Mentoring at the School of Nursing

- Why develop a mentoring program for junior faculty in the School of Nursing (SON)?
  - Impetus came because of concerns raised regarding the quality of CVs submitted for mid-tenure reviews
  - A large number of tenure-stream faculty had been hired beginning in 2004
    - Demographics of tenure-stream faculty were changing
  - Although there had been a culture of peer-mentoring, senior faculty volunteered to serve on a Mentoring Task Force (MTF) in January 2007 to study the issue and identify available resources at Pitt
    - Membership consisted of 4 senior & 3 junior faculty
Mentoring at the School of Nursing

Activities

- Senior faculty gave a seminar on the importance of the CV & guidelines for preparation
- Dr. Joan Lakoski gave a workshop ‘Creating & Sustaining a Culture of Mentorship: Enhancing Satisfaction & Success for Mentees & Mentors’
- MTF surveyed tenure & non-tenure stream faculty - summary of results is below
  - Areas for which mentoring was needed: grantsmanship, developing a program of research, time management, innovations in teaching
  - Barriers in obtaining mentoring: busy schedule faculty with time & interest in same research area
  - Strategies to overcoming barriers: seek mentorship outside of area
  - No specific preferred mentoring model was identified, multiple approaches would work best
Mentoring at the School of Nursing

- **Activities**
  - Scholarship group in the Department of Health & Community Systems developed a faculty progression grid
    - View faculty progression grid
Mentoring at the School of Nursing

Activities

2007-2008 Research Methodology Series

- Seminars given by faculty from the University’s Writing Center
  - “How to Get the Most Out of a Writing Group”
  - “How to be Clear and Concise When Writing”
  - “Maintaining Focus: How to Avoid Writer’s Block & Practice the Best Time Management”
  - “Writing for the ‘Lay’ Public”
  - “Uh oh—How to Avoid and Resolve Ethical Dilemmas…in Writing”
  - “Communicating Messages via the Media and the Web”
Mentoring at the School of Nursing

Activities

- No one model of mentoring was chosen for the SON
  - Faculty mentoring is at the discretion of the Department Chair
  - Experience is individualized, junior faculty have assigned mentors

- 2008-2009 Research Mentoring Series
  - Focused on issues related to mentoring
    - “Preparing for Mid-Tenure Review”
    - “Preparing for Promotion & Tenure Review”
    - “How to Respond to a Summary Statement”
    - “How to Review a Manuscript”
    - “Research Administration at the SON”
    - “Navigating the IRB”
Mentoring at the School of Nursing

Activities

- Annual summer Grant Writing Workshops have been conducted as part of the Research Development Core (Director, Judith Erlen) for the SON’s Center for Research and Chronic Disorders (P30 NR003924, Dean Jacqueline Dunbar-Jacob, PI)

- Attendees included:
  - Junior faculty from the SON
  - Faculty from diverse and non-research-intensive Schools of Nursing
    - West Virginia University (Rural)
    - Southern University (African American)
    - State University of New York, Downstate (Immigrant)
    - University of Connecticut (Rural)
    - University of Oklahoma (Native & African American)
    - Arizona State (Native American)
    - State University of New York, Buffalo
Mentoring at the School of Nursing

- Activities
  - Two faculty received K24 awards for mentoring junior faculty & PhD students
  - Three T32 training grants: technology; genetics; oncology
  - Peer mentoring meetings ongoing in each department
  - Peer mentoring meetings are also based on research focus
    - Genetics, Yvette Conley; Geriatrics, Jennifer Lingler; Oncology, Cathy Bender
  - Visiting scholars work with senior faculty
  - SON faculty present mentoring symposium at the annual Eastern Nursing Research Society meeting
    - View abstract
Mentoring at the School of Nursing

