Elizabeth A. Gazza, PhD, RN, FACCE, LCCE, ANEF  
School of Nursing, University of North Carolina Wilmington, Wilmington, NC, USA  
Melissa G. Mehrlich, RN, MHA  
Clinical Performance, Carolinas Physician Alliance in Collaboration with Atrium Health, Charlotte, NC, USA

There is a persistent shortage of nursing faculty in the United States. According to the American Association of Colleges of Nursing [AACN, 2017a) there are over 1,500 nursing faculty vacancies across the country. In 2016, US nursing programs did not enroll 64,000 qualified applicants and the lack of nursing faculty was a major contributing factor. This is problematic given that nursing school enrollment is not growing fast enough to meet the demand for registered nurses in health care (AACN, 2017b).

Increasing the number of nursing faculty requires strategic recruitment and retention programs that attract more nurses to faculty work and fully support new faculty as they transition to the role of nurse educator. The need for transition support is not a new concept in nursing. Nursing has successfully implemented nurse residency programs to recruit, retain, and transition new graduate nurses to clinical practice (Edwards, Hawker, Carrier, & Rees, 2015; Lin, Viscardi, & McHugh, 2014).

Structured support systems, such as nurse residency programs, have positively influenced the health of clinical work environments by increasing nurse satisfaction and decision-making, and promoting professional growth and leadership skill development (Al-Dossary, Kitsantas, & Maddow, 2014). Participants in nurse residency programs have reported high levels of professional accomplishments and commitment to nursing (Rosenfeld & Glassman (2016). From an economic perspective, the estimated cost to recruit and retain a replacement registered nurse is $88,000 (Greene, Warren, & Perkins, 2016). For every 1% increase in nurse turnover, an organization invests approximately $300,000 annually to recruit, train, and support new staff suggesting there are benefits to investing in programs that sponsor intra-professional development and support of new staff (Little, Ditmer, & Bashaw, 2013). While there are clear benefits to supporting role transition in clinical settings, nursing has not identified a transition program to support nurses who are transitioning to faculty positions.

The purpose of this presentation is to propose an evidence-based academic nurse residency program (ANRP) designed to support nurses who are transitioning to the faculty role and ultimately, to strengthen healthful work environments for nursing faculty. Evidence was identified through electronic searches of Pubmed, Ovid, CINAHL and ProQuest using the search terms transitioning to nurse educator, nurse residency, nurse faculty shortage, mentoring, and challenges for new faculty. Reference scanning and citation tracking also were used. The search was restricted to evidence published between the years of 2009-2018 and predominantly within the nursing education domain. A few articles outside the date parameter were included if referenced in articles of particular value within the literature search. Approximately 40 articles were retained for analysis. Although additional evidence was available on the topic of nurse residency program effectiveness, several smaller scale studies were excluded in order to minimize redundancy.

The goal of the literature review was to identify development needs of new nursing faculty, a residency program framework, and attributes of nurse residency programs that would guide the development of an ANRP. The reviewed evidence about clinical nurse residency programs and the nurse educator’s transition from practice to academia provides a roadmap for an ANRP. For example, evidence supports the use of four phases of role transition as a model for an ANRP (Schoening, 2013).
This interactive session will include a review of the evidence and recommendations for designing and facilitating an ANRP that includes didactic and practice training and the provision of emotional support and guidance by experienced nurse preceptors in the practice (academic) setting. This session will be beneficial to new and continuing faculty, nursing program administrators, nurses with an interest in the faculty role, and those who design and deliver graduate courses that prepare nurse educators.

Title:
Strengthening Healthy Work Environments for Nursing Faculty Through an Evidence-Based Academic Nurse Residency Program

Keywords:
healthful work environment, nursing faculty and role transition

References:


Abstract Summary:
The purpose of this presentation is to propose an evidence-based academic nurse residency program designed to support nurses transitioning to the faculty role. This interactive session will be beneficial faculty, administrators, nurses interested in the faculty role, and those who prepare nurse educators. (42 words)
Content Outline:

1. Overview-Nursing Faculty Shortage
2. Role Transition in Nursing
   1. Nurse Residency Programs
   2. Impact on Health of Work Environments
3. Review of the Evidence
   1. Method
   2. Findings
4. Academic Nurse Residency Program
   1. Recommendations
   2. Potential Impact on Health of Work Environments
5. Discussion and Conclusions
6. Question and Answer Session

First Primary Presenting Author

Primary Presenting Author
Elizabeth A. Gazza, PhD, RN, FACCE, LCCE, ANEF
University of North Carolina Wilmington
School of Nursing
Associate Professor of Nursing
Wilmington NC
USA

Professional Experience: I am an associate professor and have facilitated learning in all levels of nursing education from licensed practical nursing through doctor of nursing practice. Over the last 20 years, I have held the positions of faculty, program director, dean and interim vice president of academic affairs. My scholarship focuses on nursing faculty role development. I have completed multiple research studies about the experience of being nursing faculty; published numerous articles about the faculty role, secured grant funding specific to research about the faculty experience. I contributed to the development of the National League for Nursing’s Healthful Work Environment Toolkit and the Mentoring of Nurse Faculty Position Statement.

PhD-Nursing-2006, Duquesne University, Pittsburgh, PA Nursing Faculty Member in a Baccalaureate Nursing Education Program Master of Science in Nursing-2001-Indiana University of Pennsylvania (IUP), Indiana, PA-Education Track, Clinical Specialty-Adult Health Bachelor of Science Nursing/Minor-Psychology-1987, IUP, Indiana, PA Licensed Practical Nurse-1983, Indiana County Technology Center

Author Summary: Dr. Elizabeth Gazza is an Associate Professor and Coordinator of the MSN Nurse Educator program at the University of North Carolina Wilmington. She taught in all levels of nursing education from LPN through DNP at public and private institutions. She held administrative positions of program director, dean, and vice-president of academic affairs. Her research focuses on the nursing faculty role. She led local, state, and national initiatives to enhance healthful work environments for nurse faculty.

Second Author
Melissa G. Mehrlich, RN, MHA
Carolinas Physician Alliance in Collaboration with Atrium Health
Clinical Performance
Lead Executive Clinical Performance
Charlotte NC
USA

Professional Experience: Candidate Master of Science-Nursing Education, December 2018, Wilmington, NC, Masters in Health Care Administration-2015, Pfeiffer University, Mishenheimer, NC,
Bachelor of Science Nursing, 1997, Lenoir-Rhyne College, Hickory, NC, Bachelor of Science-Psychology/Minor-Biology, 1993, Greensboro College, Greensboro, NC. As a candidate in the MSN-Ed program, I had the opportunity to participate as a Graduate Assistant based on my interest and enthusiasm for resiliency and supporting the improvement of nursing education. I have conducted research aimed at improving outcomes in neurosurgical care and published findings in Neurosurgery, Neurosurgical Focus, and International Journal of Radiology Oncology Biology Physics. I have over 21 years of experience in nursing and administration in healthcare.

Author Summary: Melissa Mehrlich, RN, BSN, MHA is the Lead Executive Clinical Performance at Carolinas Physician Alliance in Collaboration with Atrium Health. She has embedded nursing excellence and education at all levels throughout her career from precepting to developing training and education and orientation programs. Though previous research has emphasized work in the domain of neurosurgical patient care and data collection, her pursuit of nursing education excellence shapes future healthcare endeavors.