Navigating the Shift: Building a Toolkit for Clinical Faculty in Transition (FIT)

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Abstract

Transitions in nursing occur for a variety of reasons, including individual ambitions, professional growth, organizational changes, and external situations. Nurses often experience career transitions, such as moving from bedside clinician to advanced practice roles which opens opportunities to pursue faculty roles in academia. The transition from clinical practice to academia is not without its challenges. To effectively support junior nursing faculty in transition, institutions must recognize the unique challenges they face and provide resources and support mechanisms. By recognizing the challenges and opportunities inherent in junior nursing transitions, institutions can implement intentional strategies that promote smooth transitions, foster professional growth, create a safe learning environment, and ultimately contribute to the overall success of junior nursing and the institutions they serve.

This project aims to conduct a comprehensive needs assessment to better understand the requirements and challenges faced by junior faculty as they transition into clinical academic roles. The data gathered from this needs assessment will be utilized to develop a toolkit that institutions can use to provide enhanced support for their junior faculty members. The toolkit will address key areas of concern and provide resources and strategies to facilitate a successful transition and career development for junior faculty.

Purpose

Conduct a needs assessment to identify the specific challenges faced bay junior faculty.
Explore resources and strategies currently available to support junior faculty in various institutions.
Analyze the gaps in existing support systems and identify areas where additional resources and guidance are needed.
Develop a comprehensive toolkit that address the identified needs and provides practical resources ands strategies for supporting junior faculty.
Evaluate the effectiveness of the toolkit through feedback and assessment from junior faculty members and institutional stakeholders.

Methods

- Literature Review
  - Review existing research and literature on the challenges faced by junior faculty during their transition into academic roles, as well as current support.

- Needs assessment & Interview
  - Conduct a questionnaire for junior faculty from diverse nursing disciplines to gather data on their experiences, needs, and expectations.
  - A needs assessment questionnaire will be conducted to explore the question: **In what academic domains do junior faculty require most support in when transitioning to academia?**

- Stakeholder Consultation
  - Engage institutional leaders, senior faculty, and relevant support service providers to gather insights and perspectives on supporting junior faculty.

- Theme Analysis
  - Analyze the collected date to identify common themes, challenges, and areas requiring improvement.

- Toolkit Development
  - Based on findings, develop a comprehensive toolkit comprising resources, guidelines, and best practices to support junior faculty in their transitions and career development.

- Toolkit Evaluation
  - Pilot test the toolkit with a sample group of junior faculty and solicit feedback through surveys and interviews to assess its effectiveness and usability.

Project Timeline

Literature review	January- February 2023
Stakeholder consultation	February - March 2023
Distribution of needs assessment questionnaire	April - May 2023
Analyze results to identify common themes	May - June 2023
Develop toolkit based on themes	June – July 2023
Implement in tiered phases	August-December 2023

Expected Outcomes

- A detailed understanding of the needs and challenges faced by junior faculty during their transition into nursing academic roles.
- Identification of gaps in existing support systems and resources, strategies, and guidance for institutions to support their junior faculty.
- Increase awareness and focus on the importance of providing effective support for junior nursing faculty.
- Enhance career development opportunities and a smoother transition for junior nursing faculty into academic roles.

- Some of the themes that have been identified in the literature are:

  - Role Transition
  - Limited mentoring and support
  - Tenure and Promotion
  - Acculturation/ Institutional culture
  - Workload & Time management
  - Scholarly Productivity
  - Professional Identity & Confidence
  - Recognition

Conclusion

This project aims to bridge the gap between the needs of junior nursing faculty and the support provided by nursing institutions during their transition into academic roles. By developing a toolkit based on the findings of the needs assessment, this project seeks to empower nursing institutions to better support their junior nursing faculty, ultimately leading to their professional success and fulfillment.

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Biography

Dr. Moore holds a BSN from Georgia Baptist College of Nursing of Mercer University, an MSN in nurse anesthesia from the University of Alabama/Birmingham, and a DNP from Chatham University. She currently holds the position of assistant program director at Emory's DNP Nurse Anesthesia program. Throughout her career, Dr. Moore has maintained an active clinical practice, specializing in shock trauma and obstetrics anesthesia. She is a member of the Diversity Nurse Anesthesia Mentorship Program, actively contributing to the American Association of Nurse Anesthesia (AANA) as part of the Faculty Stabilization Task Force. Dr. Moore is also involved with the Georgia Association of Nurse Anesthesia (GANA), having served on the public relations committee and currently serving as a Board of Director. In addition, she acts as a mentor for the Fellowship in Nursing Development (FIND) program and the LatinX in Nursing Development (LAND) program. Her primary focus revolves around promoting diversity and inclusivity within the field of nurse anesthesia, addressing both the student and faculty perspectives. Dr. Moore is passionate about diversifying the matrix of nurse anesthesia and actively works towards creating a more inclusive and representative environment in the profession.

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