The Effect of Formal Mentorship Programs on Nurse Faculty Retention:
An Integrative Review

A Scholarly Project

Submitted to the

Faculty of Liberty University

In partial fulfillment of

The requirements for the degree

Of Doctor of Nursing Practice

By

Lisa Livingston

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Table of Contents

Abstract

The nursing shortage has been a hot topic for decades, and literature supports a need to address this issue. Although faculty are critical to educating the nurses of the future, the shortage has impacted nurse faculty numbers as well. Nursing shortages are predicted to increase over the next decade. Evidenced-based interventions are critical to help sustain the nursing workforce. This integrative review highlights the importance of formal mentorship programs for new nurse faculty as a retention strategy for use by administrators of schools of nursing.

Key words: mentoring, nurse faculty, retention, intent to leave, formal mentoring programs

SECTION ONE: FORMULATING THE REVIEW QUESTION

Many studies have shown the positive impact of quality mentorship. Research reveals "decreased stress; improved connections with other faculty; and increased job satisfaction, scholarship productivity, and knowledge of promotion processes" (Busby et al., 2023, p. 83). Transitioning into the faculty role from clinical practice is a challenging process. It can take as long as three years for nurse faculty to transition into the new role. According to Calaguas (2023), "If left to their own devices, new nurse educators (NNEs) become stressed, unsatisfied, unmotivated, disempowered, and often leave teaching" (p.8). Mentoring provides a supportive environment and is integral to the transition into an academic setting.

Described as a broad caring role, quality mentoring may be significant to nurse faculty retention. Mentoring new and novice nurse faculty as a means of retention has been discussed for more than a decade. Dhed and Mollica (2013) described the recruitment and retention of qualified nursing professors as "a hot topic." The authors predicted that there would be an increase in nurse vacancies over the next 10 years and that a "formal mentoring program is the answer to success" (p. 1821). The American Association of Colleges of Nursing (AACN) reported the rate of nurse faculty vacancies at 6.9% at the time of publishing in 2023. The AACNs Special Survey on Vacant Faculty Positions for the Academic Year 2022-2023 reported an overall vacancy rate of 8.8%. In 2022, a total of 78,191 qualified applications to four-year colleges and universities were not accepted at schools of nursing nationwide. With 2,166 full-time nurse faculty vacancies nationwide, there is a critical need to recruit and retain more educators in order to build the nursing workforce (AACN, 2023). According to Mariani (2022), "Although the nursing faculty shortage was identified as critical for reversing the nursing shortage in 2010, there seems to be little evidence that these numbers are improving" (p. 74).

Additionally, "with an estimated 30 percent of faculty anticipated to retire by 2025, the shortage will most likely become worse before it improves" (p. 74). Due to the nationwide nurse faculty shortage, nursing programs will continue turning away qualified candidates who could become future nurses. The literature is full of research that highlights barriers to nurse faculty recruitment such as inadequate salary and required advanced degrees, but for those experienced clinical nurses who choose an academic career, retention is imperative. Hoffman (2019) stated that a "lack of nurse faculty hinders the ability to produce the nursing workforce needed for the evolving health care system" (p. 260). Without formal mentorship, learning to navigate increased workloads, extra academic requirements of service to the department and organization, publishing articles, and service on committees can lead to a lack of job satisfaction and burnout for nurse faculty.

Defining Concepts and Variables

Although there may be many definitions in the literature, mentoring can be defined as "coaching, supporting, and guiding the new nurse educator into their new position" (Ephraim, 2021, p. 307). Many nurses transition to academia, finding themselves novice nurses once again. Novice nurse faculty are those who have been in a faculty role for three years or less (Busby et al., 2022, p. 26). They may come with significant clinical experience yet lack the skills and knowledge to thrive in the faculty role. Mentoring is proven to be associated with positive outcomes, yet opportunities for formal mentoring are not always available. Many negative mentoring experiences, reported by far too many faculty members, result from "role confusion, poor communication, lack of mentor availability, receiving conflicting advice, abandonment, and incivility" (Busby et al., 2022, p. 27). Regardless of whether the faculty member is new to

teaching or new to the academic organization, formal mentorship programs may strongly impact retention.

Mentoring has been recommended as an intervention to assist novice nurse faculty in acclimating to the difficult and stressful academic environment. Formal mentoring occurs when a mentor is assigned to a new nurse faculty member and can last from 6 to 12 months. Informal mentoring is often based on social attraction when the mentee seeks out mentors, and this type of mentoring can last up to five years or more. Formal mentoring is associated with many positive outcomes such as "orientation to the faculty role, socialization, development of tripartite (scholarship, service, teaching) faculty skills, and leadership growth" (Busby et al., 2022, p. 27). Self-confidence, higher salaries, dissemination of scholarship, career satisfaction, intent to stay, and retention are also reported benefits of faculty who receive formal mentoring.

Rogers et al. (2020) stated that, "Mentoring is facilitated by organizational support, formal structures, and defined goals" (p. 344). New faculty-mentor dyads should be matched, and clear goals set, including integration into the culture. Additional networks of mentors may be needed to address professional development needs not met with a single mentor.

Rationale for Conducting the Review

It is estimated that there will be a deficit of 918,232 nurses by the year 2030 (Hansbrough et al., 2023, p. 194). The nursing faculty shortage will only worsen the existing nursing shortage. Repeatedly throughout the literature, mentorship has been recognized as a retention strategy for new nurse faculty, yet the implementation and outcomes of evidenced-based, formal mentorship programs are inconsistent. If new nurse faculty are not supported, nursing candidates will continue to be turned away, perpetuating the nationwide nursing shortage and ultimately negatively affecting client outcomes.

The process of mentoring is not only the mainstay for faculty integration into higher education but also serves "as a framework from which faculty are introduced into their teaching role and the academic work environment" (Stanley & Martin, 2020, p. 87). The lack of adequate mentoring is cited as one of the contributing factors to nurse faculty shortages. One should not assume that a clinical nurse expert can transition into academia with ease; without proper mentoring, transitioning can be challenging and can lead to stress and anxiety "as a nurse's role changes from an expert in clinical to novice nurse in academia" (Wynn et al., 2021, p. 245).

Purpose and Review Question

The purpose of this project is to highlight the significance of and barriers to formal mentorship programs for new nurse faculty and explore the impact mentoring new nurse faculty has on retention. According to Wynn et al. (2021), "The mentoring climate has a dynamic effect on the profession as a whole" (p. 243). Quality mentorship may positively impact the shortage of professionals in healthcare as "research reflects a direct correlation between positive mentoring and recruitment and retention of nursing faculty" (p. 243). This project aims to increase awareness among nursing school administrators on the significance of formal mentoring programs for the retention of new nursing faculty.

The National League of Nurses (NLN) Board of Governors released a position statement in 2006 advocating the mentoring of nurse faculty. They stated, "this position statement not only supports mentoring as a primary strategy for creating healthful work environments, but it also attributes mentoring to facilitating career development of nursing faculty" (NLN, 2022, p. 2). Additionally, mentoring is suggested as a faculty retention strategy that is relevant across the career continuum of the educator. Considering these factors, this integrative review will address the clinical question: Do mentoring programs impact nurse faculty retention?

Inclusion and Exclusion Criteria of the Literature

This integrative review included a review of peer-reviewed articles and data from 2018 to 2023. The search of the literature included studies related to the population of nurse faculty. This enabled the inclusion of new nurse faculty as well as nurse faculty new to the academic organization. Interventions included were mentoring programs for new or novice nurse faculty. For the purpose of exploring the context of mentorship in academia, formal and informal mentoring was allowed. The outcomes of interest were related to retention. This included retention rates of mentored nurse faculty, the impact of mentoring on nurse faculty's intent to leave or stay, and real or perceived barriers to mentorship of nurse faculty.

