**College of Nursing Mentorship Program**

The College of Nursing is committed to the career development of members of the faculty. To this end, the College provides mentorship for members of the faculty at all levels of their academic career. Effective mentoring of the faculty is critical for enhancing academic and clinical practice excellence, faculty retention and recruitment. The College 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 and rewards for mentorship, considering mentorship as a criteria for merit recognition and advancement, and celebrating mentoring
- Providing intra-net and web-based mentoring resources and training mentors

Mentoring in the College of Nursing will address goal setting and attainment, teaching quality, research productivity (where applicable), quality of clinical practice (where applicable), publications, presentations, and national/international service. It will ensure that all faculty members have a full understanding of the College’s mission, strategic plan, and significant policies and procedures, particularly those for reappointment and promotion. Moreover, it will aid in the access to resources, priority setting, professional and organizational leadership, networking, advising students, and personal career issues.

**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 reciprocal mutually rewarding relationship, proactive participation in the different aspects of the mentee’s academic and professional life, assessment of short-term as well as long-term goals, and continuous evaluation and reevaluation of goals and achievements. Mentorship is a personal process that blends role modeling, apprenticeship and nurturing. The mentorship program at the College of Nursing is designed to help the mentee to establish an agenda for working toward her/his professional development goals and provides the necessary support to achieve his/her goals and gain insight into the realities of building an academic career.
I. Mentorship Program for Professorial Faculty

The formal individual mentorship program includes: 1) orientation (see Appendix), 2) a mentor/mentee component, 3) a collaborative mentorship team component, 4) department head leadership, and 5) a senior faculty member facilitator who works with all faculty members in the mentoring program. The plan and expectations for each role are outlined below.

**Mentor/Mentee Component**

A mentor/mentee match is made by the Department Head in collaboration with the Facilitator. This may or may not be the teaching mentor selected during orientation. Senior faculty will be invited to serve as mentors and participate in the mentorship program. Mentors have competence through their professional knowledge and experience, display respect, and have good interpersonal skills and judgment. They facilitate the mentees professional networking by sharing their contacts and resources, allow the mentee to develop on his/her own terms, and shares credit, when appropriate. The mentor and/or mentoring team works with the mentee to develop their teaching skills along with their research and practice competency, as appropriate. The mentor must be committed to investing the time, energy, and effort for effective mentoring and be willing to share their personal experiences with the development of their own career.

It is understood that all assistant professors, as well as all newly appointed faculty at any rank, will be assigned a mentor and mentoring team. In addition, any other faculty wishing to have a mentor or mentoring team may make this request of the Department Head. As the goal of the mentorship program is career and professional development, mentorship will be provided for as long as the mentee desires. At minimum, junior faculty will receive mentorship until they are promoted to associate professor. However, as the emphasis of the program is career development, and not promotion, it is expected that faculty will take advantage of the program until such time as they no longer find it necessary. The process includes identification of mentees, recommendation of the match, dialogue with mentor and mentee re: agreement with the recommended match, an official letter to the mentor/mentee from the Dept. Head copied to the Dean, and orientation event for mentors/mentees. The mentor will meet with the mentee at least two times/semester and there will be at least one annual meeting of the collaborative mentorship team. Appointment of a primary mentor from among the CON faculty does not preclude the mentee from having one or more additional mentors either inside or outside the College or the University or the important contribution of the Dept. Head in mentorship of the faculty.
**Collaborative Mentorship Team 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 Department Head, one or more senior faculty members as deemed needed by the mentee, the mentee and his/her primary mentor. A faculty member from another College at UIC or school of nursing may be included. However, it is expected that all members of the collaborative mentorship team be available for the annual meeting. The selection and invitation of additional mentors will be done by the mentee. The team may include members who can provide mentorship in the cultivation of research or clinical practice mastery. The Department Head will convene each collaborative mentorship team meeting. The focus of the annual meeting will be to review the progress toward the mentee’s short and long-term goals and to establish a plan of action for the coming year. Additional roles and responsibilities for this group may arise from their meetings. A summary of the meeting shall be written by the mentee and distributed to all members. Issues arising during the year that require broader input shall be addressed by the collaborative mentorship team through email or other communication vehicle.