**Activities**

- **MTF continues its work in 2010** ([www.nursing.pitt.edu](http://www.nursing.pitt.edu))
  - SON membership now includes junior/senior & tenure & non-tenure stream faculty
    - Chair, Lora Burke; Members, Lisa Bernardo, Denise Charron-Prochownik, Susan Cohen, Terri Devereaux, Janice Dorman, Mary Beth Happ, Rick Henker, Jennifer Lingler Kyeongra Yang,
  - Focus on collaboration between tenure & non-tenure stream faculty
  - Challenges: increasing size of faculty; many mentoring opportunities are available, but time is limited
Appendix: Faculty Progression Grid for faculty progression toward promotion and tenure

<table>
<thead>
<tr>
<th>Milestones to Achieve in Progression to Promotion and Tenure</th>
<th>TIMELINE FOR COMPLETION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet at least semi-annually with your Department Chair to review progress toward reaching the following milestones, at least until your 1st re-appointment</td>
<td>1 1 1 1 1 1</td>
</tr>
<tr>
<td>Attend the School of Nursing (SON) Center for Research and Evaluation (CRE) orientation, and/or meet with Director of CRE individually, to learn about CRE resources</td>
<td>3</td>
</tr>
<tr>
<td>Become a member of a group that can provide you with peer support and mentoring, especially in grant development and manuscript writing</td>
<td>1</td>
</tr>
<tr>
<td>Meet with the Associate Dean for Scientific &amp; International Affairs to discuss research agenda</td>
<td>3</td>
</tr>
<tr>
<td>Publish your dissertation or data from post doc studies as soon as possible</td>
<td>2</td>
</tr>
<tr>
<td>Obtain internal funding for pilot/feasibility study (CRDF due in February; other sources vary in their submission due dates), and check appropriate web sites for deadlines</td>
<td>2 2 2</td>
</tr>
<tr>
<td>Meet with the Director of the PhD Program to discuss your areas of expertise and your desire to serve on dissertation committees</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Mentor graduate students, become a member of a dissertation committee, and facilitate PhD students’ research practicum experiences</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Go forward in application for membership on PhD Council (your Department Chair must nominate you); this will make you eligible for “Regular Membership in the Graduate Faculty of the University” (see Intranet, Policy 350)</td>
<td>3 3 3 3</td>
</tr>
<tr>
<td>Publish pilot/feasibility study data (aim to submit a minimum of one data-based paper per year, better to strive for three publications per year)</td>
<td>1 1 1</td>
</tr>
<tr>
<td>Attend the university-wide Academic Career Development series and seminars focused on development of teaching skills</td>
<td>3 3 3 3 3 3</td>
</tr>
<tr>
<td>Become a member of a SON committee; move up to Chair over 3 years; become a member of a university committee after the 3rd year and advance to a leadership position; also participate in an organization related to your research</td>
<td>3</td>
</tr>
<tr>
<td>Write the next grant (building upon the pilot/feasibility data)</td>
<td>2 2 2</td>
</tr>
<tr>
<td>Submit an application for an R01 or for a major grant to another organization (AHA, ADA, ACS) as soon as you have sufficient data; allow enough time for re-submissions so that you have a substantial grant (e.g., R01) by the 4th year, if possible</td>
<td>2 2 2 2</td>
</tr>
<tr>
<td>Assemble materials for mid-term review and re-appointment; at the beginning of your first appointment, create a file for materials related to re-appointment, and add to this over time; begin to develop your Teaching Portfolio (e.g., sample student papers, teaching philosophy)</td>
<td>3 3</td>
</tr>
<tr>
<td>Assemble materials for tenure** in 1st year, create a file for materials related to tenure, e.g., tenure guidelines, names of people who could write letters for you; add to it over time. ** At least 6 months in advance of submitting materials, meet with Head of Staff in the Dean’s office, or designee, to review the process and make sure you have the current procedures to follow.</td>
<td>3</td>
</tr>
</tbody>
</table>

Key: 1 = Highest Importance, 2 = Very Important, 3 = Important
**The mid-term review and the tenure portfolio are now limited to: CV, 3-5 of your published articles, grant abstract page with list of Co-Is, a one-page statement that is a synopsis of the past 6 years of your work (or since appointment if <6 years).**

**Note:** Intensity of shading indicates priority of activity

**Attain:**
- Internal pilot funding
- Good publication record (data-based papers); turn your data-based presentations into manuscripts
- Funding track record (intramural to extramural) that is focused and interdisciplinary
- PhD Council membership and Graduate Faculty status