Exclusion criteria includes studies that did not support the PICO, purpose, or were outdated. Non-English studies were excluded, as well as studies that included part-time adjuncts and distance learning faculty. Studies involving clinical nurse educators and mentorship of students or new nurse graduates were excluded. To reduce bias, dissertations and integrative reviews (IRs) of similar studies were also excluded. Except for relevant supporting evidence, studies more than five years old were not included. To keep with the concepts of an integrative review, no research design was intentionally excluded.

Conceptual Framework

A conceptual framework describes "the researcher's understanding of the main concepts under investigation" (Luft et al., 2022b, p. 3). The phenomenon of study can be articulated through written or visual representations. Whittemore and Knafl's (2005) conceptual framework for integrative review was used for this project. The authors' modified framework, the integrative review method, for research reviews addresses issues specific to the integrative review method, which is "the only approach that allows for the combination of diverse

methodologies" (Whittemore & Knafl, 2005, p. 546). This includes empirical and theoretical

literature on a topic. Incorporating diverse methodologies can capture elements such as context

and processes and enhance a holistic understanding of the topic. The stages of the review,

according to the conceptual framework, consist of problem identification, searching the

literature, evaluating data from primary sources, analyzing data, and presenting the results

(Whittemore & Knafl, 2005).

Theoretical Framework

Challenges with role transition can lead to vicious cycles of turnover when novice

nursing faculty are not prepared to teach effectively. Often clinical experts at the bedside, many

new nursing faculty find themselves novices once again, having limited or even no prior

academic experience. Time, extensive orientation, and experience are needed to become an

effective educator. Mentorship has been declared essential to recruiting and retaining nursing

faculty by the NLN (2006). To guide this integrative review, Benner's novice-to-expert

framework was used. According to Smith et al. (2018), "Benner's model suggests the

combination of education (theory) and experience are necessary to transition from novice to

expert" (p. 18). This theoretical framework was appropriate as it addresses the beginning nursing

faculty's transition through Benner's five stages of development: novice, advanced beginner,

competent, proficient, and expert.

SECTION TWO: COMPREHENSIVE AND SYSTEMIC LITERATURE REVIEW

According to Groth et al. (2023), "Nursing faculty are at the forefront of developing the

next generation of nurses, who are essential healthcare team members" (p. 212). The nursing

faculty shortage is compounded due to faculty retirements, higher salaries in the clinical sector,

and a lack of qualified nurse educators to meet demands. Novice nurse faculty are expected to

transition to faculty roles with minimal guidance, but clinical expertise does not carry over into

the nurse faculty role. Novice nurse faculty "left to learn on their own about the processes of

curriculum development, teaching strategies, assessment, and student advising, may develop

dissatisfaction and feelings of being inept" (p. 212). High-quality mentoring is associated with

positive outcomes that include decreased role ambiguity and conflict, increased scholarship,

knowledge of academic promotion processes, less job-related stress, and improved satisfaction.

The Current State of Mentoring

According to Busby et al. (2022) "availability of mentoring opportunities for novice

nurse faculty in the United States is unclear" (p. 1). Reports from 85% of surveyed U.S. nursing

programs revealed that faculty mentoring programs are offered; however, in a nationwide survey

that included 959 nursing faculty, "only 40.5 percent of respondents reported they had a current

mentor [and] 59.1 percent did not have a mentor" (Busby et al., 2022, p. 35). The author

conducted a grounded theory study to examine the mentoring process experienced by novice

nurses meeting specific novice criteria who had experienced mentoring. Interviews were

conducted with a national sample of nurses via online video who were asked to describe their

mentoring experience. Subjective accounts revealed many boundaries to successful mentorship,

namely faculty incivility and the need for academic leaders to create cultures of safety for nurses.

Groth et al. (2023) conducted a thorough literature review and found that combining

formalized mentoring with professional development workshops can improve the transition

process which in turn improves nursing faculty satisfaction and thus, retention. Researchers

concerned with the need to recruit and retain nursing faculty recognize the importance of

determining individual needs when developing mentoring goals. In order to achieve this, an

instrument to assess the mentoring needs of new nurse faculty was developed. The scale was

found to be a valid way to assess a mentee's "confidence in teaching, service, scholarship, and personal support" (Jeanmougin & Cole, 2023, p. 12).

Recommendations for formal mentoring programs in academia are well documented, but research reveals that these programs are not widely implemented. Gentry and Johnson (2019) sought to gain insight into the qualities of effective mentoring to support the development of formal mentoring programs. The cross-sectional online survey of 61 nurse faculty revealed that trust and support were of high importance and satisfaction and that "by understanding the important characteristics and satisfaction of faculty with mentoring, additional targeted resources can be provided to support new nursing faculty" (p. 597).

Evans (2018) sought to identify what a nationwide sample of 940 nursing faculty believed could help build a faculty workforce, and mentoring and the influence of role modeling were mentioned. The author also discussed the results of a 2014 study by Fang and Bednash, which stated that the largest group of nurses who left the academic positions were more likely to be males that were young and nonwhite (Evans, 2018, p. 61). This factor negatively impacts the need for a diverse workforce in nursing academia. The study by Evans (2018) concluded that although satisfying and rewarding, "non-competitive compensation and unsatisfactory work environments can eclipse satisfiers" (p. 61).

Mentoring Experiences

Negative work environments and lack of support are major themes throughout the literature. Although compensation is one factor for recruitment, most new faculty are aware of salary when offered a position. Many expert clinicians transition to the role of novice faculty because of a "desire to influence the next generation of nurses" (Grassley et al., 2020, p. 366). A positive transition into the nursing faculty role influences job satisfaction and intent to stay. A

meta-synthesis review conducted by Grassley et al. (2020) described nurses' experiences during the transition from clinical practice to academia. The researchers concluded that the transition from an expert clinician to novice faculty is difficult, and expert clinicians are unprepared for faculty role demands.

In order for novice nursing faculty to thrive in their new role, there is a need for orientation into the new academic culture, professional development in the art of teaching, learning, and mentorship. Consistent with most research, a literature review by Wynn et al. (2021) showed that positive mentoring experiences can lead to retention as well as set an example for future mentoring in academia. Wynn et al. (2021) attested that it takes multiple trials and strategies before becoming proficient as an educator in academia. Constant turnover does not lend itself to the development of proficiency. Instead, it leads to burnout and stress especially when faculty must start new courses time and again. The future of mentors depends on positive relationships with mentees as well as students, who will carry modeled behaviors into practice.

It is important that the mentor and mentee are congruent in how they perceive the mentoring relationship. In a study conducted by Ephraim (2021), a convenience sample of 119 nurse educators provided data regarding the mentor and mentee's perception of mentoring effectiveness. Using a Spearman rho and t-test for analysis, the Mentor Role Competency Profile (MRCP) indicated concerns that could be counterproductive within the mentoring relationship and that training and continuous improvement of mentoring skills are critical. Ephraim concluded that "mentors' self-assessment consistently revealed results indicating that their perceived effectiveness was greater than the mentee's perception of their mentor's effectiveness" (p. 310). Behaviors were also reported such as a lack of approachability of mentors, a lack of communication from mentors, and the absence of mentors in the workplace. Ephraim (2021)

asserted the need for intervention to prevent the premature exit of new faculty from academia and to preserve their desire to teach.

