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Nurse Faculty Orientation: Building Confidence and Professional Development

by

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PERMISSION

Title Nurse Faculty Orientation: Building Confidence and Professional Development

Department Nursing

Degree Master of Science

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Nurse Faculty Orientation: Building Confidence and Professional Development

Abstract

Problem: Nurse educators are in great demand to provide training to student nurses. It is important to provide these novice nurse educators with a strong orientation and mentorship to the nurse faculty role to empower the novice nurse educator in their faculty role and lead to an increase in job satisfaction and retention (Baker, 2010).

Purpose: The purpose of this project is to develop an evidence-based orientation program for nurse faculty mentoring program.

Search Strategy: A literature review was conducted for this project using CINHALL and PubMed databases. The literature search was limited to English, publication dates of 2005 or newer, peer reviewed and analyzed to determine the level of evidence available to support this project.

Synthesis: The Nurse Faculty Intern Program (Shanta, et al., 2011) served as the conceptual framework for organizing the project. This framework illustrates how themes interact with the central component of new nurse faculty, including graduate education, mentoring and orientation, collegiality and professional acceptance leading to outcome themes of new nurse faculty satisfaction, student satisfaction and retention of qualified nursing faculty (Shanta, et al., 2011).

Results: Twenty-two articles met the inclusion criteria and provided foundational evidence in for an evidence-based faculty mentoring program.

Implications: The recommendations from this project were disseminated in a poster presentation and to a college nursing faculty. Intended outcomes of this project was to create an orientation program to provide tools for new nurse faculty members to be successful, to feel supported and valued during the time of transition to academia from clinical practice.

Nurse Faculty Orientation: Building Confidence and Professional Development

There is a nursing shortage for providing care for the aging population. Qualified nurses are in great demand. ‘Shortages’ are usually defined as the gap between current or projected supply of staff, and current or projected demand for staff (Buchan, Duffield, and Jordan, 2015; Shanta, Kalanek, Moulton & Lang, 2011). Not only is there an existing shortage, but the necessary competencies for nursing practice have increased exponentially because health care is ever changing and technology is improving patient care. The nurses must be prepared to work in a demanding and challenging health care environment. Moreover, novice nurses must enter the workforce prepared to meet these challenges.

Unfortunately, the current nursing shortage is complicated by a shortage of nurse educators necessary to prepare new nurses to work in this demanding profession (Baker, 2010). The demand to have nurses enter the work force is great. The demand is even higher for nurse educators to prepare these nurses. This demand can lead to novice nurse educators entering the education environment with limited experience and orientation (Shanta, et al., 2011). On the other hand, they bring rich diverse knowledge base with them to nursing education (Baker, 2010). Nurse educators are experts in the clinical environment. They have often worked and gained valuable experience that they can use to educate nursing students. Clinical expertise is essential to professional nursing but clinical proficiency is not sufficient to convey knowledge to others (Shanta, et al., 2011). It is not always easy to transition from expert in clinical environment to novice nurse educator.

Purpose

The purpose of this paper is to develop a novice nurse educator orientation program for a Midwestern technical college associate degree nursing program through evidence identified

through a comprehensive literature review. The literature review data will be organized using a conceptual framework used for a nurse faculty intern program (Shanta, et al., 2011). The central component would be the nurse faculty intern. Interactions with the faculty intern would be graduate education, mentors, orientation, and professional socialization. All interactions with nurse faculty intern lead to outcomes of effective faculty role development that will have higher student satisfaction, nurse faculty satisfaction and overall retention of qualified faculty for a nursing program.

A nurse educator orientation program is important because it will assist novice nurse educator's transition into working in education. It is not easy to transition from an expert nurse to novice educator. New nurse educators can feel isolated and overwhelmed working in education (Schoening, 2013). The expectation for an expert nurse to automatically have the skills to teach students is unreasonable because the skills required to teach are different than those necessary to practice nursing (Schoening, 2013). The pedagogical skills need to be developed and it is not always easy to transition from a clinician to an educational role. If a new nurse educator does not receive support throughout this transition it can lead to unsatisfying career change (Schoening, 2013). This will potentially lead these new nurse educators to leave teaching or perform poorly. Either outcome is not beneficial to students, faculty or the college.

Many clinicians would enjoy having the opportunity to share their clinical experiences through teaching but have limited preparation for the role of educator (Cangelosi, Crocker and Sorrell, 2009). With the right amount of support and training an experienced clinician can gain the knowledge and experience to work with in education and become a nurse educator. The importance of retaining current nursing faculty in the workplace cannot be overstated, but of equal and perhaps is the need to attract, enculturate, and retain new nurse educators (Baker,

2010). The identified evidence will provide the foundation for an evidence-based faculty mentoring program to be presented to nursing faculty at a Midwestern technical college for adoption.

Significance

There are limited numbers of nurse educators to provide the necessary training for student nurses. The experienced nurses that enter education can find it difficult to transition working within the education environment. Many nursing schools and colleges do not provide an orientation program for nurse educators starting in education. This lack of orientation to education leaves the novice nurse educator having feelings of anxiety and increased amount of stress related to working within education (Baker, 2010). Growing evidence supports the need to better prepare nurse educators with the skills and knowledge to successfully transition into an academic role (Poindexter, 2013). Without a strong foundation and orientation into education, job satisfaction is affected (Poindexter, 2013). This can lead to poor outcomes for the student nurses and the nursing school. It is important to give novice nurse educators orientation to prevent the poor outcomes and build confidence in nurse educators.

There is limited research about the process of educating clinicians specifically for roles as clinical nurse educators (Cangelosi, Crocker, & Sorrell, 2009). Participating in teaching preparation programs may help facilitate a novice nurse educator in the transition to the faculty role (Baker, 2010). With confidence in their ability to instruct, nurse educators will use evidence-based teaching methods to instruct nursing students. This will lead to positive nursing student outcomes when nurse educators are competent teachers (Poindexter, 2013). The results of this project will provide evidence to support development of a proposed nurse educator

orientation program. Confidence and professionalism will lead to nurse educator satisfaction and aid in the retention of nurse educators in nursing faculty (Baker, 2010)

Conceptual Framework

The conceptual framework in which the literature review will be organized will be the framework developed for nurse faculty intern program (Shanta, et al., 2011). This conceptual framework has a central component representing new nurse faculty. Many themes interact with the central component of new nurse faculty that includes graduate education, mentoring and orientation, collegiality and professional acceptance (Shanta, et al., 2011). These interactions lead to outcome themes that include new nurse faculty satisfaction, student satisfaction and retention of qualified nursing faculty (Shanta, et al., 2011). This section of the paper will describe each of the major concepts of the framework.

The new nurse faculty is the focus of the entire model and is illustrated as the central component of this framework. Novice nurse educators may need information on curriculum development, classroom instruction and testing and evaluation when transitioning from clinical expert to novice nurse educator (Baker, 2010). The lack of knowledge related to academics can lead to frustration and role strain affecting job satisfaction and increase faculty attrition rates (Baker, 2010). Clinical expertise does not adequately prepare one to be an educator and in this framework other concepts influence the development of the new nurse faculty member (Shanta, et al., 2011).

