



# Measuring the Impact of a First Year Peer Mentoring Program: Faculty Confidence, Sense of Belonging & Mentor Development

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1



## Miami University Oxford and Regional Campuses in Ohio

- **Miami University**, a student-centered public university founded in 1809
- **Department of Nursing:**
  - Accreditation by the Commission on Collegiate Nursing Education (CCNE)
  - 29 full-time faculty members
  - BSN program
    - Cohorts on main and regional campuses
    - 2023 NCLEX pass rate 92.6%
    - Current enrollment 683 (doubled since 2018)
  - Graduate programs
    - FNP
    - Nurse Executive Leadership

2



## Challenges in Faculty Recruitment and Retention

- Nursing shortage, especially with a global pandemic
- **Over 78,000 qualified applicants turned away due to lack of nursing faculty in 2022**
- Non-competitive salaries for nurse faculty
- Lack of doctoral prepared nurse faculty
- Faculty retirements
- **Transitional challenges from clinical nursing positions to academic nursing positions**
- **Competing demands of the role**

(AACN, 2022; AACN, 2023; Glover et al., 2021; Jarosinski et al., 2021; McQuilkin et al., 2020; Singh et al., 2021; Singh et al., 2022)

3



## Benefits of Faculty Mentoring

- **Increased retention**
- Positive impact on career satisfaction
- **Development of collegial relationships**
- **Increased knowledge of faculty role and promotion process**
- Increased scholarly productivity
- **Positive impact on confidence level**
- Professional networking impact

(Clochesy et al., 2019; Jeffers & Mariani, 2017; Nowell, Norris, et al., 2017; McBride, Campbell, Barr et al., 2017; McBride, Campbell, Woods et al., 2017; Shieh & Cullen, 2019)

4



## Barriers to Successful Mentoring

- Faculty workload and lack of resources to create time/space for mentoring
- Limited pool of mentors
- Poorly defined mentorship role
- Lack of either leadership or institutional support for program
- Unhealthy level of competition or culture within the department
- Incivility and presence of bullying

(Cullen et al., 2017; Jeffers & Mariani, 2017; McQuilken et al., 2020; Nowell, White et al., 2017; Singh et al., 2021; Swanson et al., 2022).

5



## First Year Mentor Program Development for Fall 2022

- A volunteer development team formed from existing faculty with a desire to improve the transition to academia and increase retention
- Mentorship program developed with an intentional framework using nurse educator core competencies
- Monthly guides with competencies shared with mentors for mentee meetings
- Mentor Handbook (adapted from a large, regional medical center)

6



## Mentorship Design

- **Mission Statement:** To create a welcoming environment based on trust, transparency, support, and feedback for new employees in the Department of Nursing at Miami University.
  
- **Four outcomes developed:**
  - Increase professional satisfaction
  - Develop successful new team members
  - Cultivate professional relationships among colleagues in the nursing department
  - Increase the awareness and practice of mentoring in the nursing department.

7



## Outcome 1: Improved confidence in competencies of faculty role

### Methods:

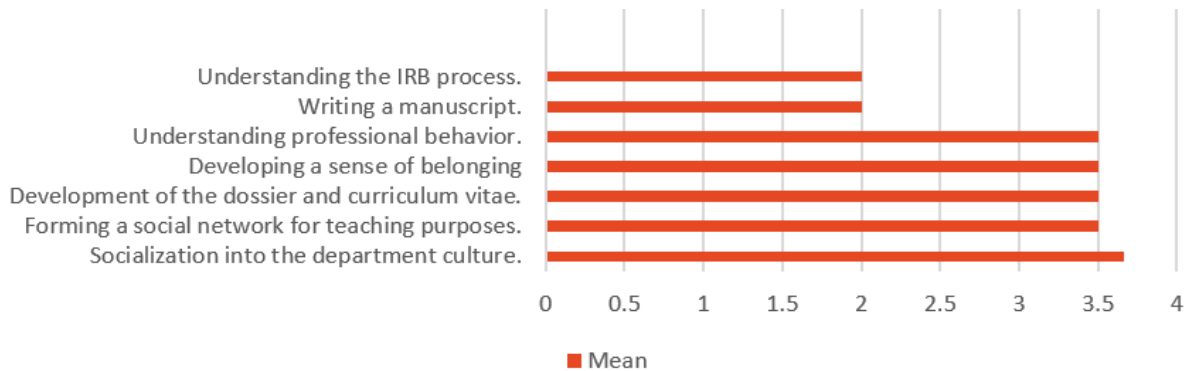
- 8 newly-hired full-time faculty members paired with mentor
  
- Novice Faculty Confidence Scale (Jeanmougin & Cole, 2023): Pre- and post-survey for mentees measuring confidence in the many domains of the faculty role (teaching, service, scholarship, socialization)
  
- Survey to assess contribution of mentorship program to post-survey ratings

8



## Outcome 1: Improved confidence in competencies of faculty role

Response Means



9



## Outcome 2: Sense of Belonging

### Methods:

- Quantitative analysis using Modified Departmental Sense of Belonging and Involvement (DeSBI) tool (Knetka et al., 2020)
- Used 11 items from the social acceptance subscale
- Measured at end of first academic year

10

## Outcome 2: Sense of Belonging



11

## Outcome 3: Mentor competence

### Methods:

- Mentor Competency Assessment (Fleming et al., 2013) sent to all 8 mentors at end of academic year (26 items)
- Measured at the end of the first year of mentoring

12



## Outcome 3: Mentor competence



13



## Program Impact

- The mission and outcome goals of the first-year peer mentoring program were met.
- Statistically significant improvement of confidence in 20 of 25 domains.
- Program contributed to a high sense of belonging and retention of all 8 new faculty members.
- Mentors reported confidence in all aspects of mentor role.
- Program is continuing in 2023 for newly hired faculty.
- All participants elected to continue participation in second year.

14



## Miami Nursing Peer Mentoring Mentor Handbook



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## Questions??

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