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 - Complete activity by 07/31/2023 and submit the online evaluation



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Mentoring: A Step Toward a Positive Nursing Education Culture

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Learning Outcomes & Learning Objectives

- Participants will be able to describe the development, implementation, and evaluation of a robust faculty mentoring program.
- Upon completion, participants will be able to discuss the impact of the mentoring process on faculty retention.
- Upon completion, participants will be able to identify two strategies that will support a successful faculty mentoring program.
- Upon completion, participants will be able to describe one way mentoring can foster a positive nursing culture



The image shows the exterior of a brick building with a large glass window. The window reflects the sky and trees. A sign above the window reads "NURSING SCIENCES BUILDING". In the foreground, there is a brick wall with a sign that reads "ROSS AND CAROL NESE COLLEGE OF NURSING".

**WELCOME
Faculty!**
WE ARE so glad you are here!

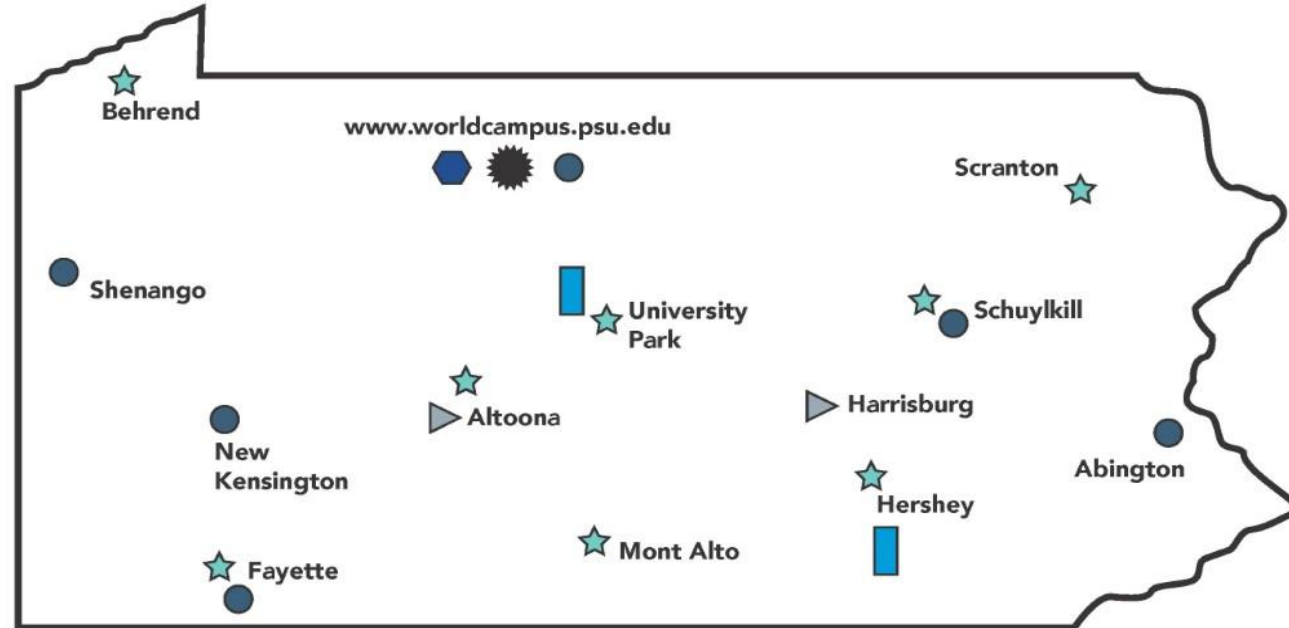
ROSS AND CAROL NESE
COLLEGE OF NURSING

NURSING SCIENCES BUILDING

We are...



Penn State Ross and Carol Nese College of Nursing Programs in Pennsylvania



- ★ BSN
- RN to BSN
- ▶ Second Degree (BSN)
- ◆ MSN - online only
- PhD
- ☀ DNP - online only

Program Options:

MSN - online only	DNP- online only
<ul style="list-style-type: none"> • Nurse Educator • Nurse Administrator 	<ul style="list-style-type: none"> • Leadership • Nurse Practitioner (NP) <i>Adult Gerontology Primary Care NP</i> <i>Adult Gerontology Acute Care NP</i> <i>Family/Individual Across the Lifespan NP</i>

The in-person MSN was phased out in FA21.