Several themes representing processes or concepts interact with the new nurse faculty to facilitate development of competency in the role of educator. One theme identified is graduate education. Graduate level education for nursing faculty is essential to the individual educator's understanding of the conceptual building blocks of higher education (Shanta, et al., 2011).

Novice nurse educators are aware they have limited theoretical knowledge on which to build their teaching practice and are novices in need to learn (Cangelosi, Crocker, & Sorrell, 2009). Formal graduate level teacher education may provide understanding in educational processes such as developing curricula, creating teaching learning situations and developing effective evaluation (Shanta, et al., 2011).

The second theme to interact with new nurse faculty is mentoring and orientation. Mentoring is an essential component to the transition and socialization of new faculty into academia (Shanta, et al., 2011). Faculty mentors can reinforce learned content by providing feedback to new nurse faculty (Baker, 2010). Orientation programs can assist the new educators in functioning more efficiently and effectively by given an overview of available college and departmental resources (Baker, 2010). Orientation also provides a network of relationships faculty members in which the new nurse faculty can utilize for additional support in problem solving (Baker, 2010). The orientation process will provide information related to the institution and the expected role of the novice nurse educator (Shanta, et al., 2011).

The third theme within this framework is professional socialization and collegiality. This theme is important to the transition of the new role the nurse faculty is beginning because it is crucial for the new member of faculty feel part of the greater faculty (Shanta, et al., 2011). Group mentoring can be beneficial both emotionally and practically, decrease stress, increase collegiality and provide a safe place to air their concerns (Baker, 2010). It provides open communication and mutuality between colleagues and reduces isolation that new faculty often experience (Shanta, et al., 2011).

The Shanta et al. (2011) framework predicted several outcomes from a novice nurse educator participating in an intentional transitional process to the nurse educator role. One of

these outcomes is increased student satisfaction. Effective instruction from nurse educators will lead to strong nursing education received by student nurses. Nursing students will have improved student learning, satisfaction and be competent nursing graduates (Cleary, Happell, Lau, and Mackey, 2013).

Two additional outcomes that are predicted from participation in an intentional developmental process are faculty satisfaction and faculty retention. These two outcomes are related because faculty satisfaction will lead to faculty retention. Without strong faculty development and support for the new nurse educators there is the potential for faculty to seek out new education positions or leave nursing education all together (Shanta, et al., 2011). Retention of qualified nurse educators is essential in order remedy the current faculty shortage in the United States (Schoening, 2013). Strategies must be used to promote empowered work environments that lead to job satisfaction and retention of newly hired faculty (Baker, 2010). Having new nurse faculty orientation programs is a strategy that can prepare novice nurse faculty for their academic role, foster professional growth and build a social network (Baker, 2010). The goal is to retain qualified nurse educators that are satisfied in their education role and seek out opportunities to grow as educators.

Process

A literature review was conducted for this project using CINHALL and PubMed databases. The literature search was limited to English, publication dates of 2005 or newer and peer reviewed. The literature was critically analyzed to determine the level of evidence available to support this project.

Comprehensive searches were conducted of the CINHALL and PubMed databases. All terms were used and new articles added to the literature collected to provide evidence for the

literature review. When articles began to repeat, new terms were used to discover new articles to be used. The terms used in this search process was novice nurse educator, orientation, nurse faculty, retention, model and development, and mentor. The results of the search were critically analyzed and 22 articles to be used for the literature review.

The identified evidence provided the foundation for an evidence-based faculty mentoring program for consideration by a nursing faculty at a Midwestern technical college for adoption. The Midwestern technical college does have an existing nurse faculty mentoring program for new faculty. This project is to develop an evidence-based faculty mentoring program. The goal of the program is to lead to a stronger foundation for new nurse faculty to use resulting in increased job satisfaction and retention at the college.

Literature Review

The comprehensive literature review resulted in 22 articles to make up this literature review. The review is organized by several themes from the conceptual framework identified by Shanta, et al (2011). The themes used are mentoring, novice nurse educator experience, orientation and faculty development programs and retention. Each article is critically analyzed and summarized reflecting the identified theme that is the main focus of the research in each article.

Mentoring

Dunham-Taylor, Lynn, Moore, McDaniel and Walker (2008) explained that mentorship is the single most influential way to successfully develop new nursing faculty. The nursing faculty shortage has placed increased demands on new nurse faculty and has lead to burnout due to lack of mentorship. Mentorships were found to be most effective when initiated at the beginning and progress on an agreed upon time frame from the participants. Mentorships

created a new better team to spiral in a positive motion and evolve upward (Dunham-Taylor, et al., 2008).

Dunham-Taylor, et al. (2008) explained the faculty mentoring continuum as engagement phase, active phase, ending phase and friendship phase. The engagement phase had characteristics of establishing an identity and forging an attachment to one another (Dunham-Taylor, et al., 2008). The active phase involved confirmation of role, mutuality of self-disclosure, clear relational boundaries and information sharing (Dunham-Taylor, et al., 2008). Ending phase characteristics included physical and emotional separation and closure (Dunham-Taylor, et al., 2008). Friendship phase was supportive colleagues and possible friendship (Dunham-Taylor, et al., 2008).

Dunham-Taylor, et al., (2008) identified essential elements of the mentoring process and explained the activities to improve or hinder the process of a successful transition into being competent nursing faculty. Socialization was intended to enhance enculturation to campus and courses instead of faculty to discern independently. The goal collaboration was to develop connections of the novice nurse faculty member with team members versus individual against everyone else. Operations orientation was noted to be essential for explanations of procedures, instead of learning as you go from mistakes.

Transformation involved encouraging transition in role from novice to expert instead continued horizontal hostility and professional hazing (Dunham-Taylor, et al., 2008). Inspiration illustrated appropriate behavior in the academic community and not allowed inappropriate behaviors in community (Dunham-Taylor, et al., 2008). Documentation facilitated development of professional portfolio and importance interactions with students versus fostered laissez faire attitude with students (Dunham-Taylor, et al., 2008). Generation used wisdom and willing to

share with peers experience and not fighting generational differences (Dunham-Taylor, et al., 2008). Lastly, perfection modeled scholarship and service and not obstructed career advancement (Dunham-Taylor, et al., 2008).

Grassley and Lambe (2015) performed an integrative literature review to identify the essential component of a comprehensive mentoring program. The goal was to facilitate a positive transition experience from expert clinician to novice nurse faculty. Searches were completed with the use of ProQuest Central and CINAHL databases for peer-reviewed articles. Grassley and Lambre (2015) identified key terms such as mentoring or orientation, nursing education, expert clinician and novice nurse educator to be used as search terms in the identified data bases. The results of the search included 17 articles to be included for the literature review. Schools of nursing were also searched for existing faculty mentoring programs and seven web sites were reviewed as part of this literature review (Grassley & Lambe, 2015).