Challenges to Mentorship

Throughout the literature, mentoring relationships that have been reported as counterproductive lead to increased stress, anxiety, and new nursing faculty intent to leave. An integrative review by Busby et al., (2022) reported uncivil behaviors toward novice faculty which included a lack of or ineffective mentoring. This incivility leads to feelings of abandonment, loneliness, stress, and anxiety (Busby et al., 2022, p. 37). Mentoring programs cannot exist without faculty support. This often comes with "an associated cost, such as releasing mentors from a portion of their teaching assignment" (Dahlke et al., 2021, p. 1). In the integrative review, Busby et al. (2022) recognized the need to develop cost-effective, formal mentoring programs that meet the needs of new faculty.

Unhealthy workplace environments are not conducive to effective mentorship relationships. Leadership is pivotal to a healthy workplace. In a study by Clark et al. (2020), the authors conducted a national study to examine perceptions of workplace incivility among faculty and administration in nursing education. They noted the negative impacts of incivility in the workplace, including faculty recruitment, retention, and job satisfaction. After examining many studies, the authors concluded that "resonant leadership behaviors have the potential to positively impact job satisfaction, recruitment, retention, and reduce faculty-to-faculty incivility" (Clark et al., 2020, p. 277).

Incivility in higher education nursing departments can lead to problems in the nursing profession. As Olsen et al. (2020) stated, "Academic curricula and culture shape the future practice environment" (p. 320). Faculty as role models need to be aware of the detriment this

problem can cause to the profession. In a mixed-methods systematic review of the literature, researchers sought to identify effective intervention strategies to address the pervasive theme of incivility in nursing education and practice. Most literature describes and identifies factors and consequences of incivility, but there is minimal evidence on how to successfully increase civility and role modeling among nursing faculty.

The transition process to the role of academic nursing faculty is complex. Eliminating barriers to transition is essential for the retention of nursing faculty. Work-life balance was identified as a running theme in the literature by Viveiros et al. (2021). The researchers' auto-ethnographic qualitative design study sought to identify barriers and facilitators to successful transitions of new, PhD-prepared nursing faculty into their roles using a cohort model. Although the cohort model used in this small sample yielded positive feedback from participants after one year, heavy workloads and tenure expectations were noted as barriers and major contributors to the faculty shortage.

Formal Mentoring Programs

Volkert (2021) examined a nursing faculty mentoring program that was developed at a public, four-year, comprehensive university in the southeastern United States. One intention of the program was to encourage retention within the department. Volkert reported increased production in the goal of scholarly projects and was rated overall successful by participants, but one mentee reported intent to leave the area at the end of the semester. As there is a shortage of statistical data regarding the outcome of mentoring on retention rates, according to Volkert, "retention information will be tracked longitudinally over seven years" (p. 77).

Another formal mentorship program was developed and implemented in a nursing school in the southeast United States. The program was based on the core values of the school: "caring,

professionalism, respect, integrity, diversity, and excellence (CPRIDE)" (Martin & Douglas, 2018, p. 318). The authors described details of the program as well as recognized the national concern regarding a lack of qualified nursing faculty and the need to urgently take steps toward recruitment and retention of qualified nurse educators and faculty (p. 318). Although the number of participants was not revealed, the CPRIDE program was evaluated as overall positive feedback with recommendations for improvement after 12 months. The impact on faculty retention was not addressed in this study.

Another mentoring program, this one multifaceted, was established for nurse practitioners transitioning to faculty roles. Mentorship best practices were grounded in the National League for Nursing Core Competencies for Academic Nurse Educators. This study found that organizational support and clearly defined roles, learning objectives, evaluation checklists, and tools are necessary for nurse faculty orientation programs. As Glover et al. (2021) stated, "Mentorship programs that integrate multifaceted onboarding processes are better able to nurture novice nurse faculty as they develop a professional identity within the college of nursing and the university at large" (p. 1274).

Viveiros et al. (2021) studied a cohort mentoring model to assist transition into the academic nurse faculty role using an autoethnographic qualitative design. Viveiros et al.'s study explored the lived experiences of PhD earning faculty members as they transitioned into tenure-track roles as a cohort. Weekly self-reflection journals were kept by participants for one year. The multi-tiered mentoring approach, non-competitive environment, and resource sharing facilitated the transition. Even with mentoring and the support of cohort members, barriers regarding the struggles to maintain work-life balance and intrusion of old habits persisted and

were consistent with literature findings (Viveiros et al., 2021, p. 316). The retention results of participants were not addressed.

The three-year-long initiative described by Shieh and Cullen (2019) also demonstrated an effective mentoring program for clinical track faculty that incorporated a multi-method approach with clear program goals, strong systems support, and high mentorship quality. The study did not address retention specifically, but the three-year program was successful in increasing scholarship productivity and promotion processes. The authors stressed that "administrative support for the mentoring program should be visible in the fabric of the organization" (Shieh & Cullen, 2019, p. 168).

Lecturing, advising, committee work, service, and scholarship are among the challenges new nursing faculty face as they enter their new environment. One innovative mentoring model was piloted in a small urban Catholic university. The mentoring team consisted of three generations of faculty: tenured, mid-career, and new faculty. This afforded the new faculty member two mentors who were matched with consideration of factors such as goals and teaching similarities. The provision of two mentors contributed to other onboarding, as each mentor had a unique role in providing guidance for the new faculty. Researchers noted budgetary and personnel constraints for the continuation of this formal mentoring program beyond one year (Webber et al., 2020).

Mentoring Toolkits

There are many resources available to guide schools of nursing when implementing an evidenced-based mentoring program. A toolkit serves to provide a framework, resources, and strategies for implementation and use by mentors as well as mentees within a formal mentoring program. The various factors required for successful mentoring were considered. Among these

factors are appropriately matched mentors and mentees, and establishing clear goals (NLN, 2022).

The NLN created a toolkit in response to the position statement by the NLN Board of Governors titled *Mentoring of Nurse Faculty*. Included in the NLN toolkit are mentorship program recommendations, what to do and not to do, and various resources that schools of nursing can reference when implementing a formal mentoring program (NLN, 2022). The GWIMS Toolkit is resource that provides extensive guidance for the mentor. To avoid the *excessive stress and possible attrition of new faculty*, there are attributes and characteristics that an ideal mentor should have. This includes "enthusiasm, compassion, and an interest in others" (NLN, 2022, p.6). Not specific to nurse faculty, the GWIMS toolkit has universal information to develop the necessary skills mentors need to be successful in a mentoring relationship (Association of American Medical Colleges, 2015).

Search Organization and Reporting Strategies

It is recommended that the search for an IR is comprehensive with a broad-based approach. This will help to minimize bias while retrieving relevant literature (Toronto & Remington, 2020). A systematic, rigorous search of the literature was conducted across multiple electronic databases relevant to the domain of healthcare. The researcher completed an initial review of mentorship to gain an understanding of its definition, the mentoring roles, and indications for its use for faculty in academia. A basic search of CINAHL and Google Scholar were conducted from 2018 to 2023. Search terms were broad and included *nurse faculty mentoring* and *mentoring new nurse faculty*. This search produced over 16,400 articles.