Last updated: November 9, 2022

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Background

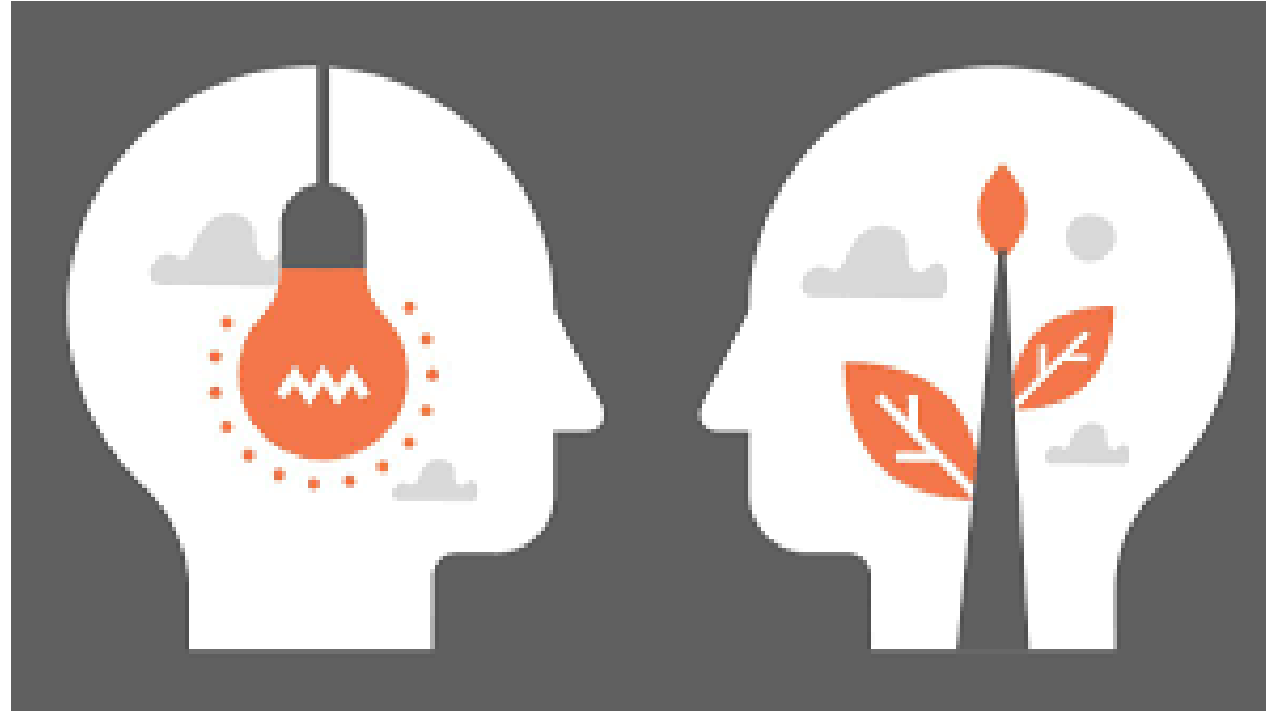
- Nursing Faculty shortages are limiting student entry (AACN, 2019).
- One third (1/3) of nursing faculty will retire by 2025 (AACN, 2019).
- National League for Nursing (2006) advocates for mentoring
 - Faculty career development
 - Faculty retention
- National Advisory Council on Nurse Education and Practice (2021) Congress Health Resources and Service Administration to develop nurse faculty residency programs
 - Recruitment
 - Preparation
 - Development
 - Retention

Background

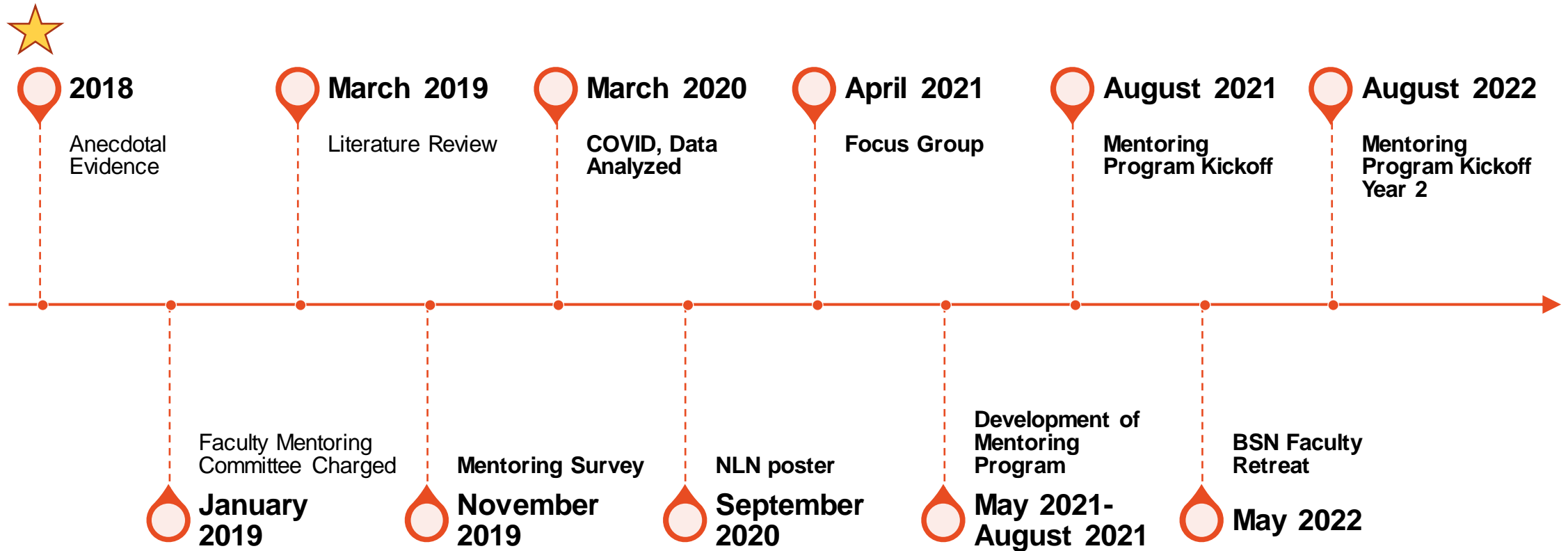
- Evidence suggests that mentoring programs have a positive impact on nursing faculty retention (Fritz, 2018; Gentry & Johnson, 2019; Slimmer, 2012).
- Not uncommon for new nursing faculty to receive little to no orientation leading to:
 - Frustration
 - Stress
 - Feelings of incompetence

Merrill (2019)

What's your mentoring story?



