

# Training Nurse Faculty for the Future: Students' Perspectives and Lessons Learned

KYRA J. WALIGORA, BSN, RN; ATHENA D. FORD, PHD, PHN, RN; NADIA ANDRADE, MSN, AGACNP-BC; HAE-RA HAN, PHD, RN, FAAN  
JOHNS HOPKINS UNIVERSITY, BALTIMORE, MD



## Background

- Current: Nursing faculty shortage in the United States.<sup>1,2</sup>
- 2018: Over 75,000 qualified applicants were turned away from nursing baccalaureate and graduate programs, most commonly due to faculty shortages.<sup>1</sup>
- 2016: Nurse Faculty for the Future (NFF) program was created and implemented to recruit and prepare the next generation of nurse faculty by providing intensive training and mentorship in teaching, learning, and leadership development to pre-doctoral students (see Figure 1).
- 2006: National League for Nursing released a position statement about the importance of mentorship to recruit and retain nurse faculty.<sup>3</sup>

## Purpose

Discuss preliminary student perspectives of the structured teaching practicum portion of NFF.

## Methods

Qualitative evaluations completed by NFF cohort 1 (n=5) and informal narrative summaries from NFF cohort 2 (n=4) were analyzed using thematic analysis.

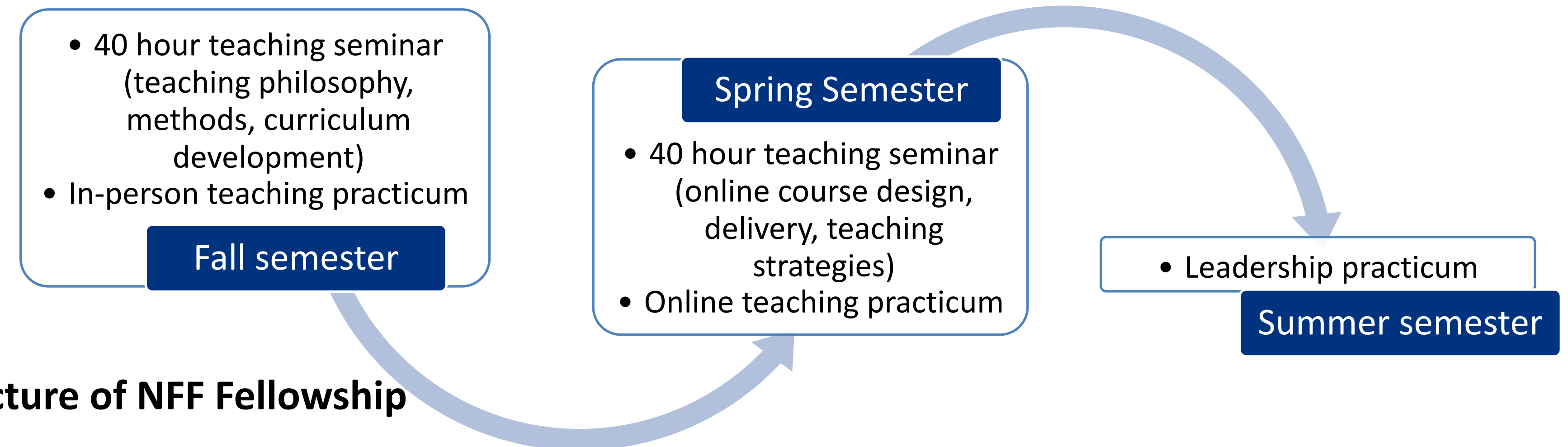


Figure 1. Structure of NFF Fellowship

## Results

Positive	Negative
<p><b>Fellows valued opportunities to perform daily nurse faculty tasks, such as grading course assignments and exams; learning how to engage with students; and developing and delivering a course lecture - both online and in the classroom setting.</b></p> <p><b>Exemplar from a fellow:</b> <i>I think the most beneficial aspects [of NFF] were teaching a lecture, grading course assignments according to a rubric, writing test questions and learning about exam item analysis.</i></p>	<p><b>Some fellows desired more opportunities to design course assignments and exam questions, and to develop a course.</b></p> <p><b>Exemplar from a fellow:</b> <i>I think the mentor did a lot of showing... it would be great to show us the first time and [then] have us practice with another student the second time [to get first hand experience].</i></p>
<p><b>Fellows also appreciated learning about institutional resources available to faculty, such as instructional designers and how to use course technologies, such as Blackboard.</b></p> <p><b>Exemplar from a fellow:</b> <i>This practicum enabled [me] to further refine my teaching skills and practice some of the things learned over the summer and winter institutes ... I was able to record an online lecture ... to monitor blackboard and respond to students ... to work more closely with instructional designers ... to sit in on a student in-person meeting to discuss their grade and also [give] students feedback on their online assignments.</i></p>	<p><b>Fellows identified a need to improve mentorship regarding student-faculty conflict resolution and setting boundaries.</b></p> <p><b>Exemplar from a fellow:</b> <i>The only thing that still concerns me is handling student questions regarding grades... especially when email are confrontational.</i></p>
	<p><b>Fellows wished they received feedback on their performance as a teaching resident and that courses and content matched their expertise.</b></p> <p><b>Exemplar from a fellow:</b> <i>... [Make] sure the course matches with the scholar's experience and background.</i></p>

## Conclusions

Future efforts and other programs designed to train future nurse faculty should consider:

- Providing structured feedback to trainees from mentors and students
- Actively involving trainees with course design (e.g. creating course assignments, exams, objectives, and learning outcomes)
- Offering opportunities to model faculty interactions with students to increase trainees' confidence in working directly with students
- Creating contracts between trainees and mentors, where trainees can set objectives and outcomes they hope to achieve and mentors can communicate expectations

## References

1. American Association of Colleges of Nursing. (2019). *Nursing faculty shortage*. Retrieved from <https://www.aacnnursing.org/News-Information/Fact-Sheets/Nursing-Faculty-Shortage>
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