

Development of a Collaborative Faculty Mentoring Program

Lisa Carroll PhD, RN

Problem

Nursing faculty in small faith-based university in a suburban setting experiencing the strain of:

- the academic
- workload and demands of the role
- increased student enrollment and issues
- multiple leadership changes
- curriculum management and assessment
- faculty shortage and novice faculty
- academic-clinical salary gap
- professional development requirements
- the pressure to maintain/improve NCLEX-RN pass rates

These problems have resulted in a professionally disengaged faculty team.

Purpose

This project began with the goal of creating a structured faculty mentoring program for newly appointed faculty, especially for novice faculty transitioning to the educator.

Upon review of the faculty, and programmatic issues, literature research and stakeholder reflection the focus shifted toward developing a more inclusive, collaborative mentoring program.



Program Goals

The aim of this program is to develop a framework that is a team-based approach emphasizing mutual learning where the faculty can collaborate as mentors and mentees to one another and share knowledge, responsibilities, and expertise to achieve personal and program goals.

An additional aim is to develop this program based on the American Association of Colleges of Nursing (AACN) Access, Connection, and Engagement (ACE) framework where individuals can develop meaningful relationships and thrive.

Access-provide opportunities, resources, education, and support needed to succeed.
 Connection-build strong, authentic relationships across the team.
 Engagement- allow everyone to be heard and have a role in shaping their environment. This creates a pathway for active participation, leadership, and belonging.

Environmental Scan

An Environmental Scan will be conducted to gather information regarding the current environment.

1. Conduct survey utilizing the Survey of Climate for Instructional Improvement (SCII).
 Examines organizational climate (not culture)
 30 Lickert-scale statements
 5 supplementary questions
 Reliability and validity
2. Measures 5 aspects of organizational climate:
 Leadership
 Collegiality
 Resources
 Respect for teaching
 Organizational Support

Planning & Timeline

Fall 2025/Spring 2026 Semester:
Literature review

Spring 2026 Semester:
Discussion with stakeholders
Prepare/refine survey and obtain permission from administration
Obtain IRB approval

June/July 2026
Conduct survey
Analyze and organize findings
Gather any additional data
Present Summary to Leadership Team

August 2026
Present Summary to Faculty and gather ideas for implementation

Fall 2026 Semester
Develop an action plan with strategic goals for implementation

References

Walter, E.M, Beach, A.L. Henderson, C. Williams, C.T., & Ceballos-Madriral, I. (2021). Understanding conditions for teaching innovation in postsecondary education: Development and validation of the Survey of Climate for Instructional Improvement (SCII). *International Journal of Technology in Education (IJTE)*. 4(2), 166-199.

American Association of the Colleges of Nursing: What is ACE. <https://www.aacnnursing.org/our-initiatives/access-connection-and-engagement-ace/what-is-ace>



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Biography

Lisa Falgiatore Carroll is a 2016 Jonas Scholar who earned her PhD in Nursing Science from Widener University (2018). She is also a graduate of the Chester County Hospital School of Nursing, Immaculata University, and West Chester University. Her clinical practice was focused in acute care medical-surgical/oncologic nursing and nursing administration. Lisa transitioned to nursing education and has been employed in a practical nursing program, community college, and university. Lisa's doctoral research focused on nursing education and explored baccalaureate nursing student and faculty perceptions of respect and respectful learning environments. Presently, she is the Assistant Director of Assessment and Student Success in the Division of Nursing at Immaculata University.

Contact Information



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