

A Guide to Mentoring

The University of Iowa College of Nursing



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PURPOSE OF THIS GUIDE

This guide provides information on mentoring nursing graduate students, postdoctoral fellows and junior faculty. The College of Nursing (CON) supports and encourages mentoring activities within the College. These activities and the relationships that develop as a result have proven to be an excellent way to enhance professional growth of both students and faculty.

Furthermore, research suggests that having a mentor is associated with student success. Intense mentoring relationships generally predict political savvy, more advanced professional skills, higher levels of research productivity, and greater career advancement. As such, mentoring has become regarded as a genuine asset in just about every profession, industry, education, and governmental agencies.

What's in it for The Mentor? Think of mentoring as a developmental stage in your professional career. By becoming a mentor, you have an opportunity to impact the future. You leave a part of yourself in everyone you mentor, your values, your ideals, your world-view, and your professionalism. Long after you've retired from the world of grants, publications, and students, your work will still be going on in those you've guided as a mentor.

What's in it for The Mentee? Everyone benefits from receiving support, advice and guidance on one's professional journey. Becoming part of a mentoring process can be a powerful force in your personal and professional career development. Engaging in a meaningful mentoring relationship should increase your level of comfort with your knowledge of the intricacies of a career in academic nursing. It should provide students with guidance in course selection, research and scholarship activities and professional development. For junior faculty, it provides a clear understanding of the promotions process, support and empowerment to undertake your professional responsibilities and should improve the outcome of your faculty career. Ultimately, a successful mentee experience will prepare you to be a successful mentor in the future.

Structure of this Guide. This guide is divided into nine sections:

- Section I. Overview of Mentoring
- Section II. Advising and Mentoring PhD Students
- Section III. Advising and Mentoring DNP Students
- Section IV. Mentoring Postdoctoral Fellows
- Section V. Mentoring Instructional Track Faculty
- Section VI. Mentoring Associates and Junior Tenure Track Faculty
- Section VII. Mentoring Junior Clinical Track Faculty
- Section VIII. References
- Section IX. Appendices

TABLE OF CONTENTS

Purpose of this Guide.....	3
Section I. Overview of Mentoring.....	7
A. Historical Background on the Word "Mentor".....	7
B. Definitions of Mentoring.....	7
C. Goals of Mentoring.....	7
D. Mentoring Models.....	8
E. College of Nursing Mentoring Teams.....	9
F. Benefits of Participating in a Mentoring Relationship.....	9
G. Career Trajectory of a Mentor in Academia.....	10
H. Advice for Mentors.....	10
I. How to Get Started: Strategies and Considerations for Initial Conversations.....	11
J. Developing Career Goals/Plan.....	12
K. Top 8 Characteristics of Mentors Valued by Mentees.....	13
L. Activities and Strategies of Good Mentors.....	15
M. Key Tips for Mentors.....	15
N. Tips for Mentors to Share with Mentees.....	16
O. How the Mentor Can Prevent Problems.....	16
P. Authorship Considerations for Mentors.....	17
Q. Local (on-campus) vs. Distanced-Based Mentor (eMentoring).....	17
R. Communication Etiquette.....	18
S. Frameworks for Mentoring Non-Traditional College Students.....	19
Section II. Advising and Mentoring PhD Students.....	20
A. Overview and Expectations for Advising and Mentoring PhD Students.....	20
B. Resources for Advising PhD Students.....	22
C. Supports for Advising/Mentoring PhD Students.....	23
D. Student Resources to Manage the Advisor-Advisee Relationship.....	23
E. Progression.....	23
F. Funding.....	25
G. Frequently Asked Questions about Advising and Mentoring PhD Students.....	25
Section III. Advising and Mentoring MSN/DNP Students.....	27
A. Overview and Expectations for Advising and Mentoring MSN/DNP Students.....	27
Didactic Education.....	28

Clinical/Practicum Education.....	28
Doctor of Nursing Practice Project.....	29
CNL Capstone Clinical Immersion.....	30
B. Resources for Mentoring DNP Students.....	30
C. Supports for Mentoring DNP Students.....	31
D. Student Resources to Manage the Advisor-Advisee Relationship.....	32
E. Progression.....	32
F. Funding DNP Education.....	32
G. Frequently Asked Questions.....	33
Section IV. Mentoring Postdoctoral Fellows.....	37
A. Overview and Expectations for Mentoring Postdoctoral Fellows.....	37
B. Resources for Mentoring Postdoctoral Fellows.....	38
C. Progression.....	42
D. Postdoctoral Fellow Benchmarks.....	42
Section V. Mentoring Instructional Track Faculty.....	43
A. College of Nursing (CON) Commitment to Mentoring.....	43
B. CON Career Development and Mentoring Procedure.....	43
C. Tools to Support CON Mentors.....	44
D. Functions of a Mentor for Instructional Track Faculty.....	44
E. Expectations of Mentors.....	44
F. Expectations of Faculty Mentees.....	44
G. Desired Outcomes of a Productive Faculty Mentoring Relationship.....	44
Section VI. Mentoring Associates and Junior Tenure Track Faculty.....	45
A. College of Nursing (CON) Commitment to Mentoring.....	45
B. CON Career Development and Mentoring Procedure.....	45
C. Tools to Support CON Mentors.....	46
D. Functions of a Mentor for Associate and Junior Tenure Track Faculty.....	46
E. Expectations of Mentors.....	47
F. Expectations of Mentees.....	47
G. Desired Outcomes of a Productive Faculty Mentoring Relationship.....	47
H. CON and University Groups to Support Mentoring.....	47

Section VII. Mentoring Junior Clinical Track Faculty	49
A. CON Commitment to Mentoring.....	49
B. CON Career Development and Mentoring Procedure.....	49
C. Tools to Support CON Mentoring Teams.....	50
D. Functions of a Mentor for a Junior Clinical Track Faculty.....	50
E. Expectations of Mentors.....	50
F. Expectations of Faculty Mentees.....	50
G. Desired Outcomes of a Productive Faculty Mentoring Relationship.....	50
H. CON and University Groups to Support Mentoring.....	51
Section VIII. References and Resources Related to Mentoring	52
Section IX. Appendices	53
Appendix A. Self-Assessment: How Good a Mentor Are You?.....	55
Appendix B1. Sample Mentoring Partnership Agreement #1.....	56
Appendix B2. Sample Mentoring Partnership Agreement #2.....	58
Appendix B3. Sample Mentoring Partnership Agreement #3: The University of Iowa, College of Public Health Memorandum of Understanding (MOU).....	59
Appendix B4. Sample Mentoring Partnership Agreement #4: The University of Iowa Office for Nursing Research Template for “Articulation of Collaboration.....	62
Appendix B5. Mentorship Evaluation Form.....	65
Appendix C. Authorship Guidelines.....	68
Appendix D. A Process and Reflective Technique for Engaging with Non-Traditional and Adult Learners.....	72
Appendix E. Understanding Your Level of Emotional Intelligence Competence.....	73
Appendix F. Sample Advising Communication Log.....	74
Appendix G. Managing Up: Helping Your Advisor Help You.....	75
Appendix H. DNP Algorithm.....	76
Appendix I. Pain and Associated Symptoms Traineeship Postdoctoral Fellow Evaluation of Benchmarks.....	77
Appendix J. Milestones to Achieve by Associate Faculty.....	79
Appendix K. Faculty Milestones in Progression to Promotion and Tenure.....	82

SECTION I: OVERVIEW of MENTORING

A. Historical Background on the Word “Mentor”

The term "mentor" has its roots in Homer's Greek epic poem, "The Odyssey." In this myth, Odysseus, a great royal warrior fighting the Trojan War entrusted the care of his son, Telemachus, to his friend and advisor, Mentor. Mentor was also charged with serving as guardian to the entire royal household in Odysseus' absence. As the story unfolds, Mentor guides Telemachus and accompanies him on a journey in search of his father. Ultimately, Mentor became the guiding force in Telemachus' full development. Since that time, the word "mentor" has become synonymous with wise teacher, guide, philosopher, friend, advisor and sponsor.

B. Definitions of Mentoring

Although the terms mentoring, advising, and coaching are often used interchangeably, each has a different meaning, a different purpose, and captures different activities. As a general rule, it may be helpful to think of Coaching as the most prescriptive, followed by Advising, and finally Mentoring.

Coaching. Coaching refers to the directed one-on-one training one receives to improve a specific skill or set of skills. Coaching occurs in a variety of domains, ranging from athletics and personal fitness to employment and public speaking. What these examples of coaching have in common is that the recipient of the coaching wants to improve on a targeted set of skills that can be directly measured (e.g., faster running time, more pounds lifted, higher job status, or lower performance anxiety).

Advising. Advising is designed to ensure that a recipient adheres to an externally defined set of standards. Advisors ensure that their advisees are meeting a set of benchmarks set in advance by the program. They audit their students' accomplishments periodically and make sure that based on progress observed, program requirements can be satisfied within a desired time frame. Although advisors may provide advice that is not directly related to meeting program requirements, the primary purpose of advisors is to keep advisees “on track” with regard to their progression through a program. A satisfactory advising relationship does not require a matching of interests.

Mentoring. Mentoring relationships are informed by the experience of the mentor who, in many cases, has successfully navigated much of the route that the mentee is beginning to travel. Each mentor's style is shaped by a unique constellation of forces, including the mentoring he or she received during career development and the needs or priorities of the mentee. Mentoring relationships may vary widely; however, there are core elements and best practices that apply to all mentoring relationships. These are the elements we are highlighting in this Mentoring Manual.

C. Goals for Mentoring

1. To contribute to a positive atmosphere in which intellectual activities can germinate into a successful career in academics, as a researcher/scholar, clinician, and/or educator.

2. To provide an opportunity for students and junior faculty to secure interpersonal connections in informed and supportive career development.
3. To describe the three primary dimensions of mentoring: **Advice, Information, and Opportunity.**
4. To provide tools for mentoring teams, including self-assessments (Appendix A), checklists for meetings, and sample mentoring agreements.

D. Mentoring Models

- Primary functions of Mentors: Advice, Information, Opportunity
- Old (top-down) versus New Model (including peer-to-peer mentoring): From Johnson, Hastings, Purser, and Whitson (2011).

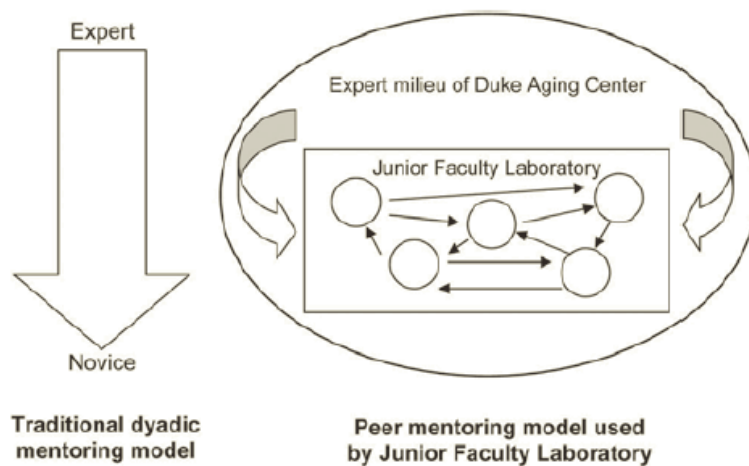


Figure 1 A comparison of the flow of information in the traditional dyadic mentoring model and that of the Junior Faculty Laboratory, a peer-mentoring group formed in 2006 at Duke University Medical Center.

It is unrealistic for a single mentor to serve all of the needs of a mentee. In fact, Faculty Development specialist Kerry Ann Roquemore (<https://www.insidehighered.com/users/kerry-ann-rockquemore>) suggests that mentees develop a “mentoring map” in which they specify their mentors for a variety of career domains. She encourages mentees to aspire to “Empowered Mentoring” by asking themselves, “What do I need and where should I get it?” The mentoring map depicts the mentee at the hub, and different needs radiating from the center. She encourages empowered mentees to connect each need to the name of an individual whom the mentee would identify as a mentor for meeting that need. Thus, the expectation is not for a single mentor to be all things to all people but for mentors to develop specialties and for the mentee to develop a **network** of mentors.

Example of a Mentor Network: Identification of individuals who serve to provide support and mentorship in the areas listed in the figure below can help clarify what your current needs are for developing your mentor network. Think about each area and who you would identify as a mentor in each area. Are there areas that you need a mentor?



E. College of Nursing Mentoring Teams

Each summer the Associate Deans identify a mentoring team for new associates and junior faculty, and review and update mentoring teams for all junior faculty. Senior faculty mentors provide overall career guidance in collaboration with the Associate Deans for Faculty and Research. The senior mentors for associate and tenure track faculty are tenure track faculty and for clinical track faculty, clinical track faculty. Instructional track faculty are mentored by the Associate Dean for Undergraduate Programs. In consultation with their mentors, junior faculty may identify additional College of Nursing and interdisciplinary faculty to be a member of their mentoring team. Most new faculty also have a teaching mentor identified, for at least the first year, with guidance from the Associate Dean for Academics. Teaching mentors are often experienced teachers that co-teach with the junior faculty member.

The mentoring teams are notified by the Associate Dean for Faculty at the beginning of each academic year. Senior mentors and mentees are expected to meet at least monthly and with other team members as needed.

F. Benefits of Participating in a Mentoring Relationship*

1. The Mentee benefits through:

- Interacting with a faculty member who serves as a role model
- Having access to an experienced listener who can respond to problems or concerns
- Having someone who can offer useful guidance on achievement of academic and professional goals and identifying career direction

2. The Mentor benefits through:

- Sharing expertise and wisdom related to both personal and professional experiences and achieving work-life balance
- Experiencing the satisfaction of recognizing potential and then observing growth and achievement in a student, fellow or junior faculty member
- Observing the growth and goodwill that results from assisting in the development of fellow faculty and, consequently, increased satisfaction with one's own career

3. The College of Nursing benefits through:

- Increasing faculty-to-faculty and faculty-to-student interaction and networking
- Developing faculty awareness of positive growth opportunities

- Reaping the benefit of the large benefit-to-cost ratio resulting from successful development of successful students and faculty as well as retention of productive faculty
- Building a strong and supportive College of Nursing culture among all members of the collegiate community

*Portions of this content were adapted from *The Mentor's Guide 2nd Edition* by Lois J. Zachary. Copyright© 2011 by Jossey-Bass Publishers, San Francisco, CA.

G. Career Trajectory of a Mentor in Academia

The mentoring activities appropriate for faculty members to perform change as they advance in their careers:

FACULTY RANK	APPROPRIATE ACTIVITIES
Pre-tenure, clinical track or instructional track	<ul style="list-style-type: none"> • Mentoring students in courses
Early career	<ul style="list-style-type: none"> • Mentoring students in courses • Co-mentoring PhD students (member of committees, Co-Chair)(Tenure Track) • Mentoring DNP students (Clinical and Tenure Track) • Mentoring undergraduate students in targeted programs such as Young Clinician, Young Scientist, Honors Independent Studies • Peer Mentoring
Mid-career	<p>In addition to above:</p> <ul style="list-style-type: none"> • Mentoring junior faculty • Mentoring PhD students (Chairing committees) • Mentoring post-doctoral fellows • Mentoring faculty from other colleges with a content match
Late career	<p>In addition to above:</p> <ul style="list-style-type: none"> • Mentoring mid-career faculty in advancing to Full Professor • Lead programs that develop next generation of faculty and students (e.g. HRSA grant; T32) • National involvement that engages in development of other individuals, groups and organizations

H. Advice For Mentors

There are multiple references available on how to be a good mentor. Below are tables and lists of advice from a number of different sources. Some give suggestions on how to get started in the mentor-mentee relationship, others on what strategies have been found to foster successful relationships, and a few provide guidance on how to avoid potential problems. These are provided to help faculty develop valuable mentor-mentee relationships.

I. How to Get Started: Strategies and Considerations for Initial Conversations *

To-Do List	Strategies for Conversation	Mentor Considerations
Take time getting to know each other	Obtain a copy of the mentee's CV in advance of the initial meeting.	Establish rapport. Exchange information. Identify points of connection.
Talk about mentoring	Ask: Have you ever before been involved in a mentoring relationship? What did you learn from the experience?	Talk about your own mentoring experiences.
Determine the mentee's goals	Ask: What do you want to learn from this experience? Give the mentee an opportunity to articulate broad goals.	Determine if the mentee is clear about his or her goals and objectives.

To-Do List	Strategies for Conversation	Mentor Considerations
Determine the mentee's relationship needs and expectations	Ask: What do you want out of the relationship?	Be sure you are clear about what your mentee needs or wants from this mentoring relationship. If you are not, encourage the mentee to think through what he or she wants from the relationship .
Determine what could be accomplished.	Ask: What would success look like for you?	Do you have an area of experience or expertise that is relevant to this person's learning goals ?
Share your assumptions, needs, expectations, and limitations candidly .	Ask for feedback. Discuss: Implications for relationship.	What are you willing and capable of contributing to the relationship?
Discuss options and opportunities for learning.	Ask: How would you like to go about achieving your career goals? Discuss ways: Learning and communication styles. Ask: What is the most useful kind of assistance I can provide? Discuss means: Shadowing, project, workshops, referrals.	Discuss implications of each other's styles and how that might affect the relationship.
Develop a Mentoring agreement (see Appendix B1-B4)	Discuss the value of having some clear guidelines on expectations for both parties.	Should decide on how often to meet and ability to commit time to meet expectations.

