

MENTORSHIP PROGRAM

Mission/Principles/Values

The School of Nursing is committed to the recruitment and retention of excellent and diverse faculty. To this end, the School provides mentorship for faculty at all levels of the academic career. The School is committed to:

- Mentorship as a top priority
- Providing needed resources to maintain the mentorship program
- Implementing, monitoring, and conducting regular evaluations of the mentorship program
- Developing a reward system for mentors including offering awards for mentorship, considering mentorship as criteria for advancement, and celebrating mentoring
- Providing information on career advancement and promotion through various media
- Providing web-based mentoring resources.

Mentoring in the School of Nursing will address goal setting and attainment, teaching, research productivity, clinical responsibilities, and publications. It will ensure full understanding of the School's mission and strategic plan as well as significant policies and procedures, particularly those for reappointment and promotion. It will encourage leadership such as chairing meetings and operation of committees/taskforce groups. And, it will aid in access to resources, priority setting, professional and organizational leadership, networking, advising students, and personal career issues. Once identified as mentees, faculty will be matched with a mentor who will be a member of the senior faculty.

Definition of Mentorship

Mentorship is a dynamic process of providing guidance and counseling for mentees at all stages in their academic careers. Mentorship requires building a mutually rewarding relationship, proactive participation in the different aspects of mentees' academic and professional life, assessment of short-term as well as long-term goals, and continuous evaluation and reevaluation of goals and achievements. The mentor – mentee relationship is predicated on a reciprocal commitment. In the School of Nursing, the mentorship program guides the mentee in establishing an agenda for working toward his/her professional development goals, provides the necessary support to achieve his/her goals and gain insight into the realities of building an academic career.

Mentorship Program

The mentorship program has three prongs: 1) a mentor/mentee component, 2) a collaborative mentorship component, and 3) a division chair component. In addition, a senior faculty member

facilitator will work with faculty in the mentoring program. The components of the plan and expectations for each role are outlined below.

Mentor/Mentee Component

A mentor/mentee match is made by the mentorship selection team that consists of Division Chairs in collaboration with the Associate Deans. An initial list of primary mentors is created by inviting senior faculty to indicate their interest in participating in the mentorship program. The mentor/mentee match will include all new faculty and all junior faculty, followed by other faculty who either request mentorship or are identified (by their Division Chair and in collaboration with the Dean) as likely to benefit from mentorship, followed by all remaining standing faculty, research faculty, associated faculty, and academic support staff. The process includes: invitation of senior faculty to volunteer to become mentors, identification of mentees, recommendations by the mentorship selection team of the match, dialogue with mentor and mentee re: recommended match, an official letter from the Division Chair inviting the mentor/mentee to participate, an agreement to the match by mentor and mentee, an orientation event for mentors/mentees, meetings held regularly throughout the year between the mentor and mentee, meetings with the collaborative team at least once annually, quarterly progress reports and updates submitted by the mentor to the Division Chair (the Division Administrative Assistant will send reminders for these updates to the mentor during the year), and a progress report of the Mentoring Program by the Division Chairs to the Dean's Advisory Group (DAG) at the end of the year. Appointment of a primary mentor from among the School's faculty does not preclude the mentee from having one or more additional mentors either inside or outside the School of Nursing.

Collaborative Mentorship Component

A collaborative mentorship team will be established to enhance and support the mentor/mentee relationship. The members of this team will include, at a minimum, the respective Division Chair, one or more of the Associate Deans, the mentee and the individual's matched primary mentor. A faculty member from another school of nursing or another school at Penn may also be included. The selection and invitation of this additional mentor will be done by the Division Chair and/or the mentee. The relevant Division Chair will chair each collaborative mentorship team. The collaborative team will meet at least once year to review the progress of individual faculty members and to establish a plan of action for the coming year. Additional roles and responsibilities for this group may arise from their meetings. A record of the meeting shall be kept and distributed to all members. Issues arising during the year that require broader input shall be addressed by the collaborative mentorship team through email distribution lists maintained by the Division Administrative Assistant.

Division Chair Mentorship Component

The Division Chair will meet with new and junior faculty members upon their appointment at Penn. In this meeting, the Division Chair and the new faculty member will establish the new faculty member's teaching responsibilities for the year and set goals for their research and practice/service activities during the year. They then will meet at least once per semester to review progress and identify and resolve issues. At the end of the year, the faculty member provides the Division Chair with a written report of her/his success in meeting the goals

established at the start of the year through the end-of-year evaluation process. Based on their own meetings, records from the collaborative mentorship team, and the quarterly reports received from the primary mentor on the mentee, the Division Chair will provide an overall progress report on the new and junior faculty members to the Dean and the DAG at the June Retreat. This annual process is repeated in subsequent years until the faculty member is promoted or receives tenure as appropriate to the individual's initial appointment.

Role of the Division Chair

- Holds overall responsibility for the success of the mentoring program
- Insures that the mentorship program is implemented and conducts periodic evaluation of the success of the program
- Meets with faculty upon appointment and at the start of each subsequent year to identify their teaching responsibilities and set goals for their year. Meets new and junior faculty at least once per semester to assess their progress
- Meets with all Division faculty at the end of the year to conduct an end-of-year evaluation
- Works with the other Division Chair and the Associate Deans to identify faculty to serve as mentors, identify faculty needing mentors, and to match mentors and mentees
- Sends letters of invitation to faculty to serve as mentors; at the end of each academic year, corresponds with senior faculty members in the mentor pool to remind them of the mentor role and to recruit new mentors for the following year
- Leads each mentorship collaborative team to establish a plan for mentees, review progress of the mentees, and insure that the mentor/mentee relationship is successful
- Obtains quarterly reports from mentors on their mentees
- Insures that mentors are rewarded for their mentorship
- Reports on the progress of new and junior faculty to the Dean and DAG at the end of the year.

