Mentoring, Modeling, and Mastery: An Innovative Mentoring Model to Support New Clinical Nursing Faculty

Pamela Karagory, DNP, MBA, MSB, BSN, RN, CNE[1]
Kristen F. Kirby, MSN, BSN, RN, FNP-C[2]
Becky S. Walters, MSN, FNP-BC, CWCN[3]
Abby Berg, MSN[2]
Joy Pieper, MSN[2]
Diane Hountz, DNP, ANP, RN[4]
(1)School of Nursing, Purdue University School of Nursing, West Lafayette, IN, USA
(2)School of Nursing, Purdue University, West Lafayette, IN, USA
(3)School of Nursing, Purdue University, W. Lafayette, IN, USA
(4)Nursing, Purdue University, School of Nursing, West Lafayette, IN, USA

Purpose: With the shortage of doctoral prepared nurse educators, advanced practice clinicians have historically been hired to fill these positions, bringing a surfeit of clinical experience to the School of Nursing but little or no educator experience. These new faculty members are vulnerable and unprepared for the demands, challenges, and complexity of a faculty role and require formal guidance and support as they transition into their new role. The School of Nursing leadership stakeholders committed to the mentoring program, recognizing the resources required to support development, implementation, and alignment of the program to the strategic plan. The planned change to develop a comprehensive mentoring program was faculty-led, with an overarching goal of creating a culture and environment that was sensitive to the learning and developmental needs of the novice faculty, considered the time and work demands placed on experienced faculty serving as mentors, and was guided by faculty mentoring best practices.

Method: The program design and development occurred during a summer academic break with six faculty members recruited as mentoring champions; these faculty members formed the nucleus of the mentoring team with delineated program roles and responsibilities established at the beginning of the program development. Guided by best practices and current research evidence, the team collaborated with Sigma Theta Tau (STTI) utilizing mentoring guidelines developed by STTI that provided a comprehensive framework for the program. The program included an all-day orientation where new faculty mentees were partnered with two mentoring team members. Mentors/mentee partnerships were determined based on similar professional backgrounds, scholarship interests, and teaching experience. A mentoring contract was developed in the first mentor meeting to identify short-term and long-term mentee goals, expectations, meeting schedules, and mutually symbiotic outcomes. To determine new faculty's self-efficacy and knowledge in clinical teaching, a needs assessment was conducted prior to the start of their employment. After analyzing the results, a four module online continuing education program was developed titled "The Essentials for New Nurse Educators: Tools, Strategies, and Concepts" which was mandatory for completion within the first six weeks of the semester. Monthly meetings were conducted with all mentors and mentees where School of Nursing and University experts provided granular discussion on key teaching, promotion, and student engagement processes. Individual mentee/mentor triads established meeting times based on mentee needs and requests.

Participants/Sample: A qualitative approach will be used to evaluate the mentee's perspective of their mentoring experience and successful transition into their new faculty role. Qualitative surveys will be developed and distributed and a focus group with mentees will be conducted after the first year of the program. Initial monthly feedback from new faculty suggests that they found the network mentoring model to be critical in recognizing the significance and value of collaboration and synergy between new and experienced faculty. Providing a deep sense of community, civility, and respect enhanced new faculty self-efficacy and empowerment. They expressed a feeling of safety and acceptance as they navigate the complexity of an academic role.

Historically the School of Nursing has been devoid of a formal mentoring or educational program for new faculty to prepare, guide, and support them in their role. Nursing faculty face complex situations requiring evidenced-based educational and evaluative strategies. Without foundational nurse educator knowledge, skills, and collegial support, new nursing faculty report increased stress, isolation, and role dissatisfaction (Slimmer, 2012). The network mentoring program used insightful program planning to assure efficiency, effectiveness, and time sensitivity to the work demands on both the mentors and mentees. This best practice approach increases the viability and sustainability of the mentoring program to support further program growth.

Title:
Mentoring, Modeling, and Mastery: An Innovative Mentoring Model to Support New Clinical Nursing Faculty

Keywords:
new clinical faculty development, Mentoring new clinical faculty, and mentoring network

References:

Evans, J., (2013). Factors influencing recruitment and retention of nurse educators reported by current nurse faculty. *Journal of Professional Nursing*, 29, 11-20. Doi:10.1016/j.profnurs.2012.04.012

Slimmer, L., (2012). A teaching mentorship program to facilitate excellence in teaching and learning. *Journal of Professional Nursing, 28* (3), 183-185.