Our Story



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ANECDOTAL EVIDENCE

Our Story



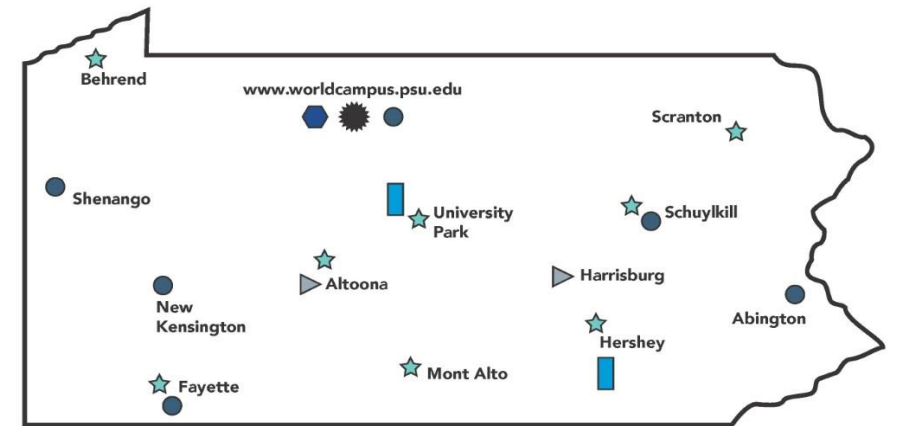
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Faculty Mentoring Committee Charged

- One representative from each campus
- Included BSN, Second Degree, and RN to BSN faculty
- Associate Dean for Undergraduate Education oversight



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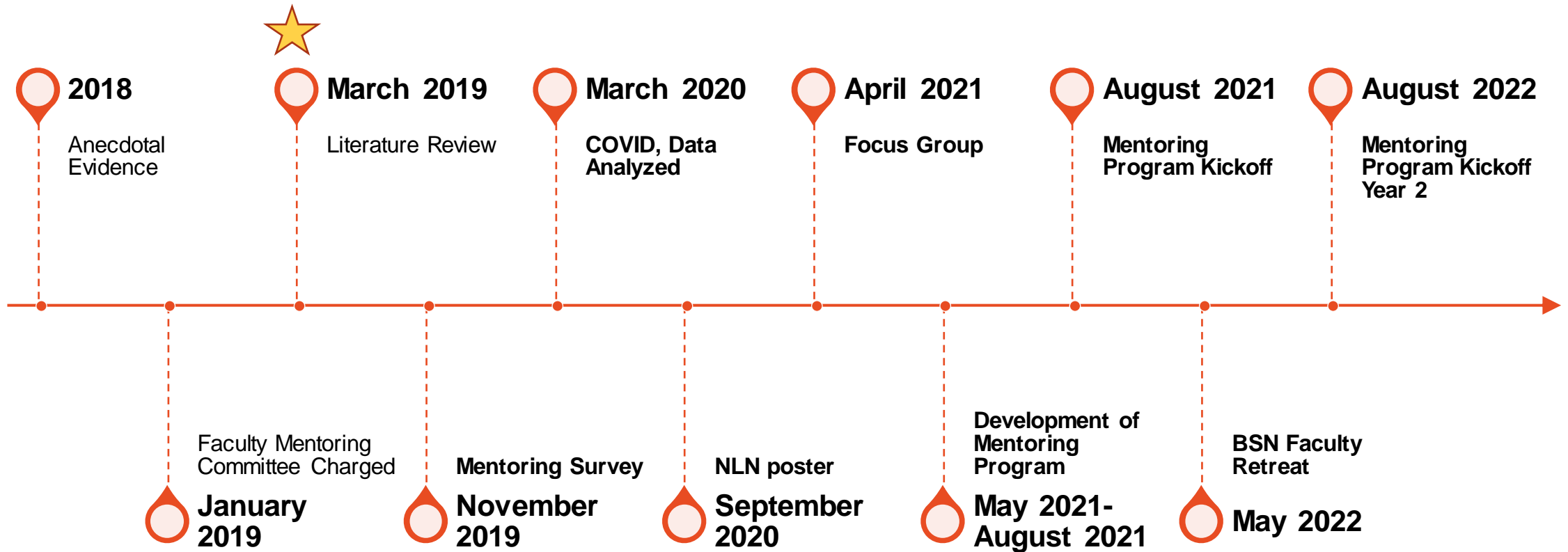
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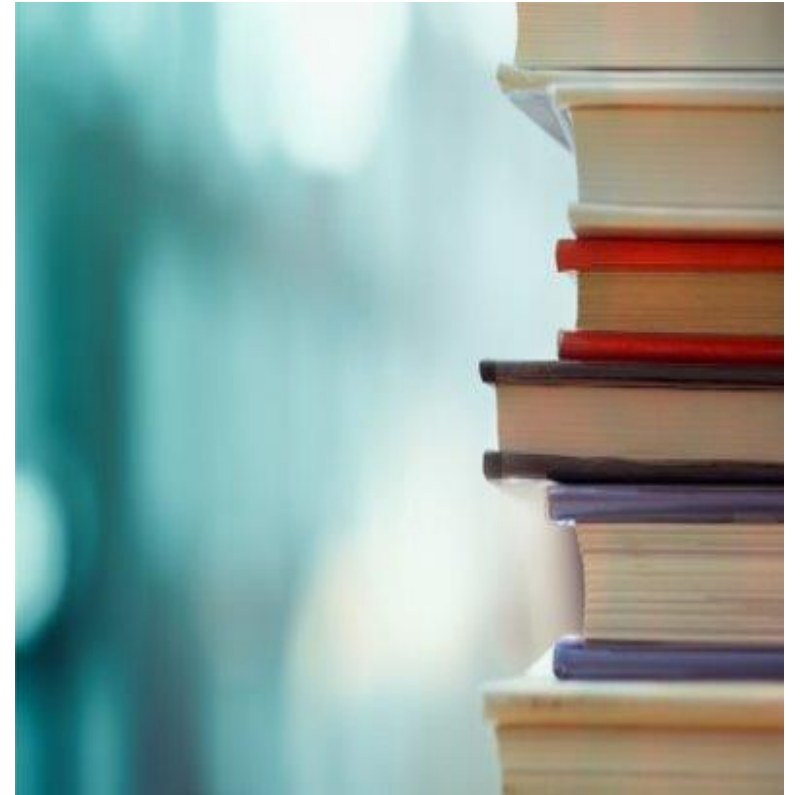
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Literature Review

