BELMONT UNIVERSITY

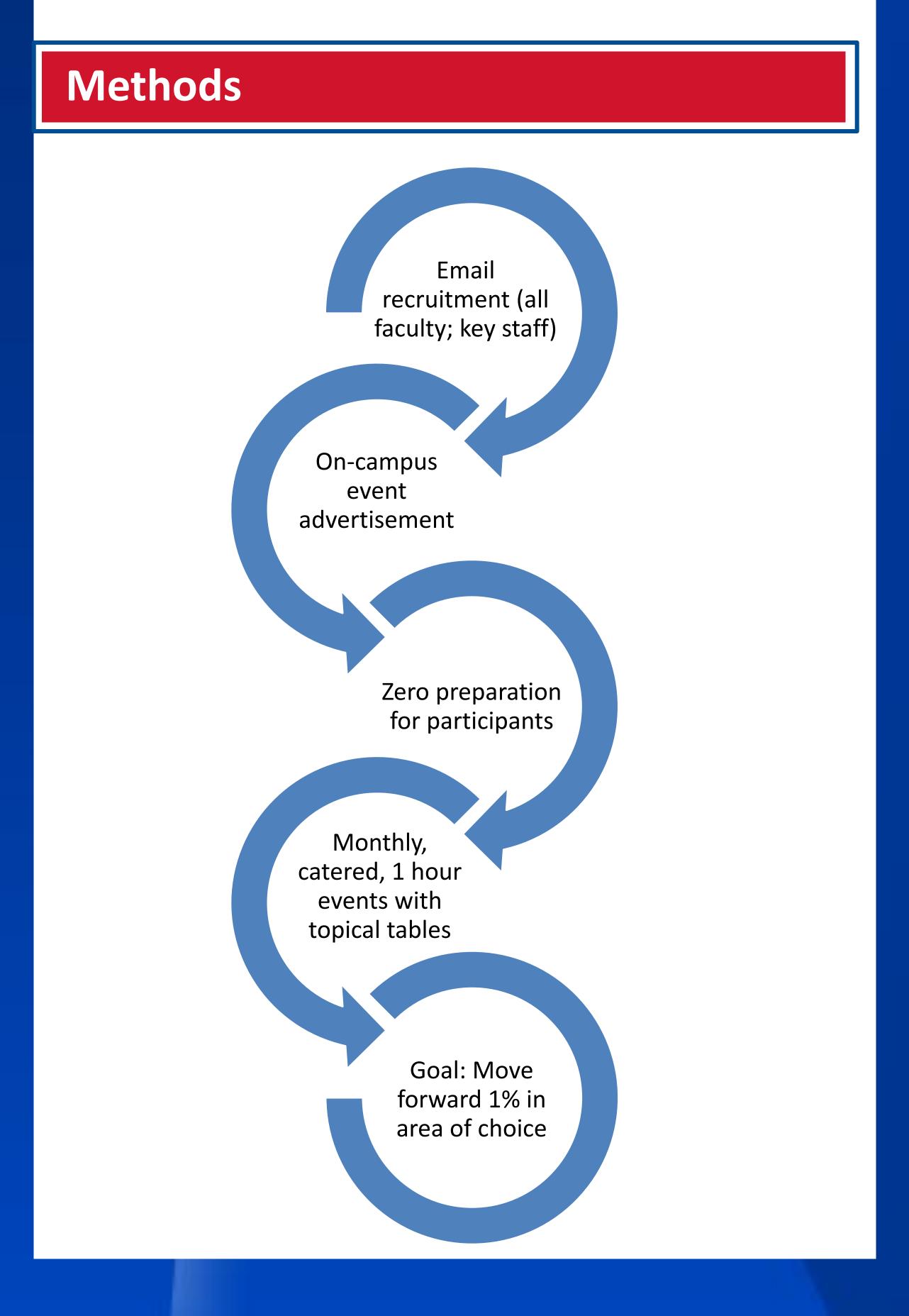
Incubator Coffee Hour: an Experiment in Cultivating Connection and Caffeinating Collaboration