Abstract Summary:
: Successful mentoring programs must be structured to foster and facilitate new faculty transition into a teaching role and provide a framework for success in an academic environment. The program ecosystem requires a theoretical structure, culture of inclusiveness, mutual respect, and professional development support for the mentee and mentor stakeholders.

Content Outline:

Learning Objectives	Expanded Content Outline
Identify the process in the development, implementation, and evaluation of a mentoring program streamlined to meet the needs of new clinical faculty in the academic environment.	Describe the project's systematic, logical, and evidenced-based approach utilized to design, develop, and implement a comprehensive mentoring program based upon a network theoretical framework that focuses on the ongoing professional development, self-efficacy, and enculturation of new clinical faculty.

Describe the implications of implementing a comprehensive network mentoring processes that aligns with the professional development needs and expectations of the new clinical faculty.

Identify the program ecosystem that includes mentor recruitment, team development, new faculty needs assessment, professional development CE programming, and networking infrastructure. New faculty share their "lived experience" of transitioning into the academic environment and how mentoring impacted their self-efficacy in their new academic educator role.

Discuss opportunities for implementing a similar network mentoring program at schools/colleges of nursing.

Describe effective design, development, and implementation of a successful network mentoring program grounded in ongoing affirmation, coaching, collaboration, and support for new faculty in assisting them to reach their potential and promote excellence in their new role.

Background: The nursing faculty shortage is critical and expected to worsen as experienced faculty near retirement. The factors affecting this shortage are complex and multifactorial, and include aging faculty, required academic credentials, faculty role expectations, absence of formal mentoring programs, and lower compensation (Evans, 2013). As part of their strategic plan, a Midwestern School of Nursing is doubling their undergraduate enrollment over the next three years, increasing their undergraduate population from 400 to 800 students by 2020. This program expansion will require 32 new faculty hires. Recognizing the criticality of the nursing faculty shortage and the historical challenges and barriers in successful faculty recruitment, School of Nursing leadership and faculty identified the crucial need to develop innovative strategies for successful recruitment and retention. One key strategy recommended by faculty was to design, develop, and sustain a mentoring program that facilitates and fosters novice educators transitioning from a clinical to academic position and provides the framework necessary for successful professional advancement in an academic environment. With an effective mentoring program rooted in caring, frustrations can be limited, role expectations can be met, and a work/life balance can be achieved (Evans, 2013). Increased novice faculty job satisfaction and successful role transition influence positive role modeling for students and promote the faculty educator role as a positive satisfying career choice impacting successful recruitment and faculty role interest.

First Author
Pamela Karagory, DNP, MBA, MSB, BSN, RN, CNE

Purdue University School of Nursing
School of Nursing
Clinical Associate Professor, Assistant Head of Undergraduate Programs and Continuing Education
West Lafayette IN
USA

Professional Experience: Dr. Karagory is an NLN Certified Nursing Educator and teaches in the

undergraduate nursing baccalaureate program at Purdue University. She is the Director of Undergraduate Programs and Continuing Education at the Purdue University School of Nursing. She holds a DNP in Systems Leadership, an MSN in Nursing education, and MBA and an MSB and has worked in executive positions in healthcare administration. Her research interests are undergraduate leadership development, quality improvement, inter professional team development, faculty mentoring and development, undergraduate leadership and lifelong learning.

Author Summary: Dr. Pamela Karagory has presented quality improvement, healthcare systems curriculum, pedagogies and faculty development and advancement programs she has developed and implemented at the 2016 STTI/NLN research conference, 2013 and 2014 American Association of Colleges of Nursing (AACN) Annual Baccalaureate Education Conference, 2014 Professional Nurse Educator Group (PNEG) national conference, and the 2016 STTI/NLN research conference. Dr. Karagory is an award winning nurse educator and is the Director of Undergraduate Programs at Purdue University SON

Second Author
Kristen F. Kirby, MSN, BSN, RN, FNP-C

Purdue University
School of Nursing
Clinical Assistant Professor
West Lafayette IN
USA

Professional Experience: 2003-2008 Registered Nurse Community Health Clinic 2008-2010 Family nurse practitioner Community Health Clinic 2010-2011 Continuing Lecturer in undergraduate baccalaureate nursing program. 2011-present Clinical Assistant Professor in undergraduate baccalaureate nursing program. Her previous work included 7 years at a federally qualified health care center as a nurse practitioner and registered nurse. She had working knowledge in all departments of the clinic, was a prenatal care coordinator and was the Prenatal Substance Use Prevention Program Director for 3 years. Current primary area of teaching at Purdue University is the Essentials of Nursing Practice which is a combination of foundations and health assessment courses. She is interested in the interconnection between academia and the practice world, specifically focusing on graduating knowledgeable, skilled nursing students ready to tackle the real life experiences and challenges that nurses in today's culture face.

