The Hiring is Done! Now What Happens? The Onboarding of New Faculty in Schools of Nursing

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Conflict of Interest

There is no perceived or real conflict of interest with this presenter or presentation.
## Objectives

- Understand the importance of successful faculty onboarding and retention
- Discuss the importance of a structured orientation program for new faculty
- Explore ways to develop/enhance one’s orientation program
- Propose concrete solutions to successfully orienting new faculty
The Importance Of Onboarding

1715

64,067

97,083-77,022

9,757 & 2,102
Retirement of Faculty

School Benefits

• Cost savings
• Quality teaching
• Expertise development
• Collaboration
Structured Orientation

• Builds trust in the organization
• Allows for safe questioning and learning
• Establishes norms
• Ensures basic standards
• Provides ongoing support and guidance
Orientation Program

• Formal and informal components
• Administration participation
• Initial Assessment
• Monthly meetings
• Guidance and direction
• Teaching support
Set Mission and Goals

- **Prepare master teachers** who design and implement academic programs that prepare graduates as outstanding clinicians, scholars, and leaders in the field of nursing.

- Sustain the school as a **center of teaching excellence**, known for its innovative academic programs; its conduct of transformative educational research; its **commitment to the ongoing development of faculty**; and its exceptional graduates.
Mission and Goals, continued

• Create a **culture of excellence and innovation**, as well as a **community of learning**, where faculty continually **seek to become more effective and innovative teachers** who serve as role models for students who, themselves, are becoming lifelong learners committed to excellence.

• **Develop faculty** to serve as nursing education leaders and pedagogical scholars who transform nursing education.

• **Contribute** to the development of the **science of nursing education**.
After hire…

- Individualized plan for each new faculty:
  - Self-Assessments
  - Educator competencies based on the NLN Competencies for Nurse Educators
  - Technology competencies
Educator Competencies
SELF-ASSESSMENT OF NURSE EDUCATOR COMPETENCIES

- Facilitate learning
- Facilitate learner development and socialization
- Use assessment and evaluation strategies
- Participate in curriculum design and evaluation of program outcomes

<table>
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<tr>
<th>FACILITATE LEARNING</th>
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<td>Implement a variety of teaching strategies appropriate to learner needs, desired learner outcomes, content, and context</td>
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<td>Ground teaching strategies in educational theory and evidence-based teaching practices</td>
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<td>Recognize multicultural, gender, and experiential influences on teaching and learning</td>
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<td>Engage in self-reflection and continued learning to improve teaching practices that facilitate learning</td>
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<td>Use information technologies skilfully to support the teaching-learning process</td>
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<td>Practice skilled oral, written, and electronic communication that reflects an awareness of self and others, along with an ability to convey ideas in a variety of contexts</td>
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<td>Model critical and reflective thinking</td>
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<td>Create opportunities for learners to develop their critical thinking and critical reasoning skills</td>
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<td>Show enthusiasm for teaching, learning, and nursing that inspires and motivates students</td>
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<td>Demonstrate interest in and respect for learners</td>
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NURSE EDUCATOR COMPETENCIES, continued

• Function as a change agent and leader

• Pursue continuous quality improvement in the nurse educator role

• Engage in scholarship

• Function within the educational environment
SELF-ASSESSMENT OF EDUCATIONAL TECHNOLOGY COMPETENCIES

- Area of competency
- Effective use of educational technologies
  - To help students
  - To implement principles of good teaching (Chickering & Gamson, 1987)
- Ability to create effective learning experiences

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<tr>
<th>I CAN EFFECTIVELY USE EDUCATIONAL TECHNOLOGIES TO HELP STUDENTS ACHIEVE THE FOLLOWING OUTCOMES:</th>
<th>SELF-RATINGS</th>
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<tr>
<td>Think deeply</td>
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<td>Solve real-world problems</td>
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<td>Engage in the discussion of “thorny” issues</td>
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<td>Exhibit cultural humility/sensitivity</td>
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<td>Reflect on personal values and how they influence one’s actions</td>
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Faculty Orientation Part 2

- Meeting schedule with key personnel

- Guides
  Pedagogical
  Scholarship/ Research
  Culture

- Monthly orientation sessions
Culture Guide
This individual is expected to help new faculty understand the “culture” of the school and university and “how things work”.

Pedagogical Guide
This individual is expected to help new faculty with their teaching responsibilities.

Scholarship Guide (Track II)
This individual is expected to help new practice track and research track faculty with their scholarly endeavors.

Research Mentor (Track I)
This individual is expected to help new tenure track faculty with their program of research.
Monthly Orientation Sessions

• Facilitated by Faculty
• Flexible format
  – Topics vary based on new faculty needs

Last month: Teaching Credits, Advising, student evaluations
Evaluation Process

• Survey to all participants within 6 months of start date

• Re-evaluate processes annually

• Note variance in hiring throughout the year
How do you resource this process?

- Leader/ Administrative support
- Cost
- Time
- Energy

What are the Pay offs??
What about your school?

- What works?
- What doesn’t work?
- What do you want to try?
- What will it take?
Commitment to add something new.....

• Start small
• Have a long term plan
• Evaluate the process
• Write it down!
• Find a partner/ colleague!
Objectives, reviewed

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Questions? Comments?

- Thank you for coming!!
References