After initial review of the literature and consultation with the Jerry Falwell Librarian, advanced search techniques were employed to narrow articles down the articles. The purpose of

the search was to determine if mentoring programs impacted nurse faculty retention. Search

terms included "nurse faculty," "mentoring programs," "retention," "nurse faculty mentoring,"

"barriers to mentoring," and "intent to leave." "Nurse faculty" was also combined with the

search terms using truncation (*) and the Boolean connectors AND, OR, and NOT. The

databases searched were CINAHL Ultimate, MEDLINE Ultimate (EBSCO), PubMed, and

ProQuest. Searches were limited to English studies based in the United States dated 2018 to

2023. The advanced search produced 1,314 articles that underwent a thorough screening process.

Once the exclusion criteria were applied and duplicates removed, 46 articles were left for further

review. Abstracts of the 46 articles were assessed for their applicability and relevance. Of 46

articles, 21 primary and secondary articles met the inclusion criteria and were relevant for the IR.

Terminology

Toronto and Remington (2020) described the terms used for an IR in the chapter of their

book. The research in this IR follows the authors' guide; therefore, the same terms are used to

describe this researcher's literature search. The terms include *platform, database, interface, and*

search engine.

Platform is the software that a database provider uses and can many times have a

different name as the database. According to Toronto and Remington (2020), "A *database* refers

to an electronic searchable collection of published materials" (p. 25). For instance, the database

CINAHL was used, and it is delivered on the EBSCO platform. MEDLINE, delivered on the

OVID platform, and ProQuest was also used.

One of the IR search processes included using a search interface with basic and advanced

fields and limiters. A search interface "refers to the search page and features that allow users to

search a database" (Toronto & Remington, 2020, p. 25). Search histories can be saved to

document the search process of the IR. The authors used the term *search engine* to describe

Google, Google Scholar, Bing, and Yahoo. These systems allow search of the World Wide Web.

Multiple databases can be searched through library search engines due to their integrated

platform (Toronto & Remington, 2020). The Jerry Falwell Library's search engine was useful in

this aspect, and most of the databases used are free.

SECTION THREE: MANAGING THE COLLECTED DATA

According to Toronto and Remington's (2020) guidelines, a tool should be used to

manage collected data so that the search process can be fully described. There are various types

of software available to collect, manage, and cite resources. Other software available can manage

the entire review process. For this IR, this researcher utilized a data table to organize and display

citations. Results were screened according to relevance by screening the titles and abstracts for

nonrelevant criteria. They were relevant if full text and met the inclusion criteria. The

integrative review consisted of 21 research articles. Findings were then evaluated based on the

level of evidence. Melnyk's Level of Evidence matrix was used to present the articles (see

Appendix A). The evaluation and selection of articles included in this review are depicted on the

Preferred Reporting Items Systematic Reviews and Meta-Analyses (PRISMA) flowchart (see

Appendix B).

SECTION FOUR: DESCRIPTION OF THE RESULTS

State of Mentoring

What is the current state of nurse faculty mentoring? There were five studies that

discussed the current state of nursing faculty mentoring (Busby et al., 2022; Evans, 2018; Gentry

& Johnson, 2019; Groth et al., 2023; Jeanmougin & Cole, 2023). These studies described mentee

satisfaction with effective mentoring and the impact formal mentoring can have on retention of nursing faculty.

Mentoring Experiences

How do nurse faculty describe their mentorship experiences? The lived experiences of nursing faculty's mentorship or lack of mentorship was described in three of the 21 studies (Ephraim, 2021; Grassley et al., 2020; Wynn et al., 2021).

Challenges to Mentorship

What are the barriers that exist to formal mentorships and formal mentoring program implementation? Ten of 21 studies described or discussed the challenges to implementation of formal mentorship programs faced by schools of nursing and barriers to effective mentoring of new nursing faculty (Busby et al., 2022; Clark et al., 2020; Dahlke et al., 2021; Glover et al., 2021; Martin & Douglas, 2018; Olsen et al., 2020; Shieh & Cullen, 2019; Viverous et al., 2021; Volkert, 2021; Webber et al., 2020).

SECTION FOUR: QUALITY APPRAISAL

It is recommended that integrative reviews and the studies they summarize be conducted with equal rigor (Toronto & Remington, 2020, p. 46). Strengths and weaknesses of each study were examined. With the review question in mind, studies included in this IR were examined for their methodological rigor to reduce the incidence of bias, which can distort a study's results or influence trustworthiness of the results.

Sources of Bias

Each study was examined for sources of bias. Reliability and validity of the study is of concern when evaluating quantitative research. Selection, measurement, attrition, and performance are common types of bias in studies. As bias can occur throughout the stages of

research, this IR was not without elements of sources of such bias. During the appraisal phase, articles were considered for inclusion based on the relevance of the literature to the review question (Toronto & Remington, 2020, p. 46). Potential selection bias exists in the Busby et al. (2022) study of mentoring experiences of novice nurse faculty. Mostly middle-aged white women were studied during one point in time. A potential for performance bias may also exist. Olsen et al.'s (2020) research of incivility in nursing included only two nursing faculty studies of 39. "In addition to bias, other aspects of studies are often included in the assessment of quality, such as statistical power, ethical approval, and the agreement between the review question and the method used" (Olsen et al., 2020, p. 46).

Internal Validity

The researcher has the responsibility to present the most authentic representation of the study results. It has been suggested that internal validity (believability) should be the focus in critical appraisal (Toronto & Remington, 2020, p. 47). The evidence-based practice question, "Do mentoring programs impact nurse faculty retention?" identified 21 final peer-reviewed studies. Included among the studies were systematic reviews and meta-analyses, which are based on findings from multiple comprehensive studies. For this reason, the potential for bias is low.

Appraisal Tools

Although many appraisal tools exist, they vary in design and complexity. Melnyk's Level of Evidence is one such critical appraisal tool. This tool was used when appraising the literature that was collected for this integrative review project. Utilization of the tool enabled the DNP student to rank the literature in terms of its strength of evidence (Research Guides: Nursing: Overview, n.d.). Only the strongest evidence with the least likelihood of bias was utilized for the

literature review. The Level of Evidence table is depicted in Appendix A (Melnyk & Fineout-Overholt, 2018).

Applicability of Results

Critical appraisal tools vary considerably, but certain similar items are included or described. In this IR, study results entered in the matrix helped support credibility of the review. Melnyk's Level of Evidence table includes the purpose of the article and describes the sample. Data collection methods and study results are also reported within the matrix (Melnyk & Fineout-Overholt, 2018). The inclusion of limitations helps to identify the level of accuracy, bias, and rigor. Relevance of the study to the guiding question, "Do formal nurse mentorship programs help nurse retention?" is provided. This helps support a rationale for its use in the IR.

Reporting Guidelines

It's recommended that all search history be saved, including the results that will be excluded. Toronto and Remington (202) recommend that this information be combined into a Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) flow diagram. The use of the PRISMA guideline serves to help increase transparency in reporting. The PRISMA flow diagram is depicted in Appendix B.

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SECTION FIVE: DATA ANALYSIS and SYNTHESIS

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Data Analysis

Following the strategies recommended by Oermann and Knafl (2021), interventions for this project consisted of the following stages: (1) A search of the literature that is comprehensive, which includes bibliographic databases combined with an ancestry search as well as gray literature that is appropriate; (2) Data evaluation to evaluate the quality of the literature used in the review; (3) Data analysis where relevant findings are extracted and evaluated for their

usefulness in the IR; and (4) a presentation of the findings. After the entire collection of studies is described and analyzed, the results are discussed and summarized within the text (Oermann & Knafl, 2021, p. 66).

