



Faculty Mentorship: Implementation at the University of Maryland School of Nursing*

Louise S. Jenkins, PhD, RN, FAHA, ANEF and Darlene Trandel, PhD, RN, NP, CNS, CC

In the best of worlds, faculty mentees and mentors would magically find each other and work together for extended periods of time in an exchange of information and skills from the more experienced mentor to the less experienced mentee with mutual benefits for both parties of the dyad. The individual benefits for both mentor and mentee are many, such as increased self-confidence and greater job satisfaction. Academic institutions can also directly benefit from retention of valued employees via improved intention to stay and grow in the nursing faculty role.

A Faculty Mentorship program is now in its initial phase of implementation at the University of Maryland School of Nursing with nine mentor-mentee dyads participating. Aspects of the conceptualization of this program, description of process of development and implementation, as well as the mentee and mentor training program will be addressed in this presentation.

In today's academic environment, time is increasingly precious and must be a key consideration. The University of Maryland School of Nursing is adeptly addressing time in the conceptualization of the new Faculty Mentorship Program in several ways: 1) an online faculty survey is used to identify content potential mentees and mentors would like to focus on; 2) the focus of mentoring is on specific content the mentee has identified as a learning need; 3) mentoring experiences are designed for a varying number of months as blocks of time; 4) mentor and mentee training sessions are tightly focused; and 5) flexibility is acceptable and encouraged.

Future directions for the program will be shared, including a workshop and conference focused on faculty mentorship. These directions include exploration of statewide access to this program for faculty in other Maryland nursing schools.

*Funded by NSPII #116-124