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J. Developing Career Goals/Plan

To support the success of junior faculty in their new position, it is important to plan what must be accomplished in the initial years of a career to be successful. This requires thoughtful consideration and planning. All aspects of the mission of an academic institution such as the University of Iowa, a research intensive university, need to be considered. For faculty in the College of Nursing, effort may be allocated to teaching, scholarship, service, and/or practice. The amount of effort devoted to each area varies across faculty. It is important that the faculty member, and the senior mentor, know what this effort allocation, and therefore what the expectations are, for junior faculty. Two activities that may assist in career planning are developing a 3 to 5 year Career Plan and/or a career cartography.

A. Developing a 3 to 5 Year Career Plan

A 3 to 5 year Career Plan helps faculty members to identify their goals and a path to reach those goals. For junior faculty, this means addressing teaching, scholarship/research, and service. Often specific goals for each area are identified and activities to reach those goals are described. Examples of career plans are provided below.

<http://www.asha.org/uploadedFiles/ASHA/Research/L4S/Lessons-for-Success-Research-Career-Plan-Guidelines.pdf>

http://www.healthdiversity.pitt.edu/sites/default/files/PATHSPresentation_Woodward.pdf

<http://www.ctsirn.org/sites/default/files/attachments/CNMC-Individualized-Academic-Career-Development-Plan.pdf>

B. Creating a Career Cartography

An activity that a mentor might want to complete with a mentee is a career cartography. A career cartograph (a.k.a., career map or legacy map) is a pictorial representation of your past, current, and future career trajectory. A *research* career cartograph documents both past accomplishments as well as articulates future goals in terms of publications and grant proposals that will address gaps in science. Feetham and Doering (2015) define the process of career cartography as laying out a “systematic, comprehensive, and iterative approach for planning and communicating the outcomes of science at any career stage.” Positive outcomes associated with career cartography include helping to maintain focus, avoid distractions and ensure that a career will have maximum impact. Cartographs are intended to be revised over time. Although each researcher’s cartograph will look different, Schiffman, Ferrans and Conn (2017) outlined common steps for creating one:

1. Write your Destination Statement on the right by answering the question “What will be better because of your science/scholarship?”
 - *Example of a Research Destination Statement: “Help parents and children make treatment decisions as a family that they can live with and believe that the decisions were the best ones they could have made at that point in time.”*
2. Perform “backwards mapping” to identify the preconditions necessary to achieve your goal: Are the steps to reach your destination defined by methods? Theoretical concepts?

3. Identify the actions needed to meet preconditions: E.g., link your publications and small grants to each step towards your destination.
4. Development of indicators for each precondition: How will you know that you have achieved each step?

Cartographs may focus just on scholarship or research, but might also integrate teaching and service activities. This is an approach that can be used by nonresearch faculty to develop a plan for other career development activities and planning.

Suggested readings

Feetham, S. & Doering, J. J. (2015). Career cartography: a conceptualization of career development to advance health and policy. *Journal of Nursing Scholarship*, 47(1), 70-77.

Hinds, P. S., Britton, D. R., Coleman, L., Engh, E., Humbel, T. K., Keller, S., Kelly, K. P., Menard, J., Lee, M. A., Roberts-Turner, R., & Walczak, D. (2015). Creating a career legacy **map** to help assure meaningful work in nursing. *Nursing Outlook*, 63(2), 211-8.

Schiffman, R., Ferrans, C. E., & Conn, V. (2017, April). *Articulating Investigator Scientific Impact*. Presentation at the 41st annual meeting of the Midwest Nursing Research Society, Minneapolis, MN.

Wilson, D. S., Rosemberg, M. S., Visovatti, M., Munro-Kramer, M. L., Feetham, S. (2017). Career Cartography: From Stories to Science and Scholarship. *Journal of Nursing Scholarship*, 49(3), 336-346.

K. Top 8 Characteristics of Mentors Valued by Mentees *

In 2006, the journal *Nature* invited mentees to submit applications nominating their mentors for a mentoring award. In 2007, a group of individuals published an article in which they distilled from the applications a list of characteristics of strong mentors. While these responses often focus on research, many can be applied to all areas of academic mentoring.

1. “Availability: the open door”

Availability topped the list. This can be operationalized as being responsive via email, particularly to urgent matters, providing quick turnaround and clear feedback when reviewing work, and being willing to keep a regular meeting time with the mentee.

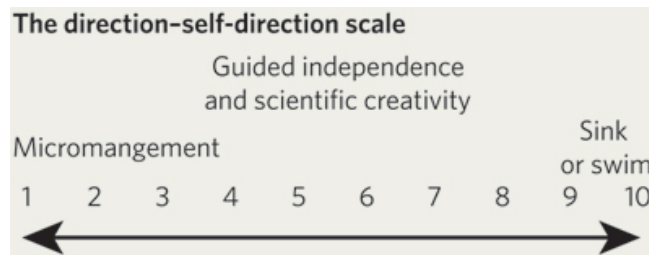
2. “Inspiration, optimism”

Be willing to find a silver lining in a failed experiment or a mistake. Mentees appreciate mentors who are positive and can help them to recover from setbacks and maintain sight of the “big picture.”

3. “Balancing direction and self-direction”

Calibrating how much support to provide is extremely challenging and a skill that develops in mentors over time. Amount of support can also depend on the unique relationship between the mentor and mentee. One idea is for the mentor and mentee to each identify where they desire to be on the direction-self direction scale. Use these

numbers to start a conversation about mutual expectations and desirable outcomes in the mentoring relationship.



4. “The art of questioning and listening”

Do not simply provide answers or advice, but instead listen carefully, ask more questions, and probe your mentees about why they made the decisions that they did.

5. “Being widely read and widely receptive”

Convey clear enthusiasm for the latest research and make an effort to share copies of new articles in your field. Mentees flourish when they feel they are regarded as valued collaborators.

6. “The initial project”—scaling their expectations

Advise student/early investigator to develop projects that are at the appropriate level, i.e., not taking on too large a project; not overextending efforts into too many directions.

7. “Life after science”

Mentors should be supportive of a work-life balance for mentees-and model this in their own life! This includes taking time to learn about and appreciate mentees in the context of the rest of their lives-their families, personalities and work styles, and activities outside of the College.

8. “Celebration”

Mentors publicly recognize milestone accomplishments of their mentees and celebrate small successes along the way. Small tokens such as a lunch invitation, bringing treats to a meeting, or a party provide an opportunity for the mentee to feel valued and for other mentees to observe that hard work and success will be recognized.

* Lee, A., Dennis, C., & Campbell, P. (2007). *Nature’s guide for mentors. Nature, 447, 791-797.*

L. Activities and Strategies of Good Mentors *

Activity/Strategy	Examples
Appreciating Individual Differences	Stepping aside to allow planners to plan or allow risk-takers to jump right in.
Availability	Keeping appointments with mentees even when busy.
Self-direction	Helping to encourage promising ideas while pointing out dead-ends.
Questioning	Asking questions rather than supplying the right answer right away.
Celebration	Taking a mentee out for lunch or bringing treats to celebrate a milestone.
Building a scientific community	Starting a journal club and reading a broad range of papers.
Building a social community	Making meetings with mentees enjoyable by bringing food; organizing gatherings outside the lab.
Skill development	Honing skills like public speaking, critiquing journal articles, or writing.
Networking	While at conferences, introducing them to others, suggesting them as speakers or committee membership.
Mentor for life	Keeping in contact with former mentees and following their careers.

* Lee, A., Dennis, C., & Campbell, P. (2007). *Nature's guide for mentors. Nature, 447, 791-797.*

M. Key Tips for Mentors

- ✓ Maintain regular contact
- ✓ Always be honest without being judgmental
- ✓ Don't expect to have all the answers
- ✓ Refer your mentee for a skill or knowledge you cannot provide
- ✓ Be clear about expectations and boundaries
- ✓ Respect confidentiality
 - New faculty may face many challenges as they embark on their career including finding time, resources, colleagues, and work-life balance.
 - Trust is an essential ingredient for a successful mentoring relationship; a faculty member seeking to guide and nurture others must first establish honest communication. Potential challenges such as time constraints should be discussed and every effort should be made on the part of the mentor and the mentee to meet regularly.
 - Mentors need to make TIME available to their mentees, even if it seems inconvenient.
 - Besides problem solving, mentors are called to help new faculty acquire essential competencies in their academic role (e.g., in research, teaching, and service).
 - It is also generally accepted that any mentoring relationship is most effective during a transitional period in the mentee's life, such as beginning a graduate program, writing a first manuscript, or making decisions about future careers (post-doctoral fellowships or major grant submissions).
 - Mentors should consider not only the areas of needed growth for the individual mentee but also the characteristics of the mentee's work environment.
 - Mentors should establish an agreement with their mentee and establish ground rules for working together based on a shared vision. This includes setting a timeline and

encouraging specific steps for facilitating the mentee's career. DO NOT set your own agenda and DO NOT exploit the mentee to accomplish your own productivity goals.

- Set up times where you meet with the mentee in a relaxed environment, don't always meet in an office, go out to coffee or get lunch together!

N. Tips for Mentors to Share with Mentees

- ✓ Maintain regular contact with your mentor(s)
- ✓ Be clear about your expectations and needs
- ✓ Do not expect to have all your questions answered immediately or by one mentor
- ✓ Accept and act upon all feedback you receive
 - Many students starting a graduate program and new faculty members in their first faculty position may be immobilized by fear and panic which can be fairly high if you've tried in the past to accomplish too much on your own or set unrealistic expectations for yourself. Anxiety can really set in if there's been a lack of balance between your work and personal life.
 - The most disappointing aspect of academe for new graduate students and faculty is having feelings of isolation, loneliness and lack of support from colleagues. This can lead to inaccurate or vague perceptions of how others see your work.
 - Inadequate feedback, lack of recognition and rewards, and poor time management can lead to overall career dissatisfaction.
 - Mentees should take responsibility for a negotiated work plan with their mentor, understand their role in asking productive questions when they meet with their mentor and COMMIT TO A WORK PLAN.
 - You should prioritize and commit to meeting with your mentor. If something is absolutely pressing, do have open and honest dialog with your mentor and DON'T MAKE UP EXCUSES. Nothing is written in stone, but do be flexible in your time as your mentor is giving up his or her time too.

O. How the Mentor Can Prevent Problems

1. Expectations
 - Establish expectations of both mentor/mentee at the first meeting, including completing a Mentoring Agreement
 - Remember that it takes time to develop a meaningful relationship
 - Address the basic needs of the individual first
2. Conflicting Advice
 - Offer various options, but not answers
 - Allow the individual to make his/her own decision
 - Sparingly offer your opinion on issues
 - Offer advice that is as consistent with your department/College as possible
3. Emotionally needy mentee
 - Encourage the individual to develop a sense of independence

- Avoid becoming an emotional crutch
 - Avoid becoming a confessor
 - Recognize your own limitations
4. Dealing with conflicts or injustices
 - Avoid assuming the mentee's battles
 - Teach the mentee techniques for assuming own battles
 - Avoid interceding between the mentee and others
 5. Legal ramifications
 - Always consult with College of Nursing administration about potential legal matters
 - Refer the mentee to appropriate resources in situations with potential legal ramifications

P. Authorship Considerations for Mentors

1. Pearls of Wisdom: The goal is to be generative, to help and develop your mentees.
 - Do remember to co-publish together; this will strengthen future grant applications or other collaborations
 - Remember that authorship should be discussed early, and then revisited as the paper develops. Order of authorship can change—if a mentee does not follow through, he or she should be moved down the chain in order to make sure the science moves forward and that authorship contributions are fairly represented
 - Be generous and encourage first authorship for mentees if contributions warrant (depending on own stage of career development)

2. Who should be an author on a paper?

Authorship credit should be based on the following. All authors should meet all 4 criteria (International Committee of Medical Journal Editors (ICMJE))

- substantial contributions to conception and design, or acquisition, analysis or interpretation of data; AND
- drafting the work or revising it critically for important intellectual content; AND
- final approval of the version to be published; AND
- agreement to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved.

3. UI Policy on Authorship (Appendix C)

The University of Iowa policy on authorship provides guidance on decision points and conversation to avoid misunderstandings and grievances

Q. Local (on-campus) vs Virtual Mentoring (eMentoring)

1. Sometimes on-campus expertise doesn't exist in your field. There are opportunities to network and connect with consultants and establish mentoring relationships outside the University and College. Virtual connectivity has facilitated expansion of this opportunity.

2. Establishing ground rules for a distance-based mentoring relationship is important and agreement regarding level of engagement, timing of communications, and process of engagement are useful.
3. eMentoring is a means of providing a guided mentoring relationship using online software (e.g. Zoom, Skype, Adobe Connect) in addition to E-mail and phone conferencing.
4. One strategy recommended by mentors who have participated in virtual mentoring is to arrange for specific times to “meet” to insure that there is ongoing support

R. Communication Etiquette

Using techniques that promote effective communication when advising/mentoring is essential and may be particularly important in working with mentees who are at a distance. Following are suggestions to consider in general and specifically related to the mentoring relationship that apply to both the mentor and the mentee:

Netiquette Tips	
Communicating electronically without creating misunderstandings is a challenge. One problem is that you haven't any facial expressions, body language, or environment to help you express yourself.	
Use appropriate language	<ul style="list-style-type: none"> • If you have a question on whether or not you are too emotional, don't send the message, save it, and review it "later". • Remember, no one can guess your mood, see your facial expressions, etc. • All they have are your words, and your words can express the opposite of what you feel. • Don't use ALL CAPITAL LETTERS--it's equal to shouting or screaming.
Make a good impression	<ul style="list-style-type: none"> • Your words and content represent you. • Review/edit your words and images before sending.
Remember you are not anonymous	<ul style="list-style-type: none"> • What you write in an e-mail and web site can be traced back to you and forwarded to others.
Appropriate replies	<ul style="list-style-type: none"> • Don't "Reply to All" unless the response is important for all to read.

Telephone Tips	
Be sensitive to the tone of your voice.	Do not sound overly anxious, aggressive or pushy. It is important your tone conveys authority and confidence.
Think through what to say and discuss before placing a call.	Jot down the items you want to discuss and questions you want answered. Anticipate and expect you will be placed into a voicemail system; plan your message to be as direct and specific as possible, asking the person to respond to specific questions. Do not say, "Hello, it's Kathy, call me back." At least state the subject about which you want the person to call you back about.
Limit interruptions	Try to avoid interruptions and focus on the time dedicated to mentoring relationship.
When leaving messages, speak clearly and slowly.	Always leave your return telephone number as part of your message, including the area code . . . and S-L-O-W-L-Y, including REPEATING your telephone number at the end of your message.
Speak into the telephone receiver with an even and low tone of voice.	Move the phone ear piece just slightly away from your ear and listen to yourself speaking. Discover whether you are speaking too loudly or too quietly for the other person to hear you.
Do not allow yourself to be distracted by other activities.	Always treat every caller with the utmost courtesy and respect by giving him/her your undivided attention.

S. Frameworks for Mentoring Non-traditional College Students

Non-traditional college students are adult learners who have unique learning needs and prior experiences. They are pursuing an undergraduate or graduate degree, but do not meet the definition of a “traditional” college student (Brookfield, 1995). Therefore, they tend to be internally motivated and self-directed. They bring life experiences and knowledge to learning. They are practicality, relevancy, and goal oriented, and anticipate that their past experiences and knowledge will be respected. Examples of non-traditional adult learners are:

- MSN returning for their DNP or PhD
- Experienced nurses returning for advanced degrees

Use of Reflective Techniques. These techniques can be useful in communications with non-traditional and other adult learners. The process of this technique is available in Appendix D.

The Role of Emotional Intelligence in Mentoring. The emotional intelligence of both the mentor and the mentee appears to influence the quality of the mentoring relationship. Emotional intelligence may be defined as an array of competencies or skills that influences one’s ability to succeed in coping with environmental pressures and demands (Bar-On, 2006). People who score high on emotional intelligence are better able to understand why they feel the way they do in different situations (Cherniss, 2007). Additionally, it enables people to better read how others are feeling or might feel in different situations and to use that knowledge to relate to others in ways that promote positive outcomes. Awareness of Emotional Intelligence Competencies is another approach that is useful for Mentors/Mentees in appreciating and effectively engaging in the mentoring relationship. Appendix E provides areas of major skills, definitions and competences to understand Emotional Intelligence. A number of emotional intelligence quizzes are available online to determine your style and level of competency.

SECTION II: ADVISING AND MENTORING PHD STUDENTS

A. Overview and Expectations for Advising/Mentoring PhD students

For PhD students, the role of the mentor is typically combined with the role of Faculty Advisor. In this Section, the advisor/mentor will be referred to as Faculty Advisor.

Overview from the College of Nursing PhD Handbook

Upon admission, all PhD students are assigned a Faculty Advisor as well as an advisor in Student Services. The advisor is a faculty member with expertise in the student's focal area of interest, typically with a funded program of research. Students and faculty meet on a regular basis throughout the program. The schedule of meetings is negotiated between the students and the advisor. Faculty Advisors discuss with their students course selection, timing of courses, research practica, the comprehensive examination and the dissertation process. A student's Faculty Advisor is typically also the Chair of the student's comprehensive examination committee and the dissertation committee, however this is not required. The Director of the Doctoral Program may change a student's advisor at the request of the student and/or faculty advisor. Additional student support is provided by Student Services staff to assist in orientation to the Graduate College policies, resolution of progression hurdles, assisting students in meeting important deadlines, and complying with College requirements such as licensure, HIPPA, or criminal background check. The [PhD Student Progression Report/Faculty Advisor Guide](#)* is expected to be used as a guide for faculty as they advise students as well as a means for students and faculty to document the student's progress. *The guide is linked from the PhD Section of the Graduate Student Handbook.

