

University of Texas at Tyler

## Scholar Works at UT Tyler

---

Nursing Faculty Publications and Presentations

Nursing

---

11-2013

### **Staying Connected: Increases Scholarly Productivity through Peer Mentorship**

Melinda Hermanns

*The University of Texas at Tyler*, mhermanns@uttyler.edu

Follow this and additional works at: [https://scholarworks.uttyler.edu/nursing\\_fac](https://scholarworks.uttyler.edu/nursing_fac)



Part of the [Nursing Commons](#)

---

#### **Recommended Citation**

Hermanns, Melinda, "Staying Connected: Increases Scholarly Productivity through Peer Mentorship" (2013). *Nursing Faculty Publications and Presentations*. Paper 12.

<http://hdl.handle.net/10950/416>

This Conference Proceeding is brought to you for free and open access by the Nursing at Scholar Works at UT Tyler. It has been accepted for inclusion in Nursing Faculty Publications and Presentations by an authorized administrator of Scholar Works at UT Tyler. For more information, please contact [tgullings@uttyler.edu](mailto:tgullings@uttyler.edu).



# "Staying Connected" Increases Scholarly Productivity Through Peer Mentorship



**Melinda Hermanns**  
The University of Texas at Tyler



May,  
2009



**Our  
Chair**

May,  
2009



December,  
2009



<http://www.youtube.com/watch?v=MxJ0vz1d1j4>

# Chronic Illness

- Hermanns – Parkinson's disease
- Lehna – Burns
- Monsivais – Chronic Pain

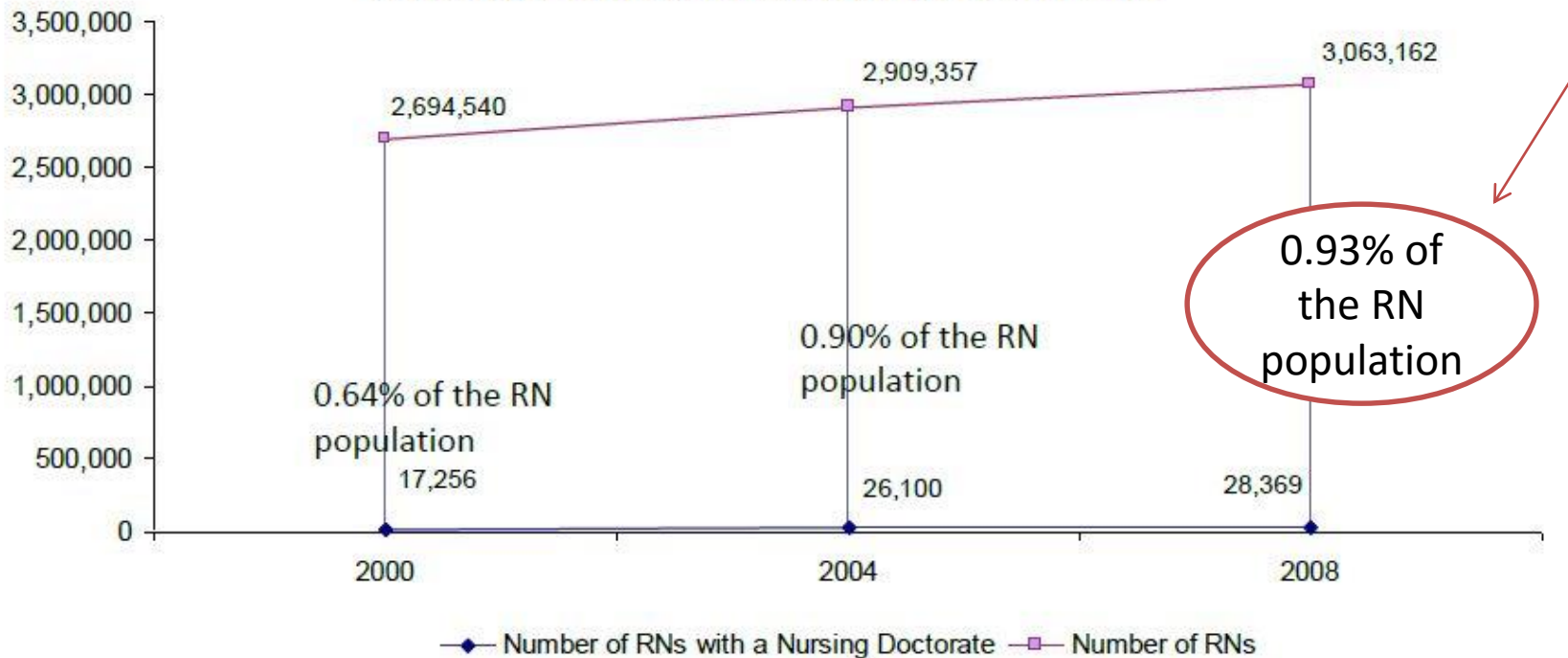
# Transition

- **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

Percentage of RNs with Doctoral Degrees 2000-2008



US Department of Health and Human Services, Health Resources and Services Administration. (2010).  
2008 National Sample Survey of Registered Nurses. Rockville, MD.

# Institutional Requirements



❖ Excellence in teaching, scholarship and service

❖ Evidence reveals – feeling overwhelmed

❖ Scholar-Mentoring program



Message

H & O JPN article...



## ORIGINAL ARTICLES

# How a Faculty Group's Peer Mentoring of Each Other's Scholarship Can Enhance Retention and Recruitment

KATHLEEN T. HEINRICH, RN, PhD\* AND MELINDA G. OBERLEITNER, RN, DNS, APRN, CNS†‡

