FROM EXPERT TO VOICE: AN EVIDENCE-BASED MENTORING PROGRAM FOR NEW NURSING FACULTY

HOMER'S CLASSIC WORK "THE ODYSSEY"

Mentors provide important guidance for first-year faculty and are perceived as role models, active teachers, and competent supporters.

Faculty mentoring is a collaborative relationship that proceeds through purposeful stages over time. The goal is to help mentors acquire the essential competencies and constructive work relationships needed for their ongoing career vitality (Blanchard et al., 2009).

For a new scholar/practitioner, learning with experienced scholars is "Homer: The Odyssey.

BENEFITS OF MENTORING

- Mentor: Scholarly productivity, personal satisfaction, retention, localization to a professional network, salary levels, and promotion.
- Measure: Publication activity, career advancement, professional recognition.

THE NEED

Nursing education must now increase the number of new nurse graduates by 20% a decade to meet the growing demands for registered nurses (Crnkic et al., 2010). Other mentoring factors contribute significantly. A growing number of nursing roles, such as nurse practitioners, must be filled in the near future. In 2010, the labor shortage for RNs was significant due to increased employment and decreased pay. Consequently, the retention rate for new nurse faculty positions is lower than other fields. The majority of new faculty were "clones" in their education.

SUMMER 2012 PROJECT JOURNEY
Design & Faculty Mentoring Program
Early Career: those within 1-7 years of appointment to a faculty position or those who have not yet received tenure.

Mid-Career: Period starting from the end of probationary period until preparation for retirement.

Late Career: years in Academia, preparing for retirement.
PROGRAM ESSENTIALS (BLAND, 2009)

- Clearly stated purpose and goals
- Support for faculty and administrative leadership
- Positioned appropriately within the larger organization
- Program evaluation
- Program is linked and coordinated with other similar (no replication)
- Needed resources are identified and acquired

Program design:
- Formal initiation and ending Training
- Systematic contract
- Mechanism for matching mentors/mentees
- Clear expectations
- Mentoring agreement
- Activities to support mentor/mentee

EVALUATION

- 88 approval
- Mixed methods design
- Case study: online survey using Delphi method (2007)
- Data collection occurred during the final month of Spring 2013 semester

- 10 declarative statements incorporating 5 point Likert scale
- 2 Focus Groups

Results of the Quality and Learning of Mentoring Relationships (Allen & Eby, 2003)
N = 23 (95% RESPONSE RATE)

<table>
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<tr>
<th>Results of the Focus Groups are still being analyzed, but preliminary themes are:</th>
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| 1. Stronger mentoring programs conducted at the student level (select)
| 2. Students feel more involved and engaged in the program (select)
| 3. Mentoring programs are perceived as professional (select)
| 4. Students feel more supported and guided in their academic and career development (select)
| 5. Mentoring programs improve students' overall academic performance (select)
| 6. Mentoring programs improve students' overall academic performance (select)
| 7. Students feel more supported and guided in their academic and career development (select) |

The results of the focus groups are still being analyzed, but preliminary themes are:
ANECDOtal EVALUATION

Everybody staved!
"Budget Neutral"

"Urge him with truth to frame his fair replies; And surely, he will, for wisdom never lies"
Homer, The Odyssey

TALK ABOUT
SO WHAT NOW?

Where are there holes in your current mentoring programs?

What is your disciplinary lens of mentoring needs?

Reflect on opportunities