

## SIGNIFICANCE

- In the United States over 50,000 potential nursing student applicants are turned away from higher education annually
- One of the top reasons cited in the literature is the ongoing and pervasive nursing faculty shortage
  - ✓ Retirement of senior faculty
  - ✓ Higher compensation in clinical or private sector
  - ✓ Decreased number of nurse educators to meet the demand
  - ✓ Faculty age – narrowing productive years educators teach

## PURPOSE

Evaluate the effectiveness of mentorships and mentoring relationships which ensures the success of new university faculty



## FINDINGS

- Literature supports the role of the mentor, but not the mentee and the tools necessary for the mentee's success
- Nursing faculty are not receiving the necessary tools to become expert long-term faculty
- Increased opportunities for both the mentor and the mentee
  - ✓ New and different perspectives
  - ✓ Personally satisfying and rewarding
  - ✓ Networking

## RECOMMENDATIONS

- Mentee benefits from shadowing experiences in teaching & committee involvement
- Resources & time must be available for adequate orientation
- Establishing clear goals for both the mentee and the mentor
- Increased opportunities for Masters of Education and Certification
  - ✓ Dual-enrollment in DNP program
  - ✓ Employment incentives
  - ✓ Encouragement within the academic organization
- Generational differences must be embraced for productive relationships
- Through active participation and observation, the mentee will assume the role of mentor to novice faculty

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