Grassley & Lambe (2015) found a common repeated theme in the literature was that many clinicians who were transitioning to an educator role had little preparation to how to teach, which caused them a lot of stress within the first year of teaching. These authors found that for a smoother transition, a formal preparation for the faculty role, which included: (a) faculty role, (b) planning, (c) formative and summative evaluations, (d) ethical considerations and handling of difficult students. An additional important finding was the differences of cultures, values, expectation and relationships between clinical and academic settings different. Faculty orientation programs were recommended to address addressing these topics with the goal to increase novice nurse faculty member's feelings of confidence and preparation for this new setting (Grassley & Lambe, 2015).

A structured mentoring program was another important theme identified in the author's literature review. Novice faculty and experienced faculty should be carefully matched to lead strong mentorship. The mentorship should also have defined purposes and goals for the duration of the mentorship (Grassley & Lambe, 2015). Mentorships are most meaningful to the participants if the participants considered the match to be open in communication and connected (Grassley & Lambe, 2015).

Mentors played a role in the new faculty having job satisfaction because of the assistance by the mentor in helping them become part of the culture of academia (Grassley & Lambe, 2015). The mentors helped integrate, advocate and guide the new faculty. Administrative supported mentoring programs are critical to development of effective programs. A task force should be considered to maintain and sustain effective mentor programs (Grassley & Lambe, 2015). Resources should be allocated to have a mentoring team maintain the new faculty orientation and evaluate program outcomes (Grassley & Lambe, 2015). It was recommended by the findings of the literature review to support the importance of a comprehensive program to support clinicians as they transition into the academic environment (Grassley & Lambe, 2015).

Specht (2013) performed a descriptive, comparative study to explore the effect of mentoring on the levels of role conflict and role ambiguity experienced by novice nursing faculty related to their transitions into academe. A convenience sample (n=224) was obtained and surveyed. Correlational method examined the relationship between the quality of mentoring experience of novice nursing faculty and their levels of role conflict and role ambiguity. The results of this study indicated that participants who were mentored had significantly lower levels of role conflict and role ambiguity, as compared to those who were not mentored. The higher quality of the mentoring the better the transition and lower level of role conflict. Mentoring

eases the transition of novice nurse faculty from practice into academe by decreased role ambiguity and role conflict (Specht, 2013). The study does give a foundation to build future research mentoring and impact on nurse faculty role development. However, the results cannot be generalized because of the correlational design and small sample size.

Sawatzky and Enns (2009) conducted research for the purpose of assessing the mentoring needs of nursing faculty necessary to establish a foundation and validation for a formal mentoring program. The conceptual framework for this study was based on a caring theoretical perspective. The desired outcome was for the promotion of a caring environment where novice faculty had the opportunity to acquire the tools necessary to function as productive faculty (Sawatzky & Enns, 2009). The needs assessment used a survey to collect data. Quantitative analysis with qualitative data enrichment of the data identified a common theme indicating career function and caring important roles and responsibilities of mentors. Specifically, teaching expertise and caring were noted as important qualities of a “good mentor” and barriers were lack of time and faculty support. Novice faculty most significant stressor was “fitting in” to the academic milieu (Sawatzky & Enns, 2009). This research is consistent with other research suggesting that there is support for having mentoring for novice nurse faculty (Dunham-Taylor, et al., 2008, Grassley & Lambe, 2015, Specht, 2013). The research was limited by recruitment from only one faculty to fill out the survey and a small sample (n=49). Most important conclusion of this study was that a caring mentoring environment is an important and timely strategy to ensure that the integrity of nursing education is sustained in the future (Sawatzky & Enns, 2009).

Novice Nurse Educator Experience

Anderson (2009) explored the work role transition of expert clinician to novice academic educator. The purpose of this study was to describe the work-role transition of clinical expert to novice nurse educator. A literature review was performed and revealed that minimum research examined the phenomenon of transition from clinician to academic educator (Anderson, 2009). A naturalistic inquiry was used to for this study of 18 participants. The results were organized by patterns that emerged from the data analysis. These patterns were sitting on the shore, splashing in the shallows, drowning, treading water, beginning strokes and throughout the waters (Anderson, 2009).

Anderson (2009) pointed out in her discussion that work role transitions of participants was complex and had multiple patterns. It was limited to expert clinicians transitioning to academic teaching. Experiences of regaining comfort and reaching out suggest a healthy transition. A healthy transition leads to a sense of personal well-being and sense of competence in the new role (Anderson, 2009). Conclusions expressed were the work role transition is possible, especially with support. Also individuals experiencing a work role transition feel less alone and find insight from others who have had similar experiences and made healthy transitions from clinical expert to nurse educator (Anderson, 2009).

Anibas, Hanson Brenner and Zorn (2009) conducted a naturalistic inquiry with a descriptive qualitative design to explore experiences with mentoring among 10 novice teaching academic staff (TAS) in baccalaureate nursing education. This study compared novice teaching academic staff description of their actual experiences compared to their expectations, as well as the inclusion or lack of mentoring as part of the transition (Anibas, et al, 2009). A literature review was conducted and organized by experiences and mentoring.

Five major categories were identified from the data analysis: (1) feelings, (2) preparation for the role and expectations, (3) resources, (4) challenges, and (5) mentorship (Anibas, et al, 2009). New findings include feelings of expendability (Anibas, et al, 2009). A variety of feelings were expressed, including worry, frustration, uncertainty, confusion, and isolation. Preparation for the role identified by the participants included life experiences, education, work experience, preceptor in work environment and their own student experiences. The resources category involved sources of support, relationship with faculty colleagues, characteristics of support persons and helpful things others can do. Challenges experienced were insecurities about teaching and evaluating student learning, as well as personal and organizational challenges.

Mentorship involved the characteristic of mentorship experiences, and the comparison to preceptorship and becoming a preceptor or mentor Anibas, et al. (2009) concluded that teaching academic staff struggled their first years of teaching and experienced a wide range of emotions and challenges. It was noted that similar findings were found to previous research in regards to feelings of being overwhelmed and anxiety. The participants valued mentorship that involved senior faculty members answering questions and sharing material. Not only did the supportive experiences assist the teaching academic staff, but the authors opined that it also benefited students, faculty and patients (Anibas, et al, 2009). Although this study provided important details about transitional experiences of novice faculty, the limitations of this study included a small sample size and qualitative method, which prohibited generalization beyond this study.

Cangelosi, Crocker and Sorrell (2009) had clinicians participating in a clinical nurse educator academy share narratives as they prepared for roles as clinical nurse educators through a formalized program. A program entitled *Clinical Nurse Educator Academy* was designed to

prepare experienced clinicians for new roles as clinical nurse educators (Cangelosi, et al, 2009). Experienced clinical nurses were targeted for participation in the program and experienced clinical educators worked with these individuals on basics of clinical education (Cangelosi, et al, 2009). The conceptual framework for the academy curriculum was narrative learning because the process of expert clinicians moving from expert to novice (Cangelosi, et al, 2009). Narrative learning encouraged participants to explore the context of their experiences as they learn new skills (Cangelosi, et al, 2009).

