

Bill and Karen Campbell Faculty Mentoring Program Mentoring Agreement

First name

Last name

Preamble

The Bill and Karen Campbell Faculty Mentoring Program (the Campbell Program) at the UNC Eshelman School of Pharmacy was created to help attract outstanding junior faculty to UNC, to facilitate their professional growth, to aid in faculty retention, and to use the talents of our senior faculty in faculty development. Each junior faculty member (the mentee) who volunteers for this program will be assigned two senior advisers (the mentors), one faculty member affiliated with the School and the other from a different UNC school or department or outside the University. This mentoring team will assist the mentee's development and achievement of scholarly excellence.

The mentoring team is the key component of the Campbell Program. A recent analysis of the Program indicated that many of the mentoring teams were underutilized and mentees were hesitant in asking for assistance. These factors significantly diminish the optimal value of the Program. Accordingly, we list the Program's expectations for both the mentee and the mentors to help increase the Program's impact on and value in faculty development. We ask that the mentee and the mentors be proactive in both defining expectations for one another and in arranging meetings on a regular or even scheduled basis. .

Expectations

The mentoring team will help guide the mentee in developing a program consistent with the expectations of the mentee's division chair for scholarly, teaching, and service activities; and assist the mentee in meeting these career development goals in a timely fashion.

The mentoring team, along with the mentee's chair, will guide the mentee toward scholarly independence. The team will assist the mentee with the scientific and methodological expertise for each of the mentee's scholarly studies.

The mentors and the mentee will develop a specific work plan and help the mentee achieve it. This work plan can include items such as publication of dissertation or postdoctoral research, preparation of manuscripts on new research, drafting and submission of research proposals for extramural support, identification of potential research collaborators, and development of coursework materials for teaching responsibilities.

The mentoring team will assist the mentee's development of both hypotheses and research protocols; provide the initial peer review of the mentee's proposals, scholarly

works, and presentations; and help the mentee obtain appropriate interdisciplinary consultations.

Meetings between the mentee and mentors are expected to be frequent, substantive, and wide ranging. Because these regular meetings are essential for successful mentoring, the mentee is expected to meet informally with each mentor at least every two weeks and with the mentoring team once each month. A log of the meetings is maintained by the mentee where specific objectives and timelines are recorded.

The mentee invites the mentoring team and the director of the Bill and Karen Campbell Faculty Mentoring Program to seminars at which the mentee is a presenter.

The mentoring team will provide the director of the Bill and Karen Campbell Faculty Mentoring Program and the mentee's division chair a brief report each year documenting the mentee's development and his or her success in meeting developmental timelines and milestones.

We agree to enter into a team mentoring relationship.

_____ (Mentor) date ___/___/___

_____ (Mentor) date ___/___/___

_____ (Mentee) date ___/___/___

_____ (Program Director)
date ___/___/___