

# Using the Best Evidence to Create an Effective Nurse Faculty Orientation Program

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# Disclosure

The authors have no disclosures and declare no conflicts of interest

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# Learner Objectives

- Explore the essential elements for a successful nurse faculty orientation program.
- Describe the evidence to generate a structured nurse faculty orientation.
- Identify two checklists that integrate mentoring, teaching, scholarship and service for new nurse faculty orientation.

# Purpose

- This integrative review was conducted to identify essential elements for nursing faculty orientation and to develop an orientation checklist and index of mentor-mentee responsibilities.

# Background

- Nursing faculty orientations vary in length, content and comprehensiveness
- This may influence faculty effectiveness and retention

# Methods

- An integrative review was conducted using the Ganong approach.
- The search generated 48 articles that met the inclusion criteria
- Each article was evaluated separately and collectively

# Results:

## Orientation & Faculty Development

- Essential elements for nursing orientation were identified
- We created:
  - A comprehensive orientation checklist that encompasses academic culture, teaching, scholarship, and service
  - An index of mentor-mentee responsibilities

# Results: Mentoring

- Defined as a guided process designed to transmit skills and knowledge
- Essential for a successful transition into an academic setting
- Facilitated by organizational support, formal structures, and defined goals

# Nursing Faculty Mentor and Mentee Responsibilities

<b>Mentor Responsibilities</b> <small>6-7, 12, 14, 18-19, 25-29</small>	
1.	Agree to the purpose of the mentorship: to facilitate the successful transition of the new faculty member into the academic setting
1.	Set regular schedule for meetings: at least weekly for first month, biweekly for next two months, then monthly or more frequently as needed
1.	With new faculty member, develop and agree to ongoing communication methods
1.	Review each element of the New Nursing Faculty Orientation Checklist with the new faculty member
1.	Assist the new faculty member in developing a personal plan for professional growth in teaching, scholarship, and service; provide feedback
1.	As needed, help the new faculty member identify potential mentor(s) and request support from mentor(s) in teaching and scholarship
1.	Coach the new faculty member in developing a portfolio
1.	Support the new faculty member in creating a promotion and tenure document
1.	Provide formal and informal networking opportunities for the new faculty member
1.	With new faculty member, set goals for ongoing mentoring relationship
1.	Be available to answer mentor questions as they emerge
<b>Faculty Member (Mentee) Responsibilities</b> <small>6-7, 12, 14, 18-19, 25-29</small>	
1.	Agree to the purpose of the mentorship: to facilitate the successful transition of the new faculty member into the academic setting
1.	Attend regularly scheduled meetings
1.	With mentor, develop and agree to ongoing communication methods
1.	Review all materials discussed by the mentor and incorporate the content into practice as a faculty member
1.	Draft a personal plan for professional growth in teaching, scholarship, and service; welcome feedback and input from the mentor
1.	Identify the need for additional mentoring in teaching and scholarship as needed
1.	Share portfolio with mentor and carefully consider mentor's input
1.	Share promotion and tenure document with mentor and carefully consider mentor's input
1.	Participate in formal and informal networking opportunities provided by mentor
1.	With mentor, set goals for ongoing mentoring relationship
1.	Maintain an ongoing list of questions to ask the mentor

# Results: Teaching

- Many new nursing faculty members have limited or no training in pedagogy
- Workshops can provide structures learning on clinical and classroom teaching and evaluation
- New educators must be oriented to academic teaching expectations
- Professional development should be scheduled throughout the year

# Results: Scholarship

- Amount and type of scholarship required for promotion and tenure varies by institution
- Faculty members need support navigating the system
- Scholarship varies for faculty with practice doctorates and research doctorates
- Mentors and writing groups may enhance writing accountability

# Results: Service

- Service: Institutional, Community, Professional
- Involves innovation, performance, commitment, and excellence
- Partnerships link scholarship, teaching, research, and service and enhance the quality of life of those communities
- Positive outcomes

# New Faculty Orientation Checklist

Category /Topic	Date & Mentor's Initials
<b>Academic Culture</b> <sup>17</sup>	
Assigned mentor & mentee responsibilities (see Nursing Faculty Mentoring Responsibilities Summary) <sup>14,19,25,26</sup>	
Mission, vision & values (university and nursing) <sup>17</sup>	
Policies and procedures (chain of command, faculty manual, accreditation for university & nursing, office hours, compliance training, professional development) <sup>13</sup>	
Facility tour <sup>3, 8</sup>	
Logistics (office, parking, keys, badge, building access after-hours) <sup>3, 8</sup>	
Nursing faculty contact information (key contacts, course leaders) <sup>7, 26</sup>	
Nursing curricula and academic responsibilities <sup>3, 8</sup>	
Evaluation criteria, promotion & tenure criteria & portfolio development <sup>16</sup>	
<b>Teaching</b> <sup>8</sup>	
Teaching Pragmatics (course design, syllabus development, classroom management, student engagement activities, online learning environment, clinical environment, program or student learning outcomes, course objectives, lesson objectives, test construction and analysis, rubric construction, formative & summative evaluations, ethical and legal considerations) <sup>16, 30</sup>	
Student issues (advisement, available resources, difficult situations, grievance process) <sup>16</sup>	
Internal and external resources to enhance teaching expertise <sup>10, 16</sup>	
Additional support or mentor for teaching if needed <sup>7, 26</sup>	
<b>Scholarship</b> <sup>8</sup>	
Scholarship expectations (university & nursing) <sup>8</sup>	
Support (university & nursing, release time, research, internal & external grants, IRB, writing, library) <sup>23</sup>	
Collaboration opportunities (university, nursing, external) <sup>17,44,45,51</sup>	
Publication opportunities <sup>17,43</sup>	
Presentation opportunities at local, regional, national, & international conferences <sup>17</sup>	
Additional support of mentor or group for scholarship if needed <sup>7,26,37,38,39,40</sup>	
<b>Service</b> <sup>8, 33, 34, 35</sup>	
Service expectations (university, nursing) <sup>8, 48,49</sup>	
Committee structure and membership (university, nursing) <sup>48</sup>	
External opportunities (committees, professional organizations, community service, student service experiences) <sup>4, 8,13,46,47</sup>	

# Conclusions

- Formal orientation to the academic setting assists nurse faculty through their transition
- A comprehensive checklist helps the mentor and mentee to track progress
- Addressing the needs of new faculty may result in improved nurse faculty satisfaction, productivity, and retention while producing better student outcomes

# Thank you

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