- Themes uncovered, revealed
 - lack of formal **education** regarding pedagogy
 - vague **role** expectations
 - lack of support from **administration**
 - **incivility** (faculty to faculty)
- (Fritz, 2018; Goodrich, 2014; Miner, 2019)



Word Cloud

Please enter words that describe mentoring.



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What is a mentor?

- a person who is a leader in their field and devotes time and expertise to developing a mutually interactive relationship with another person for the purpose of assisting them in meeting their goals.

What is a mentee?

- a person who is new in their field or role and benefits from advice and guidance from a mentor to identify and achieve their goals.

Mentor Functions

Advice

Communicate

Teach

Support



Mentee Functions

Reflect

Engage

Adopt

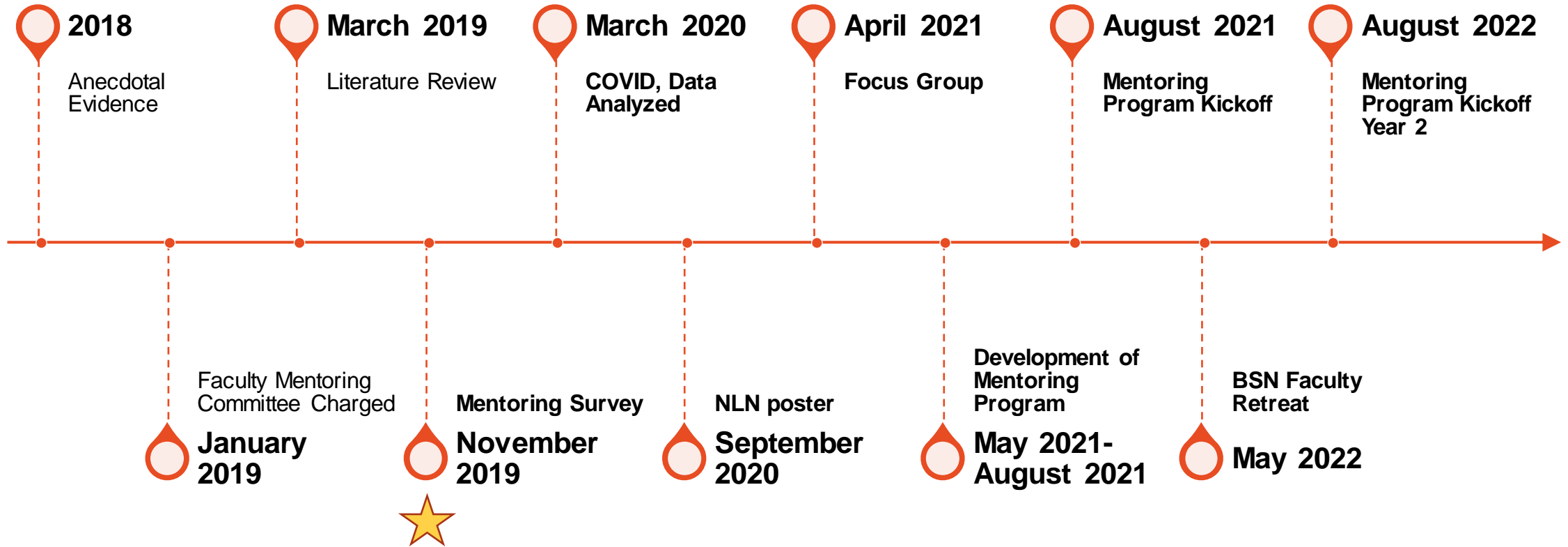
Communicate

Teach

Support



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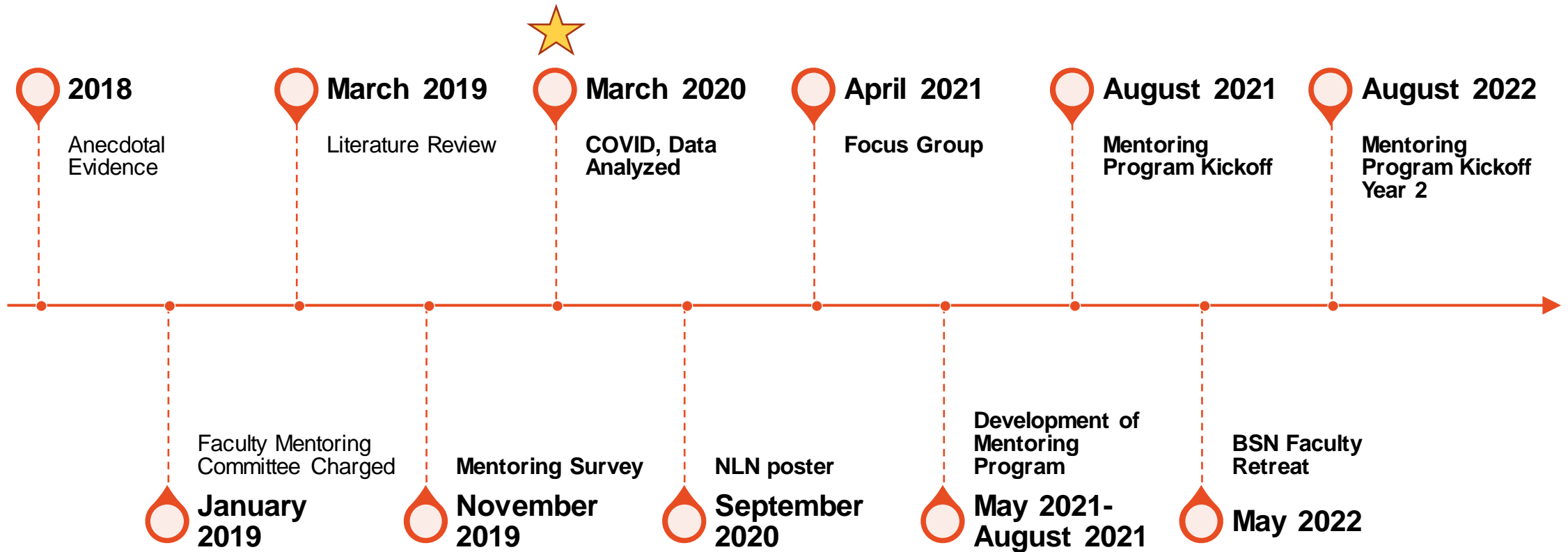
Survey Results

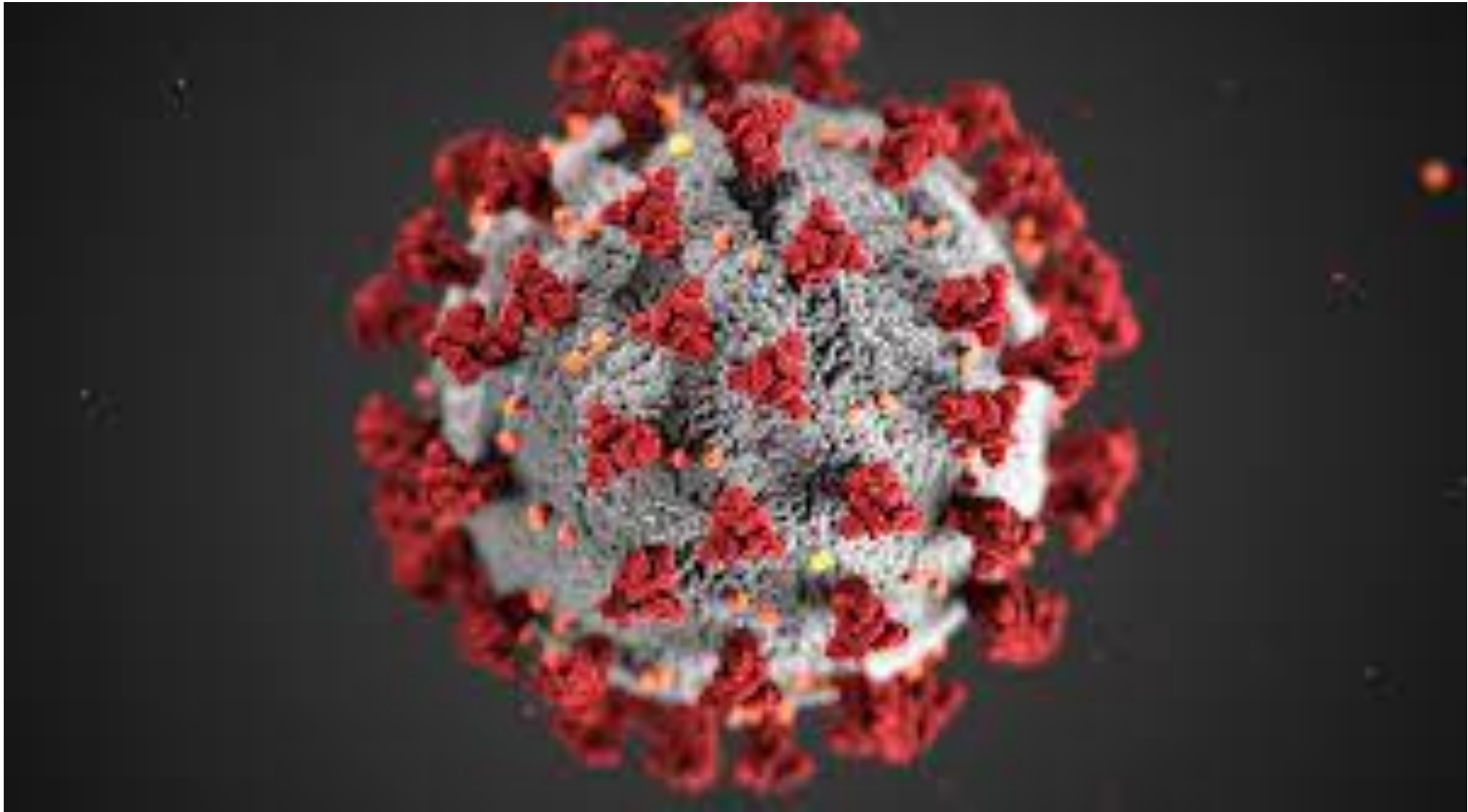
- Faculty hired Fall 2015 to Fall 2019 (n=38)
 - 61% response rate (n=17)
- Less than half held a doctoral degree (40% doctoral degree)
- 60% identified a mentor
- 40% felt their mentor missed opportunities to help them in new role