The reflective papers were analyzed using an interpretive phenomenological approach to identify categories and themes (Cangelosi, et al, 2009). Three main themes emerged from the data including: (1)“buckle your seatbelt”, (2)“embracing the novice,” and (3)“mentoring in the dark”. The *Buckle your Seatbelt* theme involved novice nurse educators’ desires to ensure safe practice, but accompanied by feelings of fear, excitement and wanting to share knowledge. *Embracing the Novice* theme was embracing the journey to learn and improve as a novice nurse educator. Lastly the theme *Mentoring in the Dark* illustrated participating in the process of uncertainty of moving from novice to expertise within clinical nurse education (Cangelosi, et al, 2009). The novice nurse educators felt frustration and concluded that becoming a nurse educator was not an organized process.

The narratives reveal that the phenomenon of learning to teach is an important area to explore and support a formal program to develop nurse educators (Cangelosi, et al, 2009). This study was limited by having a sample of 135 participants from only two academies that were offered to prepare clinical nurse educators.

Cooley and De Gagne (2015) use a hermeneutic phenomenological qualitative approach to examine the perceptions of facilitators and barriers to the development of nurse educators.

The theoretical framework used for this study was Kolb's experiential learning theory. The study designed employed purposive sampling was used to solicit seven of novice nursing faculty, who were master's prepared nurse clinicians, with less than three years academic years that were a purposive sampling (Cooley & De Gagne, 2015). The results obtained from this study encompassed detailed accounts of challenges experienced, as well as barriers and facilitators to transition into academia.

The barriers identified by novice nurse educators included discrepancy of expectations, insufficient knowledge, lack of mentorship program, insufficient time and lack of confidence (Cooley & De Gagne, 2015). The facilitators to the nurse educators competences were identified as formal education, advice, guidance and support, student evaluation and personal characteristics (Cooley & De Gagne, 2015). The personal experiences of the participants provided insight to their transition into academia (Cooley & De Gagne, 2015). Internship programs are a necessary link in creating academic environments that contribute to the development of competence in novice nurse faculty (Cooley & De Gagne, 2015). This study did result in some significant information related to facilitators and barriers for novice nurse faculty but was limited in the fact it was a qualitative research and small sample size.

Dattilo, Brewer and Streit (2009) performed a descriptive phenomenological study exploring experienced baccalaureate educators' perspectives. This study focused on the faculty role perceptions about lived experiences (Dattilo, et al, 2009). Eleven female nurse educators were interview and the data was analyzed revealing several themes. These themes were: (1) being passionate about what you do, (2) harmonious, (3) invested in relationships, and (4) believing in oneself and others. These themes reflected the educators' experience, offered insight and guidance to novice educators desiring success. The researchers concluded that

increased efforts to encourage individuals to enter education would alleviate the nurse faculty shortage and they urged experienced nurse faculty to consider mentoring new nurse faculty with a goal to assist them to be successful (Dattilo, et al, 2009). This study was limited by its qualitative design and limited sample size.

Goodrich (2014) conducted a study to describe nurse transition to the role of academic nurse educator. She also investigated resources and barriers that nurses experienced during the career transition. The study utilized a convenience sample of 541 of registered nurses, who were employed full time employed at accredited nursing programs of baccalaureate or higher degrees. The participants completed a survey that was analyzed to obtain the results. The results of this study showed a positive correlation among all variables, except for two (Goodrich, 2014). The variables with positive relationships were readiness, confidence, support, personal control, independence, self-esteem and work locus of control (Goodrich, 2014). For a nurse to make a healthy transition into an academic nurse educator, support such as financial and additional support to meet demands to be in a faculty was recommended from this study (Goodrich, 2014). Goodrich (2014) asserted that financial and human capital supports are worthy investments that will help nurse educators to succeed in pursuits to educate the next generation of nurses.

Heydari, Hosseini and Moonaghi (2015) performed a qualitative study based on the phenomenological approach to uncover the meaning of novice nursing faculties lived experiences. Similar qualitative approaches to this subject of study have been completed, but not in the country of Iran. Five main themes emerged from this study. These themes were: (1) importance of support, (2) bewilderment, (3) efficiency concern, (4) concern of being accepted and clinical education, (5) walking on the edge. The importance of support had two subthemes determined from the analysis of the research data. These sub themes were need for support and

search for support. Subthemes identified within efficiency concern were needed to be ready for the role, gaps in knowledge and skills and interaction with colleagues. Bewilderment developed subthemes of dealing with norms, dominant culture in the environment of school and clinic, and dealing with the school expectation. Concern of being accepted included the subthemes of a lack of authority, being ignored, fearing being judged unfairly by others, lack of respect from clinical staff and search for intimacy. Lastly, clinical training determined subthemes unpredictable situation and fighting without weapon. Participants in this study insisted on the importance of practical experiences; even though the participants of this study had limited experience in clinical environment prior to their start in education, which is unlike the U.S. and other countries (Heydari, et al., 2015). However, a similar need for formal training for the teaching role still emerged from this study as an essential component for success of the novice nurse faculty (Heydari, et al, 2015).

White, Brannan and Wilson (2010) performed a qualitative study that explored the experience of protégés participating in a mentorship program for novice faculty. This study design was an interpretive phenomenological research to illuminate the meaning of the experiences of the protégés participating in the program (White, et al, 2010). The experiences from the program led to three main themes of: (1) creating a meaningful mentor protégé relationship, (2) transitioning as a new nurse educator, and (3) the mentor protégé program lessons learned. Wilson, Brannan and White (2010) completed an additional qualitative study simultaneously to explain the experiences of the mentors within the mentor protégé relationship. The experiences of the mentors revealed four themes. These themes were: (1) significance of the mentor protégé relationship, (2) communication as important between mentor and protégé, (3) protégés perspectives and mentoring role as expert educator (Wilson, et al, 2010). It is important

to have some form of mentorship or direction for novice faculty and the relationships need to be reciprocal. Evaluation of established programs must occur to continue to meet the needs of protégés and mentors. The study was limited by qualitative research and small sample size.

McDonald (2009) used a literature review and personal experience to explain lessons learned from transitioning clinical practice into nursing faculty. The goal was to assist new nurse faculty by shared findings to ease the transition into education world. A knowledge deficit and learning curve is created with any career change (McDonald, 2009). McDonald (2009) recommended that allowing enough time for the new faculty to become familiar with the institution, its language and technology used within the institution is essential for success (McDonald, 2009). The new educator also must learn a new culture and receive support to successfully enter the new education culture.

An assigned mentor can assist in the process to transition and give support to the new educator. However, not all mentor and mentee relationships work well and can hinder the process of received support and transition into academia (McDonald, 2009). Salary and workload are separate but affect each other. The heavy workload may prevent new faculty from being motivated to stay in academia if salary compensation is not adequate, resulting in burnout and loss of new educators (McDonald, 2009). It is important to allow new educators to adjust to the new environment through orientation, explanation of expectations, and have a mentor to support them personally and professionally (McDonald, 2009). This conceptual article is informative to the importance of an eased role transition with orientation and a mentor. The article is limited to expert opinion and conclusions of the authors from personal lessons learned about the transition from clinical expert to academician.

