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

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.

Nursing Faculty Shortage

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graph TD; A[Nursing Faculty Shortage] --> B[Aging Faculty and Retirement]; A --> C[Alternative professional role opportunities]; A --> D[Changing role and workload demands]; A --> E[Evolving Academic environment with changing student/consumer expectations]; A --> F[Fewer preparing for a career in academia and lack of recognition of nursing education as advanced practice specialty];
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**The faculty shortage has contributed to U.S nursing schools
turning away 64,067 qualified applicants in 2016-2017**

AACN, 2017



Purdue University School of Nursing Undergraduate Expansion

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?

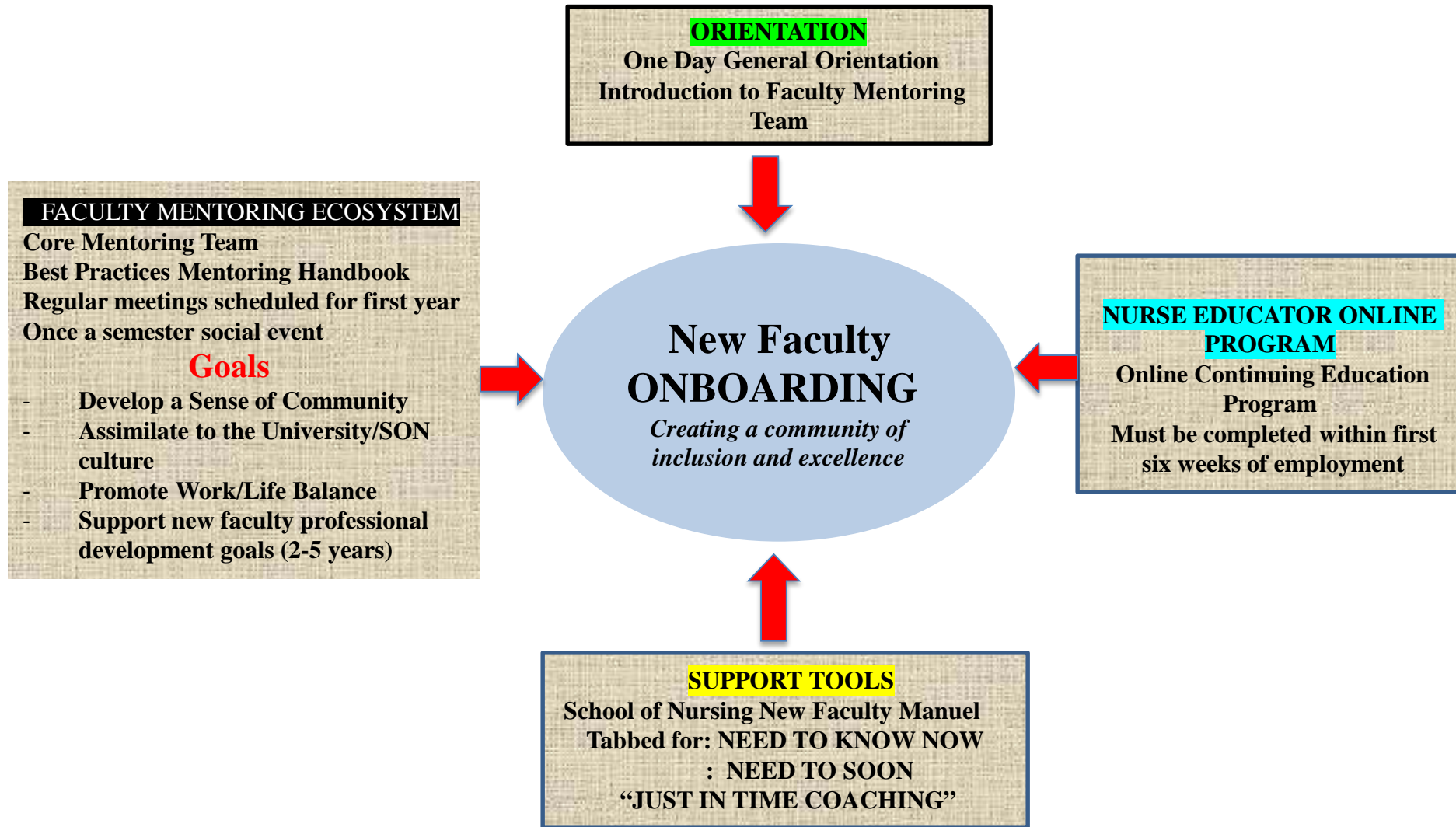


Mentoring Strategy

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



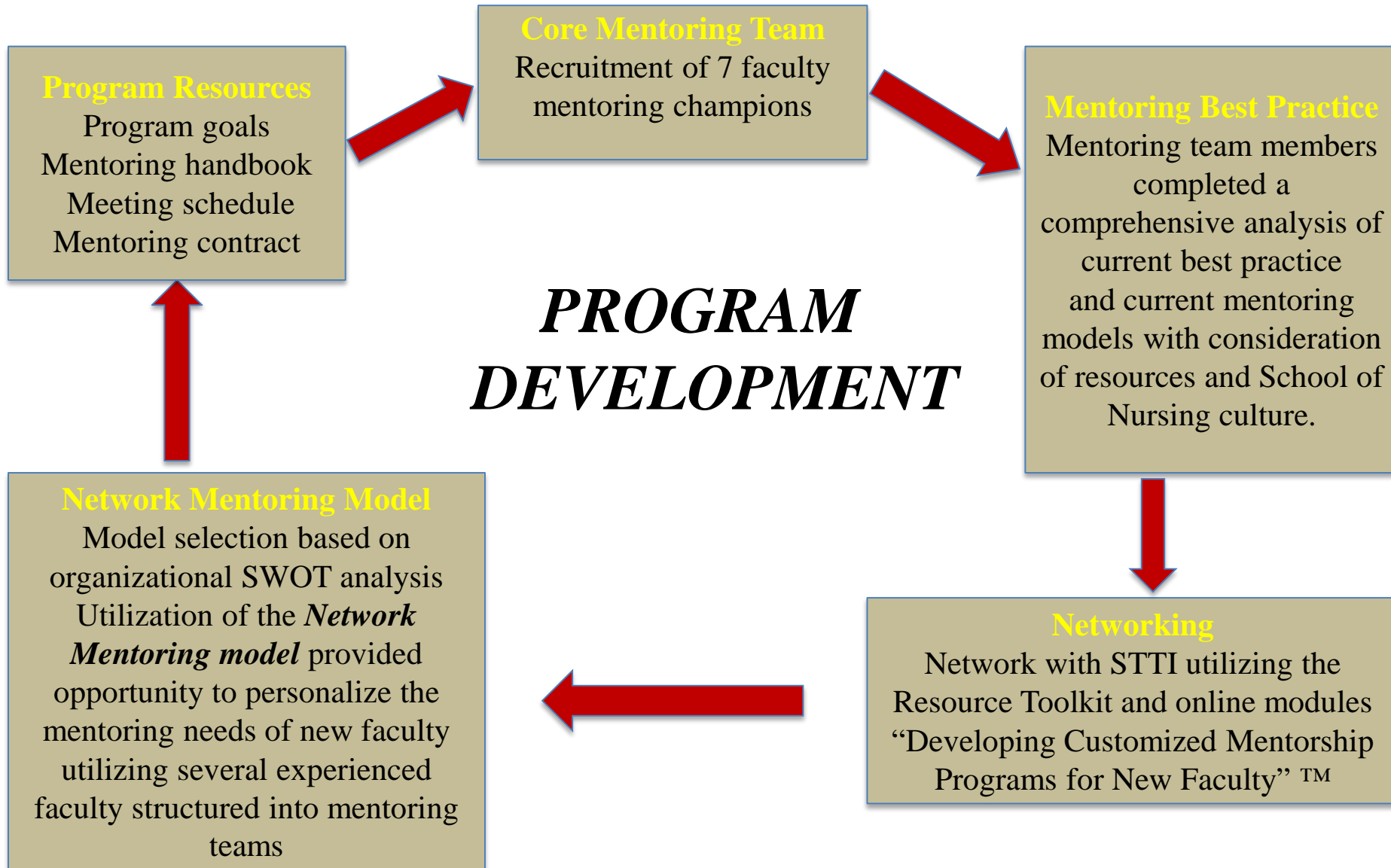
Purdue University School of Nursing

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





Assessment of Year One

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

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

"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?

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