Functions of an Advisor for PhD Students

Advisors essentially provide three things for PhD students: **Advice, Information, and Opportunity.**

Advisors of PhD students provide:	Examples
Advice	<ul style="list-style-type: none"> • Helping students to learn to say "no" or serving as the "bad guy" to say no on their behalf • Guiding in decision-making about publication venue or presentation opportunities • Suggesting faculty members for comprehensive exam and dissertation committees • Identifying on cognates and research practica
Information	<ul style="list-style-type: none"> • Keeping students informed of funding and training activities and opportunities to publish or present • Sharing recent publications related to student's interest area
Opportunity	<ul style="list-style-type: none"> • Introducing students to colleagues at conferences • Inviting students to co-author presentations or papers

Who Should Advise PhD Students:

1. All Tenure Track faculty are expected to participate in mentoring PhD students and will gradually take on advising students as part of their teaching responsibilities as they progress through the tenure process. Opportunities to co-advise a student with an experienced mentor are suggested for new faculty without experience mentoring doctoral students.
2. Faculty advisors must have the following qualifications:
 - a. A PhD in Nursing or related discipline
 - b. An active program of research that is (or was recently) externally funded or is progressing on a normative trajectory toward external funding (i.e., a history of proven research)
 - c. Membership in the UI Graduate College. (Note: All tenure track faculty are members of the Graduate College Faculty)
3. Tenure Track faculty are encouraged to serve on comprehensive exams and dissertation committees and advance to senior mentoring roles.
 - a. Junior Faculty
 - Junior faculty should seek opportunities to serve on PhD committees within the first three years of their appointment, advancing to Co-Advisor and or Co-Chair of Dissertation committee prior to tenure review and in some cases advancing to Primary Advisor and or Dissertation Chair before tenure.
 - Junior faculty are encouraged and positioned to co-advise and or co-chair dissertation committees beginning in their third year.
 - Junior faculty are encouraged to mentor PhD students at any time and as appropriate (e.g. mentoring within a research team, providing a practicum, co-authorship, and supervising PhD students as RAs.
 - Participation on other discipline PhD student committees should be carefully selected and aligned with areas of expertise
 - b. Senior Faculty
 - Senior faculty should identify PhD committees (examination, proposal) for involving junior faculty
 - Senior faculty should provide opportunities for mentoring junior faculty as co-mentors and co-Chair for PhD student
4. Best advising results when student focus aligns with faculty research activities and interests.
5. Best advising results when the Faculty Advisor has effort dedicated to overseeing a reasonable number of PhD students and postdoctoral fellows. It is recommended that no more than 5 PhD students be assigned per faculty, ideally at different points in their plans of study.

Faculty-PhD Advisor Expectations:

1. Establish expectations of PhD student related to the Advisor/Student (Mentor/Mentee) relationship

- a. Establish ground rules for engagement and management of issues/concerns.
 - b. Meet or connect at least monthly to monitor progress, tailoring as appropriate to student and faculty needs. Frequency and format of monitoring may vary based on where the student is in the program of study and dissertation research.
 - c. Review plan of study with advisee at least once a semester and any time there is a need for a change.
 - d. Place responsibility for scheduling meetings with the student.
 - e. Review and update the Student Progression Report/Faculty Advisor Guide with your student each semester/year.
 - f. Discuss approach to authorship on course-related assignments and dissertation-related products.
<http://facstaff.grad.uiowa.edu/dgs/handbooks/mentoring/information-for-faculty-mentors>
 - g. Discuss with the student if they are not engaged or making expected progress and consult with the Director of the PhD Program on need to intervene. The Director will discuss the concern with the PhD Admissions and Progression Committee as needed.
2. Identify opportunities for student networking and success (e.g., conferences, writing opportunities; professional connections).
 3. Assist students to identify cognate courses and research practica.
 4. Engage in collegiate activities (including research forum, faculty research lunches, visiting scholar presentations) that promote socialization of PhD students and other faculty for research advancement.
 5. Document communications with PhD students. Notes should be entered in the Advising Summary of MAUI.
 6. Guide students in efforts to secure funding for study and their research. Support predoctoral applications for funding (e.g., T32, F31, Hartford, Jonas, other).
 7. Discuss post-PhD opportunities (e.g., postdoctoral fellowships; academic appointments) and support planning.
 8. Provide letters of recommendation as needed to support mentees professional career pursuits.

B. Resources for Mentoring PhD Students

Mentors must be knowledgeable regarding the PhD curriculum and benchmarks for progression. Information relevant to advising PhD students is available at the links below:

- **PhD Philosophy** – <https://nursing.uiowa.edu/sites/default/files/documents/adacademic-programs/graudte/Section%20IV%20Specific%20for%20PhD%20Students.pdf>
- **Student Handbook** - <http://www.nursing.uiowa.edu/current-students/handbooks>
- **PhD Plans of Study** - <https://nursing.uiowa.edu/academics/phd/plans-of-study>

C. Supports for Advising/Mentoring PhD Students

1. **Director of PhD Program** - Responsible for day to day academic operations of the PhD Program working with Academic Affairs leadership and staff support; guidance on individual student issues/concerns; provides guidance to faculty in development of courses; collaborates with faculty to identify research practicum, examination committees and PhD dissertation committee membership; conducts Annual PhD Reviews with Admissions and Progression committee; communicates with the Graduate College when student issues arise or there are changes in the program.
2. **PhD Student Admissions and Progression Committee** - Comprised of faculty members who have teaching responsibilities within the PhD program and who are members of the Graduate College faculty. This subcommittee 1) reviews and admits applicants for admission to the PhD program as well as determining faculty advisors for the admits; 2) communicates to the Council on Students any concerns and recommendations regarding policies and practices governing student admission to and progression through the program; and 3) assists with the PhD annual reviews and progression issues.
3. **PhD Forum** - The PhD Forum is open to all faculty. This group presents to the Council on Curriculum recommendations related to the academic program curriculum. Curriculum issues include, but are not limited to: academic program creation, revision or elimination; course creation, revision, or elimination; course sequence, course pre-requisites, and evaluation of the overall curriculum and individual courses. This group also reports to the Council on Student Affairs on recommendations related to student admissions and progression (A&P). A&P issues include, but are not limited to: criteria for admissions, annual review processes, and advisor matches.
4. **Staff advisor from Student Services Graduate Programs Office** - Staff collaborate with faculty and the Director of the PhD Program to develop recruitment materials, and plans of study; policies for admission; academic progress; student records; student disciplinary actions; student advising related to course registration/adding/dropping; student orientation; and student life programming; oversees currency of PhD program materials in student handbook; acts as liaison with Graduate College and ensuring compliance with Graduate College requirements.

D. Student Resources to Manage the Advisor-Advisee Relationship

Success in the advisor-advisee relationship can be facilitated by assuring the student understands how they can contribute to the relationship. A handout describing the way the student can promote a positive relationship is available in Appendix G. In Section One, L. Tips for Mentors to Share with Mentees may also be helpful.

E. Progression

1. PhD Annual Review

Annual reviews for all students are scheduled during the spring semester. Students in the PhD Program need to create (if a new admit) or update their *PhD Student*

Progression Report/Faculty Advisor Guide For new admits, the [PhD Section](#) of the *Graduate Student Handbook* has a hyperlink to this document in Word for easy editing throughout the program. Students are expected to attend an annual review with members of the Admission and Progression Committee and the Director of the PhD Program. Advisors are expected to attend with the students. The student can invite other faculty to attend their review. Advisors of students post comps and post proposal can ask that their student be exempt from the annual review process in their final year.

2. **Comprehensive exam**

Please see the Comprehensive Examination Section (XIV) of the PhD Handbook section for information regarding the structure/process for students.

3. **Dissertations**

Dissertations must be successfully defended no later than five years after passing the Comprehensive Exam. Format may be either Traditional or Three-paper option. The advisor should discuss this early in the students program of study so the student can plan accordingly. Information regarding both options can be found in the PhD Section of the handbook.

4. **Scholarly Integrity**

In order to meet the University of Iowa's obligation to provide Responsible Conduct of Research training, a two-phase plan has been implemented and is described below. For more information about The University of Iowa's Responsible Conduct of Research please visit this URL <http://research.uiowa.edu/researchers/policies-and-compliance/responsible-conduct-research#Training>. There is also more information about Phase I in the [PhD section](#) of the handbook.

Phase I:

In their first year of the PhD program, students will need to complete CITI (Certifications in Human Subjects Protections) training. The training modules are on-line and can be done over a period of time between now and the end of their first semester. This is the link to CITI training:

<http://hso.research.uiowa.edu/certifications-human-subjects-protections-citi>

Phase II:

In their second year of the PhD program students will need to register for a Principles of Scholarly Integrity course (CPH:7270). Although this course is required of all students on federal grants, currently we are requiring this course for all of our students. If you have any questions about this process, please contact Dr. McCarthy at (ann-mccarthy@uiowa.edu).

F. Funding See Student Handbook for In-Depth Description (place link here)

1. Graduate Assistantships
2. College of Nursing Scholarships
3. Nurse Faculty Loan Program (NFLP)
4. Graduate College Funding initiatives can be found at this URL.
<http://www.grad.uiowa.edu/funding-your-education>
5. National Research Service Award (NRSAs, F31) for PhD Students

G. Frequently Asked Questions about Advising and Mentoring PhD Students

1. *What are cognates and how do you guide student selection?*

Advisors work with their PhD students to select cognates that fit their dissertation area of interest. Students are encouraged to take courses offered in other disciplines or courses with an interdisciplinary focus. The selection of these courses is tailored to the student's dissertation topic and learning needs. Some students take additional courses beyond those required or to maintain full time enrollment.

2. *What statistical courses are required and how do you guide selection?*

Two statistics courses are required. There are sequences available in public health (biostatistics), and education. The advisor helps the student select a series that best fits the research methods needed for their dissertation. Additional courses can be added to the plan of study as needed.

3. *What is my role in developing and evaluating comprehensive exams?*

The comprehensive exam process is thoroughly described in the Comprehensive Examination Section (XIV) of the PhD Handbook section for information regarding the structure/process for students.

4. *What are the advisor responsibilities related to the PhD student Annual Review?*

Advisors meet with their student(s) to review the Student Progression Report/Faculty Advisor Guide. Preparation for the Annual review provides an opportunity for the faculty member to review student progress and set goals for the next year. It also provides an opportunity to discuss future opportunities for conference presentations at conferences, manuscripts, and make plans for post-doc experiences after graduation.

5. *What to do if you and student are having issues that interfere with progression and or productivity?*

The PhD Director is available to the faculty member or the student in this situation. Either person can request a change in advisor. In most cases this is a mutual decision that the relationship is not a good match. Advisor changes often take place after the first year of the program and often result from a change in the student's dissertation focus. Other reasons to change advisors may be due to upcoming retirements or health issues.

It is best to address these issues as soon as possible to prevent student progression issues.

6. *When should you expect students to commit to an area of research?*

BSN-PhD students usually need the first year in the program to develop their dissertation topic. MSN students usually come with some idea of their dissertation topic and work with their advisor to narrow the topic through required course work.

7. *Caveats for advising BSN-PhD students*

Students entering a BSN-PhD program may not have extensive clinical experience and may choose to work part time to gain clinical experience. They also need course work to meet requirements for specialization. Few students have a clear description of their research area at admission. It is the advisors responsibility to assist the student to focus on a topic of interest to the student. More frequent meeting with the students may be needed the first year to help socialize the student into the research role.

8. *How not to be too overwhelmed, get support, need for co-advisors*

The Progression and Admission committee identifies the faculty co-advisor for new advisors at the time of admission. New advisors should meet with their co-advisors on a regular basis. It is helpful to have the student attend some of these meeting as well. Many times it is important to ask the students about what they need from their faculty advisors as a starting point. For international students this is an important question because adjusting to graduate education and a new culture can be overwhelming when they start the program. The Director of the PhD Program is available for assistance as well.

9. *What resources are available to assist in advising an over-whelmed student?*

Student Health has some information: <http://studenthealth.uiowa.edu/wellness/stress-management>. as well as the Counseling Center <http://counseling.studentlife.uiowa.edu/services/>

SECTION III: ADVISING AND MENTORING MSN/DNP STUDENTS

A. Overview and Expectations for Advising/Mentoring MSN/DNP students

For MSN/DNP students, the role of the mentor is typically combined with the role of Faculty Advisor. In this Section, the advisor/mentor will be referred to as Faculty Advisor.

Overview from the College of Nursing MSN/DNP Handbook

The Coordinators for the MSN and Directors for the DNP focus areas are typically assigned as the advisor to the BSN to DNP students in their focus area. Students in the post-masters DNP (MSN DNP) program are matched, according to focus area and interest, with a faculty member. The role of the faculty advisor is to mentor and provide career guidance to students. Advisors support the student as they synthesize the critical elements of a program of study toward a successful conclusion. Additional information (e.g., course enrollment, deadlines, compliance with College requirements, etc.) is provided by Student Services staff.

The Faculty Advisor is a critical role for the students' role progression, career guidance and clinical scholarship development. The MSN/DNP Faculty Advisor often serves as the chair of the MSN capstone or DNP project and guides the student in identifying an appropriate mentor who has expertise in the project area, who will provide setting and content expertise.

Functions of an Advisor for MSN/DNP Students

Advisors essentially provide three things for MSN/DNP students: **Advice, Information, and Opportunity.**

Advisors of MSN/DNP students provide:	Examples
Advice	<ul style="list-style-type: none">• Helping students learn to say “no” or serving as the “bad guy” to say no on their behalf• Guiding in decision-making about scope and breadth of MSN capstone or DNP project• Suggesting faculty members for project committee• Suggest sites for clinical experiences (DNP students)
Information	<ul style="list-style-type: none">• Keeping students informed of opportunities for clinical scholarship• Sharing recent publications related to student’s interest area
Opportunity	<ul style="list-style-type: none">• Introducing students to colleagues at conferences• Suggest students for leadership opportunities in professional or local organizations

Expectations for Advising MSN/DNP Students: MSN/DNP Educational Process Components.

The MSN/DNP student has three major components to their educational process: didactic education; clinical/practice education; and the MSN/DNP project.

All Faculty Advisors have access to the plan of study for their students. The plan of study for each program and each student is located on the L drive at this path L:\STUPOS.ad.2010. Except for the Anesthesia Nursing (CRNA), Health Systems (HS), and MSN programs, all BSN-DNP POS are designed to be completed in either 3 or 4 calendar years. The CRNA and MSN POS is a three-year plan, and the HS POS is either a 4- or 5-year plan. All POS have an initial didactic component, followed by a combined didactic-clinical/practicum component. The DNP project is threaded throughout the POS; the MSN Capstone Project is in the last semester.

There will be two different types of students encountered during advising and mentoring of DNP students. The majority of students will be BSN prepared students who are returning to complete the DNP degree. Some of these students will have experience as a registered nurse in their chosen specialty of study, others will not. The second type of student encountered is the MSN prepared advanced registered nurse practitioner or administrator returning to complete the DNP degree. With the exception of the HS students who may have experience in a variety of areas (i.e. education), these students will have experience in their chosen field and many have practiced for a number of years. The difference will be evident when exploring with the student about their experience in the field and possible ideas for their DNP project. The BSN students typically have more difficulty choosing, initiating, and developing a suitable DNP project than do the MSN ARNP and HS students.

The majority of the MSN students will be BSN prepared students returning to complete the MSN; however, there will be students with a MSN in a field other than CNL (i.e. education).

As the Advisor meets with the student during the following three components of the program, the Advisor should add an advising note to the students advising section of MAUI.

