"Staying Connected" Increases Scholarly Productivity Through Peer Mentorship

Melinda Hermanns
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Chronic Illness

• Hermanns – Parkinson’s disease

• Lehna – Burns

• Monsivais – Chronic Pain
Transition

• As a Doctoral Student:
  – Student role
  – Support of a Chair

• Tenure Track Faculty:
  – No school
  – “The letter”

The Saving Grace – Peer Support and Mentorship!
The Facts

0.93% of the RN population

Percentage of RNs with Doctoral Degrees 2000-2008

Institutional Requirements

- Excellence in teaching, scholarship and service
- Evidence reveals – feeling overwhelmed
- Scholar-Mentoring program
How a Faculty Group's Peer Mentoring of Each Other's Scholarship Can Enhance Retention and Recruitment

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At a time when schools of nursing seek to retain and recruit faculty ready to meet promotion and tenure requirements, many faculty are less than as a result of scholarly expectations. As senior scholars begin to retire, today's faculty groups are a mix of master's-prepared clinicians and recent graduates with professional (doctor of nursing practice) or research doctorates. This means that novice and midcareer faculty often lack the educational preparation that the faculty and a proper introduction into the scholarly role. A transition that can take 5 years or more into a scholarly identity is a process that unfolds over time in the course of presenting, publishing, and conducting research with the support of scholarly colleagues. With an eye toward fostering this development, relational, transitional, and doas search for professional development opportunities to meet the diverse scholarly learning needs of a mixed faculty group. Given a dearth of scholar—mentors, professional development approaches that engage faculty in making a scholarly cooperative venture and a collective responsibility are appealing. This article explores whether a project that systematically prepared to peer-mentor each other's scholarly success from the researchohds promise for fostering academic workplaces productive and pleasurable enough to attract and retain the best and the brightest. (Bold words: Faculty development, Faculty recruitment, Faculty retention, Scholarly Faculty Development.) Prof Nurs 38:5-12, 2012. © 2012 Elsevier Inc. All rights reserved.

Original Articles

Abstract

In this paper, we discuss an alternative structure and a broader vision for mentoring of medical faculty. While there is recognition of the need for mentoring for professional advancement in academic medicine, there is a dearth of research on the process and outcomes of mentoring medical faculty. Supported by the literature and our experience with both formal didactic and group peer mentoring programs as part of our federally funded National Center of Leadership in Academic Medicine, we assert that a group peer...
The “Connection” Process

- **Approach**: Collaborative peer mentorship

- **Unique aspect of our group:**
  - Logistics
  - Attaining similar goals
  - Sharing similar interests
  - No competition
  - Peer support
The “Connection” Process (cont’d)

• Debriefing/note-taking

• On-going communication

  Collaborative productivity:
  – Effective peer mentorship
  – Openness to change
  – Ability to negotiate roles
The “Key”

• Organization

• Communication

• Mutual Respect/Trust

• On-going Process
Scholarly Activity

Presentations

SNRS
CANS
STTI
Collaborative Peer Mentorship Model

Interdependent Factors Influencing Faculty Transition & Adjustment

- Person’s temperament
- Structured environmental factors
- Informal environmental factors

*positive transition, *balancing teaching, *publications, service and scholarship, *funded grants, *positive annual evaluations

Lehna, Hermanns, Monsivais, & Engebretson (2013)
In isolation = No fun!

Writing group = Fun!
Peer mentorship and support was successful!

“Stay Connected”
Thank You!

Questions?

Comments?