Thematic Analysis

In this stage of the integrative review, relevant findings were extracted from reports. The use of a standardized template was recommended for a thorough and consistent extraction process. Following extraction, the selected studies were evaluated for factors relevant to nursing faculty mentorship and retention rates of nurse faculty. The descriptive results from the articles are displayed in a literature matrix and using Melnyk's evidence leveling and are depicted in Appendix A (Melnyk & Fineout-Overholt, 2018). During the process of forming the literature matrix, other themes emerged and are presented. These included: the current state of nurse faculty mentoring, nurse faculty mentoring experiences, challenges to nurse faculty mentorship, formal mentorship programs, and evidenced-based toolkits available. The analysis of the findings also suggests there are multifactorial issues that may pose barriers to implementation of available, evidenced-based formal mentoring programs in some schools of nursing.

Synthesis

There is not an area or specialty of nursing that has not been impacted by the nursing shortage crisis, and nursing faculty is not excluded. Many contributing factors affect all practicing nurses such as early retirements, professional disenchantment, and burnout. Although faculty may find nursing academia rewarding, "noncompetitive compensation and unsatisfactory work environments can eclipse satisfiers" (Evans, 2018, p.61). The inability of Schools of Nursing (SON) to produce new nurses is due to declining numbers of faculty (Hansbrough et al., 2023). Research provides evidence that retention is vital to healthcare. Furthermore, mentoring

in academia is key to nurse faculty retention, and the lack of mentoring contributes to the nursing shortage (Wynn et al., 2021).

Busby et al. (2022) asserted that mentoring is associated with job satisfaction, intent to stay, and retention. The literature is inundated with research on the positive impacts of formal mentoring. This includes promoting socialization, improved job performance, role development and "a sense of self-worth" (Busby et al., 2022, p. 26). Ephraim (2021) also determined that mentoring in nursing is essential to retention, and that new nurse faculty often struggle without adequate guidance and support. Mentorship helps new nursing faculty adjust to the new role.

Studies show that not all mentoring is created equal. Successful mentorship is dependent upon the existence of certain factors commonly threaded throughout the literature. Faculty perceptions and level of satisfaction with the mentoring relationship is important. Trust and support are the characteristics of formal mentoring that were most important to new nursing faculty transitioning to academia (Gentry & Johnson, 2019). In a pilot study, Groth et al. (2023) found that an onboarding orientation program with goals, objectives, mentoring guidelines, and professional development workshops resulted in 100% retention after two years and were effective strategies to ease transition and improve role satisfaction. Also, successful mentoring relationships should have a good fit between the novice nursing faculty and mentor. Additionally, Grassley et al. (2020) reported that in order to thrive, new nursing faculty need to be oriented to the academic culture, intentional mentoring should occur, and professional development in teaching and learning is needed.

Too often the literature reports barriers to successful mentoring or implementation of formal mentorship programs. Organizational support and buy-in is key to its success. Without it, the ultimate result of attrition may occur. Lack of mentoring too often goes hand in hand with

reports of incivility toward new nursing faculty. Olsen et al. (2020) recognized the negative

effect of incivility on retention, although they noted that a gap in knowledge remains on how to

increase civility among nursing faculty. In a mixed-method study conducted by Clark et al.

(2020), the authors provided evidence-based strategies to prevent and address the problem of

incivility. Administrators must recognize the costs of negative environments where incivility is

allowed to flourish. Socialization to the academic environment is an important aspect that

orientation and formal mentorship brings. An integrative review by Dahlke et al. (2021)

presented a clear need for these programs to help transition new nursing faculty into their roles

and academic settings.

Evidenced-based resources and successful nursing faculty mentorship programs do exist,

and with administrative guidance, can serve as examples and/or tools for implementation. The

publicly available National League of Nursing Toolkit was used to develop a mentoring program

tailored to the organizational needs of a four-year university in the United States. This successful

program, according to Volkert (2021), accomplished the goal of providing administrative

support, leading to increased scholarly productivity and retention. Through a mentoring

initiative, Shieh et al. (2019) also reported success. The authors stated that the initiative was

effective in increasing scholarship productivity and promotion processes, which may lead to job

satisfaction and thus, retention. Martin and Douglas (2018) described *the caring,*

professionalism, respect, integrity, diversity, and excellence (CPRIDE) program whose model

was developed and implemented with a focus on mentor/mentee relationships and supported its

SON's mission and goals. A peer mentoring program and needs assessment tool was developed

by Jeanmougin and Cole (2023) to facilitate the transition to academia by new nursing faculty.

The authors attested that newly-hired nursing faculty, who come from a variety of practice

settings and educational backgrounds, "benefit from mentors who share lived experiences as a

nursing faculty, advise and counsel" (p. 13). Assessment tools were also implemented to help

facilitate the mentoring relationship of new nurse faculty through use of a comprehensive

checklist (Rogers et al., 2020). Another example of successful mentoring ideas was described by

Webber et al. (2020). Webber detailed a smooth transition into academia using a team approach.

This method provides the new nurse faculty/mentee with two mentors. One mentor is tenured,

and the other is a mid-career mentor. The mid-career mentor is suited to help the new nurse

faculty with teaching, while the tenured mentor provides education on scholarship to the new

faculty member and ongoing scholarship information to the mid-career faculty member.

Ethical Considerations

The DNP student and project chair completed research ethics training to ensure the

protection of human subjects. The project was submitted to the lead institution's Institutional

Review Board (IRB) for approval. A copy of the IRB approval letter is provided in Appendix F.

Any additional ethical considerations are addressed in this section as necessary. A copy of the

completed Collaborative Institutional Training Initiative (CITI) Certificate is provided (see

Appendix D). No consent was required.

Table 1

Project Timeline

	Activities	Date
Step 1:	Iowa Model Permission to use submitted	July 2, 2023
Step 2	Formulated PICOT question for the proposed project	July 9, 2023
Step 3	Completed article critique and level of evidence table	July 16, 2023
Step 4	Completed introduction, literature review, search strategy, critical appraisal, synthesis, conceptual framework, and summary	July 23, 2023
Step 5	Completed research design, measurable outcomes, ethical considerations, data collection, tools, intervention, and data analysis	July 30, 2023
Step 6	Completed CITI training	August 1, 2023
Step 7	Submitted completed first draft proposal section 1-3 for review and revisions.	September 24, 2023
Step 8	Proposal Defense approved for sections 1-3	October 4, 2023
Step 9	Liberty IRB Submission and Approval Letter Received	October 11, 2023
Step 10	Submitted completed first draft proposal section 1-5 & appendices for review and revisions.	November 26, 2023
Step 11	Submission of final draft proposal section 1-5 & appendices	December 15, 2023
Step 12	Final Draft Proposal & Scholarly Project Proposal PowerPoint	January 21, 2024

SECTION SIX: DISCUSSION

Implications for Practice/ Future Work

The nursing workforce crisis calls for an urgent need to ensure adequate numbers of nursing faculty that can provide quality nursing education. When the nurse transitions from clinical practice to academia, transitional shock often occurs. Mentoring has been proven to be an excellent way to ease the transition, promote satisfaction and scholarship, and ultimately,

contribute to retention. The graduation rates of new nurses are imperative to offset the

nationwide shortfall, especially with an expected vacancy of 5.7 million high-quality nurses by

2030 (Atchinson, 2023). If the challenges met by new nurse faculty are not addressed, a similar

shortage of qualified and effective educators to meet the demand will continue to grow.

Mentoring is a vital task that must be taken on to ensure satisfaction and retention in the new

faculty role.

Future work should focus on more research that quantitatively demonstrates the

effectiveness of formal mentoring programs on nursing faculty retention rates. Many studies

discuss the benefits of mentoring on retention, but rates on nursing faculty retention to support

these programs present a gap in the literature. Mentoring programs should be guided by

established evidence-based principles and informed by the needs of the organization.

