Transitioning Roles: Experiences of Nursing Faculty Members

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Objectives

• At the conclusion of this presentation, the participants will be able to:
  – Compare different ways of transitioning nurses from various backgrounds to the faculty role.
  – Discuss 10 ways of transitioning nurses into a new faculty role.
  – Identify methods to retain new nursing faculty.
  – Participate in successful retention of new nursing faculty.
Significance

- Over 1,000 faculty vacancies
- Increased student enrollment
  – Turning away students
- Retirement of current faculty
- Increased age with initial faculty designation
- Poor compensation compared to clinical and administration positions
- Lack of graduate nursing students in master’s and doctoral programs pursuing education

(American Association of Colleges of Nursing, 2009)
• Five New Nursing Faculty from various backgrounds
  – Advanced Clinical Practice (Nurse Midwifery)
  – Executive Hospital Administration
  – Continuing Education
  – Proprietary College, Associate Degree Program
  – University Based, Baccalaureate Program
• Initial Thoughts
  – Differentiate the transition of roles to educator depending upon previous nursing assignment

• Limitations
  – Literature consisted of transitioning from clinical practice to educator
  – Minimal research re: transitioning from other roles
Top 10 Strategies for Transitioning and Retaining Nursing Faculty

1. Orientation
2. Relationship with director/supervisor
3. Mentoring
4. Support system
5. Navigating the culture
6. Workload
7. Educational opportunities
8. Technology support
9. Expectations/evaluations/feedback
10. Reflective practice
• Current Practices
  – Sink or swim
  – Crash and burn
• Customized orientation
  – Novice vs experienced
• Delivery methods
• Length

(Baker, 2010; Schoening, 2013; Suplee & Gardner, 2009)
• Models
  – Nurse Educator Transition Model (Schoening, 2013)
  – New Faculty Orientation model (Suplee & Gardner, 2009)
  – Online Adjunct Faculty Mentoring Model (Brannagan & Oriel, 2014)

• Preceptor/Mentor
  – Online vs traditional

(Baker, 2010; Brannagan & Oriol, 2014; Schoening, 2013; Suplee & Gardner, 2009)
Orientation – Literature Review

• Content
  – Education design and delivery
  – Overall college information
  – Nursing department information
  – Technology
  – Socialization
  – Faculty development throughout the year
  – Pre- and post-assessment

(Baker, 2010; Suplee & Gardner, 2009)
Orientation – Panel Recommendations

- Customized based on background and need
- Length sufficient to integrate into new role
  - Release time from committees
  - Less faculty teaching load
- Content to address areas discussed in Literature Review
• Relationship is important
  – Employees leave their boss (Smith, 2000)
  – Develop identity in the organization (Farrell & Oczkowski, 2012)
  – Formative and facilitative (Sluss, Ployhart, Cobb, & Ashforth, 2012)
  – Quality impacts intention to turnover (Wheeler, Harris, & Harvey, 2010)
  – Deficits cause role ambiguity and lack of commitment (Brunetto, Farr-Wharton, & Shacklock, 2011)
  – High quality leads to work success, respect, honor, friendship, and caring (Han & Jekel, 2010)
Relationship with Director/Supervisor – Panel Recommendations

- Regular meetings
- Shared expectations
- Shared mission, vision, goals, beliefs
- Intellectual support
- Emotional support
- Available for consultation
- Accepted in meetings to learn
- Reviewed student evaluations and shared praise
- Honored previous experience
Mentoring – Literature Review

• Mentoring strongly supported in the literature
• Mentor need not be from the same specialty area (Romeo & Morin, 1995)
• Mentors must be accessible, approachable, nonjudgmental, intuitive and empathetic
  – Mentee should have a safe place to express frustration, fears and uncertainties (Blauvelt & Spath, 2008)
• Mentoring should be individualized for the mentee
  – Mentor should recognize the strengths that the mentee brings, rather than just the needs (American Organization of Nurse Executives, 2014)
  – Mentoring should look different for the novice educator and the mid-career educator (National League for Nursing, 2006)

• Mentoring relationship should last one year, or longer (Blauvelt & Spath, 2008)
Mentoring – Panel Recommendations

• Mentors should…
  – Not be from same specialty/teaching the same course(s)
  – Be faculty who volunteer for the role rather than assigned by the Director
  – Schedule regular meetings/lunch dates
  – Consider the individual needs of the mentee

• The relationship of the mentor and mentee may vary based on the needs of the newly hired faculty
Support System – Literature Review

• Overwhelming evidence for support system
  – Solitude
  – Promotes collegiality and builds relationships
  – Encourage collaborations
  – Eases culture shock
  – Decreases stress and anxiety
  – Builds confidence

  (McDermid, Peters, Daly, & Jackson, 2013; McDonald, 2010; Meanwell & Kleiner, 2014; Morin & Ashton, 2004; Suplee, 2009; )
• New Orientation Group (Baker, 2010)
  – Provides Support
  – Informal
  – Decrease Stress
  – Increase Collegiality
  – Decreases Isolation
• Seasoned Faculty
  – Open and inviting environment
  – Introduce yourself to the new faculty
    • Offer support
    • Ask how they are doing

• New Faculty
  – Introduce yourself
  – Work on campus

• Set up new faculty meetings
  – University wide, college or departmental
Navigating the Culture – Literature Review

• A “cultural shift” from practitioner to educator (Duphily, p. 13, 2011)

• Several new faculty experienced separation and loneliness upon entering a new culture (Diekelmann, 2004)

