

## Nurse Faculty Partner Summit

August 25, 2016

Clackamas Community College, Wilsonville Training Center

### Sponsors:

Lane Community College  
Linn-Benton Community College  
Linfield College  
Portland Community College  
Oregon Center for Nursing

### Volunteers:

A huge thank you to Sheryl Caddy, Joy Ingwerson, Larlene Dunsmuir, Chris Hewitt, Tricia Tully for their assistance before and during today's event. And thank you to our panelists - Cheryl Hickel, Tonya Tittle, Jane Palmieri, Donna Bachand, Doris Jepson, Susan Bakewell-Sachs, April Myler.

### Attendance:

Registered – 45  
Registered on-site – 2  
Cancelled – 3  
No Shows – 3  
Participating – 38

### New Faculty Panel

#### Why did you enter the field of nursing education?

- Injury meant bedside nursing was no longer an option
- Loved precepting and working with nursing students so wanted to try teaching
  - Currently teaching and working in a clinical setting = tiring but necessary due to nurse faculty salary levels

#### How did you find your position?

- Search of college websites for open positions
- Recruited by alma mater/local program

#### Onboarding – What Went Well?

- Knew in advance that hiring process would take a long time (6 months)
- “Slow start” - began with lab and clinical which felt familiar due to practice. Added in didactic duties slowly.
- New faculty institute for entire college created a supportive learning community
- “Extra” pieces (i.e. student advising) were postponed so teaching responsibilities could be primary focus

- Mentor
- Faculty retreat at beginning of year helped orient to program and colleagues

#### What additional support would have helped?

- Way to connect/identify new faculty having a shared experience (within institution or at other institutions)
- Mentoring at different levels along the novice to expert continuum
  - Having mentors with 2-5 years teaching experience = closer to new faculty experience and shared understanding of current teaching methodologies
  - Senior faculty to share lessons learned over years of teaching experience
- Ways to engage and connect clinical faculty with rest of program (listservs, monthly meetings)
- Ways to connect with clinical instructors at other schools

#### What was difficult to adjust to? What support would have helped?

- Biggest adjustment was learning to work with students (can't treat as patients, expectation to complete assignments)
- Didactic challenge – trusting students to learn primary objectives outside of class so class time can focus on application

#### Were you assigned a mentor or did you self-identify a mentor?

- Assigned by college
- Informal mentoring via faculty meetings
- Self-identified mentor

#### What skills from your nursing career translated well into teaching?

- Communication
- Assessment skills
- Patient communication/relationship building
- System knowledge/big picture/interprofessionalism

#### What didn't you know about your nurse faculty position?

- Faculty/program were upfront about hours/expectations
- Was not aware of how much I would need to be involved in the larger college community

#### Best Practices Panel

##### OHSU

- Ability to hire 12-month appointments instead of 9 month appointments
- Move to traditional education model meant tuition is main income source for programs and puts limit on salary levels
- Faculty toolkit developed by program
- Nurse faculty loan repayment program (federal)

##### Concordia

- Support faculty to achieve terminal degree (college wide)
  - No expectation/contract to remain at Concordia for any length of time
- Free tuition for children

- Also participate in federal loan repayment programs
- Faculty development funds

#### Columbia Gorge Community College

- Many faculty working part-time and also working in clinical settings; provides important link to current practice settings
- All faculty meetings regularly (part of faculty workload)
- Celebrate student successes as program and faculty successes
- Provide options for faculty to increase their responsibility to encourage retention

#### Umpqua Community College

- Stipends for part-time faculty to attend meetings
- Rebuilding team by creating a family type environment and ending meetings on high notes.
- Tuition remission for faculty and families
- Donate 40 hours into a sick bank for employees on campus to borrow against in emergency
- Mentoring packet

#### Small Group Discussion/Report Out

(Numbers) indicate number of people participating in the breakout session

#### Advertising Positions (8) –

- Variation in methods being used by programs
- What's working well
  - Online job boards (indeed.com, communitycollegejobs.com)
  - Professional networking sites (LinkedIn)
  - Networking with past graduates
  - Collaborating with clinical partners
  - Need more direct contact with potential applicants
  - Applicant tracking system to see who is in what stage of the application process
- Challenges
  - Geography (rural = smaller pool of local applicants)
  - Recruiting full-time more difficult than part-time
  - Pool of qualified applicants seems small
  - School-specific constraints (bargaining units, school-placed restrictions, tenure track)
- What would be helpful
  - Expanding state-wide loan repayment program
  - School working together on shared outreach

#### Interviewing Candidates (2) –

- Identified differences in interviewing process between ADN and BSN programs
- Previous system of interviewing was very short; may not be appropriate in today's environment
- Linfield = all day interview which includes meeting with faculty, students, visiting classrooms
- Helpful = put together a bank of questions used to interview candidates
  - Consider HR department requirements
  - Also incorporate program specific questions

- Workshop for faculty participating on search committees
- How to utilize technology better?
  - Have faculty give a sample teaching session (recorded?)
- More information needed: How much can you deviate from “standard” interview questions when you are searching for clarification?
  - Some HR departments are very strict about how/what questions can be included and making sure that every interview is the same.
  - Need well-constructed questions
  - Drill down or candidate specific questions can be used in second interviews.

