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

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Disclosure

- Presenters/authors have no actual or potential conflict of interest in relation to this presentation.

- Presenters/authors of this presentation are all employees of Purdue University and have not received commercial support or sponsorship.
Learner Objectives

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

- Discuss opportunities for implementing a similar network mentoring program at schools/colleges of nursing.
The faculty shortage has contributed to U.S nursing schools turning away 64,067 qualified applicants in 2016-2017

AACN, 2017
In Spring 2016 a significant undergraduate growth plan was approved and funded by the University which will double the undergraduate student population over a 3.5 year period with 800 undergraduates by Fall 2020. This growth will result in hiring 32 new faculty by Fall 2018. It was an INTIMIDATING task to recruit, onboard, and mentor this number of new faculty!

HOW WILL WE DO IT?
Mentoring Strategy

Leadership and faculty employed a strategic and methodical change management plan that addressed expansion project metrics critical to successful program expansion. These metrics included a committee that addressed faculty recruitment, onboarding and mentoring.
New Faculty Onboarding Infrastructure

ORIENTATION
One Day General Orientation
Introduction to Faculty Mentoring Team

FACULTY MENTORING ECOSYSTEM
Core Mentoring Team
Best Practices Mentoring Handbook
Regular meetings scheduled for first year
Once a semester social event

Goals
- Develop a Sense of Community
- Assimilate to the University/SON culture
- Promote Work/Life Balance
- Support new faculty professional development goals (2-5 years)

New Faculty ONBOARDING
Creating a community of inclusion and excellence

NURSE EDUCATOR ONLINE PROGRAM
Online Continuing Education Program
Must be completed within first six weeks of employment

SUPPORT TOOLS
School of Nursing New Faculty Manuel
Tabbed for: NEED TO KNOW NOW
: NEED TO SOON
“JUST IN TIME COACHING”
Mentoring Definition

Ongoing and sustainable relationship that provides a foundation of synergistic interaction supporting mutual growth and development for academic nursing success, and a culture of inclusiveness, innovation, and professional respect.  

Karagory, 2018
FACULTY MENTORING ECOSYSTEM

Core Mentoring Team
Recruitment of 7 faculty mentoring champions

Mentoring Best Practice
Mentoring team members completed a comprehensive analysis of current best practice and current mentoring models with consideration of resources and School of Nursing culture.

PROGRAM DEVELOPMENT

Program Resources
Program goals
Mentoring handbook
Meeting schedule
Mentoring contract

Network Mentoring Model
Model selection based on organizational SWOT analysis
Utilization of the Network Mentoring model provided opportunity to personalize the mentoring needs of new faculty utilizing several experienced faculty structured into mentoring teams

Networking
Network with STTI utilizing the Resource Toolkit and online modules “Developing Customized Mentorship Programs for New Faculty”™
Program Introduction
One month prior to semester start:
New faculty needs assessment:
Completion of Self Efficacy in Teaching survey
Day 1:
Mentee/Mentor team meeting
Establishment of mentee goals/contract
Establishment of yearlong meeting schedule

Monthly Group Meetings
Expert guest speakers
Review of mentee success and challenges
Mentee/Mentor team touch point

Program Implementation
Assessment of Year One
Review and update of mentee goals
Assessment of faculty transition needs
Establishment of upcoming semester monthly meeting agendas

"Just in Time" Communication
All mentors are available to new faculty enhancing a sense of community, inclusion, and support.
Assistant Head of Undergraduate Programs communicates once a month via email to determine new faculty needs
Program Evaluation

Mentees: Five new faculty participants

Mentors: Ten mentoring faculty champions

Mentoring Teams: One mentee matched with two mentors. Matching based on mentee learning needs, clinical and teaching experience, and self reported goal

Evaluation Tools

Online “Self Efficacy in Teaching” survey: Pre and Post Year #1 mentoring program

Online Mentee Satisfaction Survey: 15 item survey containing open ended and Likert scale questions.

A mixed methods approach will be used for analysis of survey results
Survey Question Examples

Likert Scale Questions (Quantitative)

- How did your mentoring experience contribute to your personal satisfaction as a nursing faculty member?
- How satisfied are you with the mentoring program?
- Recognition of your work by colleagues
- Recognition of your work by your mentors
- Ongoing encouragement and positive feedback

Open Ended Questions (Qualitative)

- Did the mentoring program help in your transition to a faculty role?
- What did you find the most helpful about your first-year mentoring experience?
- What did you find to be the least helpful?
- How can the mentoring program be improved to assist new faculty in meeting their goals?
Implications

A comprehensive new faculty mentoring program will improve:

➢ Faculty Retention
➢ Positive Student Outcomes
➢ Sense of Community
➢ Enhanced cultural environment that supports civility, inclusiveness, and a positive academic nursing identity
➢ Innovation and teamwork
And of course we **CELEBRATE** our mutual success, synergy, and support!
Questions and/or Comments?
Contact us

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