COLLEGE OF PHARMACY & HEALTH SCIENCES

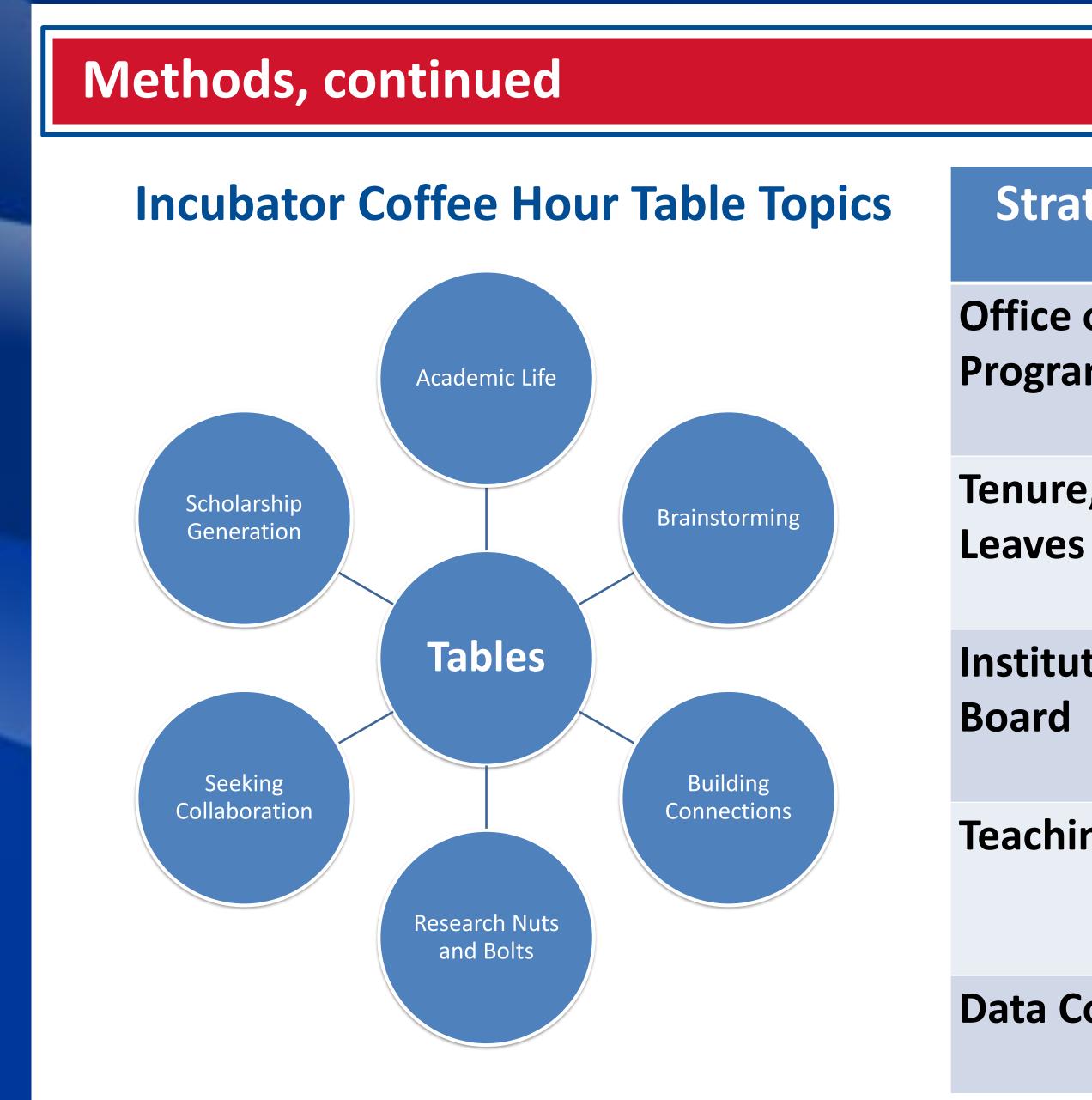
Objective

The Helping Others Prosper through Encouragement (HOPE) initiative is a 3-phase program to foster mentorship, growth, wellbeing, and collaboration among Belmont University's campus community through regular low-effort engagement opportunities.