- 1. Didactic Education.** During the didactic phase of the program, DNP students may or may not be physically present on The University of Iowa (UI) campus as many of the courses are taught online. Some DNP programs have on-site components. These on-site components will be discussed at orientation and will be noted on MyUI when students register during early registration. The MSN courses are all taught on-line. Many of the courses the MSN/DNP students take are only offered one time per year and if a student deviates from their POS, they may need to sit out an entire calendar year until they can complete a given course. However, every effort will be made to assist the student to remain enrolled without having to step out of their program of study. MSN/DNP students should not be advised to drop a course or seek an incomplete without consultation with the student's Advisor and the CON office of Student Services.
- 2. Clinical/Practicum Education.** Students in the NP and CRNA tracks will participate in direct patient care experiences. Students in the HS track and MSN will participate in indirect patient care experiences. During the clinical/practicum phase of the program, many DNP students will be travelling throughout the state of Iowa to participate in relevant experiences; MSN students will complete their practicums in their place of employment

- The minimum number of clinical contact hours required by most advanced practice boards is 500 and many of the specialties exceed that.
 - The CRNA students are required to complete a minimum of 2,000 hours of clinical contact time. Due to required travel during the clinical phase, students may be extremely hard to reach or to schedule an appointment. All students are required to use their uiowa.edu e-mail addresses and check it daily. E-mail is probably the best way to initiate contact with a student due to their extensive travel time.
 - Issues arising during or related to the clinical phase of their program should be referred to the specific program Advisor/Director. The CoN Clinical Program coordinator with input and assistance from the Directors is responsible for all clinical assignments; and preceptor matching.
 - There is no clinical component for the MSN/NP – DNP students. They have satisfied whatever practice based clinical component that is required for their subspecialty certification while in that program of study; however, there will be non-clinical hours associated with the Project.
- 3. Doctor of Nursing Practice Project.** All DNP students will take didactic classes that provide knowledge and background for their project. The project is designed to help the students understand the profound impact a DNP-prepared advanced practitioner or nurse executive can have on the health of patients, a population, hospital, health system, community, and state.
- The major focus of the DNP project is the application of existing evidence to an identified problem that affects the health of patients. This can include but is not limited to development of a practice guideline, addressing a legislative issue, passing a new policy in a hospital, development of a nurse-managed care clinic, development of a health care *app*, other IT development, solving a specific patient care or health system problem, or applying a national guideline in a given situation.
 - The development of the project is closely monitored and facilitated by the program directors, and faculty in the DNP project course (NURS:6825).
 - Determination of the need for IRB Human Subject Approval must be addressed. See algorithm in Appendix I.
 - The DNP project courses occur over 4 semesters and include a total of 5 s.h.
 - All questions about the DNP project that cannot be answered by the Advisor should be referred to the primary NDP course instructor. Many of the students' questions can be answered by telling them to check the ICON course site for the DNP project course in which they are enrolled. Significant information, including assignment timelines, are posted on the course site.
 - All DNP students require guidance and mentoring regarding the DNP project but BSN to DNP students will typically require more guidance and mentoring for their DNP project than will MSN to DNP students.
 - The DNP project occurs in three to four phases over three to four semesters. At the completion of each phase, students have specific deliverables:
 - Initial Phase - assignments that build a project proposal

- Middle Phase (1 or 2 semesters)– project implementation (after IRB requirements are met), progress report(s), draft executive summary and draft poster
 - Final Phase – project evaluation, executive summary, poster and oral defense
 - All DNP students are required to perform an oral defense of their project during the semester in which they graduate.
- 4. CNL Capstone Clinical Immersion (NURS:5696)** All MSN students will take didactic classes that provide knowledge and background for their project.
- Purpose: The purpose is to perform an in-depth analysis and synthesis of a chosen topic that contributes to advanced nursing practice within a clinical microsystem. The project includes the implementation and evaluation of the project.
 - Registration: Upon recommendation of the project chair and commensurate with the objectives determined by the student and project advisor/Coordinator the student can register for NURS:5696.
 - IRB: The student must provide proof of IRB compliance (i.e. memo with IRB determination) prior to doing any work on the project.
 - Role of Coordinator: The role of the advisor/program coordinator is to initiate project discussion and help guide student selection of a project chair. Final accountability for student progression in completing satisfactory work of the project rests with the program coordinator. The advisor/program coordinator in collaboration with the project chair will monitor progress toward satisfactory completion of the project.
 - Proposal: Upon approval of project chair, the student will submit a written proposal to the Coordinator for review by the assigned date. The proposal should describe the project purpose, rationale, goals, and plan for completing the work.
 - Product: The student will prepare an executive summary and a professional poster to disseminate the capstone project.
 - Final Exam/Defense: The student will participate in a juried poster presentation session to provide a review of the student's capstone project.

B. Resources for Mentoring MSN/DNP Students

Mentors must be knowledgeable regarding the MSN/DNP curriculum. Information relevant to advising MSN/DNP students is available at the links below:

- **Student Handbook** – <https://nursing.uiowa.edu/current-students/handbooks>
- **MSN/DNP Plans of Study** – Please refer to your students individual plan of study at this path <L:\STUPOS.ad.2010>

MSN/DNP students can always be referred to their specialty specific state or national professional organization for answers. *Links to Professional Organizations:*

American Association of Colleges of Nursing (AACN): <http://www.aacn.nche.edu/>

American Association of Nurse Practitioners (AANP): <http://www.aanp.org/>

Iowa Association of Nurse Practitioners (IANP): <https://iowaanp.enpnetwork.com/>

American Association of Nurse Anesthetists (AANA):

<http://www.aana.com/Pages/default.aspx>

Iowa Association of Nurse Anesthetists (IANA): <https://www.iowacrnas.com/>

National Board on Certification and Recertification of Nurse Anesthetists (NBCRNA):

<http://www.nbcrna.com/Pages/default.aspx>

National Association of Pediatric Nurse Practitioners (NAPNAP):

<http://www.napnap.org/index.aspx>

National Organization of Nurse Practitioner Faculty (NONPF): <http://www.nonpf.org/>

American Nurses Credentialing Center (ANCC): <http://www.nursecredentialing.org/>

American Organization of Nurse Executives (AONE): <http://www.aone.org/>

National Certification Corporation for Neonatal Nurse Practitioners:

<http://www.nccwebsite.org/>

C. Supports for Mentoring MSN/DNP Students

- 1. Program Directors/Coordinators:** The DNP Directors and the MSN Coordinators can provide direction and guidance in the MSN/DNP programs and are good resources for specific content.
- 2. Assistant Dean for Practice Programs:** Responsible for day to day academic operations of the MSN/DNP Program is a member of the CoN Executive Team, works with Academic Affairs support staff, provides guidance on individual student issues/concerns; provides guidance to faculty in development of courses.
- 3. MSN/DNP Student Admissions and Progression Committee:** Comprised of faculty members who have teaching responsibilities within the MSN/DNP program and who are members of the College of Nursing faculty, this subcommittee 1) reviews, interviews, and admits applicants for admission to the MSN/DNP program; and 2) communicates to the Council on Students any concerns and recommendations regarding policies and practices governing student admission to and progression through the MSN/DNP program.
- 4. MSN/DNP Directors/Coordinator Group:** Comprised of the Directors of the DNP Programs, Coordinator for the MSN Program, academic support staff, and the Director for Advanced Practice Providers, UIHC. This group discusses issues that pertain to the MSN/DNP programs (i.e. curriculum, recruitment, and marketing) and then brings their discussion/recommendations to the MSN/DNP Forum.
- 5. MSN/DNP Forum:** The MSN/DNP Forum is open to all faculty, students, and staff of the College of Nursing. This group presents to the Council on Curriculum recommendations related to the academic program curriculum. Curriculum issues include, but are not limited to: academic program creation, revision or elimination; course creation, revision, or elimination; course sequence, course pre-requisites, and evaluation of the overall curriculum and individual courses.

- 6. Staff advisors from Student Services (Graduate Program Associate):** Staff collaborate with the Assistant Dean for Practice Programs, Directors/Coordinator of the MSN/DNP Programs, and graduate faculty to develop recruitment materials, and plans of study; policies for admission; academic progress; student records; student disciplinary actions; student advising related to course registration/adding/dropping; student orientations; and student life programming; oversees currency of MSN/DNP program materials in student handbook; acts as liaison with Graduate College and ensuring compliance with Graduate College requirements.

D. Student Resources to Manage the Advisor-Advisee Relationship

Success in the advisor-advisee relationship can be facilitated by assuring the student understands how they can contribute to the relationship. A handout describing the way the student can promote a positive relationship is available in Appendix G. In Section One, L. Tips for Mentors to Share with Mentees may also be helpful.

E. Progression

1. Academic progression through a MSN/DNP plan of study is designed to occur chronologically as detailed in the POS. Any deviation from the POS may require the student to step out for an entire year before they can re-enter the POS due to many courses being offered only one time per year. However, every effort will be made to assist the student to remain enrolled without having to step out of their program of study.
2. Clinical progression—ARNP DNP programs require a specified amount of clinical experience determined by each specialties certification board. Specific clinical rotations and preceptorships are set up by the CoN Clinical Program Coordinator in conjunction with the Directors. Deviation from the assigned clinical rotations or preceptorships may result in a student not graduating on time. Any clinical issues arising with a DNP student should be referred to the program Director.

F. Funding MSN/DNP Education

1. The majority of MSN/DNP student will fund their education using personal resources or educational loans.
2. The University of Iowa Financial Aid Office: Robert Upmeyer from the Office of Financial Aid is a resource for the College of nursing graduate student issues.
 1. Robert-Upmeyer@uiowa.edu
 2. Office phone 319-335-3950
3. College of Nursing Scholarships

Each semester students are notified about scholarships offered by the College. These vary by semester based on availability of funds and donors intent.

4. Nurse Faculty Loan Program (NFLP)
 1. NFLP grant funding to support students who plan to teach full-time in a nursing program may be available.
 2. Applications are available for these monies in the fall semester and spring semesters.
 3. DNP and PhD students are eligible if they plan to teach full-time after graduation.

NOTE: Any student that reduces their credit load or drops a course during any semester may be required to refund a portion of their financial aid. Students should not be advised or mentored to reduce their credit load or to drop a course without first contacting their program coordinator and the Office of Student Services in the College of Nursing.

G. Frequently Asked Questions

1. How often should I meet with my MSN/DNP student?

It is important to check in with your MSN/DNP student at least once a semester early on and then much more often as they start to crystallize and formalize their capstone project.

2. How do I document advising sessions?

It is important to track our faculty-student engagement, please write up advisement notes in the Advising Summary section of MAUI.

3. How will I know if a student is doing poorly in a course?

The student will receive a mid-term delinquency letter, and you will be copied. You could use this opportunity to talk to the faculty member as well as your advisee. Please notify the Assistant Dean for Practice Programs if you feel a student should drop a course or withdraw from the program. She/He will bring this issue to the next Grad Huddle* so the appropriate action can be implemented and noted. The Graduate Program Associate will work with the student and keep the Advisor/Director/Coordinator in the loop.

*Twice per month the Assistant Dean for Practice Programs along with the staff members from the graduate programs and enrollment management meet to discuss the issues brought to them by Advisors. New plans of study will be developed as needed.

4. If the need arises for academic remediation, how is it handled and by whom?

It would depend on the severity of the remediation needed. If it is minor, it would start with the Graduate Programs staff member discussing the issue with student and then bringing the conversation and options to the Grad Huddle for approval and next steps. If it is major, the Director of the Program would meet with the student and alert the Assistant Dean of Graduate Practice Programs; they will determine the next step(s). If a change impacts a student's plan of study or progression, the Advisor/Director/Coordinator should let the Graduate Programs know, so it can be discussed at the next Grad Huddle. It is important that all parties stay in the communication loop.

5. What items do advisors need to sign off on?

Forms can be paper or electronic. You will also need to sign off on final project/capstone related forms, most of which are generated through the project/capstone course. These include the Project Approval Form, IRB determination, and the final defense paperwork. You will need to ensure that your advisees receive IRB review of their projects and within the appropriate timeframe.

6. If I am not teaching during the summer and a student needs advising during that time, how will that work?

We would hope that you would be available via email for ongoing coaching particularly during the capstone process. For routine questions a graduate programs staff member will be available.

7. What is the communication process (chain of command) to problem solve student issues?

Start by contacting the Graduate Programs Office staff member to determine what the next step should be. It will vary depending on what the issue is. The key is to bring an expert on Graduate College policies and progression issues into the discussion at the very beginning. The Graduate Program staff member will then facilitate the appropriate flow of information among the student, the Advisor/Director/Coordinator, Assistant Dean for Practice Programs, and bringing it to Grad Huddle.

8. Is there a time frame to respond to different kinds of issues?

On a weekday a student should be able to expect a 48 hours turn around. If you are going to be gone for an extended period of time, they should be made aware of your absence and your return date by an out of office and a graduate office staff member will be available to assist as needed.

9. What happens if a student requests a change in his/her plan of study?

The student should be directed to the Graduate Programs Office staff member. The staff member will bring the request to the Grad Huddle to determine whether it is feasible to grant based on course offerings, pre-req considerations, enrollment in courses, Financial Aid and Residence requirement. The staff member will communicate the decision(s) to the student and Advisor.

10. Where can I find a student's plan of study?

All plans of study are located on the L drive in the folder labeled STUPOS.ad.2010 (L:\STUPOS.ad.2010). Be sure to open the plan of study with the latest date.

11. What are the needed credentials and what is the role of a MSN/DNP mentor?

The mentor for the MSN/DNP project does not need any specific credentials and, may in fact, not even be a nurse. The important thing is the mentor should have expertise in the site and/or area of the student's project and that this person agree to work with the student to gain access to necessary structures and/or to provide content expertise.

12. What resources are available to assist in advising an over-whelmed student?

Student Health has some information: <http://studenthealth.uiowa.edu/wellness/stress-management> as well as the Counseling Center <http://counseling.studentlife.uiowa.edu/services/>

13. What is the process when students change projects?

Per the project/capstone course “When a student fails to complete a proposed clinical leadership project and begins work on a different project, all course assignments need to be completed for the new project unless waived by the student’s advisor. Specific documentation of waived assignment(s) must be sent to course faculty.” The student should submit the new or revised assignments to his or her chair/advisor for approval and, once approved, deposit in the project course drop box for the original assignment. The project course faculty is not required to “grade” the revised assignments. The purpose of the assignments is for the students to learn how to complete various steps of project development, implementation and evaluation. It is assumed that, by doing the original assignments, they would have learned the skills necessary to redo or revise those assignments. Once the student has rewritten or revised the original assignments to the satisfaction of his or her chair, the student may proceed with subsequent assignments according to the project course syllabus and submit those to the project course faculty for credit toward course completion.

14. How is progress in the project course defined?

Student learning and progression toward course objectives will be assessed using a combination of strategies such as assignments, capstone project activity logs, and defense of the Clinical Leadership Project.

The first project course registration will be letter-graded (i.e. A, B). The subsequent registrations will be graded as Satisfactory or Unsatisfactory as specified below:

- Satisfactory – used when the student has met or exceeded requirements for all assignments and is making satisfactory progress on the project
- Unsatisfactory – used when the student has not met requirements for one or more assignments and/or has not invested an appropriate amount of effort to make satisfactory progress on the project

All assignments are evaluated as satisfactory or unsatisfactory.

For assignments that are evaluated using percentages,

- 73-100% is considered satisfactory although revisions may be required
- <73% is unsatisfactory

In addition, a minimum of 370 project hours must be completed at the conclusion of all 5 s.h. of the project courses. Additional project hours may be required depending on the student’s project and individual plan of study.

If sufficient progress toward a successful project has been met at the conclusion of 5 s.h. of the course, the Clinical Leadership Project will be evaluated by an evaluation

team as satisfactory or unsatisfactory, with two unsatisfactory votes making the project unsatisfactory.

If sufficient progress toward a successful project has not been completed by the end of the student's 5th credit hour of the project course, that student will be required to enroll in a minimum of one or more additional credits of the project course in order to reach project completion and be eligible for graduation.

Students are given up to two opportunities to defend. Defenses are generally scheduled in the spring semester and may not be scheduled every semester.

SECTION IV: MENTORING POSTDOCTORAL FELLOWS

A. Overview and Expectations for Mentoring Postdoctoral Fellows

The distinguished feature of postdoctoral training is the in-depth focus on a selected research area. This builds on the PhD training program in which the fellow learned basic entry level research skills in a focused area. When fellows complete their postdoctoral experience, they should be prepared (and funded) to progress as independent research scientists.

Mentoring a postdoctoral fellow provides a unique opportunity for generativity in a faculty member's discipline. A good match between the research interests of the postdoc and the mentor(s) is critical to a successful mentoring relationship. Because many postdoctoral fellows in nursing are receiving protected time from an academic position elsewhere, the postdoctoral period is also a unique opportunity for the postdoctoral fellow, to expand, while on the job, skills in a less-well developed area of interest. Thus, the mentor can provide valuable input into coursework to consider, both at the College of Nursing as well as in collaborating colleges and departments.

Mentoring for Fellows may include a Mentoring Team. The postdoctoral fellow is linked with a primary nursing research mentor in their area of expertise. Once the primary mentor is identified, the fellow, primary mentor, and Directors collaborate to identify other mentoring team members. Junior faculty may be members of mentoring teams as co-mentors. Junior faculty with expertise in the fellow's program of research participate in all informal training activities. The junior faculty also participate in the selection of trainee's advising and in the planning of training activities for the evaluation of all mentors, junior faculty mentors complete the *Mentorship Evaluation form* (Appendix C) developed by the NHLBI, and all mentors to complete the *Mentor Self Evaluation form* (Appendix C) annually.

Fellows are expected to participate as a member of a research team, attend classes as appropriate to his/her training goals, submit manuscripts for publication (either as a co-author or primary author), attend at least one national meeting per year appropriate to the fellow's program of research and develop a research proposal. Mentors help the fellows determine how they can achieve these goals within the framework of their fellowships.

Distance Approach. Some mentees will complete postdoctoral training via a distance approach. In these cases, the mentor and mentee will work together to plan scheduled visits to campus that support development and achievement of the fellowship goals and objectives. The following requirements, which were developed for all postdoctoral fellows, can be coordinated so that they can be accomplished via a minimum of one monthly visit to campus:

1. Fellowships constitute a full-time appointment. To fulfill the obligations of the appointment, fellows who retain employment elsewhere will need to work with their mentors as well as their respective Deans to determine appropriate release time or reduction in appointment to support fellowship activities.
2. Mentors will help fellows to complete funded pilot projects, to present and publish their findings, and to support planning and submission of an appropriate grant application to NIH or other external funding source.