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 able to fulfill 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 for and/or a proper introduction into the scholarly role. A transition that can take 5 years or more, internalizing 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 easing this developmental/relational transition, chairs and deans search for professional development approaches to meet the diverse scholarly learning needs of a mixed faculty group. Given a dearth of scholar-mentors, professional development approaches that engage faculty groups in making scholarship a cooperative venture and a collective responsibility are appealing. This article explores whether a project that systematically prepared a faculty group to peer-mentor each other's scholarly success from hire to retire holds promise for fostering academic workplaces productive and pleasurable enough to attract and retain the best and the brightest. (Index words: Faculty development; Faculty recruitment; Faculty retention; Scholarly faculty; Development) J Prof Nurs 28:5-12, 2012. © 2012 Elsevier Inc. All rights reserved.

Intellectual communities are not simply happier places to work, they are also more efficient engines of knowledge production...(Walker, Golde, Jones, & Bueschel, 2008)

**R**ECRUITING AND RETAINING quality nursing faculty, given the national faculty shortage, is key to meeting our current and projected need for nurses (Buerhaus, Auerbach & Douglas, 2009; Pullen, Mueller

& Ashcraft, 2009; Tanner, Bellack & Harker, 2009). According to the American Association of Colleges of Nursing (AACN), however, recruitment and retention efforts are being undermined by high levels of job dissatisfaction. Of those faculty surveyed, 44% report being dissatisfied, and more than one in four say they want to leave positions to lighten their workload (National League for Nursing/Carnegie Foundation Preparation for the Professions Program, 2007). Although impossible to know for certain, these dismal numbers may have something to do with the gap between job expectations and faculty readiness to meet them.

Less than 50% of faculty hold doctoral degrees (AACN, 2010). Yet, more academic institutions are requiring nursing faculty to demonstrate excellence in scholarship and teaching as well as in teaching and service for

\*Principal, K T H Consulting, Guilford, CT 06437.

†Associate Dean, College of Nursing and Allied Health Professions, Lafayette, LA.

‡Professor, Department of Nursing, University of Louisiana at Lafayette, P.O. Box 43810, Lafayette, LA 70504-3810.

