faculty Retention Initiatives
Area of Successful Practice: Faculty Cohorts' Participation in Education Scholar Modules

Description
The University of Oklahoma Health Sciences Center stresses effectiveness in teaching as a criterion for retention and advancement. Moreover, effective teaching supports the mission of the University and College and is a prerequisite to graduating competent practitioners who will lead pharmacy's future. While faculty are committed to student education, most have not received the opportunity to develop the skills and knowledge to be excellent teachers. Faculty development programs are one way to provide the knowledge and skills needed, encourage faculty retention, and promote faculty self-efficacy. Realizing that learning is often a social experience, the selection of the cohort model was based upon adult learning theories such as collaborative learning and reciprocal teaching detailed in educational literature. The Education Scholar tool was the basis for the faculty development program described. The cohorts were led by an instructional design specialist (IDS) to help guide the faculty through the module and facilitate a teaching support network.

Education Scholar, an online educational tool for health care education professionals, is available for a fee. Registration details are available on the Education Scholar website (http://www.educationscholar.com). The curriculum includes eight, teaching-related modules. Modules that have been included in the cohort process are *Improving Outcomes through the Use of Active Learning Strategies* and *Learning in the Experiential Setting*. Multiple cohorts have completed the modules. Additionally, through the site license agreement, all college faculty have access to all modules in the program. The faculty are encouraged to work independently on any module of interest. Approximately 45- 50% of the college faculty have registered and completed activities on the Education Scholar website.

Resources
Education Scholar is a web-based product available online. Health care professionals and institutions can purchase access to the site for a fee. At the University of Oklahoma College of Pharmacy, the site license was purchased and access given to all faculty members. The Education Scholar program recommends several books for the program. Each department purchased the books required for the two modules.

All full-time faculty at the college were invited to participate in the cohort for *Improving Outcomes through the Use of Active Learning* Strategies. Eleven faculty members volunteered to participate in the original cohort. The cohort met monthly for 2 - 3 hours over a period of 4 months. The meetings were to reflect on the material presented in the module and to discuss successes or challenges of implementing active learning strategies into large lecture classes across two campuses. Between meetings, the cohort members completed the activities found in the Education Scholar module. Participants reported that they spent approximately 4 – 5 hours per month completing the module activities and readings.

As part of the cohort, the faculty members participated in an IRB-approved research study about the outcomes and uses of the cohort program and Education Scholar. A manuscript describing the program in detail is in progress. Anecdotal data indicates that the cohort program was successful in building a learning community. Faculty participants have reported increasing active learning strategies in their own classrooms and sharing ideas with their peers to increase the use of active learning strategies. Through a peer observation program at the college, faculty members are given the opportunity to observe various activities of their peers in the classroom.

Benefits and Challenges

Faculty development is an integral part of any academic program. Using an established tool such as Education Scholar can provide a formal framework for faculty development.

All participating faculty reported that they have implemented various active learning strategies into their courses. The faculty also indicated that they found the changes to be positive education strategies. In addition to the original cohort, two cohorts have completed the *Improving Outcomes through the Use of Active Learning Strategies* and one cohort has completed the *Learning in the Experiential Setting* with at least one additional cohort planned. Approximately 25% of the college faculty have participated in one or both cohorts. Additionally, PGY1 and PGY2 residents complete modules in Education Scholar as part of their education/teaching rotation during the residency. Through the cohort model, faculty at the college have created learning communities. It is believed that, through support in the extant literature, facilitating faculty self-efficacy in teaching, enhancing the teaching environment, and promoting camaraderie in this group activity is a viable means of strengthening faculty retention.

Another benefit is that all faculty members have access to the Education Scholar modules and can complete any module on an individual basis. The IDS is available for consultation as needed in the process. The college provides access to all of the resources needed to complete all modules (i.e. textbooks and journal articles).

A challenge for any cohort activity in a health care program is the face-to-face activities. Scheduling a recurring meeting around faculty schedules can be difficult at times.

Advice or Lessons Learned

The cohort discussions practiced the strategies that were presented in Education Scholar. Faculty members could practice the strategies from the student perspective as part of the monthly discussion. Based upon the information shared by the college faculty, the benefits of a cohort program are important as they work to improve personal teaching effectiveness. The participants indicated that the most valuable part of the process was sharing ideas through the monthly discussions and practicing the various activities. Through the discussions, the faculty were able to share ideas, successes, and challenges of the various activities attempted in the classroom.