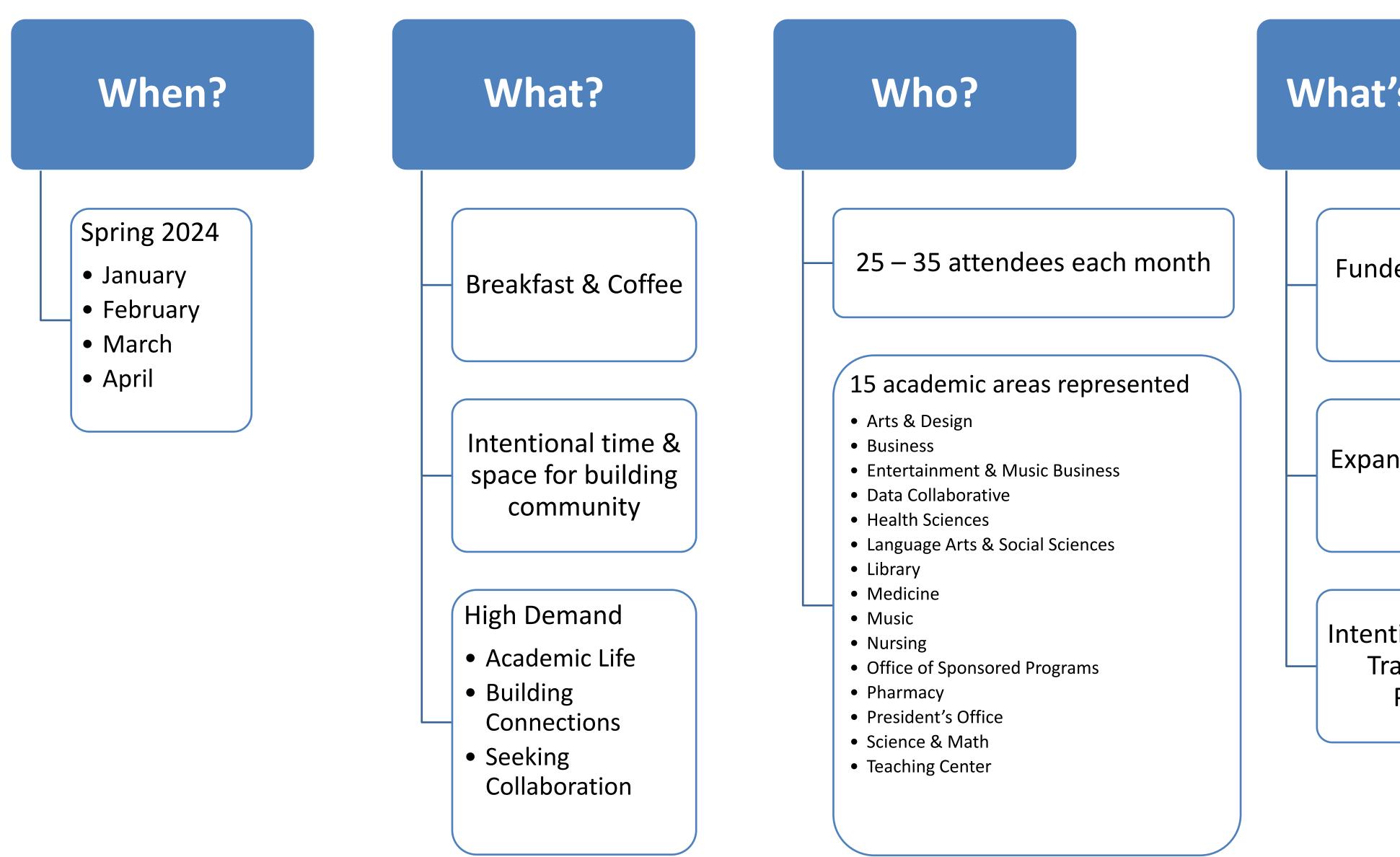
The first phase, **Incubator Coffee Hour**, was conceived to build synergy among faculty initiatives, support belonging, faculty formation and flourishing though interdisciplinary encouragement, collaboration, and problem solving.



Elisa Greene, PharmD, BCACP, Jamie Adam, DNP, RN, NP-C Belmont University College of Pharmacy and Health Sciences



Results



tegic Partners	Key Role
of Sponsored ms	Communicate grant opportunities, Grant management support
e, Promotion& s Committee	Respond to FAQs for tenure, promotion, and leaves
itional Review	Respond to FAQs for strengthening IRB applications
ing Center	Communicate faculty resources and programing available to support teaching
Collaborative	Support strategic collaborations for research and data sharing

What's Next?

Funded for AY 24-25

Expansion of Table Topics

Intentional Mentor Training and Pairings

Conclusion

Informal development opportunities through proximity to key campus services and peer experts foster creativity, belonging, and interdisciplinary collaboration.

Faculty expressed greatest interest in the table topics of academic life, building connections and seeking collaboration.

Providing space for connection across departmental areas is an investment in faculty success that supports the future of the institution.

References

Etzkom, K.B., & Braddock, A. (2020). Are you my mentor? A study of faculty mentoring relationships in US higher education and the implications for tenure. *International Journal of Mentoring and Coaching in Education, 9*(3), 221-237.

Roos, B.H., & Borkoski, C.C. (2021). Attending to the teacher in the teaching: Prioritizing faculty well-being. *Perspectives of the ASHA Special Interest Groups, 6* (4), 831-840.

Acknowledgements

The authors extend deep appreciation to the *Kern Family Foundation*, the *Lilly Network of Church-Related Colleges and Universities*, and the *Belmont University Office of the President*, without whom this project would not have been possible.