**Delay:**
- Involvement in writing book chapters
- Developing NCLEX test questions
- Giving invited lectures until after you have sufficient data-based presentations and papers

**Limit:**
- Giving scientific presentations without developing a manuscript on the paper or poster to follow (suggested ratio of abstracts: manuscripts is about 3:1)
- Other academic endeavors that take you away from conducting your research or disseminating the findings
- Committees that require extensive time commitment, in both SON and university, as well as in external organizations
- The number of practica and independent studies you take on since these can be quite time consuming

**Do:**
- Mentor students for Assist Prof & faculty for Assoc Prof level. Good evidence is co-authorship with your being senior author and student or jr. faculty being first author. Try to develop papers/abstracts from practica or independent study projects.
- Serve on SON committee and gradually progress to Chair; in 3rd to 5th years, serve on university & external organization committees where you can progress upward to demonstrate leadership.
- Develop a national presence through presentations/service by 3rd to 5th year; then progress to international level.
- Check the SON’s Intranet site for the current Guidelines for Promotion, Re-Appointment, and Tenure. Strive to achieve the activities of the next rank, i.e., develop or do what is expected of an Assoc Prof, e.g., serving on a university committee.
- Check the SON’s Intranet site for the most current format for the Curriculum Vita; follow that format.
• Create file folders where you can begin to place materials over the year for each milestone, e.g., annual Merit Review; Re-Appointment and Tenure; have a file for “Add to CV” where you can place letters, etc., so you do not forget to record

• To prepare for tenure, begin to think of the 10-12 people whom you will need to ask to write letters for you as you go forward for tenure. These people need to be at least at the Associate Professor rank and should be at research intensive universities or institutions comparable to the U. of Pittsburgh. They will need to address your scholarly work and how you do or do not meet the university’s criteria for tenure, and if you would receive tenure at their institution. Add these people’s names to your “Tenure” file folder. Note: you may get to know these individuals at conferences or through committee work but it is important that they be able to address your work and contribution, best evidenced through the dissemination of your work.

• When in doubt or confused about any of the above, ask someone, preferably a senior person who has been through the process recently, or someone in an administrative position who handles these matters.

Note: This document was created to serve as a resource for tenure-track faculty in the HCS Department. Activities listed and the times suggested for completion are to be used only as a guide and/or a basis of discussion with your Department Chair. Timely completion of the activities listed on the grid does not guarantee tenure or promotion.

Developed by members of the Scholarship Group, Dept. of Health & Community Systems, School of Nursing
Mentoring in Aging Research: Developing Effective Relationships  
Organizers: Eileen R. Chasens, DSN & Jennifer H. Lingler, PhD  
University of Pittsburgh

Cultivating effective mentoring relationships is critical to the academic success of new researchers in the field of aging. In light of the pivotal role that mentoring plays in career development, the ENRS Aging Research Interest Group has assembled a panel of protégés and mentors who have effectively utilized private and federal funding mechanisms to support their involvement in mentoring relationships. This symposium is designed to provide participants with essential information on developing and maintaining strong mentoring relationships. Our panel provides the perspective of an early-career research faculty member, a mid-career researcher and mentor, and an established leader in aging research. Participants will examine roles and responsibilities in mentoring relationships, acquire strategies for developing effective mentoring relationships, and receive practical suggestions for keeping mentoring relationships on track. First, Dr. Margaret Crighton will discuss her role as protégé during pre-doctoral and postdoctoral training. Dr. Mary Beth Happ will continue the discussion offering the perspective of a mid-career gerontological nurse researcher who is focused on developing junior faculty. Dr. Neville Strumpf will conclude the panel by reflecting on the importance of creating a research environment that maximizes mentoring opportunities. In doing so, she will highlight her experiences with using such mechanisms as the John A. Hartford Foundation and federal training grants to develop a rich mentoring infrastructure. Together, these presentations will serve as a springboard for stimulating further discussion of effective mentoring among participants and the panel.