Survey Results

- 82% had previous college level course work in **education**
- 80% stated they understood **role** expectations
- 82% support from **administration** in starting their role as an educator
- 69% **incivility** at some time in their role as an educator

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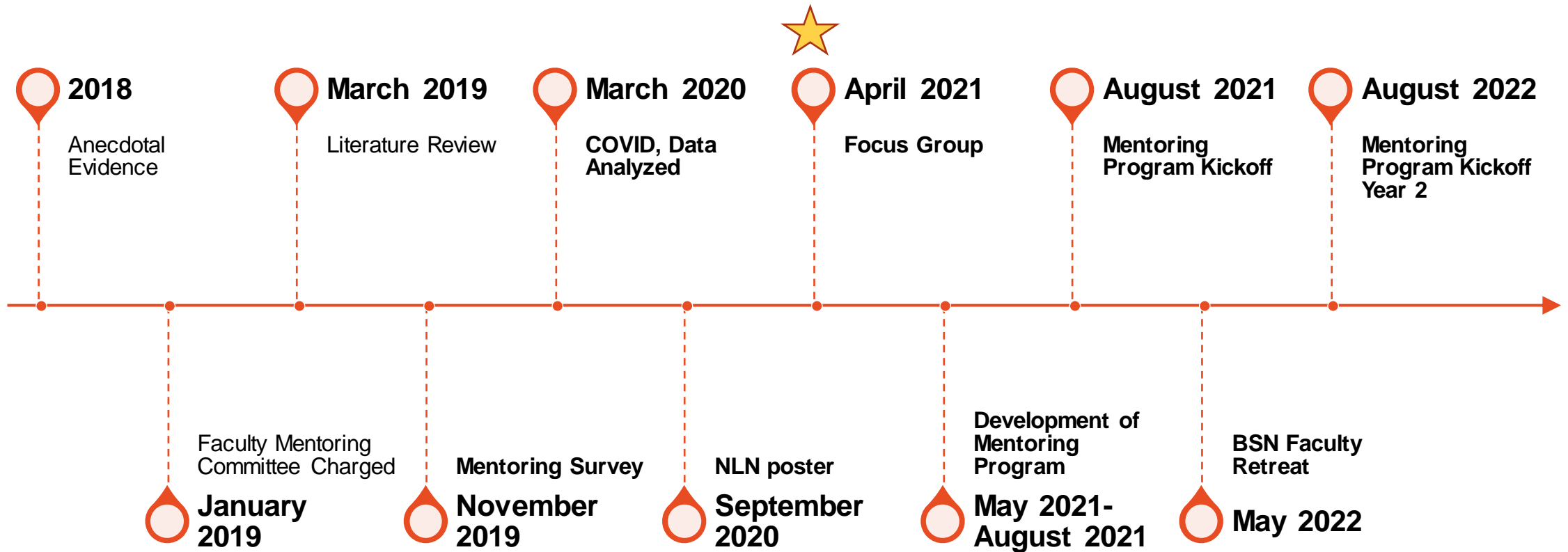
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Focus Group



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Documents

- Mentoring Process for Newly Hired Faculty (new)
- Faculty Self- Assessment *
- Faculty Development Checklist *
- Faculty Development Outline 5- year *
- Faculty Development Worksheet (new)
- Faculty Development Plan- Years 1, 2, 3, and 4 & 5 Summaries (revised and expanded)

The Pennsylvania State University
 Ross and Carol Nease College of Nursing
Faculty Self-Assessment

Faculty Name: _____ Date: _____

Campus: _____

Directions: Complete the following self-assessment using the rating scale provided. Circle the number that best represents your current level of knowledge or experience. Review with your mentor and submit for placement in your faculty file in the Nursing Science Building.