**Department Head Mentoring Leadership**

The Department Head will meet with new and junior faculty members upon their appointment to the CON. In this meeting, the Department Head and the new faculty member will establish the new faculty member’s teaching responsibilities 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. This meeting may or may not be designated to include the mentor. In addition, this meeting may or may not be the same as the collaborative mentorship team meeting and may also serve as the end of year performance appraisal meeting. Prior to the end of year performance appraisal meeting, the faculty member completes the faculty productivity report detailing her/his success in meeting the goals established at the start of the year. This report will be discussed with the Dept. Head at the end of year performance review. At a spring LET meeting, the Department Head will provide an overall progress report on each new and junior faculty member based on their meetings and the mentee’s records from the collaborative mentorship team meeting. The purpose of this report is to identify additional resources and strategies that will enhance the potential for each mentee’s success. This annual process of review 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 Department Head**
• In collaboration with the Facilitator, the Head has overall responsibility for the success of the mentoring program including formal mentor and mentee development training programs.

• Ensures that the mentorship program is implemented and, with the facilitator and the Dean, conducts periodic evaluation of the success of the program.

• Meets with faculty upon appointment and prior to the start of each subsequent year to identify their teaching responsibilities and set goals for the year. Meets new and junior faculty at least once per semester to assess their progress and to identify and resolve issues. These meetings may or may not be designated to include the mentor. In addition, they may or may not be the same as the collaborative mentorship team and may also serve as the end of year performance appraisal meeting.

• Meets with all Department faculty at the end of the year to conduct an end-of-year performance appraisal.

• Works with the other Department Heads and the facilitator to identify faculty to serve as mentors, identify faculty needing mentors, and match mentors and mentees.

• Convenes each mentorship collaborative team meeting in order to evaluate the plan for mentees, review progress, and ensure that the mentor/mentee relationship is successful.

• Ensures that outstanding mentors are rewarded as part of their annual merit review.

• Reports on the progress of new and junior faculty to the Dean and LET at appropriate points during the year.

• Ensures that the names of the mentor and collaborative team members are kept in the faculty member’s file.

**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 meetings with the mentee at least twice per semester.

• Provides opportunities for discussion and reflection on careers and the mentor/mentee relationship.
• Reviews specific short- and long-term goals with the mentee and monitors progress toward these goals.

• Provides guidance, information, and feedback relative to research productivity, clinical responsibilities, publication progress, teaching effectiveness, and the College’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, and access to resources, advising students and personal career issues.

• Acts as an advocate for the mentee by connecting him/her with an 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 the collaborative mentorship team, meeting with them annually or as needed.

• Establishes the agendas for the mentorship collaborative team meetings together with the mentee.

• Leads the collaborative mentorship team meetings.

• Reviews progress and in conjunction with the Department Head and Associate Deans helps facilitate the mentee’s success in meeting the established and agreed upon goals.

• Works closely with Department Head by noting mentor-mentee contacts quarterly and at the end-of-year, addressing issues as they arise, and changing the mentor/mentee meeting arrangements if appropriate.

• Acts as a cheerleader when needed.

• Maintains parameters of confidentiality jointly agreed upon by the mentor and mentee at the initiation of the relationship.

Role of Mentee

• Takes full responsibility for her/his career.

• Participates in mentorship activities, such as orientation, training programs and evaluation.