3. Fellows are expected to attend CON and UI offerings as noted below. Distance fellows should schedule their travel to campus to permit attendance at these meetings.
 - a. Monthly College of Nursing Research Forums and Faculty Research Lunches
 - b. Developing Scholars Group meetings through the College of Nursing
 - c. Writing Special Interest Group meetings through the College of Nursing
 - d. Other Scholarly Interest Group meetings or journal clubs as appropriate
 - e. All University of Iowa postdoctoral fellows are mandated to attend the on campus, interdisciplinary Scholarly Integrity Course that meets NIH requirements (see below)
4. Fellows will communicate regularly (e.g., weekly or biweekly) with their primary mentors, either through in-person meetings, on-line discussions, phone meetings and regular progress reports. These reports should include information about meetings, seminars/symposia attended, progress on data collection or analysis, and an update on any writing projects underway, and are a component of the postdoctoral fellowship progress report.

Functions of a Mentor for Postdoctoral Fellows

Mentors essentially provide three things for Postdoctoral Fellows: **Advice, Information, and Opportunity**

Mentors of a Postdoctoral Fellow provide:	Examples
Advice	<ul style="list-style-type: none"> • Helping fellows identify, choose or hone potential manuscript or grant ideas • Assisting with choosing between projects or sponsors • Guiding research ideas/planning
Information	<ul style="list-style-type: none"> • Keeping fellows informed of funding and training activities and opportunities to publish or present • Directing fellows to the right people to acquire permission to conduct research in different venues
Opportunity	<ul style="list-style-type: none"> • Introducing fellows to colleagues at research or clinical conferences • Inviting fellows to co-author presentations or papers or EBP guidelines • Recommending fellows for academic positions or posts

Primary mentors may also serve as supervisors for guided research training of the postdoctoral fellow, who becomes a research team member on the primary mentor’s funded research project. If the fellow receives guided research training on another faculty’s research team, the primary mentor maintains communication with the faculty and fellow regarding the fellow’s overall training plan and progress.

B. Resources for Mentoring Postdoctoral Fellows

A variety of resources are available to support postdoctoral fellows at Iowa, as well as requirements to promote postdoctoral fellow success. Mentors should be familiar with the range of opportunities and expectations to encourage fellows participation and engagement.

1. Fellowships at the College of Nursing

The University of Iowa College of Nursing has a long history of training postdoctoral fellows through a variety of mechanisms:

- a. Institutional NRSA from the NIH provide one means for supporting predoctoral and postdoctoral fellows. NIH T32-funded training programs offered in the past were in Gerontological Nursing (1990-2006, NR07058), Nursing Interventions, Outcomes, and Effectiveness (1994-1999, NR07082), Genetics (2001-2011, NR007110), Training in Nursing Effectiveness Research (2002-2007, NR07957).
- b. The current institutional NRSA is in Pain and Associated Symptoms (2010-2015, NR011147).
- c. The University of Iowa Csomay Center for Gerontological Excellence supports predoctoral and postdoctoral applications, awards, and accompanying mentoring resources.

2. Fellowships at the University of Iowa

- a. Faculty at the UI College of Nursing have co-mentored trainees on training grants around campus, including an Interdisciplinary Training Program in Pain Research through the College of Medicine (NIH T32 NS045549-09, PI: Hammond).
- b. UI College of Nursing faculty and students have also received training from other NIH-funded mechanisms, such as the CTSA KL2 (postdocs).

3. Training in Scholarly Integrity and Responsible Conduct of Research (RCR)

Since August 2010, all postdoctoral research scholars and fellows (HR personnel codes FP01, FP02), who are engaged in NSF- or NIH-funded research activities are mandated to attend the on campus, interdisciplinary Scholarly Integrity Course that meets NIH requirements. If a postdoc took a similar course as a graduate student, s/he must still complete this course, because it is viewed as required recurrent training during the postdoctoral scholar/fellow training period.

GRAD:7604 Principles of Scholarly Integrity involves attending and participating in a 4-hour Introductory workshop (offered each semester during the week before classes begin) followed by four interactive topical workshops (2 in the Fall, 2 in the Spring). For postdoc fellows, satisfactory completion of these workshops will meet the professional obligation for RCR training at The University of Iowa.

To register for this course, postdocs visit https://forms.grad.uiowa.edu/650_604_inquiry. This link will allow the College of Nursing to collect the necessary information to enroll them in the course beginning the first day of the semester. No tuition will be assessed for this course – it is free for postdoctoral researchers. Upon receipt of their information thru the URL above, additional details about the course are sent to the fellow.

Additional information on Scholarly Integrity and Responsible Conduct of Research matters can be found on these UI web sites:

<http://www.grad.uiowa.edu/principles-of-scholarly-integrity>

<http://research.uiowa.edu/responsible-conduct-research>

Individuals can contact Kimberly Chickering (Office of Postdoctoral Scholars) at kimberly-chickerling@uiowa.edu or 319-335-2731, if you have additional questions about the course.

4. Admissions and Course Registration Process for Postdocs to Audit Courses

The ONRS will help postdocs to register for courses through the following procedure:

- a. The postdoctoral fellow needs to complete a non-degree application
 - i. ONLINE Course (i.e., offered via CCP): Fellow needs to complete the preauthorization form that can be found by clicking on the course on ISIS (which also gives CCP phone numbers, e-mails, etc. for questions).
ISIS = <https://isis2.uiowa.edu/isis2/courses/search.page>
 - ii. ONSITE COURSE: Fellow needs to complete a non-degree student application at the Graduate Admissions site.
Grad Admissions = <http://grad.admissions.uiowa.edu/apply>
[ISIS=https://isis2.uiowa.edu/isis2/courses/research.page \(check link\)](https://isis2.uiowa.edu/isis2/courses/research.page)

Both non-degree applications are very short and very succinct; they both require that official transcripts are received by The University of Iowa – directions regarding completion and submission are located within the application.

- b. When the application is approved, the fellow is notified that they can now register. This is done through their MyUI courses portal (they are provided the information re: log in).
- c. Once the registration has been completed, the faculty member teaching the course can approve the audit on their class list in MAUI.

5. Papers and Grants (dissemination). A primary goal of the post-doctoral fellowship is successful dissemination of dissertation and additional pilot research and securing funding to advance their research program.

A minimum of two manuscripts (preferably data-based) are to be submitted each year to highest quality journal deemed appropriate for the content.

Pilot grants may be submitted first, if needed although the goal by year two of the post-doctoral fellowship is submission of a larger external research grant (e.g., ACS, AHA, APS, R03, R15).

6. Benchmarks. Benchmarks are guideposts by which the fellow can monitor progress towards achieving the goals of the program. Benchmarks are available for each year of the postdoc experience and should be reviewed each semester with the mentor (Appendix J).

7. Mentor Meetings. Regular meetings are essential to effective mentoring relationships. Primary mentors meet with postdoctoral fellows for approximately 2 hours at least twice a month to review progress towards the fellows' goals. Mentors advise on appropriate course work, review manuscripts for publication, and facilitate networking contracts and participation in an appropriate research team. Meeting with other members of the fellow's mentoring team occur as needed, but at least each semester is recommended. Postdocs are expected to *initiate* regular meetings with their mentors, whether in person or by phone. Weekly communications are effective in keeping motivated and on track with and time dedicated to your goals. A summary report of these meetings is a component of the postdoctoral fellowship progress report.

8. College of Nursing (CON) Activities. Participation in College of Nursing activities related to scholarly role development is expected. Engagement with peers and senior faculty enriches your learning and socialization into the roles of academic nursing.

- The Developing Scholars Group meets to discuss career development issues, to trade feedback on ongoing research projects, rehearse presentations of research at professional meetings, and to share comments on proposals in progress. This group may also include individuals who are early in their academic careers, including Associate faculty and Assistant Professor Faculty. The agenda is set jointly with the coordinators.
- The Writing Special Interest Group meets to discuss manuscripts in progress, to gain skills in the manuscript writing process, peer review of manuscripts, submission processes: and to discuss issues in dissemination of scholarship. Each fellow is expected to contribute manuscripts and to provide critiques for other group members on their manuscripts. The group may include tenure track faculty, clinical track faculty, and predoctoral students who are developing manuscripts. Based on the recommendations of previous cohorts, meetings of the Developing Scholars and the Writing Interest Special Interest Groups are held each month. This allows everyone to see how work progresses over time and promotes accountability and motivation.
- The meetings of each month will take place on the same week as the CON Research Forum (scheduled for the second Tuesday of each month—see <http://www.nursing.uiowa.edu/research/events> for Research Forum dates).
- The Office of Nursing Research and Scholarship provides support for research development, including grant submission and implementation. The array of resources in the office are available to post-doctoral fellows.

9. The University of Iowa Activities. The University offers a myriad of informal and formal training opportunities and provides a culture of interdisciplinarity, nurturing and sharing of time and knowledge. Fellow can use the resources and people available during this fellowship to enhance their professional development and network.

In 2010, The University of Iowa Graduate College and the Office of the Vice President for Research created an Office of Postdoctoral Scholars (OPDS). The OPDS serves as the administrative home for UI postdoctoral scholars and fellows and is committed to building a vibrant postdoctoral community and to providing a professional environment that will enrich postdoctoral experiences at Iowa. The office supports approximately 300 postdoctoral trainees on campus annually, and the office will serve as a resource for postdocs, faculty mentors, departments, and colleges in the postdoctoral network. The office is located in Gilmore Hall (Room 205).

10. Professional Meetings/Networking. Time in a postdoctoral fellowship should be maximized to attend professional meetings that will enhance opportunities for networking, presenting their work and staying current with the research conducted in their field/interest area. Balancing time at meetings with time for writing papers and grants should be discussed with your mentor.

Additionally, engagement in selected nursing meetings that advance nursing science (e.g., Council for Advancement of Nursing Science-CANS, Midwest Nursing Research Society--MNRS, Sigma Theta Tau International) offers other opportunities to expand insights about your research trajectory and potential collaborations.

C. Progression

1. Fellows develop an individualized training plan—a timeline with important benchmarks to measure progress through the program. Fellows are expected to communicate weekly with their mentor and, in addition, schedule a conference once a month with the T32 Directors, either in person or by phone.
2. Review of Progress is conducted at 6 months and 12 months each year of the fellowship. Fellows submit a written progress report and discuss with the Program Directors at 6 months and meet annually with the T32 Selection and Progression Committee to discuss progress and any challenges experienced in achieving benchmarks.

D. Postdoctoral Fellow Benchmarks (see also Appendix J)

YEAR 1

Year	Benchmark	Year	Benchmark
1)	Training goals negotiated with primary mentor	5)	Submit at least 2 articles (often dissertation work)
2)	Completion of negotiated coursework	6)	Attend a national research conference
3)	Attend CON Monthly Research Forum and Lunch, DSG and Writing Groups	7)	Satisfactory quarterly ad year end reviews
4)	Pilot proposal submitted		

YEAR 2

Year	Benchmark	Year	Benchmark
1)	Completion of negotiated coursework	5)	Analyze pilot data
2)	Submission of two articles, including one first authored article	6)	Submit major (R-series) grant proposal
3)	Attend CON Monthly Research Forum and Lunch, DSG, and Writing Groups	7)	Presentation at national research conference
4)	Participate in T32 informal Training Experiences. Analyze pilot data Submit major (R-series) grant proposal	8)	Plan for career placement and advancement. Satisfactory quarterly and year end reviews

SECTION V: MENTORING INSTRUCTIONAL TRACK FACULTY

The College of Nursing is committed to the success of its instructional track faculty. The College of Nursing works to support instructional track faculty by providing expert mentoring and guidance. The Instructional Track faculty, typical effort allocation is 90-95% teaching and 5-10% service, although individualized plans for service, practice, and professional productivity can be proposed to the Associate Dean for Academic Affairs. Mentoring needs are determined based on the individual workload allocation.

A. CON commitment to Mentoring

Although many of the most fulfilling and successful mentoring relationships occur “organically”, it is unlikely that everyone will be able to find a mentor this way. Acknowledging that assigning mentors may not always work, the CON is nevertheless committed to the identification of a primary senior instructional faculty mentor for all junior instructional faculty. The role of the mentor is to assist the junior faculty to develop teaching excellence and active service to the College of Nursing.

Local (on-campus) vs Distanced-Based Mentor (eMentoring)

1. Instructional track faculty teaching online are encouraged to use distanced-based eMentoring strategies as a means of providing guided mentoring relationships using online software (Adobe Connect or Zoom) in addition to E-mail and phone conferencing.
2. Recommendations to promote effective distance communication are provided in Section 1 of the Mentoring Manual.

B. CON Career Development and Mentoring Procedure

The College of Nursing procedure (<http://www.nursing.uiowa.edu/faculty-staff>) identifies the role of administrative personnel, as well as senior faculty, in providing guidance in career development planning and decisions and in providing mentoring for faculty roles in teaching, service, practice, and/or scholarship/professional productivity.

The Associate Deans identify a primary senior faculty mentor based on best match of teaching expertise and content area in available senior faculty. The senior faculty member is approached to obtain agreement to fulfill the mentor role.

The primary senior mentor is identified and shared with the new faculty during their initial meeting with the Associate Dean for Academic Affairs and encouraged to initiate a meeting early in the first semester.

The primary senior mentor and new faculty (mentee) may choose to complete a contract to formalize commitment and expectations for mentoring relationship. Regular meetings should be established (minimum of monthly) to discuss progress and needs.

The effectiveness of the mentoring relationship is evaluated annually and adjustments made as necessary.

C. Tools to Support College of Nursing Mentoring Teams

In the appendix, examples of Mentoring Partnership Agreements are provided to help guide mentoring teams.

D. Functions of a Mentor for Instructional Track Faculty

Mentors essentially provide three things for instructional track: **Advice, Information, and Opportunity.**

Mentors of an Instructional Faculty provide:	Examples
Advice	<ul style="list-style-type: none"> • Guiding junior instructional faculty in decision-making regarding teaching approaches, innovative teaching methods, use of classroom technology, exam development, analyzing exam statistics, grading assignments, mentoring students, and resolving student issues/problems • Assisting with choosing appropriate service opportunities
Information	<ul style="list-style-type: none"> • Directing junior instructional faculty to resources to support development of teaching skills.
Opportunity	<ul style="list-style-type: none"> • Assisting junior instructional faculty to identify conferences related to specialty areas and development of teaching • Recommending junior instructional faculty for service opportunities

E. Expectations of Mentors

Senior instructional faculty are expected to serve as mentors to junior instructional faculty when an appropriate opportunity is available. Mentors should be familiar with the roles and expectations of mentors described in the Mentoring Manual and strive to be an effective mentor. Seeking advice from colleagues and more senior Mentors is often helpful in developing skill in advancing the career of instructional faculty.

F. Expectations of Faculty Mentees

Instructional Track Faculty are expected to “get the most out of their mentors” by being proactive about setting regular meetings, keeping the mentor informed about developments, soliciting advice, information and opportunities, and seeking out mentors in other disciplines, as needed.

G. Desired Outcomes of a Productive Faculty Mentoring Relationship

1. New faculty will gain a clearer sense of the rigors and rewards of a career in academic nursing.
2. New faculty will acquire a better awareness of expectations for career advancement.
3. New faculty will develop rapport with at least one other faculty member.
4. Increased effectiveness in early intervention for issues/challenges will take place, if a need is identified.
5. Increased cost-benefit analysis will result from increased retention of faculty and reduction in recruitment and orientation costs will be realized.

SECTION VI: MENTORING ASSOCIATES AND JUNIOR TENURE TRACK FACULTY

The College of Nursing is committed to the success of its junior faculty (both Associates and non-tenured Tenure-Track faculty). The College of Nursing works to support junior Tenure-Track faculty by providing expert mentoring and guidance. Institutional commitment to early stage and new investigators is provided through a reduced course and service load negotiated for associates and junior tenure-track faculty to allow for sufficient time to develop their research. Teaching constitutes 40% of tenure-track faculty time within the College of Nursing and service commitments do not exceed 20%. Effort allocation is adjusted for Associate faculty with a graduated increase in teaching allocation (starting with 10% the first year). Funded projects with salary support result in further reduction in teaching load to allow for successful completion and dissemination of research.

A. CON Commitment to Mentoring

Although many of the most fulfilling and successful mentoring relationships occur “organically”, it is unlikely that everyone will be able to find a mentor this way. Acknowledging that assigning mentors may not always work, the CON is nevertheless committed to the formation of mentoring teams to ensure that all junior faculty are connected to a primary senior faculty mentor, and encouraged to develop a research network of collaborators, consultants, and potentially, mentors.

Local (on-campus) vs Distanced-Based Mentor (eMentoring)

1. Sometimes on-campus expertise doesn't exist in your field and adding a mentor to the team outside the University may be advantageous.
2. eMentoring is a means of providing a guided mentoring relationship using online software (SKYPE, ZOOM) in addition to E-mail and phone conferencing.
3. Suggestions for distance communication is provided in Section 1 of the Mentoring Manual.

B. CON Career Development and Mentoring Plan

The College of Nursing plan for career development and mentoring includes several approaches outlined in two documents. These developmental strategies are described briefly below and the complete procedure documents can be located in the Operations Manual at the CON SharePoint site, under Faculty. (<https://sharepoint.uniowa.edu/nursing/OpManual>)

1. Annual Administrative Review Procedure. CON leadership provides evaluation of progress toward goals and expectations for the faculty role and discussions related to career advancement. Timing of the review is typically early Fall each year.
2. Faculty Career Development Plan and Procedure. The development plan identifies the role of administrative personnel, as well as senior faculty, in providing guidance in career development planning and decisions and in providing mentoring for faculty roles in research/scholarship, teaching, service and/or practice.