Paul (2015) used a comparative qualitative approach to understand the transition from novice adjunct to experienced associate degree nurse educator. A purposive sample of 14 nurse educators was interviewed to collect data for analysis. Four themes emerged: (1) knowing requirements, (2) evolved teaching role identity, (3) teaching role management, and (4) faculty relationship development (Paul, 2015).

The theme of *Knowing the Requirements* found limitations of the adjunct staff not prepared. Adjunct faculty expressed the importance to be prepared, but this goal is limited if they do not receive required course materials (Paul, 2015). *Evolved Reaching Role* illustrated the desire of an adjunct clinical to become full time educators. Informal mentorships with experienced faculty offered a way to help adjunct faculty reach their expressed goals (Paul, 2015). The theme of *Teaching Role Management* reflected the activities and practices related to student management. The adjuncts that participated in the study spoke of being unsure of the evaluation process and how to complete evaluations. The final theme *Faculty Relationship Development* involved communication and barriers experienced in relationship development and transitional support for promotion of adjunct retention. Communication was key to developing strong faculty relationship and retention of adjuncts for full time faculty. Paul (2015) contended that support provided during change and socialization will promote job satisfaction, student success and workforce retention of adjunct faculty into full-time educator roles. This research was limited by the qualitative design and sample size. The narratives may not represent all experiences of novice educators.

Bostian Peters (2014) performed a study to primarily describe novice nurse faculty members lived experiences of faculty to faculty incivility. The second purpose was to describe and understand how incivility influences faculty decision to remain in nursing academia (Bostian

Peters, 2014). This study used a hermeneutical phenomenological approach to uncover lived experience with a purposive sample of eight novice nurse faculty with less than five years of experience (Bostian Peters, 2014). Five themes emerged: (1) sensing rejection, (2) employing behaviors to cope with uncivil colleagues, (3) sensing other wanted novice faculty to fail, (4) sensing a possessiveness of territory from senior faculty, and (5) struggling with the decisions to remain in the faculty position.

Sensing rejection had novice faculty experiencing feeling of self-doubt, inadequacy and devalued. Novice nurse faculty felt fear and intimidation when it came to the potential interaction with uncivil colleagues. Also noted was fear of future repercussions and lack of trust from the data collected. A sub theme surfaced of feeling belittled, as though they were being treated like a child. The novice nurse faculty coped with uncivil colleagues by the use of avoidance as a survival technique to get through the work days (Bostian Peters, 2014). The participants expressed a sense of the possessiveness of more experienced faculty and that they wanted the new faculty to fail. A perceived lack of mentoring was also noted in this study (Bostian Peters, 2014). Mentorship would have been difficult, because the novice faculty participants' also perceived senior faculty were threatened by novice faculty. Ultimately, novice nurse faculty expressed disbelief about the lack of professionalism and the uncivil behavior of senior faculty (Bostian Peters, 2014). This study was significant because it added insight to understanding of incivility between faculty members. To increase recruitment and retention of faculty evidence based interventions must be used to prevent uncivil behavior toward novice nurse faculty (Bostian Peters, 2014). The small sample size was a major limitation of this study.

Weidman (2013) conducted a similar qualitative research study with a phenomenology method to describe and interpret the experiences of nurses without any educational theory, as

they transition from the role of clinical nurse expert to the novice nurse educator. Three themes identified from the study were: (1) clinical nurse experts have expert knowledge to share and have desire to educate the next generation of nurses; (2) the transition process elicits feeling of stress related to not having educational theory;(3) consistent mentoring contributes to an easier transition into the nurse educator role (Weidman, 2013). This research was limited because it had a small sample size of eight. The results however assisted nursing school administrators develop mentoring programs that can ease the transition into a nurse educator leading to positive outcomes and faculty retention (Weidman, 2013).

Janzen (2010) used a metaphor of Alice stepping through the looking glass to present three dimensions that expert practitioners pass through in their journey to clinical nurse educator. The transition from expert practitioner to clinical nurse educator is a multidimensional process (Janzen, 2010). Novice clinical nurse educators can expect to pass back and forth between a figurative gradient before their role becomes actualized (Janzen, 2010). Lastly, the process of actualization changes individuals in their roles as educators and as humans (Janzen, 2010). This article is limited because it was not research and was a conception of one individual to describe the transformative journey an expert clinician makes in becoming a nurse educator.

Schoening (2013) performed a qualitative study to generate a theoretical model that described the social process that occurs during the role transition from nurse to nurse educator. Nurse educators are in high demand and there is a shortage of qualified instructors for nursing school demands. A grounded theory study utilized purposive, theoretical sampling of nurse educators teaching in a baccalaureate nursing program. The results of this study were used to make the Nurse Educator Transition model (Schoening, 2013). Four phases were identified for the role transition in the model of nurse to nurse educator: (1) anticipatory/expectation phase; (2)

disorientation phase; (3) information seeking phase; and (4) identity formation phase (Schoening, 2013). The research from this study has the potential to provide a framework for strategies that can support novice educators through transition into the role of nurse educator. The study was limited due to a sample size of 20 educators. The goal for the resultant Nurse Educator Transition model would be to possibly eliminate the disorientation phase.

Orientation and Faculty Development Programs

Based on a literature review, Baker (2010) developed a program for new nurse educators. The goal of the formalized orientation was to prepare and socialize nurse educators to academic roles, increase their satisfaction in the job and ultimately remain in the role of nurse educator. The program was comprehensive to include goals, pre and post self-assessments, group determined instructional plan, support and mentoring, professional development over the first year and outcome evaluation. The format of the program used a seminar approach to allow for time to complete activities, discussions and problem solving. The self-assessment survey was modified from a previous survey and information from the survey helped determine topics for upcoming seminars (Baker, 2010). The survey was helpful to identify needs of novice faculty and provided seminar topics and confidential discussion sessions. These sessions were identified as most helpful by novice faculty (Baker, 2010). All novice faculty were paired with a mentor of “seasoned” faculty staff based on mutual interests. The mentors and protégés met a regular intervals and a signed contract of outlined completed goals was given to the dean (Baker, 2010).

At completion of the program the self-assessment survey was done to determine if the program was perceived to be beneficial and to improve self-confidence. The post assessment showed perceived teaching competency improved. Feedback from participants indicated that the seminars were helpful and open discussion was especially helpful (Baker, 2010). At publication

of this article, the program had been in effect for three years with eleven new faculty participated in the orientation program. Only one of the 11 new faculty who completed the program left the college. The primary goal of the program was retention and that was demonstrated by a retention rate of almost 91% (Baker, 2010). The program evaluation indicated that novice educators felt valued, supported, and had the tools to be successful (Baker, 2010). This article demonstrated the effectiveness of utilizing a mentor and orientation for novice nurse faculty for retention but was limited by it focused only on one nursing program with a small sample size.