Institutionalized support for mentoring, mentor/mentee relationship considerations, goal setting,

and assessment of mentee's needs are all part of the evidence-based principles. Finally,

analyzing the cost-effectiveness of the mentorship program and its impact on faculty retention

can help improve administrators' decision-making regarding the programs to ultimately maintain

sustainability.

Dissemination Plan

The IR dissemination plan results back to the stated research purpose, which is to

highlight the significance of and barriers to formal mentorship programs for new nursing faculty,

and to explore the impact mentoring new nurse faculty has on retention. Mentoring and nurse

faculty retention can no longer be just "talked about." Now that the growing nurse and nursing

faculty shortage has become critical, sharing the research in this project will help administrators

and stakeholders in schools of nursing realize that supporting new nursing faculty and

implementing evidence-based mentoring programs is not an option, but an imperative. An important gap in literature is the lack of reported retention rates after implementation of formal mentorships/programs. This is important to validate the research. Future plans are to publish the research in this IR. Also, the researcher plans to use the research to improve nursing faculty mentorship and report results of retention rates within her own organization.

Conclusion

The benefits of new faculty mentorship have been researched extensively over the past decade. With expectations of a nationwide nursing shortage that will continue to grow, it is critical that the nursing faculty shortage be addressed, or the future nursing workforce is at stake. The literature describes time and again barriers to recruiting and retaining nursing faculty. Common themes are financial compensation, work-life balance, and a supportive, collegial atmosphere. Many clinically experienced new nursing faculty find themselves in the novice role once again. Role strain and ultimately intent to leave occur when indiscriminate and unstructured orientations hinder the transition from clinical practice to academia (Hoffman, 2019).

As this transition into academia for novice nursing faculty may take several years, formal mentoring programs are recommended. Apparent from the literature is that even with the knowledge that mentoring is key to overall job satisfaction, there continues to be a lack of formal mentorship programs for new nursing faculty. Reports of formal mentorship programs from academic organizations many times conflict with the reports of new nursing faculty's experiences with mentorship. This could account in part for why there seems to be a gap in the literature regarding mentorship program outcomes, specifically regarding retention.

Highlighting the significance of and barriers to formal mentorship programs for new nursing faculty can serve to inform nursing administration and veteran faculty of the critical need

to invest in a program that supports the transition of new nursing faculty. The need for

socialization into the educator role is strong. This is a process that will equip the nurse instructor

with the skills and knowledge needed for a successful transition into academia. According to

Stanley and Martin (2020), "Sustainable mentoring programs early on are an investment in

nursing programs' most important resources, their personnel" (p. 86). Although quantitative and

longitudinal research may be needed to determine retention rates as a result of formal mentoring,

studies do support the fact that the implementation of formal mentoring programs is an urgent

need.

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Appendix A

Level of Evidence Matrix

Article Title, Author, etc. (Current APA Format)	Study Purpose	Sample (Characteristics of the Sample: Demographics, etc.)	Methods	Study Results	Level of Evidence (Use Melnyk Framework)	Study Limitations	Would Use as Evidence to Support a Change? (Yes or No) Provide Rationale.
Busby, K., Draucker, C., & Reising, D. L. (2022). Exploring mentoring relationships among novice nurse faculty: A grounded theory. *Nursing Education Perspectives*, *44*(1), 36–42. https://doi.org/10.1097/01.nep.0000000000001052	To describe the processes by which mentoring unfolded for novice nurse faculty.	21 full time novice nurse faculty with three years or less in the faculty role from US nursing programs	Survey's Utilizing Constructivist grounded theory	The findings suggest academic program directors should optimize the pairing of mentors and proteges, conduct frequent evaluations of mentoring, modify mentoring opportunities in accordance with the evolving needs of the proteges, reward informal mentors, and create a culture of civility.	Level 6 Descriptive study	Study included mostly White middle-aged women. One point in time was captured in the study. Study was also conducted during the height of COVID-19, lacking some desired face to face mentoring	Yes. Although level 6, this study findings suggest that high-quality mentoring programs can improve faculty success and satisfaction and ultimately address the critical workforce issues of faculty recruitment and retention.
Busby, K., Draucker, C., & Reising, D. L. (2022). Exploring mentoring and nurse faculty: An integrative review. *Journal of Professional Nursing*, *38*, 26–39. https://doi.org/10.1016/j.profnurs.2021.11.006	To summarize and synthesize the research regarding mentoring relationships and mentoring programs in academia for nurse faculty.	18 studies included in the review.	Whittemore and Knafl's (2005) methodology for integrative reviews. Included primary research studies.	The review revealed that research related to mentoring in academic nursing is growing but still in its early stages.	Level 1 Integrative review	The studies did not consistently reveal how mentoring programs had mentees identify their priorities at the beginning of mentoring experience.	Yes. This IR provides some preliminary findings for further consideration about the state of mentoring in academic nursing.

Article Title, Author, etc. (Current APA Format)	Study Purpose	Sample (Characteristics of the Sample: Demographics, etc.)	Methods	Study Results	Level of Evidence (Use Melnyk Framework)	Study Limitations	Would Use as Evidence to Support a Change? (Yes or No) Provide Rationale.
Clark, C. M., Landis, T. T., & Barbosa-Leiker, C. (2020). National study on faculty and administrators' perceptions of civility and incivility in nursing education. Nurse Educator, 46(5), 276–283. https://doi.org/10.1097/nne.00000000000000948	To examine nursing faculty and administrators' perceptions of civility and incivility in nursing education, ways to address the problem, and psychometric properties of the Workplace Incivility/Civility Survey (WICS)	1,074 Nursing faculty and administrators employed by 2200 nursing programs affiliated with Assessment Technologies Institute residing within the United States	A convergent mixed-methodological study	Respondents included 1074 faculty and administrators who identified types and frequency of incivility, severity and contributors to the problem, reasons for avoiding incivility, and strategies to improve civility. Eight themes of uncivil behaviors were garnered. The WICS was shown to be a psychometrically sound instrument to measure civility and incivility.	Level 5	The workplace Incivility/Civility Survey (WICS) utilizes self-report items with voluntary participation, it carriers the risk of common method biases.	Yes. The study provided EB strategies to address and prevent incivility, a lead indicator of nurse faculty attrition.
Dahlke, S., Raymond, C., Penconek, T., & Swaboda, N. (2021). An integrative review of mentoring novice faculty to teach. Journal of Nursing Education, 60(4), 203–208. https://doi.org/10.3928/01484834-20210322-04	To find and analyze studies exploring how formal mentorship programs support new faculty in addressing their learning needs to develop their teaching expertise.	Full screening resulted in eight articles (of 11,076 search). Included were five qualitative studies, two quantitative studies, and one mixed-methods study. Inclusion criteria included primary	Whittemore and Knafl(2005) methodology for an integrative review.	No studies identifying specific mentorship programs related to nurse educator teaching development were found. The included studies focused on the learning needs of faculty related to teaching practice and aspects of mentoring relationships that	Level 1	Empirical studies used only, no grey literature which may have provided more insights, but limited the ability to compare with research findings. English only may have limited further	Yes. Highlights the challenges to developing a formal mentoring program that meets the learning and mentoring needs of new faculty in a cost effective manner. The data also revealed factors that either