The Associate Deans identify a primary senior faculty mentor based on best match of expertise and content area in available senior faculty. The senior faculty member is approached to obtain agreement to fulfill the mentor role.

The primary senior mentor is identified and shared with the new faculty during their initial meeting with the Associate Dean for Faculty and encouraged to initiate a meeting early in the first semester.

The primary senior mentor and new faculty (mentee) may choose to complete a contract to formalize commitment and expectations for mentoring relationship. Regular meetings should be established (minimum of monthly) to discuss progress and needs.

The effectiveness of mentoring relationship is evaluated annually and adjustments made as necessary.

C. Tools to Support College of Nursing Mentors

In the appendices, examples of Mentoring Partnership Agreements are provided to help guide mentoring teams. Other resources important in guiding faculty in their development and career progression are the *Milestones to Achieve by Associate Faculty* and *Faculty Milestones in Progression to Promotion and Tenure*. These documents are located in Appendix K and Appendix L.

Mentors and mentees should also be familiar with the Reappointment Policy for Tenure and Promotion and the Criteria for Promotion and Tenure (located in the SharePoint site of the intranet under Faculty). Reviewing the criteria and progress in building a dossier that demonstrate achievement of expectations should be part of the mentoring discussions.

D. Functions of a Mentor for Associate and Junior Tenure Track Faculty

Mentors essentially provide three things for junior faculty: **Advice, Information, and Opportunity.**

Mentors of a Junior Faculty provide:	Examples
Advice	<ul style="list-style-type: none"> • Helping junior faculty identify, choose or hone potential manuscript or grant ideas • Assisting with choosing between projects of sponsors • Feedback on manuscript and grant proposals • Guide junior faculty in decision-making regarding teaching approaches and resolving student issues
Information	<ul style="list-style-type: none"> • Keeping junior faculty informed of funding and training activities and opportunities to publish or present • Directing junior faculty to the right people to acquire permission to conduct research in different venues • Directing Junior faculty to resources to support development of teaching skills
Opportunity	<ul style="list-style-type: none"> • Introducing junior faculty to colleagues at practice sites or at conferences • Connecting junior faculty to colleagues in the University and across the country who could support research and career development • Inviting junior faculty to co-author presentations or papers, serve as investigators on grants • Encourage participation in AACN development conferences and/or teaching seminars available on campus

E. Expectations of Mentors

Senior faculty (both Associate and Full Professors) are expected to serve as mentors to junior faculty when an appropriate opportunity is available. Mentors should be familiar with the roles and expectations of mentors described in the Mentoring Manual and strive to be an effective mentor. Seeking advice from colleagues and more senior Mentors is often helpful in developing skill in advancing the career of junior faculty.

Senior faculty primary mentors are expected to establish regular meetings with mentees to provide advice, information and opportunities to support junior faculty success.

F. Expectations of Faculty Mentees

Associate and Junior Faculty are expected to “get the most out of their mentors” by being proactive about setting regular meetings, keeping the mentor informed about developments, soliciting advice, information and opportunities, and seeking out mentors in other disciplines, as needed.

G. Desired Outcomes of a Productive Faculty Mentoring Relationship

1. New faculty will gain a clearer sense of the rigors and rewards of a career in academic nursing.
2. New faculty will acquire a better awareness of expectations for career advancement.
3. New faculty will develop rapport with at least one other faculty member.
4. The transition period from new investigator to established researcher will decrease.
5. Increased effectiveness in early intervention for issues/challenges will take place, if a need is identified.
6. Increased cost-benefit analysis will result from increased retention of faculty and reduction in recruitment and orientation costs will be realized.

H. CON and University Groups to Support Mentoring

1. *Scholarly Interest Groups (SIGs)*

The College of Nursing Scholarly Interest Groups (SIGs) are comprised of faculty, students and staff who meet monthly and share an interest in a specific area of research. Group meetings are facilitated by the Office for Nursing Research & Scholarship (ONRS). Formats vary and include journal discussions, writing critique, and proposal development. All are welcome to attend. Descriptions of the SIGs and meeting times vary each year and will be posted by the ONRS.

2. *Developing Scholars Group*

This group (previously called the Postdoc Peer Group) discusses career development issues and trades feedback on ongoing research projects, manuscripts and proposals in progress. 2-hour meetings are held monthly in room 437 CNB. Contact Linda Hand for dates and times. If you have any questions about the Developing Scholars Peer Group, contact Janet Williams (janet-williams@uiowa.edu) or Linda Hand (linda-hand@uiowa.edu).

3. *Peer Support Groups.*

Junior faculty can tailor small group activities that support their development (e.g., writing groups; social support groups). The ONRS can coordinate meeting times/locations related to scholarship development.

SECTION VII: MENTORING JUNIOR CLINICAL TRACK FACULTY

The College of Nursing is committed to the success of its junior clinical track faculty. The College of Nursing works to support junior clinical-track faculty by providing expert mentoring and guidance. For Clinical Track faculty, the typical effort allocation is 60% teaching, 20% professional productivity and 20% service, although individualized plans can be developed. Mentoring needs are determined based on the individual workload allocation.

A. CON commitment to Mentoring

Although many of the most fulfilling and successful mentoring relationships occur “organically”, it is unlikely that everyone will be able to find a mentor this way. Acknowledging that assigning mentors may not always work, the CON is nevertheless committed to the identification of a primary senior faculty mentor for all junior faculty.

Local (on-campus) vs Distanced-Based Mentor (eMentoring)

1. Sometimes on-campus expertise doesn't exist in your field and adding a mentor to the team outside the University may be advantageous.
2. eMentoring is a means of providing a guided mentoring relationship using online software (ZOOM or SKYPE for Business) in addition to E-mail and phone conferencing.
3. Recommendations to promote effective distance communication are provided in Section 1 of the Mentoring Manual.

B. CON Career Development and Mentoring Procedure

The College of Nursing procedure (<http://www.nursing.uiowa.edu/faculty-staff>) identifies the role of administrative personnel, as well as senior faculty, in providing guidance in career development planning and decisions and in providing mentoring for faculty roles in /scholarship/professional productivity, teaching, service and/or practice.

The Associate Deans identify a primary senior faculty mentor based on best match of expertise and content area in available senior faculty. The senior faculty member is approached to obtain agreement to fulfill the mentor role.

The primary senior mentor is identified and shared with the new faculty during their initial meeting with the Associate Dean for Academic Affairs and encouraged to initiate a meeting early in the first semester.

The primary senior mentor and new faculty (mentee) may choose to complete a contract to formalize commitment and expectations for mentoring relationship. Regular meetings should be established (minimum of monthly) to discuss progress and needs.

The effectiveness of the mentoring relationship is evaluated annually and adjustments made as necessary.

C. Tools to Support College of Nursing Mentoring Teams

In the appendix, examples of Mentoring Partnership Agreements are provided to help guide mentoring teams. A mentoring tool useful in guiding career development is located in Appendix M, *Milestones to Achieve by Clinical Track Faculty* (currently being developed).

D Functions of a Mentor for Junior Clinical Track Faculty

Mentors essentially provide three things for junior clinical track: **Advice, Information, and Opportunity.**

Mentors of a Junior Faculty provide:	Examples
Advice	<ul style="list-style-type: none"> • Helping junior faculty to identify, choose or hone potential presentation, manuscript or grant ideas • Assisting with choosing between appropriate service opportunities • Guide junior faculty in decision-making regarding teaching approaches and resolving student issues/problems
Information	<ul style="list-style-type: none"> • Keeping junior faculty informed of funding and educational activities and opportunities to present or publish • Directing junior faculty to the right people to acquire permission to conduct clinical scholarship in different venues • Directing junior faculty to resources to support development of teaching skills.
Opportunity	<ul style="list-style-type: none"> • Introducing junior faculty to colleagues at practice sites or at conferences • Inviting junior faculty to co-author presentations or papers or EBP guidelines • Recommending junior faculty for academic positions or service opportunities

E. Expectations of Mentors

Senior faculty (both Associate and Full Professors) are expected to serve as mentors to junior faculty when an appropriate opportunity is available. Mentors should be familiar with the roles and expectations of mentors described in the Mentoring Manual and strive to be an effective mentor. Seeking advice from colleagues and more senior Mentors is often helpful in developing skill in advancing the career of junior faculty.

F. Expectations of Faculty Mentees

Junior Clinical Track Faculty are expected to “get the most out of their mentors” by being proactive about setting regular meetings, keeping the mentor informed about developments, soliciting advice, information and opportunities, and seeking out mentors in other disciplines, as needed.

G. Desired Outcomes of a Productive Faculty Mentoring Relationship

1. New faculty will gain a clearer sense of the rigors and rewards of a career in academic nursing.
2. New faculty will acquire a better awareness of expectations for career advancement. New faculty will develop rapport with at least one other faculty member.
3. Increased effectiveness in early intervention for issues/challenges will take place, if a need is identified.

4. Increased cost-benefit analysis will result from increased retention of faculty and reduction in recruitment and orientation costs will be realized.

H. CON and University Groups to Support Mentoring

- **Scholarly Interest Groups (SIGs)**

The College of Nursing Scholarly Interest Groups (SIGs) are comprised of faculty, students and staff who meet monthly and share an interest in a specific area of scholarship/professional productivity. Group meetings are facilitated by the Office for Nursing Research and Scholarship (ONRS). Formats vary and include journal discussions, writing critique, abstract and proposal development. All are welcome to attend. Descriptions of the SIGs and meeting times vary each year and will be posted by the ONRS.

- **Collegiate Writing Groups**

The College of Nursing currently supports writing groups led by a senior or emeritus faculty to facilitate faculty productivity in disseminating innovative ideas and work. The groups are open to all faculty interested in working in small groups to advance their writing skills and outcomes.

- **Peer Support Groups.**

Junior faculty can tailor small group activities that support their development (e.g., writing groups; social support groups). The ONRS can coordinate meeting times/locations related to scholarship development.

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SECTION IX: APPENDICES

Appendix A. Self-Assessment: How Good a Mentor are You?

Appendix B1. Sample Mentoring Partnership Agreement #1

Appendix B2. Sample Mentoring Partnership Agreement #2

Appendix B3. Sample Mentoring Partnership Agreement #3: The University of Iowa College of Public Health Memorandum of Understanding (MOU)

Appendix B4. Sample Mentoring Partnership Agreement #4: The University of Iowa Office for Nursing Research Template for “Articulation of Collaboration”

Appendix B5. Mentorship Evaluation Form

Appendix C. Authorship Guidelines

Appendix D. A Process and Reflective Technique for Engaging with Non-Traditional and Adult Learners

Appendix E. Understanding Your Level of Emotional Intelligence Competence

Appendix F. Sample Advising Communication Log

Appendix G. Managing Up: Helping Your Advisor Help You

Appendix H. DNP Algorithm

Appendix I. Pain and Associated Symptoms Traineeship Postdoctoral Fellow Evaluation of Benchmarks

Appendix J. Milestones to Achieve by Associate Faculty

Appendix K. Faculty Milestones in Progression to Promotion and Tenure

APPENDIX A
Self-assessment: How Good a Mentor are You? *

Activity/Strategy	Question/Task	Example	What could be done better?
Appreciating individual differences	Give an example of an incident that illustrates your acknowledgement of individual difference		
Availability	Give an example of the strategy you use to be available to your students/staff		
Self-direction	What was your rating on the Direction/Self-Direction Scale? (below)		
Questioning	Describe how you last used active questioning to lead a mentee towards a solution		
Celebration	When did you last celebrate a student/staff member's achievement? How did you celebrate?		
Building a Scientific Community	Describe a deliberate strategy you use to build a scientific community in your group		
Building a Social Community	Describe a deliberate strategy you use to build your group as a social community		
Skill development	Describe steps you take to develop the critical, writing and presentation skills of your students/staff		
Networking	Describe one example of how you have introduced each of your students/staff into the scientific network of your research area		
Mentor for Life	How many of your past students/staff are you in contact with?		
What one thing will you do differently after reading the description of the mentoring behavior of the Nature mentors?			

Lee, A., Dennis, C., & Campbell, P. (2007). *Nature's guide for mentors. Nature, 447, 791-797.*

APPENDIX B1

Sample Mentoring Partnership Agreement #1

We have agreed on the following goals and objectives as the focus of this mentoring relationship:

1. To develop a dynamic reciprocal relationship fostering professional growth.
2. To work towards the development of a career development plan.
3. To introduce Mentee to best practices in nursing.

We have discussed the process by which we will work together, develop, and, in that same spirit of partnership, collaborate on the development of a work plan. In order to ensure that our relationship is a mutually rewarding and satisfying experience for both of us, we agree to:

1. **Meet regularly.** Our specific schedule of contact and meetings, including additional meetings, is as follows:

- We will meet once a month and be in contact by telephone or e-mail at least every two weeks.

2. **Look for multiple opportunities and experiences to enhance the Mentee's learning.**

We have identified, and will commit to, the following specific opportunities and venues for learning:

- Mentee will attend faculty meetings. We will meet prior to each meeting and debrief following each meeting.
- Mentee will attend a conference with Mentor.
- Mentee and Mentor will attend faculty forum meetings.

3. **Maintain confidentiality of our relationship.**

- Confidentiality for us means that what we discuss remains between us. Mentor and Mentee will agree ahead of time if specific information is to be shared with anyone else.

4. **Honor the ground rules we have developed for the relationship.**

- We will meet at mutually agreeable times and locations.
- Mentee will assume responsibility for confirming meetings.
- Mentee will pay for own expenses, unless funding is available.
- At the conclusion of each meeting, we will target topics for discussion at the next session.

5. **Provide regular feedback to each other and evaluate progress.**

- Reviewing career goals once a month, discussing progress, and checking in with each other regularly for the first month to make sure our individual needs are being met in the relationship, and periodically thereafter.

- We agree to meet regularly until we have accomplished our pre-defined goals or for a maximum of twelve months. At the end of this period of time, we will review this agreement, evaluate our progress, and reach a conclusion. The relationship then will be considered complete. If we choose to continue our mentoring partnership, we may negotiate a basis for continuation, so long as we have stipulated the mutually agreed on goals.
- In the event one of us believes it is no longer productive for us to continue or the situation is compromised, we may decide to seek outside intervention or conclude the relationship. In this event we agree to use closure as a learning opportunity.

Plan for Termination of Agreement: We are committed to open and honest communication in our relationship. We will discuss and attempt to resolve any conflicts as they arise. If, however, one of us needs to terminate the relationship for any reason, we agree to abide by the decision of the other party.

Mentor's Signature and Date

Mentee's Signature and Date

APPENDIX B2

Sample Mentoring Partnership Agreement #2

Working in partnership, we are entering this mentoring relationship. It is our expectation that this partnership will foster professional growth and career development. In order to ensure that the mentoring relationship will be a mutually rewarding and satisfying experience, we agree to the following:

1. Maintain confidentiality in this relationship

_____	_____
Mentor's Initials	Mentee's Initials

2. We are committed to sustain this relationship for at least one (1) year from this date.

_____	_____
Mentor's Initials	Mentee's Initials

3. We are committed to meet together (check one): Weekly _____ Monthly _____

_____	_____
Mentor's Initials	Mentee's Initials

4. We have established the following goals for this mentoring relationship:

5. The skill areas to be enhanced or developed through this partnership are:

6. Each of us has outlined expectations for the mentoring relationship.

_____	_____
Mentor's Initials	Mentee's Initials

7. We have discussed and agree to a "No-Fault conclusion", if necessary.

_____	_____
Mentor's Initials	Mentee's Initials

_____	_____
Mentor's Signature and Date	Mentee's Signature and Date

APPENDIX B3

Sample Mentoring Partnership Agreement: The University of Iowa College of Public Health

MEMORANDUM OF UNDERSTANDING (MOU)*

MENTORING RELATIONSHIP

College of Public Health (CPH), University of Iowa

We, the mentor and mentee (a.k.a., the protégé) are both voluntarily entering into this mentoring relationship and have mutually agreed upon the terms and conditions of our relationship as outlined below.

Category of Mentor

In the CPH Faculty Mentoring Program Policy, two categories of mentors are discussed:

1. A “hands-on mentor”, who shares common scholarly interests with the mentee and provides advice and/or collaborates on matters pertaining to scholarship, research, and teaching, and
2. A “meta mentor”, who does not collaborate closely with the mentee.

It is our intent that the mentor involved in this relationship will be a meta mentor.

Goals

It is anticipated that specific goals of the mentoring relationship will develop and evolve over time. Below are some examples of areas wherein the mentor may provide advice, assistance, and encouragement. The choice of which area(s) will be the focus of this mentoring relationship will be made and possibly modified as the relationship moves forward.

1. Scholarship
 - a. Grant writing and funding
 - Providing mentee opportunities to serve as a co-investigator.
 - Identifying grant-funding opportunities.
 - Referring mentee to grant skill development workshops; and resources as needed.
 - Reviewing mentee’s grant applications.
 - b. Publications
 - Offering opportunities for co-authorship.
 - Developing ideas for papers on which the mentee can serve as a lead author.
 - Identifying journals for manuscript submission.
 - Reviewing manuscript drafts.
 - c. Professional development
 - Assisting with identifying professional associations and conferences.
 - Recommending mentee to editors to serve as a reviewer or on editorial board.
 - Recommending mentee to serve on grant review panels.