Address correspondence to Dr. Heinrich: K T H Consulting, 18 Meriden Street, Guilford, CT 06437. E-mail: drkth@att.net  
8755-7223/11/\$ - see front matter

## Mentoring Faculty in Academic Medicine

www.ncbi.nlm.nih.gov

Reader



Search

NCBI Resources How To



PMC

Sign in to NCBI

Search

Limits Advanced Journal list

Help

Journal List · J Gen Intern Med · v.20(9); Sep 2005 · PMC1490198

PubReader format:  
click here to try



Performing your original search, *mentoring faculty in academic medicine article by pololi in pdf*, in PMC will retrieve **1 records**.

J Gen Intern Med. 2005 September; 20(9): 866-870.

PMCID: PMC1490198

doi: [10.1111/j.1525-1497.2005.05007.x](https://doi.org/10.1111/j.1525-1497.2005.05007.x)

**Mentoring Faculty in Academic Medicine**  
A New Paradigm?

[Linda Pololi](#), MBBS<sup>1</sup> and [Sharon Knight](#), PhD, RN<sup>2</sup>

[Author information](#) ▶ [Article notes](#) ▶ [Copyright and License information](#) ▶

This article has been [cited by](#) other articles in PMC.

Go to: ▶

### 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 dyadic and group peer mentoring programs as part of our federally funded National Center of Leadership in Academic Medicine, we assert that a group peer,

### Formats:

Article | [PubReader](#) | [ePub \(beta\)](#) | [PDF \(86K\)](#)

### Related citations in PubMed

- The positive impact of a facilitated peer mentoring program on academic skills of [BMC Med Educ. 2012]
- The Junior Faculty Laboratory: an innovative model of peer mentoring. [Acad Med. 2011]
- The development, implementation, and assessment of an innovative faculty mentoring lead [Acad Med. 2012]
- Mentoring programs for underrepresented minority faculty in academic medical centers [Acad Med. 2013]
- Mentoring programs for medical students—a review of the PubMed literature 2000-20 [BMC Med Educ. 2010]

See reviews...

See all...

### Cited by other articles in PMC

- The Junior Faculty Laboratory: An Innovative Model of Peer Mentoring [Academic medicine : journal of...]
- Peer-mentoring junior surgical trainees in the United Kingdom: a pilot program [Medical Education Online. ]
- Developing the next generation of dissemination and implementation research [Implementation Science : IS. ]
- WOMEN AND ADVANCEMENT IN NEUROPSYCHOLOGY [The Clinical neuropsychologist...]
- Identifying and Aligning Expectations in a Mentoring Relationship [Clinical and translational sci...]

See all...

### Links

[PubMed](#)

### Recent activity

Turn Off Clear

Mentoring Faculty in Academic Medicine

PMC

See more...