Shanta, et al (2011) performed a mixed-method longitudinal study with a pre-test/post-test comparative analysis to investigate role development of nurse educators (n=58). Specifically, the major goal was to explore the mechanism by which graduate students involved in a variety of roles teaching nursing students, but without standard credentials for education gain competencies related to pedagogy through graduate education, practical experience and a relationship with mentors. The study was called the Nurse Faculty Intern Pilot Study. The literature review supported a need for novice educator orientation to help fill faculty shortages with professional nurses with no educator experience (Shanta, et al, 2011). The conceptual framework was developed for the study was based on the literature review and refined based on the results. Within this framework for competency development, the nurse faculty intern interacts with graduate education, mentor and orientation. Outcomes of this framework are faculty role development leading to student satisfaction, nurse faculty satisfaction and retention of qualified faculty (Shanta, et al. 2011). Nurse faculty intern participants and mentors assessed the level of faculty development at enrollment into the study via the Faculty Needs Survey (Riner & Billings cited in Shanta et al.) and repeated this measure when the intern graduated from a master's or doctoral program or ended employment as a nurse educator. Additional qualitative data was

solicited to explore the personal experiences of both the Nurse Faculty Intern and the mentor through individual questionnaires and focus groups were used to validate and confirm the findings from the study.

The study revealed positive findings and trends in development of competencies necessary for the role of nurse educator related to the experiential program. Several recommendations for a faculty development program were made from this study and used to set regulatory policy.

The first recommendation was that a faculty developmental program should be formalized and approved by the board of nursing. Moreover, a faculty member who does not meet the academic qualifications for the role of faculty should continue for the duration of employment. The second recommendation is that all unqualified individuals employed as faculty should be currently and actively in a graduate nursing program and each unqualified faculty member should be assigned a mentor that is prepared for the role of mentor. The faculty development program should have instruction related to policies, organizational structure, academic culture, curriculum and teaching and learning and a systematic evaluation process must be developed to assess the effectiveness of faculty development program. The study was limited to the developmental needs of unqualified individuals in faculty roles and data was collected (Shanta, et al, 2011). It does provide a model for which faculty can be developed to assist in nurse faculty shortage.

Poindexter (2013) identified essential entry-level nurse educator competencies as reported by nurse administrators of accredited nursing programs within the United States. The novice to expert skill acquisition model provided guidance for the study, as applied to expert clinical practitioners and novice nurse educators (Poindexter, 2013). The research was

conducted using a nonexperimental cross-sectional survey of 374 participants (Poindexter, 2013). A novice nurse educator competencies survey was developed specifically for this study. Nursing program administrators were identified and invited to participate in this research study by email (Poindexter, 2013). The results were analyzed and divided by program type. The results indicated that administrators expected entry-level nurse educators to acquire teaching competencies prior to obtaining an entry-level position. Expected proficiency levels of competencies differed based on the position type and academic setting (Poindexter, 2013). The research was limited by the length of survey, to only nursing administrators and a single time of year was spring during academic break.

Retention

Hessler and Ritchie (2005) provided ten suggestions for schools of nursing in the recruitment and retention of new faculty. These authors suggested that nursing schools provide guidance, foster socialization, encourage flexibility, conduct orientation, provide support, facilitate collaboration, allow for mistakes, coordinate teaching assignments, grow your own and offer rewards (Hessler & Ritchie, 2005). Both formal or informal guidance facilitates increased self-esteem. Orientation processes important areas of guidance and should include curriculum, philosophy, resources available and collegiate culture. It is equally important that nursing school administrators foster socialization between and among new and existing faculty because it develops solid relationships. Seasoned faculty should be encouraged to support new faculty members by not only discussing teaching strategies, but also by offering technical assistance, to role modeling appropriate attitudes and demeanor that have worked in the past to assist new faculty to be successful. It is also important that new faculty receive positive feedback, incentives and compliments on achievements (Hessler & Ritchie, 2005).

The nursing program administrator can also assist in the success of the new faculty members. New faculty desire a level of flexibility in assignments and also have expectations as they search to find a balance in their private and professional lives (Hessler & Ritchie, 2005). This flexibility can be especially important when faculty members enter the new role as a faculty member while they simultaneously complete higher education. Not only is flexibility desired in this case, but financial support for the educational process would also assist the faculty member successful (Hessler & Ritchie, 2005). There also should be anticipated mistakes of new faculty and allowed the new faculty to learn from these experiences (Hessler & Ritchie, 2005). A concentrated effort to allow new faculty to teach within their nursing expertise would help the new faculty some comfort in the nurse education they would teach (Hessler & Ritchie, 2005).

Summary

The identified research organized in this literature will serve as the foundation for evidence based novice nurse educator orientation program. The literature review used 22 articles for examination. There was a mix of quantitative, qualitative and literature reviews in which the research was conducted.

The literature review research was organized using the conceptual framework from Shanta, et al (2011) with these four themes mentoring, novice nurse educator experience, orientation and faculty development programs and retention. Mentoring resulted in four articles two of which were literature review in design and two were qualitative research designed. Novice nurse educator experience theme resulted with the most articles of 14 articles in this category. Two articles were literature review designed research studies and one article was a quantitative research designed study. The majority of the research in this theme was of qualitative research designed studies. The qualitative studies were 12 studies in total.

The remaining two themes that organized the research were orientation and faculty development programs and retention. Three articles fell under the theme orientation and faculty development programs and one for retention. This included a mixed-method longitudinal study, nonexperimental cross-sectional survey, a faculty orientation program design and strategies for retention of novice faculty.

Discussion

The results of the comprehensive literature review were used to design an evidenced based new nurse faculty orientation program. Interpretation of the evidence and analysis is presented in this section and the orientation program that was created from the evidence will be described in the outcomes sub-section of this discussion.

Interpretation

Synthesis of the comprehensive literature review was used to create a novice nurse educator orientation program. Interpretation and analysis of the evidence is organized and presented according to the conceptual framework previously described.

Orientation. The new nurse educator should be given an opportunity to be oriented to the campus in which they will be working and meet other faculty and staff. Orientation programs may ease the transition of the new nurse educator to the academic workplace (Shoening, 2013). This will allow the new nurse faculty member to learn about their new work environment and help them become successful at the start of this new position. The program should include orientation to institutional policy, department policy, organizational structure, academic culture, curriculum and content related to teaching and learning (Shanta, et al, 2011). With limited orientation, novice nurse educators can feel a source of stress and lack of confidence (Cooley & De Gange, 2015). Orientation to institutional policies and culture is

important for new faculty to navigate effectively within the institution (Shanta, et al, 2011). If new faculty are expected to teach in highly technical classes, they must be oriented to the technology and receive continued support to navigate this new working environment (Hessler & Ritchie, 2006).

Mentor-mentee relationship. When the process of selecting a mentor for the new faculty member is initiated, consider the interests and nursing experience of the faculty. Nursing school administrators should consider the needs of the novice faculty development (Heydari, et al, 2015). The most successful mentor faculty relationships involve relationships that share similar interests. Qualities of a good mentor are expertise; professional integrity, honest, accessibility and encouraging (Sawatzky & Enns, 2009). Mentor-mentee relationships based on shared interests encourage the development of close transparent relationships (Baker, 2010).