- Nominate mentee for awards that are appropriate for their fields, work and career level.
2. Teaching
 - a. Reviewing course syllabi and lecture materials.
 - b. Discussing ways to enhance teaching skills.
 - c. Identifying opportunities, resources and workshops for skill development.
 - d. Providing feedback on students' class evaluations and other presentations.
 3. Service
 - a. Underscoring the role of service relative to scholarship and teaching.
 - b. Monitoring number of committees appointed to and workload expectations.
 - c. Identifying service opportunities in local, state, or national organizations.
 - d. Providing feedback on mentees actual service activity.
 4. Project and personnel management
 - a. Inform mentee of university resources and processes available to resolve problems at work including personnel and project management.
 - b. Provide advice on successful strategies for personnel and project management.
 5. Balancing work and life
 - a. Provide general advice on balancing work on non-work activities.
 - b. Inform mentee of university resources available to promote individual health.
 - c. Invite/encourage to join in outside, non-professional activities.
 6. Networking--Linking the mentee with potential collaborators and leaders within the institution and/or externally.

Accountability

Although the mentor may provide advice in many areas, it is the responsibility of the mentee to develop and achieve specific goals to meet the standards for productivity and promotion. This mentoring relationship is not intended to supplant the supervisory roles of the DEO (e.g., annual reviews, assignments of responsibilities, discussion regarding promotion, etc.).

Frequency of Contact and Documentation

We will make a good faith effort to meet at least one time every other month. We will keep a record of the dates when formal meetings are held. If a DEO requests and obtains written reports from the mentor and/or mentee regarding the extent or activities of the mentoring, the contents of such reports will be shared with both parties.

Confidentiality

Any sensitive topics that we discuss will be held in the highest confidence. No topics will be considered mandatory to discuss.

Duration of Relationship

We have determined that our mentoring relationship will continue as long as we both feel comfortable.

Termination of MOU

We are committed to open and honest communication in our relationship. We will discuss and attempt to resolve any conflicts as they arise. If, however, one of us needs to terminate the relationship for any reason, we agree to abide by the decision of the other party.

Mentor

Date

Mentee

Date

* Adapted from the University of Iowa CPH Faculty Mentoring Program Policy, 2011, and from SG Brainard, University of Washington, 1998

APPENDIX B4
Sample Mentoring Partnership Agreement #4:
The University of Iowa Office for Nursing Research (ONRS)
(Available through ONRS)

ARTICULATION of COLLABORATION between

Name of Mentee	Department	and
Name of Mentor	Department	

Working Title of Project:

Collaboration Agreement

The Mentor and the Mentee hereby enter into the following collaborative agreement. Both parties understand and agree to the following terms:

I. Expectations of Collaboration (check all that apply)

- A. Mentee will collect, access, and/or use data that are under the stewardship of the Mentor.
- B. Mentee will submit at least one abstract to present this research at an academic conference.
- C. Mentee will prepare at least one proposal to seek independent funding in order to help support his/her portion of the project.

If awarded, these funds will be overseen by the (check one):

- Mentee
- Mentor

- D. Mentor will seek independent funding to support his/her portion of the project.

If awarded, these funds will be overseen by the (check one):

- Mentee
- Mentor

- E. Mentee will prepare at least one written report of this research to be submitted for publication in a peer-reviewed journal.

Meetings (check one box)

A. Mentee and Mentor will meet:

- Weekly Every 2 weeks Monthly

B. In addition, the Mentee will attend the following meetings:

Date / Time

Meetings of Mentor's Clinic/Lab

TBD

III. Time Spent in Lab/Clinic

A. It is expected that Mentee's time in the Mentor's lab will span the following dates:

Start date

End date

At the conclusion of this period, the Mentee and Mentor will meet again to determine whether this period of time should be extended.

B. Number of hours per week that the Mentee will spend in the Mentor's lab _____

IV. Resources supervised by Mentor that the Mentee will use (check all that apply)

Resource

Description of Resources Used

Datasets

Computers

Audio/videotapes

Office space

Time of support staff

Timeframe for Completing Work

	<u>Deadline(s) for Submission</u>
Conference Abstract	_____
Manuscript	_____
Other (specify)	_____

If a manuscript is not accepted for publication on the first try, a revised manuscript will be resubmitted within one calendar year of the initial manuscript decision date. If Mentee does not resubmit within one year, the Mentor and Mentee will meet again to revisit this timeframe.

VI. Data oversight

Mentee understands that all project data will be retained and overseen by the Mentor. Use of the requested dataset applies only to the project described in this current Collaboration Agreement.

For any and all future projects between the Mentor and Mentee, a new Articulation of Collaboration must be completed.

VII. Authorship

a. Order of authorship on conference presentations (check all that apply):

- Mentee will be first author regardless of conference.
- Mentor will be first author regardless of conference.
- For a *Nursing* conference, the *first* author will be the Mentee Mentor
- For a *Biomedical* conference, the *last* author will be the Mentee Mentor

b. Order of authorship on scholarly publications (check all that apply):

- Mentee will be first author regardless of conference.
- Mentor will be first author regardless of conference.
- For a *Nursing* conference, the *first* author will be the Mentee Mentor
- For a *Biomedical* conference, the *last* author will be the Mentee Mentor

APPENDIX B5

MENTORSHIP EVALUATION FORM T32 Training Grant

**National Heart, Lung, and Blood Institute
National Institutes of Health**

To be completed by trainee for primary mentor; additional forms for secondary mentor(s) can be provided if desired.

This evaluation is for (circle one): Primary Mentor Secondary Mentor

Name of Mentor _____

Circle One: 1 = Disagree strongly 2 = Disagree 3 = Agree 4 = Agree strongly

Topics	Rating	Comments (additional comments may be written on back of this form)
Intellectual Growth and Development		
Encourages my inventiveness including identification of new research topics and discovery of new methodologies	1 2 3 4	
Helps me develop my capacity for theoretical reasoning and data interpretation	1 2 3 4	
Helps me to be critical and objective concerning my own results and ideas	1 2 3 4	
Helps me become increasingly independent in identifying research questions and conducting and publishing my research	1 2 3 4	
Provides constructive feedback on my experimental designs	1 2 3 4	
Provides thoughtful advice on my research progress and results	1 2 3 4	

Topics	Rating	Comments (additional comments may be written on back of this form)
Professional Career Development		
Provides counsel for important professional decisions	1 2 3 4	
Provides opportunities for me to meet with visiting scientists, faculty and peers	1 2 3 4	
Maintains balance between supporting his/her own research and developing my own career	1 2 3 4	
Helps me to envision a career plan	1 2 3 4	
Provides guidance in development and presentation of research projects <i>for outside</i> review groups	1 2 3 4	
Provides training in the skills needed to mentor others	1 2 3 4	
Academic Guidance		
Provides advice on my coursework and academic goals	1 2 3 4	
Ensures that I am firmly grounded in rules regarding ethical behavior and scientific responsibility	1 2 3 4	
Skill Development		
Helps me to work effectively with other individuals	1 2 3 4	
Helps me to develop good negotiating skills	1 2 3 4	
Provides constructive feedback on my presentation and writing skills	1 2 3 4	
Encourages me to present my work at scientific meetings	1 2 3 4	

Topics	Rating	Comments (additional comments may be written on back of this form)
Involves me in peer review of abstracts and manuscripts	1 2 3 4	
Personal Communication		
Listens carefully to my concerns	1 2 3 4	
Routinely monitors my progress and reviews proposed timelines and milestones with me	1 2 3 4	
Takes into account gender, ethnic, and cultural issues in interacting with me	1 2 3 4	
Does not take advantage of my time and abilities	1 2 3 4	
Provides timely feedback	1 2 3 4	
Helps me to clarify my responsibilities such as contributing to team effort, working diligently and responding to criticism	1 2 3 4	
Is appropriately accessible to me	1 2 3 4	
Serves as Role Model		
Conveys high ethical standards and concern for research subjects	1 2 3 4	
Illustrates active teamwork and collaboration	1 2 3 4	
Illustrates good mentoring skills	1 2 3 4	
Illustrates good work habits	1 2 3 4	

APPENDIX C

Authorship Guidelines

In 2012, the University of Iowa adopted a policy on authorship to provide researchers with a set of uniform guidelines for making determinations of authorship on collaborative projects. Collaborators are encouraged to discuss authorship early and often anytime that publication of results is likely to be an outcome of a project.

27.10 UNIVERSITY OF IOWA AUTHORSHIP POLICY.

(Faculty Senate 2/12)

A. Purpose and expectations.

- 1) Authorship explicitly assigns both credit and responsibility for intellectual work and has tangible implications for faculty, staff, and student participants on project teams. It is the policy of The University of Iowa that authorship assignments thus should honestly reflect actual contributions as a function of the ethical conduct of scholarship. Faculty should be especially aware of their responsibility to safeguard the rights of staff and students at all levels to publish.
- 2) Adherence to this policy is specifically intended to eliminate authorship assignment rooted in power inequities, inappropriate practices, and perceptions of conflict of interest in the presentation of scholarly findings.
- 3) Participants are expected to engage early in the publication development process in open and clear communication about the assignment of authorship roles with their potential publishing colleagues. Written agreements specifying the details of authorship and contributions may be warranted in many cases but are good practice in all cases.

B. Applicability.

- 1) This policy applies to all individuals at The University of Iowa engaged in the publication of research, defined broadly as all forms of scholarly investigation or creative work, regardless of funding source.
- 2) Colleges and departments are encouraged to develop additional "best practices" guidelines regarding authorship for their faculty, staff, and students that address discipline-specific issues.
- 3) The term "publication" as used in this policy is meant generically, representing as inclusively as possible any manner of report, paper, manuscript, article, book, chapter, treatise, or other publishable product whether printed or digital in format.

C. Attribution of authorship.

- 1) Authorship is limited to those who meet both of the following criteria and expectations; all those who meet these standards should be included as an author:
 - a) Significant intellectual contribution to a project through conception and design, or data collection and analysis, or interpretation; and
 - b) Ability to identify their own contribution, and ideally the contributions of each participating author, and defend the major aspects of the project presented in the publication, although not necessarily all the technical details.
 - c) In addition, it is expected that each author has been given the opportunity to participate in the drafting of the manuscript (or substantive revision of its scholarly content) and approves the final version of the manuscript to be published.

- 2) Provision of logistical, financial, or administrative support alone does not constitute a valid basis for authorship. Recognition of these types of contribution is appropriate for an acknowledgements section of a publication.
 - a) Standards. This policy acknowledges that the significance of a particular method of ordering authorship may be understood in a given setting but that order of authorship has no generally agreed-upon meaning across all academic disciplines. Additionally, standards for "substantive" and "scholarly content" differ among the various disciplines and publishing venues. This policy requires that criteria for attributing and ordering authorship by practitioners of specific disciplines at The University of Iowa will be widely recognized and consistent across that discipline as a whole, and generally consistent with the standards of the publication in which the work appears, including the following.
- D. Authorship roles. As a practical issue for multi-author publications in disciplines where "lead" (also known in some fields as "corresponding") authors are the norm, collaborators on a publication are to agree as early in the planning process as practical on one author as lead. The remaining authors are then designated as participating authors. Lead designation is intended as an administrative role and doesn't necessarily imply greater individual contribution to the publication. In disciplines where authorship practices are typically more consensus based, collaborators are encouraged to proactively discuss responsibility for administrative matters relating to publication submittal.
 - 1) Lead author. Depending on the discipline and the nature of the collaborative work, the lead author need not be the first, last, or most senior author, nor necessarily the principal investigator or project leader. At the outset of the study all authors should discuss the outline of work and a tentative order of authorship should be established with the logic governing this order made explicit. As projects proceed, agreements regarding authorship may need to be changed. The lead author is responsible for the integrity of the work as a whole, and ensuring that reasonable care and effort has been taken to determine that all the data are complete, accurate, reasonably interpreted, and accessible to others within the norms of the discipline and requirements of the publishing venue. It is the responsibility of the lead author to assure that the contributions of all participating authors are properly recognized. In cases where a lead author has been formally assigned, this individual assumes overall responsibility for the publication and typically serves as the managerial and corresponding author. In consensus situations, all authors jointly share responsibility. The lead author (or consensus authors) is (are) responsible for confirming that all participating authors meet this policy's authorship criteria, for providing the manuscript's final draft to each participating author for review and approval, and for following any journal-specific requirements governing author review and consent (such as signature forms).
 - a) Participating author. Each author of a publication, regardless of relative seniority or level of contribution, is responsible for providing confirmation of authorship in accordance with this policy's criteria and the requirements of the selected publication venue. Confirmation of authorship includes verifying review and approval of the final manuscript to be published. Each author is responsible for the content of those portions of the manuscript ascribed to them, including the integrity of any applicable research. An individual offered authorship of a publication for which they do not

- satisfy the criteria for authorship as set forth in this policy should decline authorship in accordance with this policy and University policies regarding responsibilities to scholarship (see III-15.3). All reasonable attempts will be made to seek confirmation in accordance with this policy from individuals who meet authorship criteria but have left the institution (e.g., students who have graduated) or are no longer in contact with the lead or other participating authors.
- 2) Appropriate use of acknowledgements and disclosures. The nature and character of acknowledgements appearing in manuscripts varies considerably depending on a given discipline. The following principles are meant to provide guidance but not contradict the requirements prescribed by specific journals or publications.
 - a) "Acknowledgements" should communicate to granting agencies, promotion committees, scholarly readers, and others the specific contributions that are insufficient under this policy to justify authorship. Such contributions include general supervision of a research group, assistance in obtaining funding, technical support, and assistance in writing and editing the manuscript. Individuals who may have participated in the development of a publication but who do not meet the criteria for authorship, such as editorial assistants, illustrators, medical writers, or other individuals, provide a valuable contribution to the writing and editing of publications. Since those contributions do not meet the criteria for authorship under this policy, these individuals should be listed in an acknowledgements section of the published work.
 - b) All authors, in their manuscripts submitted for review and publication, must disclose the source(s) of support (financial and/or tangible resources) for the work unless otherwise instructed by the journal or publication. Examples of support include but are not limited to 1) research and educational grants, 2) contracts, 3) corporate sponsorships, 4) gifts, and 5) institutional sources (departmental, collegiate, central administration, or hospital). Authors shall fully disclose all relevant financial interests that could be viewed as a potential conflict of interest in accordance with University policies (see II-18).
 - c) Since it is possible that readers may infer endorsement of the data and conclusions from an acknowledgement, those acknowledged should give written permission and a disclaimer shall be included specifically indicating that inclusion in the acknowledgements does not imply endorsement by those named.
 - 3) Violations. The following are examples of acts that may violate this policy:
 - a) Intentional exclusion of a person as author who meets the criteria defined above in paragraph c of this policy.
 - b) Acceptance or ascription of an honorary authorship. Honorary (guest, courtesy, or prestige) authorship is granting authorship out of appreciation or respect for an individual, or in the belief that the expert standing of the honored person will increase the likelihood of publication, credibility, or status of the work.
 - c) Acceptance or ascription of a gift authorship. Gift authorship is credit, offered from a sense of obligation, tribute, or dependence, within the context of an anticipated benefit, to an individual who has not appropriately contributed to the work.
 - d) Acceptance or ascription of a ghost authorship. Ghost authorship is the failure to identify as an author someone who made substantial contributions to the research or

- writing of a manuscript thus meriting authorship or allowing significant editorial control of a publication by an unnamed party, which may constitute a real or perceived conflict of interest that should be disclosed.
- E.** Dispute resolution and disciplinary action. A person who believes their authorship rights have been intentionally violated or who wishes to report other improper authorship practices as identified above in paragraph e of this policy may pursue informal mediation of the issue through departmental or collegiate channels or a person may bring a formal complaint under this policy to the Research Integrity Officer (RIO) or other designated individual appointed by the Vice President for Research for resolution. In the event that improper authorship practices are identified and depending on the University status, including but not limited to faculty, staff, or student, of the respondent whose action is the subject of the complaint, the RIO or other designated individual may consult with appropriate collegiate or departmental offices in determining appropriate sanctions and whether and when to pursue formal disciplinary action. During dispute resolution the involved authors are expected to refrain from actions that may damage the authorship interests and rights of the other participating authors.

APPENDIX D

A Process and Reflective Technique for Engaging with Non-traditional and Adult Learners

1. **Ask questions that will help mentees** to reflect on and articulate their own thinking, for example:
 - a. Could you tell me a bit more about what you mean by...?
 - b. It sounds as if this is the tip of the iceberg. Let's think about this some more and discuss it at our next conversation.
 - c. That's an interesting way of describing the problem. How would you apply that to individuals of a different gender?

2. **Reformulate statements** help mentors to clarify their own understanding and encourage mentees to reflect on what they articulated, for example:
 - a. I think what I heard you saying was ...
 - b. My understanding is...

3. **Summarize to remind** the mentoring partners of what has transpired and allows both parties to check out assumptions in the process, for example:
 - a. As a result, I feel we have achieved...
 - b. We've spent our time this morning... but I gather you feel you'd rather...
 - c. Listening for silence – Silence can indicate boredom, confusion, discomfort or embarrassment. On the other hand, some individuals just need time out to think quietly.

4. **Provide feedback that** is authentic and suggests future action, for example:
 - a. I like the way you... next time you might try...
 - b. You made a really good start with... what I'd like to see is...

5. **Reflective Practice is** helping the mentee become a reflective practitioner; This helps the mentee to take a long view and create a vision of what might be. Because of their experience and accumulated insights, mentors can guide a mentee's sense of the possible.
 - a. It is an important characteristic to critically analyze practice.
 - b. Modeling behavior and sharing stories help to inspire and inform the mentee.
 - c. Reflective practice should be encouraged during and after the mentoring.