# 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**

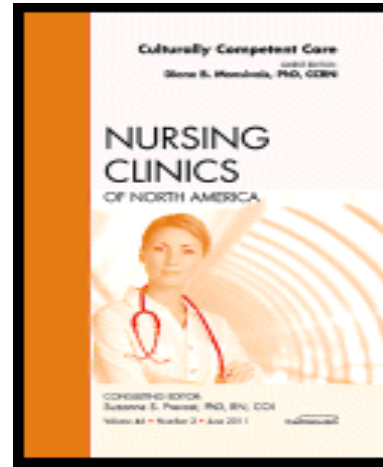
**STTI**



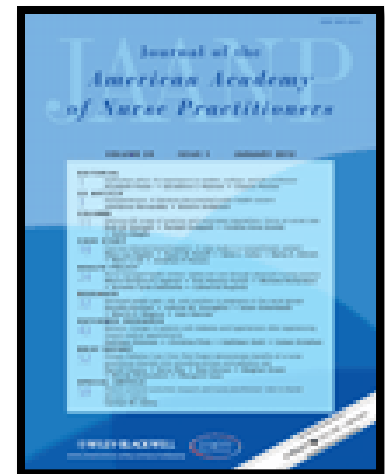
# Scholarly Activity

## Publications

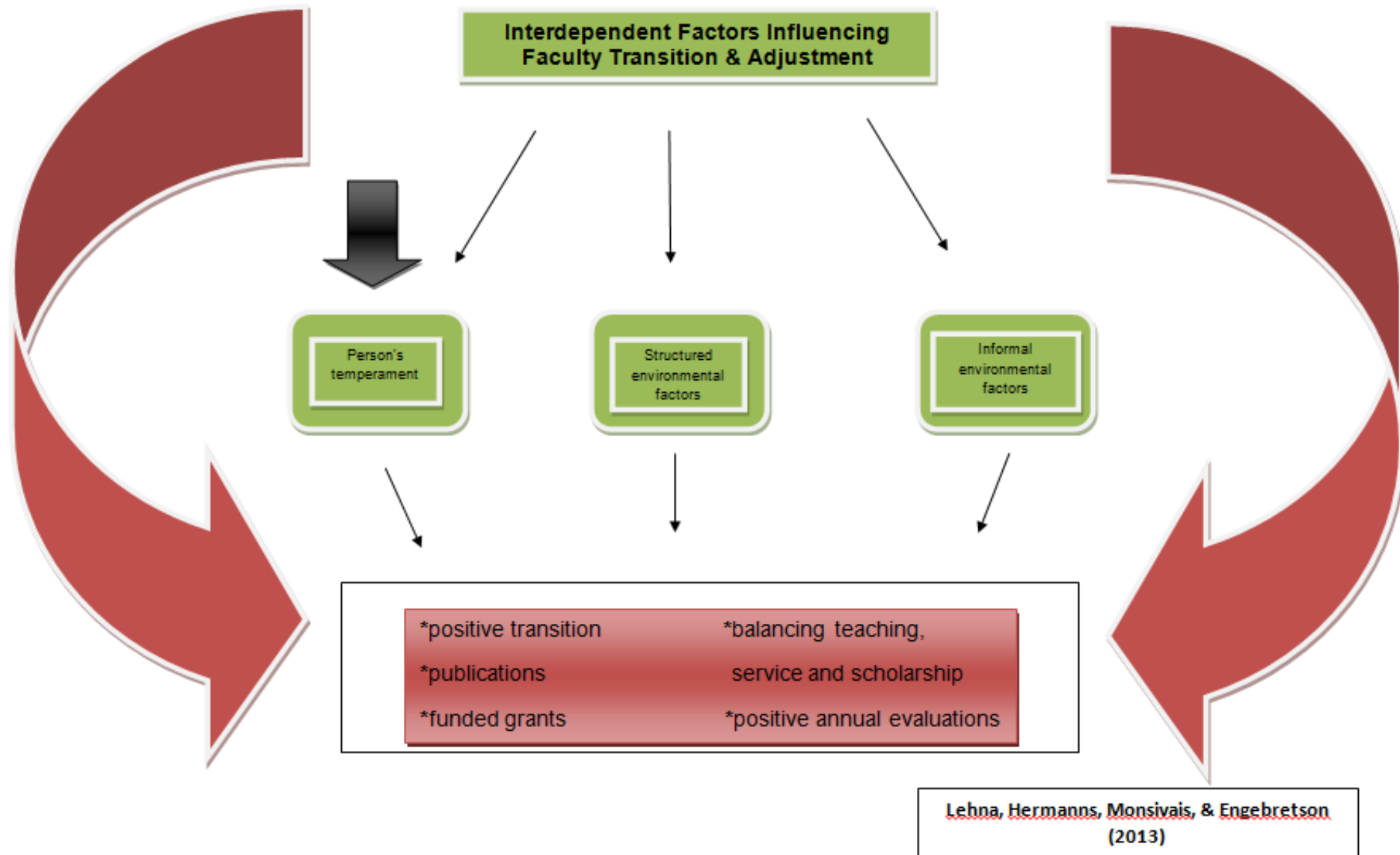
2011



2012



# Collaborative Peer Mentorship Model



# Research/Writing...

In isolation = **No fun!**

Writing group = **Fun!**

# Conclusion



Peer mentorship and support was successful!

“Stay Connected”



# Thank You!



**Questions?**

**Comments?**