- Rating Scale:**
- 1- No or little knowledge or experience
 - 2- Moderate knowledge or experience
 - 3- Extensive knowledge or experience

Topic	Rating	Comments
Classroom Teaching/Resources:		
CANVAS	1 2 3	
ATI	1 2 3	
ExamSoft	1 2 3	
Starfish	1 2 3	
LionPath	1 2 3	
Office 365	1 2 3	
Zoom	1 2 3	
Preparation: Lecturing/Classroom Presentations	1 2 3	
Delivery: Lecturing/Classroom Presentations	1 2 3	
Active Learning Strategies	1 2 3	
Selecting Textbooks and Resource Materials	1 2 3	
Using Classroom Technology	1 2 3	

Faculty Self- Assessment



FACULTY DEVELOPMENT 5 YEAR OUTLINE

	Foundation (Year 1)	Building (Year 2)	Expanding (Year 3)	Soaring (Years 4 & 5)
Teaching and Advising				
Clinical	Orientation	Explore best practices	Simulation Nursing Course	Individualized
Classroom	Orientation/ course development	Course on College Teaching	In-class peer evaluation	individualized
Advising	Informal	Assigned advisees	Expand advising role	Individualized
Scholarship	Plan for doctoral study*	Implement doctoral plan*	CNE Certification	Individualized
Service	Attend college events	Committee participation	Expand college/campus involvement	Individualized

Faculty Development Worksheet

The Pennsylvania State University
Ross and Carol ~~Nese~~ College of Nursing
Faculty Development Worksheet

INSTRUCTIONS: To be completed by the faculty member in conjunction with a faculty mentor each year for the first 5 years of hire

Faculty:


Faculty Mentor:

Campus:

Plan Start Date:

Plan Completion Date:|

Part 1: Narrative description of area(s) for development based on the Self- Assessment and the Faculty Development Outline 3-year
[year](#)

 **Part 2: Goals and Strategies and Tactics for Faculty Development**

Goals	Strategies and Tactics to Achieve Goals	Expected Date of Completion	Actual Date of Completion

Part 3: Meetings with Mentor - include dates/times and a narrative summary of each [meeting](#)

Part 4: Final Summary of Development – a final summary by the faculty and faculty mentor should be included along with supporting data indicating growth or need for further development.

Faculty Signature/Date:

Faculty Mentor Signature/Date:

Faculty Development Plan Summaries

The Pennsylvania State University
Ross and Carol Weiss College of Nursing
Faculty Development Plan- Year 1 Summary

Instructions: Complete that *Faculty Development Plan -Summary* and submit at the end of each Academic year to Campus Program Coordinator and the Associate and Assistant Dean for review and filing in the faculty file.

Faculty Name:

Date of hire:

Completion of Faculty Development Checklist: Yes No

Completion of Faculty Self-Assessment: Yes No

Year 1 Faculty Development Outline: Confirm completion of criteria listed below by checking Yes or No

Teaching

Clinical Orientation

- CON Policies Yes No
- Clinical Agency Orientation/Policies Yes No
- Clinical Unit Orientation Yes No
- Simulation Orientation Yes No
- Canvas Clinical Professional Development Course Yes No

Specify goals for future development of clinical teaching:

Classroom Orientation

- Course Management System Yes No
- Technology in the Classroom Yes No
- Course Development (Syllabus, Addendum, 5-Column Course Plan, Textbook/Resources, Attendance, Grading) Yes No
- Classroom Management Yes No

Specify goals for future development of classroom teaching:

Advising

- Informal Advising Yes No

Specify goals for future development of advising:

Scholarship

- Create Doctoral Education Plan Yes No
Provide Brief Description of Plan:
- Continuing Education Yes No
Provide Brief Description of Plan:
- Maintain Clinical Expertise Through Practice Yes No
Provide Brief Description of Plan:

Specify goals for future development of scholarship:

