Teaching Excellence through Mentoring New Faculty

Linda Caputi, MSN, EdD, RN, ANEF, CNE

How Were You Mentored?

- What was the process?
- Who mentored you?
- What were the areas in which you were mentored?
- Was it helpful?
- What would you change?

What is Mentoring?

Many definitions and descriptions.
Many levels of mentoring:
- Early Career
- Mid-Career
- Late Career
Each one will have different needs.
What is Mentoring?

• Most focus on helping a new employee to do their job more effectively.
• Could include helping the person advance in his/her career.
• Typically the mentor was the “wise owl” – a “been there, done that” person.

What is Coaching?

• A term becoming popular.
• In nursing education I typically see this with management level positions.
• Sometimes called a “professional coach”.
• Tends to be much more personal – the coach may conduct an in-depth analysis about the way the person thinks and works and develops a personalized plan for improving personal performance – seen as a much more analytical and personalized approach than mentoring.

The NLN’s Mentoring of Nursing Faculty Toolkit

The toolkit provides a guide for what to include in a mentoring/orientation program.
Take the guide and make it specific to your program.
Develop a schedule:
• Prioritize – what is most important to know now
• Don’t overwhelm the new faculty – provide mentoring over the course of an academic year with less frequent meetings during year 2 and year 3.
Top 5 Topics New Faculty Need to Know

From my experience working with schools, new faculty learn the “nuts and bolts” but not the in-depth “know how” of many important areas of nursing education.

1. Nursing-specific Accreditation
   • Who are NLNAC and CCNE?
   • What are their expectations?
   • What is my role in accreditation?
   • How do I implement the evaluation plan for ongoing program improvement?

Top 5 Topics New Faculty Need to Know

1. Nursing-specific Accreditation
   • What is a substantive change?
   • What changes must be reported?
Top 5 Topics New Faculty Need to Know

2. Program Evaluation
   • What exactly does this mean?
   • Is it part of nursing accreditation, internal program review, perhaps state BON requirements, but what does it all involve?
   • Drilling down to the details.

Top 5 Topics New Faculty Need to Know

3. State Board of Nursing
   • What is the involvement of the state BON with nursing education?
   • What are state “rules and regs”?
   • How much oversight of the nursing program do they have?
   • What is on their website that I should continue to follow?

Top 5 Topics New Faculty Need to Know

4. NCSBN
   • Who are they?
   • What involvement do they have with schools of nursing?
   • What is on their website that I should continue to follow? (NCLEX, practice analysis, transition into practice, APRN regulation)
5. Test Development – writing items, analyzing results

- Many use textbook test banks because they have no confidence in their own item writing abilities
- Linking test items to what they taught – test blueprinting
- Determining cognitive level of test items

Item analysis – determining if the item is reliable

Using test results for ongoing program improvement – looking at the performance of the group on content, thinking level, etc and using that data for program improvement

Evaluating the Process
Extremely important to get feedback on the process from both the mentor and mentee.
Face-to-Face with administrator.
Evaluate the process as part of ongoing program improvement of your nursing program.
Wrap-Up

Questions?
Comments?