• Clash of cultures
  – Nursing culture and culture of academia
  – Institution to institution
  – The clinician and the educator

• Collaborative effort with seasoned faculty (Duphily, 2011)
Unfamiliarity with the language and the practices of the new role (Duphily, 2011)

Not knowing what you don’t know or what questions to ask
Navigating the Culture –
Literature Review

• Hierarchy
  – Values change
    • Essential to value core nursing principles (Duphily, 2011)
  – The pressure of the PhD (McDermid et al., 2013)
  – Chain of command
  – A reversal of Benner’s Novice to Expert and the expert now becomes the novice (Cangelosi, Crocker, & Sorrell, 2009)
• Having a buddy…………eventually
• Encourage seasoned faculty to take that extra step
• A panel discussion from the previous year’s new faculty having a “what ya need to know” talk with new faculty
Workload – Literature Review

• Minimal literature for new faculty (Morin & Ashton, 2004)
  – One study found that new faculty expressed concerns over a heavy teaching load
  – Another found there were variations in teaching loads

• Overall faculty workload (Bittner & O’Connor, 2012)
  – Factor for job satisfaction
  – More than 50% nursing faculty had two jobs, almost 20% having three jobs
  – 65% reported larger workload than expected
  – Over 70% reported higher than counterparts in other fields at their college
• Problems with faculty workload
  – Lack of release time for scholarship and research
  – Lack of credit for serving as chairs (committee, dissertation, etc.)
  – Lack of adjustment for workload for doctoral educations
    (Durham, Merritt, & Sorrell, 2007)
• Consistency with new faculty workloads
• Limit the number of classes the first semester
• Assign the same classes for consistency over the first two years
• Release time for doctoral studies, chairing committees and scholarship
Educational Opportunities – Literature Review

• Not well formulated in the literature
• Educational opportunities should be individualized for faculty (Blauvelt & Spath, 2008)
  – Determine the backgrounds/academic experiences of the newly hired faculty
• Allow transitioning faculty members to be a part of a team in teaching/research/publication (Hessler & Ritchie, 2006)
Educational Opportunities – Panel Recommendations

• Educational opportunities for transitioning nurse educators may include…
  – Shadowing a clinical/didactic course
  – Team teaching a course
  – Simulation experiences in the role of the educator
  – Attendance at local chapters of nursing/specialty organizations
  – Conducting research/writing publications collaboratively with an established team
  – Attending local/regional/international nurse educator conferences
  – Attending local/regional/international specialty conferences
  – New faculty retreat
  – Individual meetings with College support staff
    • Technology/ Library/Writing Center/Tutoring Center
• **Common technologies**
  – Overhead projector/Large screen video data display
  – Media Center
  – Integrated classroom workstation/Instructor computer workstation

• **Online and Hybrid classrooms**
  – Learning management systems

• **Barriers**
  – Classroom design
  – Limited equipment
  – Emphasis on research, tenure, promotion rather than teaching

(Baker, 2010; Brannagan & Oriol, 2014; Brill & Galloway, 2007; Hung & Jeng, 2013; Vaill & Testori, 2012)
Technology Support – Panel Recommendations

- Workshops that demonstrate and provide training on the use of the equipment and technology available prior to use
- Relating use of technology to pedagogical concepts
  - How will the technology enhance learning
- Tip sheets
Ambiguity about the role expectations and inconsistencies between what is expected and the reality of academia (Diekelman, 2002)

Multiple role expectations, yet no guidelines or strategies (Duphily, 2011)

Uncertainty of the role of full-time faculty (McDermid et al., 2013)

Lack of natural progression in academia (Cangelosì et al., 2009)
• The Reward System
  – Research versus clinical expertise (Schriner, 2007)
  – The rules changed
    • What is valued in clinical practice was different to what is valued in academia
  – The doctorate = winning
• Little feedback in academia vs great deal of feedback in the clinical environment
• Competency in teaching never questioned (Schriner, 2007)
• No organized process to learn the new educator role (Cangelosi et al., 2009)
• New hire in clinical setting – you know where they stand within a few months
• No algorithm for academia
• The peer review process at Regis
  – Co-teaching, observation, and mentoring (we all had different experiences)
  – Official peer review
**Reflective Practice – Literature Review**

- **Why use Reflection**
  - Critical thinking process (Brookfield, 2004)
  - Grow professionally (Beres, 2006)
  - Developmental process of reflective practitioner (Cornish & Jenkins, 2012)
  - Understanding of incidents (Hunt, 2007)
  - Focus on emotional aspects of first time teaching (Meanwell & Kleiner, 2014)
  - Develop new understanding
    - Framework helpful (Oldland, 2011)
Reflective Practice – Panel Recommendations

• Find model that works
• Set up process and hardwire
• Reflect at a minimum:
  – Start of a course: How can class enhance learning?
  – End of a course: How did course meet objectives?
  – Reading evaluations: How can I improve?
• Reflect on any unusual event; in or out of classroom
• Keep copies of reflections for later review and discovery
Ignatian Pedagogy Conceptual Model

**CONTEXT**
What is my lens that I look at this material through? How might this material transform my practice?

**EVALUATION**
What practice wisdom have I arrived at? Evaluate how you were transformed.

**ACTION**
What caught my attention and what practice action does it require of me?

**EXPERIENCE**
Reflect on how these class experiences are transforming your paradigm and your practice.

Guided Reflection That Leads To Contemplatives In Action

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References


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References


Questions?