Article Title, Author, etc. (Current APA Format)	Study Purpose	Sample (Characteristics of the Sample: Demographics, etc.)	Methods	Study Results	Level of Evidence (Use Melnyk Framework)	Study Limitations	Would Use as Evidence to Support a Change? (Yes or No) Provide Rationale.
		research studies on nursing faculty mentoring programs.		were beneficial. Two key themes of socialization to academia and navigating mentorship were developed from the data.		insights. Studies prior to the 1999 start date may have added more insight to the study. No studies describing and evaluating mentorship programs were found.	facilitated or were barriers to mentoring relationships.
Ephraim, N. (2021). Mentoring in nursing education: An essential element in the retention of new nurse faculty. *Journal of Professional Nursing*, *37*(2), 306–319. https://doi.org/10.1016/j.profnurs.2020.12.001	To determine if there is a difference between the mentor and mentee's perception of the mentor's effectiveness.	Convenience sampling of 100 full-time faculty within the U.S., Puerto Rico, U.S. Virgin Islands and Guam. Mentors were nurses with five years or less experience as faculty. Mentees were experienced nurse educators new to faculty role.	A nonexperimental correlational design.	The results of this research was consistent with differences in perceptions of mentoring effectiveness between the nurse educator mentor and nurse educator mentee The mentors saw themselves as very effective ($m =$ 209) and mentees saw mentors as less effective ($m =$ 189)	Level 4 Correlation design	Lower response rates due to timing and direct access to faculty. Lack of mentor ability to accurately self- assess. Sample size for the *t* test was underpowered.	Yes. The complexities associated with mentorships of new nurse faculty are described. Also a possible solution of a mentor network discussed. The outcomes of this study can inform nursing faculty of the importance for mentor training programs.

Article Title, Author, etc. (Current APA Format)	Study Purpose	Sample (Characteristics of the Sample: Demographics, etc.)	Methods	Study Results	Level of Evidence (Use Melnyk Framework)	Study Limitations	Would Use as Evidence to Support a Change? (Yes or No) Provide Rationale.
Evans, J. D. (2018). Why we became nurse educators: Findings from a nationwide survey of current nurse educators. *Nursing Education Perspectives*, *39*(2), 61–65. https://doi.org/10.1097/01.nep.0000000000000278	To identify what a national sample of nurse faculty believe will help build the faculty population.	Nurse faculty from every region of the country, teaching at all levels (n = 940). ADN to Doctoral level. 94 percent (n = 872) were female, and 88.6 percent (n = 833) were 46 years old and over	Descriptive study. Utilized an online survey questionnaire.	The respondents credited deans, directors, and faculty with presenting a positive image of nursing education by modeling and mentoring, identifying, and inviting promising candidates, and developing productive relationships with other institutions.	Level 6	No barriers were noted by the authors. By further addressing the 16.7% of respondents who did not report satisfaction with their position & those who had been teaching for 5 years of less, could also help shed light on faculty retention needs.	Yes. The study gives recommendations for faculty workforce, such as recruiting retirement age nurses and capturing those interested in teaching early on. Also, the influence of role models, increased diversity, research on the attraction, recruitment, and retention of men and underrepresented populations were noted for recruitment and retention.
Gentry, J., & Johnson, K. (2019). Importance of and satisfaction with characteristics of mentoring among nursing faculty. *Journal of Nursing Education*, *58*(10), 595–598. https://doi.org/10.3928/01484834-20190923-07	To examine the importance of and satisfaction with characteristics of mentoring among fulltime nursing faculty teaching in baccalaureate degree programs or higher.	A convenience sample of 61 full time nursing faculty teaching in 8 selected baccalaureate programs or higher in a midwestern state.	A cross sectional design that offered an online survey to faculty teaching at the selected research sites.	The results did not demonstrate a statistically significant relationship among survey items; however, mentoring characteristics that demonstrated both high importance and high satisfaction were trust and support. The results	Level 4	Study did not identify any limitations, nor did it note that there were no limitations. The study's demographic sampling was limited geographically	Yes. The study gives good information regarding mentee satisfaction with mentoring relationships.

Article Title, Author, etc. (Current APA Format)	Study Purpose	Sample (Characteristics of the Sample: Demographics, etc.)	Methods	Study Results	Level of Evidence (Use Melnyk Framework)	Study Limitations	Would Use as Evidence to Support a Change? (Yes or No) Provide Rationale.
				of this study provided insight into the characteristics of the relationship and role of the mentor that nursing faculty find to be of importance and that produce a level of satisfaction. By understanding the important characteristics and satisfaction of faculty with mentoring, additional targeted resources can be provided to support new nursing faculty**.**			
Grassley, J. S., Strohfus, P. K., & Lambe, A. C. (2020). No longer expert: A meta-synthesis describing the transition from clinician to academic. *Journal of Nursing Education, 59*(7), 366–374. https://doi.org/10.3928/01484834-20200617-03	To describe how nurses experience the transition from clinical practice to nursing academic.	12 qualitative studies that met the criteria were selected with an initial search conducted in September 2014 and updated in January 2019.	A meta synthesis of existing qualitative evidence.	Expert clinicians entered the academic setting unprepared for the realities of the faculty role. Surprised by the demands of teaching and changes in their relationships with students, they were not ready for the differences between teaching in an academic setting and	Level 1 Meta synthesis	Only peer reviewed studies, whose participants taught at the baccalaureate level was included. Seven studies were published more than 5 years ago; however identified themes shared	Yes. The synthesized findings provided insight into clinician's experience of their transition to academic nurse educator. Describes importance of formal mentoring to the transition.

Article Title, Author, etc. (Current APA Format)	Study Purpose	Sample (Characteristics of the Sample: Demographics, etc.)	Methods	Study Results	Level of Evidence (Use Melnyk Framework)	Study Limitations	Would Use as Evidence to Support a Change? (Yes or No) Provide Rationale.
				nursing practice. Many described being left alone without a consistent mentor.		similarities to those identified in 2019 (by Hoffman).	
Groth, S. M., Duncan, R., Lassiter, J., & Madler, B. (2023). Onboarding orientation for novice nurse faculty: A quality improvement pilot project. *Teaching and Learning in Nursing*, *18*(1), 212–218. https://doi.org/10.1016/j.teln.2022.07.010	To identify the need for formalized onboarding orientation for novice nurse faculty.	Five novice nurse faculty and five mentors over a period of 6 months	Qualitative analysis of Nursing faculty Satisfaction survey, Onboarding orientation for Novice nurse faculty assessment & Faculty assessment	There was no significant difference in satisfaction post project implementation. Results indicated novice nurse faculty and mentors thought the program was effective and should continue. Retention was 100% 2 years post project implementation	Level 5	Study sample size was small and timeframe limited, not allowing project to be thoroughly evaluate	Yes. This study demonstrates how formal mentorship can improve satisfaction and retention of novice nurse faculty
Hansbrough, W., Dunker, K., Duprey, M., & Lawrence, A. (2023). Descriptive analysis of newly hired academic nurse educator onboarding practices. *Nurse Educator, 48*(4), 192-196. https://doi.org/10.1097/NNE.0000000000001402	To describe practices of schools of nursing to onboard, orient, and mentor newly hired faculty	174 nurse faculty and 51 leaders	Systematic review of descriptive studies	Orientation, mentorship, and evaluation of new nursing faculty may be insufficient to develop needed educator competencies and promote consistency of quality instruction	Level 5	A small sample of the US schools of nursing and respondents were self-selected indicating an interest	Yes. Study suggests adoption of standards for faculty onboarding and orientation by academic leaders. When assigned mentors (84.13%), it was often limited to a consulting role.
Jeanmougin, C., & Cole, B. (2023). Preliminary development and validation of a peer mentoring needs assessment scale for	To establish the construct validity and internal consistency of a	A convenience sample of 15 experienced faculty members	Quantitative data was obtained through the use	The Novice Faculty Confidence Scale was found to have	Level 2 Mixed method study	The panel that reviewed the scale was relatively small	Yes. The scale that was established is a valid way to identify novice faculty