Author Summary: Kristen Kirby is a clinical assistant professor at Purdue University School of Nursing, a board certified family nurse practitioner, and a certified nurse educator. Her current primary area of teaching at Purdue University is the Essentials of Nursing Practice and Public Health courses. Her scholarship focuses on the transition from academia to practice, specifically focusing on graduating knowledgeable, skilled nursing students ready to accept the challenges of current healthcare culture.

Third Author
Becky S. Walters, MSN, FNP-BC, CWCN
Purdue University
School of Nursing
Clinical Assistant Professor
W. Lafayette IN
USA

Professional Experience: Lean Yellow Belt training July 2013, Lean Yellow Belt certified January 2014, Purdue University Clinical Assistant Professor 2011-present, Family Nurse Practitioner 2004-present, Registered Nurse 1996-present

Author Summary: Becky Walters is a Clinical Assistant Professor, ANCC Board Certified Family Nurse Practitioner, NLN Certified Nurse Educator, and Nurse Planner of Continuing Education. She has over 20 years of experience as a professional nurse and currently practices in primary care at IU Health Arnett. She has been teaching courses and designing simulations at Purdue University since 2011. She has

presented and published work on quality improvement, experiential learning, simulation, and Lean integration in nursing education.

Fourth Primary Presenting Author
Primary Presenting Author
Abby Berg, MSN
Purdue University
School of Nursing
Clinical Assistant Professor
West Lafayette IN
USA

Professional Experience: Abby Berg is a clinical assistant professor at Purdue University School of Nursing, the Coordinator of Purdue's Second Degree Nursing Program, and a Certified Pediatric Nurse Practitioner. Her current primary areas of teaching include Nursing Practice Foundations and Pediatric Nursing courses. In addition, she practices part time as a PNP in primary care. Her scholarship focuses on innovative nursing education strategies, specifically using technology to enhance learning outcomes.
Author Summary: Abby Berg is a clinical assistant professor at Purdue University School of Nursing, the Coordinator of Purdue's Second Degree Nursing Program, and a Certified Pediatric Nurse Practitioner. Her current primary areas of teaching include Nursing Practice Foundations and Pediatric Nursing courses. In addition, she practices part time as a PNP in primary care. Her scholarship focuses on innovative nursing education strategies, specifically using technology to enhance learning outcomes.

Fifth Author
Joy Pieper, MSN
Purdue University
School of Nursing
Continuing Lecturer
West Lafayette IN
USA

Professional Experience: Joy Pieper has been a professional nurse for 15 years. Throughout her career in practice and leadership she has both mentored and been mentored by some amazing professionals. Her educational background includes a BAN from St. Olaf College in Minnesota and an MSN from Duke University in North Carolina. Her clinical background has been focused in the care of surgical patients both in the operating room and on the inpatient unit.
Author Summary: Joy is an award winning faculty member at Purdue University School of Nursing She joined the newly-created mentor/mentee program in 2017 to assist in the creation of a model that would be effective for new hires beginning that school year. Joy has presented her innovative curriculum design work at national conferences

Sixth Author
Diane Hountz, DNP, ANP, RN
Purdue University, School of Nursing
Nursing
Clinical Assistant Professor
West Lafayette IN
USA

Professional Experience: Diane Hountz is a Clinical Assistant Professor and a Nurse Planner of Continuing Education at a Purdue University School of Nursing. She has over 20 years of experience as a professional nurse in the areas of emergency and trauma care nursing, quality improvement and nursing leadership. She also holds a yellow belt certification in Lean Healthcare. Diane has been teaching didactic courses in nursing leadership since 2013. She serves as a Nurse Planner at a School of Nursing

to facilitate national accreditation with distinction through the ANCC. She has also served as a QI coordinator in a primary care clinic where she led and developed and numerous quality improvement projects. Diane's DNP project work focused on a QI project at a nurse-managed clinic in an underserved area. She has presented work on the QI approach to problem solving at a national level.

Author Summary: Diane Hountz is a Clinical Assistant Professor and a Nurse Planner of Continuing Education at a Purdue University School of Nursing. She has over 20 years of experience as a professional nurse in the areas of emergency and trauma care nursing, quality improvement and nursing leadership. She also holds a yellow belt certification in Lean Healthcare.