Role of the Mentor

- Participates in mentorship activities, such as orientation, training programs and evaluation
- Reaches out to mentees to insure the development and maintenance of relationships
- Makes time for, initiates, and holds regular meetings with the mentee
- Provides opportunities for discussion and reflection on careers and mentor/mentee relationship
- Reviews specific short- and long-term goals with mentee and monitors progress toward these goals
- Provides guidance, information, and feedback relative to research productivity, clinical responsibilities, publication progress and the School's mission and strategic plan as well as significant policies and procedures, particularly those for reappointment and promotion. The mentor will help with developing professional and organizational leadership skills, goal setting, access to resources, advising students and personal career issues

- Offers advice and constructive criticism, and monitors progress in teaching. Provides feedback relative to the mentee's teaching skills such as review of lecture notes, slide presentations, and evaluations
- Acts as an advocate to the mentee by connecting him/her with appropriate local and national network of colleagues and resources
- Helps mentee to set priorities, manage time, and make wise choices among options and opportunities
- Offers guidance on when and how to say "no"
- Provides counsel and strategies for working within a team framework
- Works with mentorship collaborative team, meeting with them annually or as needed
- Works closely with Division Chair by reporting progress quarterly and at the end-of-year, addressing issues as they arise, and changing the mentor/mentee arrangement if appropriate
- Acts as a cheerleader when needed
- Maintains written log of meetings and records content and outcomes
- Maintains strict confidentiality

Role of Mentee

- Takes full responsibility for her/his career
- Participates in mentorship activities, such as orientation, training programs and evaluation
- Reaches out to mentor and insures the development and maintenance of relationship
- Remains open to the need for mentorship in certain areas
- Sets short- and long-term goals and provides mentor with progress report
- Makes time for, initiates, and holds regular meetings with mentor
- Meets with the Division Chair upon appointment, at least once per semester, including at the end of year
- Identifies and discusses perceived conflicting career advice with Division Chair
- Makes him/her self familiar with School of Nursing and University criteria, policies, and procedures regarding faculty reappointments, promotion, and tenure
- Makes him/her self familiar with the School of Nursing's mission and strategic plan
- Continues to increase the knowledge base in her/his research or clinical area
- Strives for academic excellence in field of expertise and gives documented evidence of productivity, particularly in the area of publications and teaching
- Maintains strict confidentiality

Mentorship Trajectory

Pre-appointment—Appointment: Division Chairs and Associate Deans will agree on balance of workload (e.g., teaching, scholarly activities, advising, and committee assignments), and plans for supporting the successful development of the new appointee in keeping with the needs of the School. Identification and matching of mentors with mentees will be discussed by the Division Chairs and Associate Deans. On appointment, new faculty are expected to attend a comprehensive orientation program. Immediately following the initial appointment, the Division Chair will meet and review with the faculty member the materials in the faculty handbook pertaining to scholarly progression, along with the dates for mandatory review of appointment

and reappointment with promotion. Such matters of scholarship, publication, teaching excellence, evidence of peer-reviewed program of research, and other activities related to the School's mission and strategic plan will be discussed. The appointment dates as stated in the Provost's Staff Conference Minutes will be reviewed and highlighted. These dates should be used in all written feedback provided by the Division Chair to the faculty member. At this initial meeting, the Division Chair will discuss workload (e.g., teaching, advising, committees, etc.) and plans for building a program of research. The faculty member and mentor(s) will meet on a regular basis to insure progress. The collaborative mentorship team will meet with the mentor and mentee at least once annually. The faculty member and Division Chair will meet at least once per semester to discuss progress and including an end-of-year evaluation.

Documentation of meetings, and other documentation regarding the mentorship arrangement, are recommended and will be maintained and kept by the Division Chair. It is understood that mentorship is dynamic, that is, not a matter of simple assignment; thus, every effort will be made to facilitate a process of mentorship.

Appointment through Promotion to Associate Professor with Tenure or Promotion to Associate Professor Clinician-Educator. In conjunction with the end-of-year evaluation completed each spring, Division Chairs will meet with the Assistant Professors and review progress to date and goals for the upcoming year. Such matters as scholarship, publication, teaching excellence, evidence of peer-reviewed program of research, and other activities related to the School's missions will be discussed. Written confidential documentation of these meetings by the Division Chair is required (files to be maintained by Division Chair). At least six months prior to initial reappointment(s) and promotion review, the Division Chair and faculty member will meet to review materials, including preparation of the personal statement, teaching chronicle, selection of publications, and identification of referees.

Senior Faculty Mentoring Post-Promotion Principles of mentorship will remain the same. Senior faculty can request mentoring. Annual end of year meetings will continue with the Division Chair as described above.

Facilitator for Mentorship Program A facilitator is identified and appointed by the Dean to aide in the mentorship program. The facilitator reports to the Dean and will work closely with the Division Chairs. The facilitator's responsibilities include keeping the mentorship agenda at the forefront of the School's activities, fostering interest in mentorship by recruiting and grooming mentors, assisting the Division Chairs and Associate Deans in matching mentors with mentees, identifying University and School resources for mentors and mentees, developing resource packets for mentors, developing and providing orientation and training for mentors, and developing a system for conducting an evaluation system for the program.

Desired Outcomes The desired outcomes for the mentorship program include: successful recruitment, promotion, and retention of outstanding faculty; successful productivity by our faculty; and mentor and mentee satisfaction in keeping with our strategic goals for a healthy "learning" environment. Also noted is the need to reward faculty for successful mentoring. Such rewards for mentoring may include a Dean's Mentorship Award, awards at the Division level, inclusion of mentoring in the criteria for promotion and merit increases, and showcasing mentors in faculty publications.

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