• Reaches out to the mentor and insures the development and maintenance of their 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 the mentor.
• Meets with the Department Head at least once per semester to review progress and to resolve issues. This meeting may or may not be the same as the collaborative mentorship team meeting and it may also serve as the end of year for the performance appraisal meeting.
• Works with the mentor to establish the agendas for the collaborative mentorship team meetings.
• Identifies and discusses perceived conflicting career advice with Department Head and mentor.
• Takes full responsibility for documentation of mentorship meetings and distributes documentation to all attendees.
• Makes her/him self familiar with CON and University criteria, policies, and procedures regarding faculty reappointments, promotions, and tenure.
• Makes her/him self familiar with the College’s mission and strategic plan.
• Continues to increase the knowledge base in her/his research or clinical area.
• Strives for academic excellence in their respective field of expertise and gives documented evidence of productivity, particularly in the area of scholarship and teaching.
• Maintains parameters of confidentiality jointly agreed upon by the mentor and mentee at the initiation of the relationship.

**Mentorship Facilitator**: 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 Department Heads. The Facilitator’s responsibilities include:

• Keeping the mentorship agenda at the forefront of the College’s activities.
• Fostering interest in mentorship by recruiting and grooming mentors.
• Assisting the Department Heads in matching mentors with mentees.
• Identifying University and College resources for mentors and mentees.
• Reviewing the resource packets for mentors.
• Participating in the development and provision of orientation and training for mentors.
• Meeting with mentors and mentees as distinct groups.
• Working with Department Heads to assure balance in mentoring assignments.
• In conjunction with the Department Heads, making recommendations for an evaluation system for the program.

II. Mentorship Program for Non-Professorial Faculty

Mentorship for non-professorial faculty will take the form of group discussion, seminars and intranet/web-based resources. Developed by the Facilitator in conjunction with senior leadership of this group, topics that would be addressed include career development, teaching competence, instructional design, professional opportunity for national/international service, and scholarship development including publication. The Department Head will still have responsibility for career development of non-professorial faculty in collaboration with Regional Directors.

III. Desired Outcomes

The desired outcomes for the mentorship program include: successful recruitment, reappointment, promotion, and retention of outstanding faculty; successful productivity of faculty; and mentor and mentee satisfaction in keeping with our strategic goals for a “healthy and learning” work environment. Another important outcome is the embodied engagement of faculty in a culture of mentorship that is valued and rewarded. Such rewards for mentoring will include a Department Head as well as Dean’s Mentorship Awards, inclusion of mentoring in the criteria for promotion and merit increases, and showcasing mentors in faculty publications.

The Program Evaluation Plan to document achievement of the desired outcomes will include the following:

• Annual mentor and mentee satisfaction survey
  o Aggregate data from the surveys will be used to enhance the overall mentoring program.
  o Individual surveys will be used by mentor/mentee teams to enhance their relationship.

• Annual review of Faculty Achievement Reports
  o Aggregate data from the reports will be used to describe faculty achievements in teaching, service/practice, and scholarship.
  o Individual reports will be used to assist mentees to evaluate their achievement of annual goals and receive feedback from their mentor, collaborative mentorship team, and Department Head.
• Annual review of faculty retention and promotion data using the strategic plan benchmark measures (see measures section for Strategic Plan Objective: Develop a Stable, Motivated, and Prepared Workforce).

• Annual review of Climate Survey data to assess faculty members’ perception of the College’s culture of mentorship (see initiatives section for Strategic Plan Objective: Develop a Stable, Motivated, and Prepared Workforce).

IV. College-wide Group Mentorship Program

In addition to the formal mentorship program as described above, the College also provides all members of the faculty with support for their teaching, research, and clinical practice responsibilities as described in the Appendix. Additionally, the Program will:

• Provide the opportunity for networking within the departments, information sharing, and dialogue about issues and concerns by the department structure.

• Visiting scholar and consultant appointments that offer seminars and one-on-one counseling expertise in such areas as mentoring, applying for funding (e.g., NIH, NINR), interdisciplinary research, addressing practice issues, pedagogy, etc.

• Regular lectures and seminars in social justice, diversity and global health by world renowned experts.

