On-Boarding Adjunct Faculty in Nursing Programs

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References:

Abstract Summary:
Are you struggling with how to engage Adjunct Faculty? Look no further. Dr. Kathy Marsh will share her tips for engaging your adjunct faculty in the academic process. You will leave this presentation with actual advice, strategies and templates to engage your adjunct faculty.

Learning Activity:

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
<th>EXPANDED CONTENT OUTLINE</th>
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<tbody>
<tr>
<td>Discuss the challenges of hiring adjunct clinical faculty for nursing programs</td>
<td>increase awareness of advantages and challenges of hiring adjunct clinical faculty</td>
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<tr>
<td>List strategies for engaging adjunct clinical faculty</td>
<td>Review templates for conducting the hiring interview</td>
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<td>Discuss methods for orienting adjunct faculty to your specific university mission and vision</td>
<td>List 2 ways to engage adjunct faculty in taking ownership of your university mission and vision.</td>
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Abstract Text:

On Boarding Adjunct Faculty in Nursing Programs

Background:

Rising enrollments in schools of nursing have increased the demand for qualified nursing faculty. Nursing faculty are essential to prepare future nurses who will provide expert healthcare that meets the needs of individuals who seek care.

The lack of sufficient numbers of qualified nursing faculty to prepare nursing students for entry into the field of nursing is of national and international concern. In the midst of a nurse faculty shortage, many academic institutions are relying on adjunct faculty to fill the gap.
Recruiting expert clinicians and preparing them as adjunct clinical teachers is one approach to addressing the faculty shortage. Adequate training for this new role is paramount to promoting job satisfaction and decreasing attrition.

**Purpose:**

Beginning with the interview process, a potential adjunct faculty undergoes a holistic interview approach to ascertain if an organizational fit is compatible.

In the model presented, adjunct faculty participate in a holistic interview process and receive a four hour orientation to the university. Topics covered are: Quality Safety and Education for Nurses (QSEN Competencies), Clinical Reasoning information, Technology Strategies and Examples of common clinical scenarios. In addition, faculty are oriented to the culture of the university as well as the demographic composition of the nursing class.

**Methods:**

All adjunct faculty receive the four hour orientation. All faculty are required to attend a monthly adjunct faculty meeting during the semester.

**Results:**

The take away message for nursing schools is this method works for adjunct faculty. The author is happy to share methods to engage adjunct faculty with other universities and program coordinators/directors.

**Implications:**

The increasing number of adjunct faculty and their need for orientation to the faculty role presents a challenge to schools of nursing and departments of nursing. The University of San Diego approach is to embrace, educate, and mentor the adjunct faculty.