It is important to encourage open communication within the mentor-mentee relationship. The mentor and mentee should allow time and energy to the relationship to foster a strong connection. Faculty mentors should receive training in the elements of effective mentorship (Schoening, 2013). This would include making allowances for each member of the team to have time to continue to meet the demands of work and personal lives; this will lead to less stress on the mentor mentee relationship. The absence of mentorship will often lead to novice nurse educators seeking peers to act as mentors (Schoening, 2013). Faculty mentors should be given a list of expectations for being a novice nurse faculty mentor.

The mentor relationship would be more successful if mentors and new faculty work on the same campus. With distance between education programs, the recommendation was that on-site mentors would better facilitate a positive outcome of the program (Shanta, et al, 2011). It can be difficult to establish a relationship with faculty that is in a different location than the

mentor (Wilson, et al, 2010). The mentor relationship should last at least a year with potential to last as long as determined by the participants. A strong mentorship is more likely to lead to the retention and satisfaction of the new faculty. Studies support improved educator satisfaction levels, increased retention rates, quicker assimilation into the educator role and student outcomes improved (Pointdexter, 2013). The relationship can be used by both parties as needed throughout the lifetime of the relationship. Mentorships should be initiated at the beginning and progress on an agreed upon time frame from the participants. Mentorships created a new better team to spiral in a positive motion and evolve upward (Dunham-Taylor, et al., 2008).

The mentor benefits from becoming a mentor by gaining opportunities to provide advice and consultation (Wilson, et al, 2010). They have the opportunity to share experience and their personal journey from novice to expert (Wilson, et al, 2010). This is a time for a mentor to reflect on their own career. The mentor also has a chance through mentoring to self-reflect on their own teaching practices (Wilson, et al, 2010). Also mentors receive the opportunity to connect with other faculty through the planned program activities (Wilson, et al, 2010).

Faculty role development. Novice nurse faculty should be given guidance and encouragement to develop into a faculty member. Novice nurse faculty development has the individual become more involved in the academic community (Anderson, 2009). This includes learning about the additional responsibilities that faculty may have at the institution such as academic advising to students, serving on committees and development of curriculum and teaching methods for the classroom. Allowance of new faculty members to be part of a team in teaching subject matter is important because it allows them to see what the school identifies as core concepts students must learn (Hessler & Ritchie, 2006). Careful planning to prepare novice

nurse educators with the competencies and skills needed to successfully transition into academic roles will help meet the needs of the college (Pointdexter, 2013).

Collegiality and professional socialization. The new nurse faculty should be encouraged to continue professional development. A goal of the program should expose new faculty to opportunities for professional development within the institution. This will help provide a long-term goal of continued development as a nurse educator (Baker, 2010).

Creating strong mentoring programs for new faculty may foster socialization and contribute to faculty retention (Bostain Peters, 2014). The faculty meetings should also include a set aside time to address new faculty concerns. This helps the new faculty feel a part of the group. Socialization is important for an individual to feel like a member of the team (McDonald, 2010). New faculty has a chance to build friendships and feel more included within the faculty at the college. This is an opportunity to for building relationships and collegiality (Wilson, et al, 2010). These meetings can offer explanations of behavioral norms and expectations of the institution and thus can decrease stress for the new faculty (McDonald, 2010). Orientation programs should be of sufficient length to provide gradual acclimation to the full responsibilities of the faculty role (Schoening, 2013).

Outcome

A detailed orientation program was developed using the evidence gained from the comprehensive literature review. This new faculty orientation program for the Indianhead Technical College was the outcome of the literature review and organized using the conceptual framework identified by Shanta, et al (2011). The orientation program is organized by themes of orientation, mentor-mentee relationship, faculty role development and collegiality and professional socialization.

Orientation. A new faculty member will be given a written detailed description of the orientation process and time commitment. Mentors should have written guidelines and instructions to follow so regular meetings and mutual goal-setting can be established (Baker, 2010). Once the assignment is made, the mentor contacts the new faculty member to arrange a meeting. This meeting should include review of the faculty assignment sheet with new faculty member, review the nursing faculty orientation material, making a schedule with new faculty to do orientation activities and checklists. Also the mentor will set up times for weekly meetings with new faculty member and have them schedule monthly meetings with the dean, have new faculty member meet with course responsible person, review course schedule in the new faculty assignment, check to see that new faculty member has learning materials for courses. The last part of this meeting is tour campus and introduce new faculty member to other faculty (Miller, 2015).

Orientation should last at least a year in duration. Orientation will be expanded to a year based on the needs of the new faculty member (Baker, 2010). This developed orientation plan should be documented and eventually submitted to nursing dean (Baker, 2010). At the end of each semester, an evaluation of new faculty member's orientation progress is done and plans are made to reach goals set for the orientation process. A report to nursing dean on the orientation process and the completion of orientation process will be completed at the end of the new faculty orientation (Miller, 2015).

Mentor-mentee relationship. The new faculty member will be paired up with an existing faculty member. This faculty member will be considered the mentor for the new faculty member. The faculty assignment should include similar interests and like experience backgrounds (Baker, 2010). This will assist in the mentor -new faculty member relationship to

be positive. Ideally, the relationship should be set up with both members of the relationship on the same campus (Shanta, et al., 2011). This will help lead to a strong relationship in which the new faculty member can assess more readily. After the first meeting, weekly meetings should occur to discuss review of orientation activities completed to date, discuss questions, problems, and concerns with the new faculty member. The duo should use the meetings and an opportunity to discuss ways of correcting problems and to answer questions or address concerns. Even more importantly, these meetings can be used to plan and customize additional orientation activities and schedules to meet the needs of the new faculty member (Hessler & Ritchie, 2006).

Faculty role development. The new faculty member should be exposed to the additional responsibilities that faculty members are required to do as a faculty member. Novice nurse faculty development is required as the individual becomes more involved in the academic community (Anderson, 2009). Nurse faculty must also participate in student academic counseling, committees and curriculum development for the nursing education. The mentor will invite the new faculty member to observe and learn about committees in which the mentor is active. One goal of the mentor-new faculty member team should be to determine the new colleague's interests for serving on committees and curriculum development. This determination will allow the mentor to help the new faculty member become an active member of a committee.

New faculty members will work with other faculty members to develop curriculum. The new faculty members will be assigned to be part of a team in teaching subject matter in which the individual has expertise. It is important to allow the new colleague to learn what the school identifies as core concepts in the program curriculum (Hessler & Ritchie, 2006). At faculty meetings, the team members of identified subjects will discuss and plan curriculum for nursing courses. The new nurse faculty member should be invited to offer suggestions to the nursing

curriculum. This will help the new faculty members become vested in the curriculum and find satisfaction in development of nursing education. Careful planning to prepare novice nurse educators with the competencies and skills needed to successfully transition into academic roles will help meet the needs of the college (Pointdexter, 2013). The new nurse faculty will feel confident and prepared to be an educator and stay working in the college.