• Support through the Faculty HR personnel in the Business Office in the appointment, reappointment, and promotion process.

• Presentations by the APT Committee at least once annually re: successful negotiation of the reappointment and promotion process.

• Excellence in Teaching seminars on such topics as identifying learning strategies and working with students and faculty from various age groups, e.g., Baby Boomer faculty and “Gen X and “Millennial” students, and in identifying strategies for formative versus summative evaluation.

• Regular meetings with the Dean and the faculty within their peer groups (rank) to foster dialogue and intellectual discourse.

• Retreats held every year to identify and provide faculty-wide discussion and planning for future initiatives.

• Leadership opportunities through service on committees and special task force groups.
Appendix

New faculty Orientation Program

Immediate Needs

- Benefits Orientation
- NESSIE New Hire Log-On ID and password
- Staff Directory Form Completed
- I-Card
- Parking application and sticker
- NETID ID (activate: http://activatenetid.accc.uic.edu)
- CON computer domain access password (same as Webmail and NESSIE)
- Email access
- Building access
- Voicemail enrollment
- Office key
- Immunization and CPR compliance process

Introduction to Resources

- Teaching resources
  - Blackboard orientation and access
  - Library
- Communication resources
  - CORE orientation and access (https://intranet.nursing.uic.edu/CORE)
    including FERPA training (http://tigger.uic.edu/depts/oar/ferpa/index.html)
  - College of Nursing computer network drives orientation and access
  - Listservs enrollment (Dept. and College)

Introduction to the College of Nursing

- Organizational Chart
- Mission and Strategic Plan Overview
- Educational Programs Overview
- OAP Overview
- College Committees
- Appt./Tenure/Promotion Policies
- All College Faculty Meetings

**Introduction to Department**

- Copier ID
- Department Meetings
- Business Cards
- College ID Badge if appropriate
- RN/NP license copy on file in Department

**Introduction to First Year Course Teaching Assignments**

- Course orientation with course coordinator
- Course orientation at clinical agency if appropriate

**Teaching Mentorship:**

- Support to facilitate evidence-based teaching practices
  - Provision of individual and group teaching enhancement conferences
  - Assistance in designing, implementing, and evaluating courses
  - Assessment of teaching development needs and programs to meet these needs
- Support to facilitate teaching scholarship
  - Guidance to transform faculty interests into teaching scholarship activities
  - Nurturance of College culture in which teaching scholarship is valued
Annual award of the Teaching/Learning Scholar and Leadership Fellowship to encourage completion of the Teaching/Learning Certificate Program and to develop faculty for teaching/learning leadership roles

**Research Mentorship:**

Extensive support to all faculty in the grant proposal process from the Office of Research Facilitation, such as:

- Identifying grant funding sources;
- Training in the completion of grant proposals;
- Assisting in the development of grant applications through budget preparation, IRB processing guidance, statistical support, editing/consultation for grants; and by facilitating grant proposal reviews by faculty/peers;
- Offering pre-award proposal management;
- Giving compliance assistance;
- Making available initial set up for awards;
- Providing small amounts of seed money to foster faculty research and special projects;
- Showcasing scientific accomplishments of faculty;
- Holding weekly research seminars that provide faculty an opportunity to present their research to the CON faculty or to receive training in specialized areas of research;
- Sponsoring research consultation on emerging areas of inquiry;
- Arranging for special speakers and visiting scholars;
- Promoting student-faculty research mentorship

**Practice Mentorship**

- Support to facilitate evidence-based and high quality practice
- Establish and maintain a group practice that will set standards of practice and evaluate quality of care delivery
- Discussion of case management and best-practices
- Arrange for special speakers and visiting scholars
- Identify and support the development of practice-based grants including training in development of practice-based proposals
- Seminars on topics that will enhance the quality of care delivery and practice management
- Promoting student-faculty practice mentorship, especially related to involvement in DNP projects