#### Hiring Process (2) –

- Positives
  - Ability to post a position, get it out to people with relative ease
  - Electronic posting process
  - Informal recruitment = large applicant pool
  - Non-PDX program – graduates stay in the area/easy to track down and network
  - Bargaining unit agreement to deviate from salary standard for hard-to-fill positions
- Negatives
  - Lengthy process to get a position posted
  - System is stacked with state rules
  - Salary levels
  - Need ability to compensate at different levels
  - Getting qualified applicants
- Recommendations
  - Ways to connect with master’s prepared students before the exit programs
  - Legislated ability to determine pay scale outside of bargaining unit agreements?

#### Onboarding/Mentoring (11)

- What is working well
  - Slower transitions – not starting clinical and didactic at the same time
  - Mentoring (how to assign and compensate workload)
  - Layered mentoring – different mentors for nursing program portion and larger university and/or nursing mentors vs. non-nursing mentors
  - Larger universities require faculty to participate in mentoring/committees but compensate for time
  - Team teaching
- Challenges
  - Resistance to change
  - Identifying skill sets that allow staff to work together instead of against one another
- Release time for orientation- how much time is granted
  - Mentors - ranges from 1 hour a term to x credits in first term and then tapered down
  - New faculty – 3 credit hours to attend new faculty training during first term
- Use NLN Competencies for Nursing Educators to create self-assessments for faculty

## Retention/Mentoring (9)

- What's working well
  - Creating a sense of community within the faculty (5 hours devoted to faculty meetings weekly)
  - Flexibility
    - Faculty can alter teaching assignment and teach in area of passion
    - Children / class schedules – able to adjust schedule (other faculty can potentially fill in)
    - Expectations about faculty being on campus (varies from program)
  - Team building
- Challenges
  - Lots of new faculty and limited seasoned faculty means mentors are being overloaded
  - Compensating faculty for mentoring (workload release? Stipends? Salary adjustments?)
  - Conflicts among co-workers
  - Extra pressures as move from adjunct to full professor
- Where do we go from here?
  - Statewide conference to share teaching strategies, ways to keep faculty engaged?
  - How do we reconcile salary disparities?
- More information needed:
  - Do faculty want 12 month contracts? Should it be optional?
  - Using teaching assistants -how can this be implemented/leveraged?
  - How many qualified applicants are being turned away from nursing programs?
  - How do programs handle release time so faculty can maintain practice while teaching?
    - Flexible scheduling
    - Work release? Workload (1 day a week is for practice – pay comes out of full-faculty salary) (Michigan model?)
  - What happened to faculty sharing? Part of original OCNE goals.

## Wrap-Up/Next Steps

- How can we best share information?
  - Distribute notes from the Summit so programs can prioritize where impact can be made
- If you are interested in joining the Nurse Faculty Taskforce, please contact Kelley Ilic ([ilic@up.edu](mailto:ilic@up.edu)).
- Takeaways from non-nursing partners
  - Validated experience within own institution
  - Reinforced what nursing program has been sharing
  - Wish there were more representatives from HR and administration
    - College and Universities HR Association (Betty Henninger, Linfield)
- Feedback: sharing data and information on current status of nurse faculty in Oregon prior to meeting would help individuals know what information to bring with them from their own organizations.
- Would also be helpful to talk with:
  - Faculty who are no longer teaching – why did they leave?

- If schools would be willing/able to send forward contact information from faculty who have left and independent organization (i.e. OCN) could easily survey individuals regarding reasons for leaving teaching.
- There was a general willingness to attend a future summit on nurse faculty
  - Who is missing from the current audience and should be invited to the next meeting?
    - More representatives from administration
    - Potential faculty
    - Current faculty
    - Clinical partners
    - Oregon Education Association
- Request and general agreement that attendee list/contact information from the meeting should be made available to attendees. Individuals not wanting their contact information shared should let OCN know ASAP.
- OCN was asked to make information from the meeting available on their website.