APPENDIX E

Understanding your Level of Emotional Intelligence Competence

MAJOR AREAS OF SKILLS	DEFINITION	COMPETENCIES
Intrapersonal Skills	Self-awareness and self-expression	<ul style="list-style-type: none"> • Emotional self-awareness- To be aware of and understand one's emotions • Assertiveness- To effectively and constructively express one's emotions and oneself • Self-regard- To accurately perceive, understand and accept oneself • Self-actualization- To strive to achieve personal goals and actualize one's potential • Independence- To be self-reliant and free of emotional dependency on others
Interpersonal Skills	Social awareness and interpersonal relationship	<ul style="list-style-type: none"> • Interpersonal relationships- To establish mutually satisfying relationships and relate well with others • Social responsibility- To identify with one's social group and cooperate with others • Empathy- To be aware of and understand how others feel
Stress Management	Emotional management and regulation	<ul style="list-style-type: none"> • Stress tolerance- To effectively and constructively manage emotions • Impulse control- To effectively and constructively control emotions
Adaptability	Change management	<ul style="list-style-type: none"> • Problem solving- To effectively solve problems of a personal and interpersonal nature • Reality testing- To objectively validate one's feelings and thinking with external reality • Flexibility- To adapt and adjust one's feelings and thinking to new situations
General Mood	Self-motivation	<ul style="list-style-type: none"> • Happiness- To feel content with oneself, others and life in general • Optimism- To be positive and look at the brighter side of life-

Kram, K. & Ragins, B. (2007). *The handbook of mentoring at work: Theory, research and practice*. Los Angeles: Sage Publication.

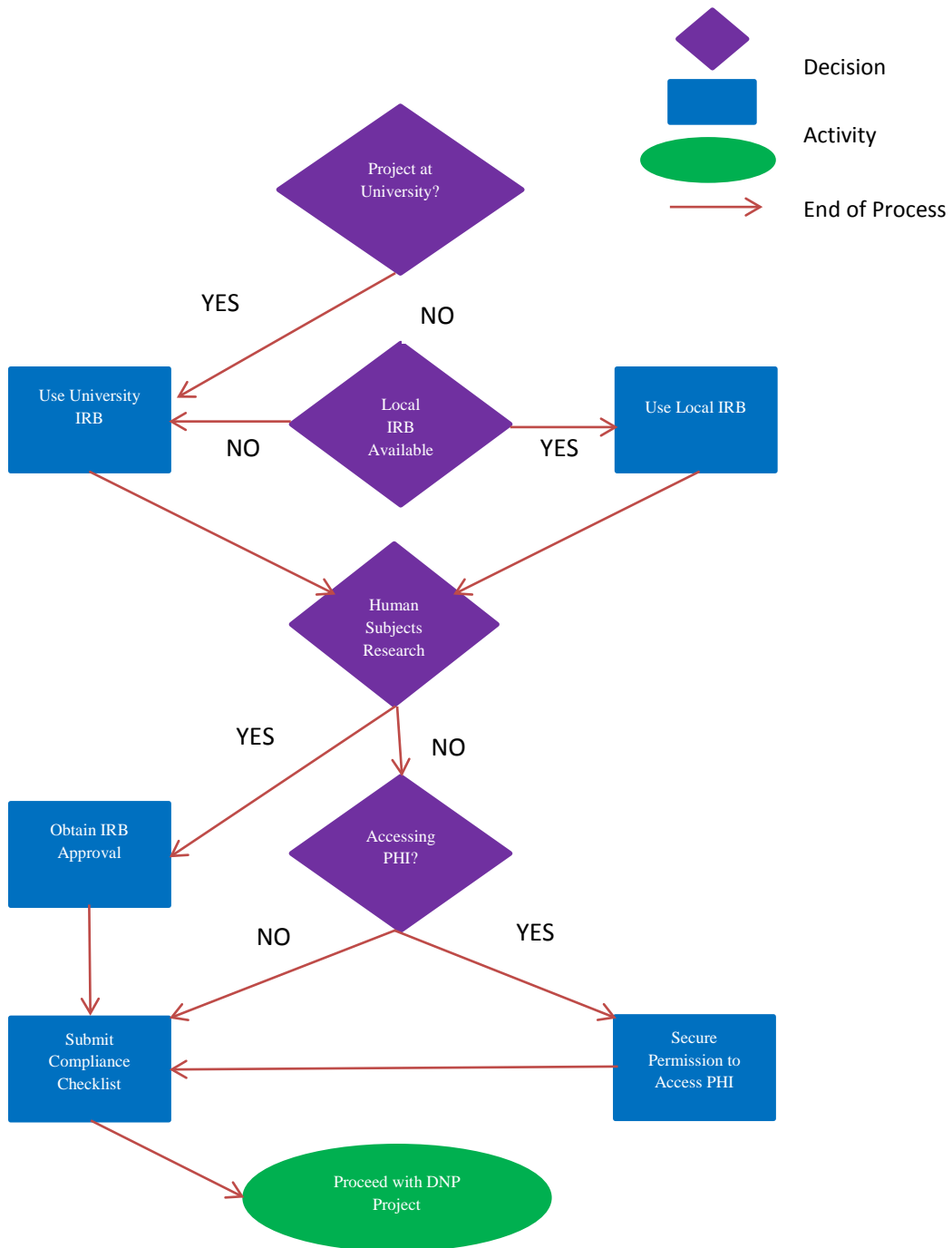
APPENDIX G

Managing Up: Helping your Advisor Help You

Stress Increases during Graduate School	<ol style="list-style-type: none"> 1. It's normal. 2. It's not always obvious, even to your advisor. 3. Don't assume others will know you need help. 4. Coping skills are important; seek help if you need it. 5. Have a social network that supports you (peers, other academics, etc.)
Have Regular Meetings	<ol style="list-style-type: none"> 1. Be proactive. Own this responsibility. (You only have one advisor; they have multiple students) 2. Get on the calendar (whether you think you will need the time or not) 3. Set an agenda (email it ahead of time) 4. Bring a list (check it off as you go) 5. Bring your calendar (make sure it's current and has key dates marked) 6. Take notes (send a follow-up summary via email)
Things to discuss at meetings	<ol style="list-style-type: none"> 1. Timelines (where you're at, where you're going, key dates) 2. Projects, papers (be specific in regards of help you want/need/expect) 3. Coursework / Plan of Study (address questions of electives, etc.) 4. Your stress (what keeps you up at night) 5. What support you need at this time (again, be specific) 6. Your advisor's expectations for you (you don't want any surprises!)
Feedback	<ol style="list-style-type: none"> 1. Give fair warning (make sure your advisor can plan for it) 2. Provide sufficient time (at least a week when at all possible) 3. Request a "due date" (be prepared to negotiate) 4. Don't be afraid to send a gentle reminder (advisors are human to
When things go wrong	<ol style="list-style-type: none"> 1. Discuss with your advisor first (in person, if possible). Be honest but respectful. Most problems are normal and fixable. 2. Discuss with a trusted mentor (who won't be put in an awkward position). Get another point of view and advice for how to approach the problem. 3. If all else fails, talk to the PhD or DNP director. 4. It is not uncommon to change advisors midstream or at dissertation. This is not a mark of failure. Sometimes the fit just isn't right, or circumstances or interests change. Don't be afraid to talk about the possibility.

Used with permission Patricia Groves and Amany Farag, College of Nursing University of Iowa.

Appendix H DNP Algorithm



APPENDIX I
Pain and Associated Symptoms Traineeship
Postdoctoral Fellow Evaluation of Benchmarks

{Type in Name}

{Type in Date}

YEAR 1

To the trainee: For each of the 7 benchmarks listed below, please provide a description of how you have met or are in the progress of meeting that benchmark.

1. *Training goals negotiated with mentor*

2. *Completion of negotiated coursework*

3. *Participation in training experiences*

4. *Pilot proposal approved*

5. *Submission of at least 2 articles*

6. *Attend a national research conference*

7. *Satisfactory 6- and 12-month reviews*

YEAR 2

To the trainee: For each of the 7 benchmarks listed below, please provide a description of how you have met or are in the progress of meeting that benchmark.

1. *Completion of negotiated coursework*

2. *Submission of two articles*

3. *Analyze pilot data*

4. *Submit major (R-series) grant proposal*

5. *Satisfactory 6-month review*

6. *Presentation at national research conference*

7. *Strategic plan for career placement and advancement*

APPENDIX J

Milestones to Achieve by Associate Faculty

Milestones to Achieve in Progression to Promotion and Tenure	TIMELINE FOR COMPLETION		
	Year 1	Year 2	Year 3*
Overall workload expectations for Associate faculty change according to the following guidelines: 1st Year: Scholarship=70%, Teaching=20%, and Service=10% 2nd Year: Scholarship=60%, Teaching=30%, and Service=10% 3rd Year: Scholarship=50%, Teaching=40%, and Service=10% Associate faculty are expected to take initiative in coordinating meetings with appropriate individuals.			
Meet at least quarterly with your Associate Dean for Faculty to review progress toward reaching the following milestones and balancing work expectations for research, teaching and service	***	***	***
Meet at least monthly with your mentoring team regarding scholarship and teaching progress	***	***	***
Scholarship			
Attend the College of Nursing (CON) Office for Nursing Research (ONR) orientation and/or meet with the Associate Dean for Research, to learn about ONR resources	***	***	*
Meet with the Associate Deans for Research and Faculty to establish a 3-5 year research plan and discuss progress at least semi-annually	***	***	***
Attend the College of Nursing Research Forum and Faculty Lunch (Research) series	***	***	***
Develop interdisciplinary collaborative network to support research program	***	***	**
Participate in a group for peer support and mentoring, especially in grant development and manuscript writing	***	***	**
Publish your dissertation or data from post doc studies as soon as possible	***	***	
Develop a publication track record (minimum of two data-based papers per year)	***	***	***
Obtain internal funding or small external grants for pilot/feasibility studies, as needed, and explore funding priorities in relevant federal and private organizations	***	***	**
Plan and submit application for a K-Award, F-series training mechanism with Associate Deans for Research and Faculty	***	***	

Plan and submit application for an R series grant with Associate Deans for Research and Faculty, as appropriate	*	**	***
Teaching			
Meet each semester, at a minimum, with the member of the Academic Leadership team that guides the program that you primarily teach in to discuss teaching goals and assignments.	***	***	***
Meet with teaching mentor or mentoring team regarding teaching development	***	***	***
Attend seminars focused on development of teaching skills, including Center on Teaching	***	***	***
Demonstrate teaching skill development with good ACE evaluations from students	**	**	***
Collaborate with Academic Leadership to obtain a minimum of one Peer Observation of Teaching from those who could provide the most specific programmatic and methodological feedback	***	***	***
Collaborate with others, respond to guidance and seek input to develop content mastery	***	***	***
Demonstrate ability to independently deliver teaching content via didactic, seminar or online format		**	***
Service			
Become knowledgeable of the College governance structure and opportunities to participate in the work of the College by attending College activities and Faculty Organization meetings	***	***	***
Attend Faculty Development Series, PhD Forum, and selected Council meetings	***	***	***
Attend President Forums and Presidential Lecture to learn about the University and academic culture	*	*	*
Become involved in committee/task force/special interest group for a national organization related to your research.		*	*

***3rd Year at Associate is option depending on productivity and development needs**

Priority Rating Key: * = Important ** = More Important * = Most Important**

Attain:

- Internal pilot funding, if appropriate
- Good publication record (data-based papers); turn your data-based presentations into manuscripts
- Funding track record (intramural to extramural) that is focused and interdisciplinary

Delay:

- Writing book chapters
- Developing NCLEX test questions

Limit:

- Invited lectures until after you have sufficient data-based presentations and papers
- Scientific presentations (papers or posters) that do not result in a manuscript
- Academic endeavors that take you away from conducting your research or disseminating the findings
- Involvement in committees that require extensive time commitment
- The number of practica and independent study students you supervise

Do:

- Keep APR current by adding new publications, grants, service, awards, as they occur
- Create or e-organize files to place materials over the year for each milestone, e.g., annual Administrative Review; have a file for “Add to CV” where you can place letters, etc., so you do not forget to record
- When in doubt or confused about any of the above, ask the Associate Dean for Faculty.

Note: This document was created to serve as a resource for associate faculty in the College of Nursing. Activities listed and the times suggested for completion are to be used only as a guide and/or a basis of discussion with your Associate Dean for Faculty.

APPENDIX K

Faculty Milestones in Progression to Promotion and Tenure

Milestones to Achieve in Progression to Promotion and Tenure	Timeline for Completion					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Meet at least semi-annually with your Associate Dean for Faculty to review progress toward reaching the following milestones	***	***	***	**	**	**
Scholarship						
Attend the College of Nursing (CON) Office for Nursing Research (ONR) orientation and/or meet with the Associate Dean for Research, to learn about ONR resources	***					
Meet with the Associate Deans for Research and Faculty to discuss research agenda semi-annually	**	**	**	**	**	*
Meet with mentoring team monthly or as determined by mentors	**	**	**	**	**	*
Attend the College of Nursing Research Forum and Faculty Lunch (Research) series	***	***	**	**	**	**
Participate in a group that can provide you with peer support and mentoring, especially in grant development and manuscript writing	***	***	***	***	***	***
Publish your dissertation or data from post doc studies as soon as possible	***	*	*			
Develop a publication track record (minimum of two data-based papers per year; better to strive for three publications per year)	***	***	***	***	***	***
Discuss need and plan for a K-Award or F-series training mechanism with Associate Deans for Research and Faculty	**					
Plan for developing research funding for program of research, including investigating fundable areas of research, organization priorities, and	***	***	***	**	**	**

mechanisms for funding: GOAL: 2 active grants in complementary lines of research -internal small grant -external small grants -investigator on interdisciplinary team -PI on R series grant						
Participate in summer grant writing workshop	***	***	**			
Obtain internal funding for pilot/feasibility studies	***	***				
Write a grant (R21, R01) that builds upon your pilot/feasibility study		**	***	***		
Submit an application for an R01-level grant to a national organization (NIH, AHA, ADA, ACS); allow enough time for re-submissions so that you have a substantial grant by year 5		**	***	***	***	***
Teaching						
Meet annually with Associate Dean for Academic Affairs to discuss teaching goals and assignments	***	**	**	**	**	**
Meet with Assistant Dean of program in which you have primary teaching responsibility	*	*	*	*	*	*
Attend seminars focused on development of teaching skills, including Center on Teaching	***	***	**	**	*	*
Meet with the Director of the PhD Program to discuss areas of expertise and desire to serve on dissertation committees	*	**	***			
Mentor graduate students, become a member of a dissertation committee, and facilitate PhD students' research practicum experiences	*	**	***	***	***	***
Demonstrate teaching excellence with strong ACE evaluations from students	**	**	**	***	***	***

Actively participate in peer evaluation of teaching process and build on feedback	***	***	***	**	*	*
Develop innovative teaching strategies and strong teaching skills	**	**	***	***	**	**
Service						
Become knowledgeable of the College governance structure and opportunities to participate in the work of the College	***	**	*	*	*	*
Attend College activities and governance meetings	***	***	**	**	**	**
Attend President Forums and Presidential Lecture to learn about the University and academic culture	*	*				
Determine type of College committee with match for your interests and fit with research, teaching and effort allocation. Become a member of a College of Nursing committee by year 2; progress to a Chair position by year 5	**	**	***	***	***	**
Become a member of a University committee by year 5					**	**
Become involved in state/regional service activity by year 3		*	**	**		
Become involved in committee/task force/special interest group for a national organization related to your research.		*	*	**	***	***
Seek a leadership position in a national organization by year 5 (e.g. co-chair Research Interest Group; Chair Awards Committee of Research Interest Group).					**	**
Assemble materials for mid-tenure review and re-appointment; at the beginning of year 1, 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)	*	**	***			
Assemble materials for tenure review; adding to those compiled for mid-tenure review and including tenure guidelines (see link to College of Nursing's Intranet for materials) for promotion and tenure. At least 6				**	***	***

months before submitting materials, meet with staff in the Office of Faculty Services to review the process and ensure that you are following current procedures.						
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Priority Rating Key: * = Important ** = More Important * = Most Important**

Adapted from: Garand, L, Matthews, J., Courtney, K. et al. (2010). Development and use of a tool to guide junior faculty in their progression toward promotion and tenure. *Journal of Professional Nursing, 26*(4), 207-213.

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

Delay:

- Writing book chapters until promoted and tenured
- Developing NCLEX test questions

Limit:

- Invited lectures until after you have sufficient data-based presentations and papers
- Scientific presentations (papers or posters) that do not result in a manuscript)
- Academic endeavors that take you away from conducting your research or disseminating the findings
- Involvement in committees that require extensive time commitment
- The number of practica and independent study students you supervise

Do:

- Mentor students, including co-authoring abstracts/papers for which the student is first author and you are the senior author
- Develop a national presence through presentations/service by year 3 to 5; then progress to the international level
- Check the College of Nursing’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 Associate Professor , e.g., serving on a university committee
- Keep e-CV current by adding when new publications, grants, service, awards, as they occur

- Create or e-organize files 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 5-8 people to submit to the Dean as potential external reviewers of your promotion and 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 University of Iowa. 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. People who you collaborate with in grants and/or publications are usually not used for this purpose, but there may be exceptions if they can present an un-biased review.
- When in doubt or confused about any of the above, ask the Associate Dean for Faculty.

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

