

Improving New Faculty Onboarding Through Implementation of a Faculty Mentoring Program

Problem & significance

The U. S. is facing a nursing faculty shortage; to solve this problem, expert clinicians often transition to novice educators without any formal training. This often leads to significant stress and a period known as disorientation among new faculty members.

Literature Review

A literature review was conducted to examine ways to improve outcomes for new faculty during the onboarding process; overwhelmingly the literature supports the effectiveness of formal mentoring programs that are goal oriented with a training component for mentors (Nowell et al., 2017).

Purpose:

To provide an evidence based solution to help new faculty members transition to their roles as educators.



QR Code to Scholarly Paper

Goal oriented mentoring programs for new graduate nursing faculty help promote career growth, job satisfaction, and integration into institutional cultures.

Program Goal:

Implement a formal, goal oriented mentoring program at the selected agency:

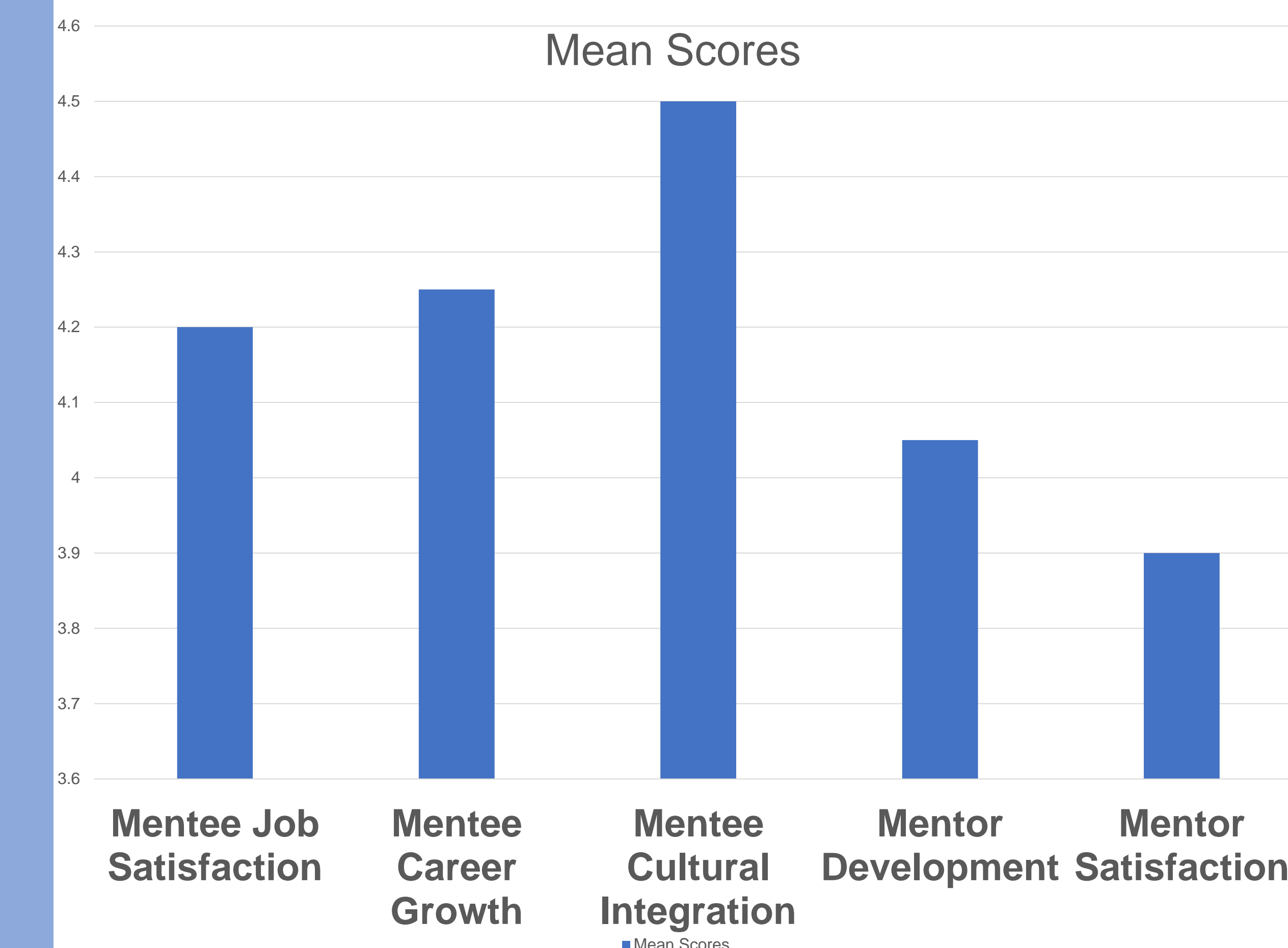
Utilizing a mentor development component.

To promote professional growth, satisfaction, and cultural integration of new faculty members.

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Methods:

- Likert-type scales using mean total scores
- Qualitative questionnaires using themes for evaluation



Discussion:

- ❖ Mentees found benefit in the program through career growth, integration into the culture of the institution, and overall increase in job satisfaction.
- ❖ Mentors found benefit in the mentor development, but satisfaction was affected by workload constraints.

Recommendations and Sustainability:

It is recommended that this program continue within the agency but to be sustainable future mentors should be granted 1.0 credit hour for participation in mentoring programs due to heavy workloads.