Collegiality and professional socialization. Time should be set aside at faculty meetings for new faculty members to meet other faculty members. It will also allow time for the new colleagues and their mentors to discuss with the faculty as a whole, about the challenges and positive experiences the new faculty member has had as an instructor (Baker, 2010). This helps the new faculty member feel more part of the faculty building professional relationships (Shanta, et al., 2011). Socialization is important for an individual to feel like a member of the team (McDonald, 2010). Creating strong mentoring programs for new faculty may be a way to foster socialization and contribute to faculty retention (Bostain Peters, 2014).

Dissemination. The comprehensive literature review provided the evidence for an evidence-based new faculty orientation program. This new faculty orientation program was presented in a poster presentation at the Midwestern Nursing Research Society conference (Appendix A). The abstract was selected in a complete process by faculty members of the college Research and Scholarship Committee.

The new faculty orientation program was also presented to the faculty at the Wisconsin Indianhead Technical College for possible adoption for nurse faculty use. The information was presented at a nurse faculty meeting with all nurse faculty present at the meeting. The poster was utilized as a tool to give a visual representation of the research results and evidence-based new faculty orientation program.

Implications for Nursing

The literature for this independent study supported the need for orientation and systematic development plans for novice nurse educators. The shortage of nurses to care for the aging population is real and valid concern. The importance of retaining current nursing faculty in the workplace is of great importance (Baker, 2010). The need for qualified instructors to educate and meet this demand for new nurses is crucial. The nursing practice must have strong qualified nurse educators to prepare new nurses.

New nurse faculty must have time to develop the skills to transition from clinical practice to the faculty role. A structured and well-planned program that will allow novice nurse educators to gain competence in the role of a nurse faculty is essential to retaining nurses in academia. Mentoring relationships for new nurse faculty as part of the structured program will ease the transition into academe (Specht, 2013). The mentor relationship can be used as a guide for new nurse educators to learn expectations in this role, as well as acclimate to the academic environments (Sprecht, 2013). Novice nurse educators must feel empowered and supported to succeed, and have job satisfaction (Baker, 2010). Job satisfaction is a significant predictor to retention and desire to stay working in academia (Baker, 2010).

Nursing education needs strong clinical nurses to choose to work in academia. A strong orientation to academia will more likely result in positive outcomes and retention of these transitioning nurses in nursing education. Developmental programs should also include evaluation of effectiveness of the orientation program. The program cannot improve and meet the changing needs of new faculty members if there is not evaluation completed of the program. Program evaluation is crucial for demonstrating the benefit of having an orientation program

(Shanta, et al, 2011). Additional research is needed to further refine best practices in developing strong and committed nurse faculty members.

Conclusions

Expert clinical nurses that choose to enter the world of academia and become nurse educator do not always have the support to transition into the educator role. Without the necessary orientation and training the new nurse educators find it difficult to transition into an educator role. They question their decision to become nurse educators and leave the academic setting. This leads to a continued shortage of nurse educators and low retention rates for nurse faculty in nursing schools of higher education.

The evidence gathered by the literature underpinned this project and substantiated a need for orientation for new nurse faculty. The intended outcomes of this project were that nurse faculty would feel supported and valued after participating in nurse faculty mentoring program. Validation would provide feedback for improvement preventing social isolation and ineffective teaching (Dunham-Taylor, et al., 2008). Expectations could help balance work and personal life instead of encouraging burn out and personal problems (Dunham-Taylor, et al., 2008). The orientation is intended to provide the nurse faculty with tools to be successful as educators.

The need for strong orientation and mentoring for new nurse educators is vital. The new nurse educators that participate in orientation programs will have an increase in their confidence as educators and higher satisfaction for entering academia. This higher job satisfaction will lead to increased retention in nurse faculties. There is also an increase in student satisfaction from having a confident educator that is reliable and successful in a nursing program. Finally, the retained new nurse educator is part of the solution to relieving the nurse faculty shortage and nurse shortage.

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Appendix A

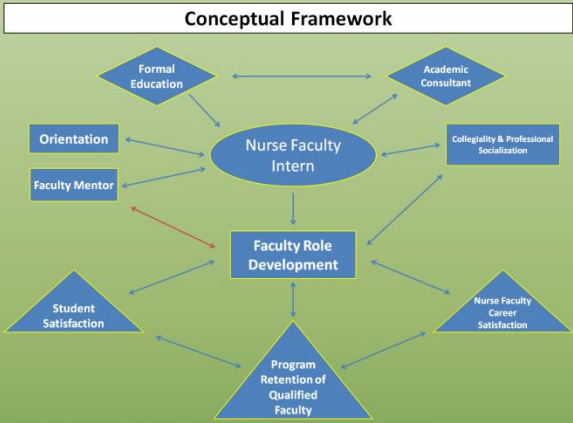
Nurse Faculty Orientation: Building Confidence and Professional Development

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Problem

Nurse educators are in great demand to provide training to student nurses. It is important to provide these novice nurse educators with a strong orientation and mentorship to the nurse faculty role in order to empower the novice nurse educator in their faculty role and lead to an increase in job satisfaction and retention (Baker, 2010). The purpose of this project is to develop an evidence-based orientation program for a nurse faculty mentoring program.

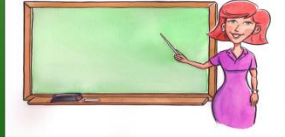


Implications

New nurse faculty must have a systematic plan and protected time to develop the skills to transition from clinical practice to the faculty role. The evidence-based faculty development and orientation program developed through this comprehensive literature review may provide novice nurse faculty with tools to be successful as academic educators. Additional research is recommended to evaluate the effectiveness of systematic faculty development programs and to further develop and expand opportunities for new nurse faculty to participate in professional development programs.

Literature Review

- A thorough literature review used CINHALL and PubMed databases.
- Key words: Nurse Faculty, Orientation, Mentor, Retention, Model and Development.
- Literature search limited to: English, publication dates of 2005 or newer, peer reviewed
- 22 articles resulted
- Reference list available at request



Results

The identified evidence provided the foundation for an evidence-based faculty mentoring program to be presented to nursing faculty at a Midwestern technical college for adoption. Key Aspects of the Program Include:

Mentor – Novice Faculty relationships:	Faculty Meeting:
Include mutual interests(Baker, 2010). Last for at least a year(Baker, 2010). Relationship on same campus (Shanta, et al, 2011). Orientation to campus (Shanta, et al, 2011)	Share knowledge from other staff (Baker, 2010). Help build collegiality(Shanta, et al, 2011). Build professional relationships (Bostain Peters, 2014). Technology use and requirements (Pointdexter, 2013).
Mentor benefits	Novice Faculty Benefits
Share advice and experience (Wilson, et al, 2010). Honest and encouraging (Sawatzky & Enns, 2009) Reflection on own teaching (Wilson, et al, 2010)	Job satisfaction (Pointdexter, 2013). Desire to remain in education (Bostain Peters, 2014).



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