It is noted that a formal evaluation of the effectiveness of the endeavor is needed, including formal evaluation of satisfaction with participation in the cohort, enhancement of teaching self-efficacy, and implementation of alternative pedagogical strategies. Studies to benchmark and document these outcomes are currently in development.

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Colleges and Schools of Pharmacy Faculty Retention Initiatives
Area of Successful Practice: Peer Review of Teaching Program

Description
The University of Oklahoma Health Sciences Center stresses effectiveness in teaching as a criterion for retention and advancement. Moreover, effective teaching supports the mission of the University and College and is a prerequisite to graduating competent practitioners who will lead pharmacy's future. Student evaluations of teaching are important; however, not all aspects of effectiveness or quality in teaching can be adequately captured in student evaluations. As such, the Department of Pharmacy: Clinical & Administrative Sciences—Tulsa (PCAS-T) supports and provides a formal framework for peer observation of teaching to supplement student evaluations. The process begins with a request for faculty to be observed by submitting teaching dates, course(s), and their preferred observation dates. The peer observation team usually consists of the Instructional Design Specialist (ISD), who is not a pharmacist, and a content expert in the subject matter, who is not a co-instructor in the course to be observed. The peer team is assigned by the chair in consultation with the ISD. Faculty at the assistant professor rank are required to be observed at least 1 – 2 times per year, depending upon teaching load. Others may request observation.

Feedback from the peer observation process are used primarily for formative purposes; however, faculty are provided documentation of the feedback acquired from the process that may be used to evidence effective teaching in performance review evaluations by the chair. As formative feedback, faculty should use the input to improve teaching over time.

An observation consists of a pre-observation meeting, two visits to the classroom, and a post-observation meeting. The pre-observation meeting allows the faculty member to share with the observation team artifacts of the lecture such as the course syllabus, course goals and objectives, teaching strategies, assessment methods, the instructor's teaching philosophy, and specific concerns or areas of focus. Peers observe the faculty member and record qualitative observations, but also employ the use of a standardized 4-point scale rubric. As part of the observation, the faculty peer records observations about the content delivered. Specifically, the peer supplies information about the content mastery, breadth and depth of the content, and whether content was missing or extra content was presented. Assessment of the content is based upon the knowledge of the peer content expert. After the final observation, a post-observation meeting occurs to discuss the overall process. The discussion at the post-observation meeting focuses upon content and presentation style. As part of the meeting, the faculty member reflects upon the teaching sessions. Following all activities, the observation team creates and shares a formative assessment report with the faculty member. The report includes a narrative of all areas involved in the peer observation process, including, but not limited to presentation style, content delivery, student engagement, and the learning environment.

Resources

An extensive literature review was conducted by the department Instructional Design Specialist. Once the department faculty approved the process it was implemented. To support the process, all department faculty were offered programming on the peer observation process and providing constructive feedback. Development is ongoing as needed for new faculty or those wishing a refresher. The process requires 5 – 8 hours of time for the peer observer. The faculty member being observed attends two, one-hour meetings.

Benefits and Challenges

Faculty indicated that the feedback received was the most beneficial aspect of the process and the feedback provided valuable information about possible areas for teaching improvements. In addition, faculty members indicated that the process facilitated their reflection upon the teaching activities that they observed and have applied these observations to their own teaching practices. Issues that the faculty did not like about the process varied; however, the time commitment involved in the process, especially if both being observed and serving as a peer, and perceived discomfort in evaluating peers were most commonly cited. It is important to note that most faculty in the department who are not required to be observed continue to request observations, nonetheless. Additionally, faculty outside the department also have requested an evaluation for their teaching portfolios. All faculty with teaching responsibilities in the department have been observed at least once. While not measured directly, it is believed that this program contributes to development, enhancement of teaching, camaraderie, and thus faculty work satisfaction.

A manuscript describing the program in detail is currently in press.