Service

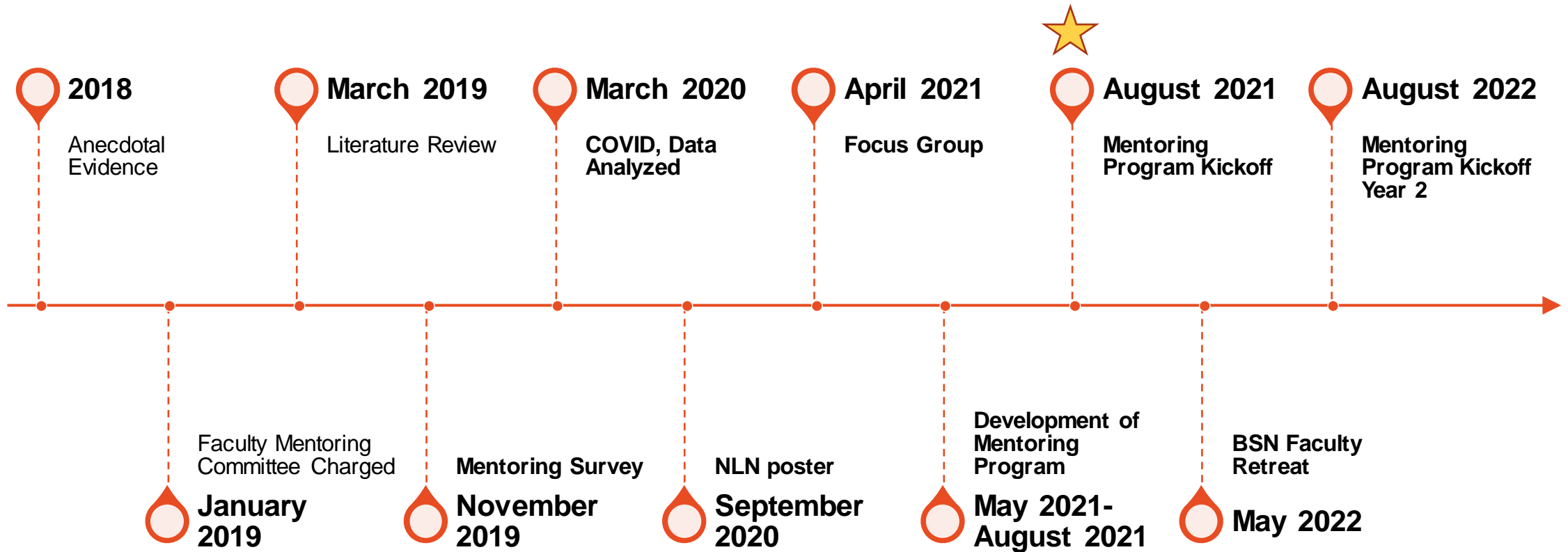
- Campus Involvement (Attend CON events, student events) Yes No
Specify Involvement:
- Community Involvement Yes No
Specify Involvement:

Specify goals for future development of service:

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Mentoring Program Kickoff

- Overview of mentoring process
- Nursing leadership present
- Mentor/mentee breakouts



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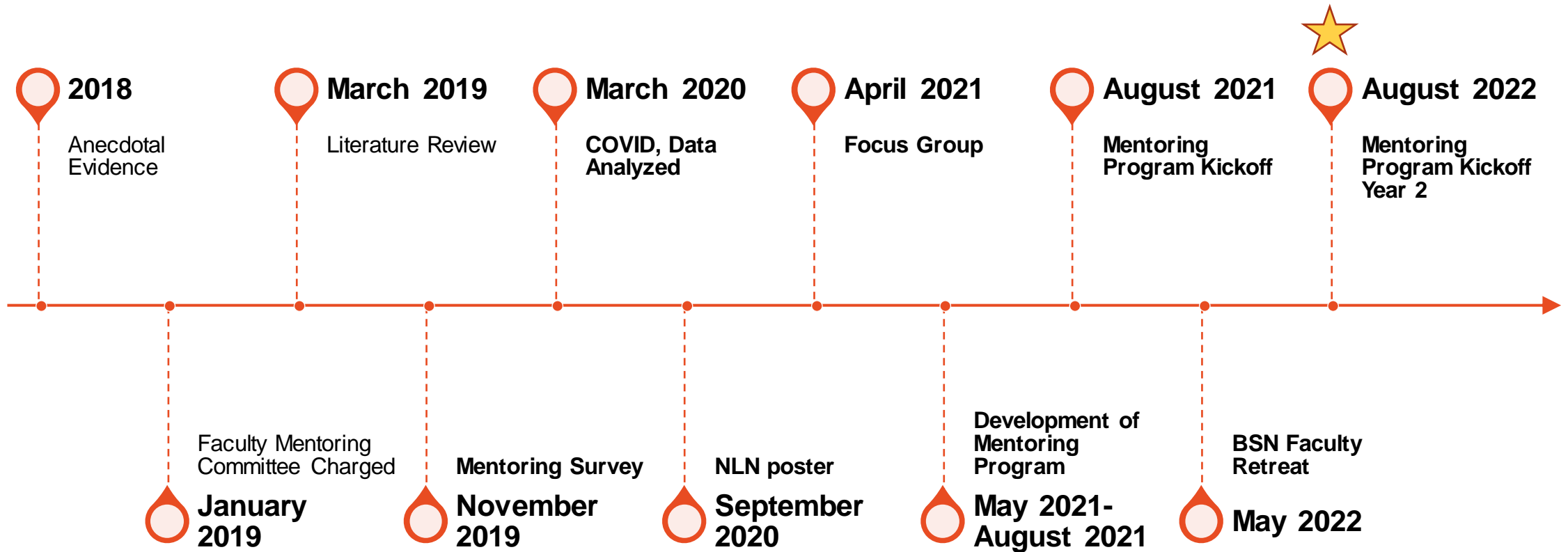


BSN Faculty Retreat

- National Nursing Expert
 - Case studies
 - Interactive activities
- University Administration speaker
 - Case studies
- Overview of revised mentoring process
 - Word Cloud



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Next Steps.....



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Questions?



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