

**Toward Nursing Faculty Well-Being: Contributions from a Faculty Mentorship Program**

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Any role in nursing has its own set of challenges encountered along the pathway of career development. Being a nursing faculty member is no exception whether one is new to the role or at various points on the continuum of developing a successful career. This reality is evident in the new National Academy of Medicine Initiative on Establishing Clinician Well-Being as a National Priority (NAM, 2018) with activities such as the upcoming all day Action Collaboration on Clinician Well-Being and Resilience being held in May, 2018.

Whether novice on somewhere along the continuum toward being an expert, nursing faculty members have varying visions of ultimate career outcome. Often finding ways to reach more immediate or long-range goals along this road is difficult to sort out as is finding ways to even identify a path. Over the last three years, we have had the opportunity to develop, implement, and evaluate a Faculty Mentorship Program that offers potential for faculty to develop a moderated, envisioned, and feasible path toward reaching goals and contributing to the progress of their "professional health" as toward their desired outcomes in an individualized manner.

In this presentation, we will highlight helpful approaches used in this program to contribute to logical, planned goal achievement: 1) working from one's individual strengths and 2) the Career Vision. Prior to separate training sessions for both nursing faculty Mentors and Mentees, all are asked to take the Values in Action Survey of character strengths from the University of Pennsylvania. Interactive discussion between the mentor and mentee can be used in developing approaches of how best to use mentee strengths in planning pathways to developing and achieving relevant mentee goals.

The Career Vision of the mentee is discussed to clarify where the mentee would like to be in their nursing faculty role in a specified period of time (e.g., in one year, five years) within the context of their nursing faculty role. Mentee goals are designed to allow for mentee progression within the Career Vision of the mentee. They are content specific, conceptualized within an aspect of the Teaching, Research/Scholarship, or Service aspects of the nursing faculty role, and are individually tailored to be achievable within a given time-frame (usually 3-6 months). They are also designed to allow for mentee progression within the Career Vision.

Used together, these two approaches have proven to be very helpful in tailoring work of the Faculty Mentorship Dyad in ways that are highly individualized as well as flexible. They appear to be critical attributes for the success of a Faculty Mentorship Program with measurable goals that are accomplished in short phases of 3-6 months. This approach has yielded "win-win" situations for both mentors and mentees that contribute to reasoned progress on the Career Vision. In this era of renewed growth of the

faculty shortage, this approach offers productive work on professional health of both and hopefully a strong intention to stay in the faculty role.