Advice or Lessons Learned

The faculty in the department expressed opinions and perspectives that corroborate the current literature. Based upon the information shared by the department faculty, the benefits are important as they work to improve personal teaching effectiveness. The department faculty indicated that attending lectures provided an opportunity to learn about different teaching styles and techniques, to share information about what works or does not work in the classroom, and to begin a conversation about what others are teaching. The entire process has been streamlined to minimize the time involved. Little can be done to change the actual time requirements of classroom observations. Another positive aspect is that a formal peer observation process can provide valuable documentation for faculty as they seek promotion and tenure. Additionally, the current program was instructive in the creation of a formal mentoring program.

The program recognizes the value of peer input from all levels of the faculty and the importance of involving the IDS in the process. The program for the department is unique when compared to the programs described in pharmacy literature in that the program was developed not only with faculty input, but also with the input of the IDS. The IDS takes part in each peer observation along with a content peer. This team approach provides the opportunity for the observed faculty member to receive input about content and teaching behaviors. The peer observation process began as a faculty initiative to supplement student evaluations and has developed into a program with value to the faculty members of the department.

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Colleges and Schools of Pharmacy Faculty Retention Initiatives
Area of Successful Practice: College-wide Mentoring Program

Description

A formal faculty mentoring program was established in order to aid in new junior faculty's integration into the college of pharmacy. Its original purpose was to encourage the retention of faculty members by making their transition from graduate school, residency or post-doctoral work into academia as smooth as possible.

Both junior and senior faculty, as well as administrators played an integral role in the development of the mentoring program. A formal document describing the program and specific responsibilities for administration and faculty was developed and approved by the faculty at an all faculty meeting. An excerpt from this document follows:

> *"As a part of this plan, the Dean, in consultation with the appropriate Division Chair, will identify and select a faculty mentor for each new faculty member. The focus of the mentors should be to support the mentee faculty in attaining proficiency in one or more of the academic areas of teaching, scholarship, service, and practice. After selection of the mentors by the Dean and the Division Chairs, a meeting will be convened of the selected mentors to obtain their input on how these different areas may be addressed and how the mentors may effectively assist the mentees.*

> *Specifically, the mentor will:*
> 1. *Support the development of a faculty mentee in one or more of the primary areas of teaching, scholarship, service, and practice*
> 2. *Assist the new faculty member in developing an appropriate balance between teaching, research, service, or patient care responsibilities*
> 3. *Facilitate recognition of key hurdles in the promotion and tenure process*
> 4. *Support development of strategies to successfully obtain promotion/tenure*

> *Specifically, the mentee will:*
> 1. *Develop a set of short and long range goals and a time table for achievement of these goals.*
> 2. *Prepare a summary of the outcomes of their mentoring activities which should be included in the mentee annual effort reports submitted to their Division Chair.*
> 3. *Decide at the end of the year whether to continue the mentor-mentee relationship"*

In addition to the above, the mentor- mentee pairs attend approximately 5 brown bag lunch discussions each year, focused on different areas of faculty development. For example, in its first

year, the group read and discussed several chapters of the book "Advice for New Faculty Members" written by Robert Boice, which spurred discussion on teaching, research, writing, and service.

Resources

Resources needed to implement the program include administration support, especially from Division or Department Chairs and the Dean of the College. Faculty, both junior and senior, must be willing to support such a program. Junior faculty being mentored must be willing to accept the mentoring process, and senior faculty must be willing to provide advice and time. No financial agreements were put into place, but for other new programs may be an option (example: a stipend for mentor providing extra time). One important piece is to recognize senior faculty as providing service, and at UC being a mentor did count towards service to the college.

Benefits and Challenges

The program was very successful in its first year. Five junior faculty participated in the first year of the program, and this year seven junior faculty members are being mentored. The benefits this partnership offers includes an easier transition into academic life, better knowledge of the retention and promotion guidelines, and an easy way to get important questions answered. It additionally the program benefits all faculty because it creates partnerships that could potentially lead to future scholarship activity.

The largest barrier to implementation was the time and availability of senior faculty. However, education of senior faculty on the importance of the program helped to overcome this. At this point, program outcomes have not been tracked but plans to obtain them are underway.

Future Partnership Practice Model

For other colleges looking to put a formal mentoring program into place, several things should be taken into consideration. First, administration and chair buy-in is key. Additionally, there must be some recognition for the senior faculty who provide the mentoring, in the terms of service commitments. A third and important point includes educating senior faculty as to the benefit of a mentoring program. Some senior faculty, who themselves did not have effective mentors, did not appreciate the value of the mentoring program or how to be an effective mentors.

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