Article Title, Author, etc. (Current APA Format)	Study Purpose	Sample (Characteristics of the Sample: Demographics, etc.)	Methods	Study Results	Level of Evidence (Use Melnyk Framework)	Study Limitations	Would Use as Evidence to Support a Change? (Yes or No) Provide Rationale.
novice nurse faculty. *Teaching and Learning in Nursing*, *18*(1), 12–15. https://doi.org/10.1016/j.teln.2022.11.012	new Novice Faculty Confidence Scale	from three moderately sized universities in the Midwest were recruited for the expert (more than five years of experience as nurse faculty) panel.	of an anonymous Likert-style Qualtrics survey and downloaded to Excel for analysis. Qualitative data was sought through one open-ended question.	high construct validity and internal consistency.		(n = 6) and could have impacted results. The high number of surveys returned with incomplete data (n = 8) could indicate a problem with tool	mentoring needs related to the mentee's confidence in teaching, service, scholarship, and personal support.
Martin, J. B., & Douglas, D. H. (2018). Faculty Mentorship: Making It Work Across the Career Continuum Through Development, Implementation, and Evaluation of a Formal Mentorship Program. *Nursing Education Perspectives, 39*(5), 317-318. https://doi.org/10.1097/01.NEP.0000000000000310	To describe a faculty mentorship program implemented in a school of nursing.	Novice nurse faculty (mentees) and mentors in a school of nursing in the Southeast United States.	Descriptive study	The overall CPRIDE program evaluation was positive for: facilitating strategic pillars, personal/professional goals, application process, administrative support and resources and overall organization of the program. Improvement recommendations include designated time for meetings, new employee toolkit, mentor-mentee roundtable to share ideas and experiences,	Level 6	Study mentioned lack of qualified nurse faculty and the imperative need to recruit and retain, but did not report if retention was improved as a result of the mentorship.	Yes. The article described details of one mentorship program that was implemented in a school of nursing.

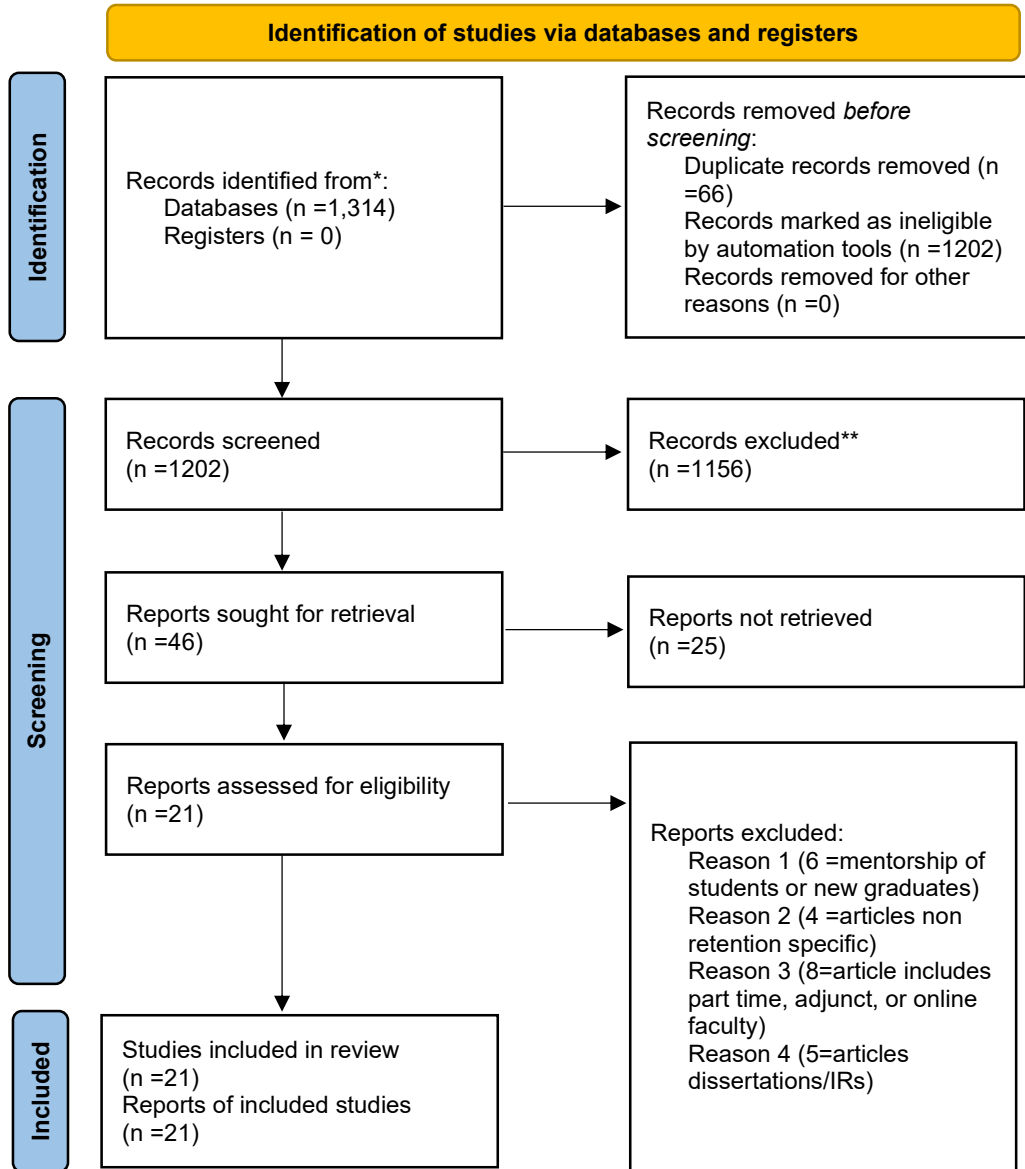| Article Title, Author, etc. (Current APA Format)	Study Purpose	Sample (Characteristics of the Sample: Demographics, etc.)	Methods	Study Results	Level of Evidence (Use Melnyk Framework)	Study Limitations	Would Use as Evidence to Support a Change? (Yes or No) Provide Rationale.
				interdisciplinary mentoring, more organized and focused activities, and opportunities for mentor development.			
Olsen, J. M., Aschenbrenner, A., Merkel, R., Pehler, S.-R., Sargent, L., & Sperstad, R. (2020). A mixed-methods systematic review of interventions to address incivility in nursing. *Journal of Nursing Education*, *59*(6), 319–326. https://doi.org/10.3928/01484834-20200520-04	To identify effective intervention strategies for addressing incivility in nursing education and practice	Sample sizes ranged from eight to 1,918 participants. 16 studies took place in academic settings.	Mixed-methods systematic review	Minimal evidence exists on how to increase civility among nursing faculty or enhance faculty role-modeling	Level 5	Only two studies included faculty samples out of the 39 included in the review	Yes. Although the sample size is small, the study shows consistency of literature results on the lack of evidence of how to address incivility in the academic setting among nurse faculty
Rogers, J., Ludwig-Beymer, P., & Baker, M. (2020). Nurse faculty orientation. *Nurse Educator*, *45*(6), 343–346. https://doi.org/10.1097/nne.0000000000000802	To identify essential elements for nursing faculty orientation and to develop an orientation checklist and index of mentor-mentee responsibilities.	An integrative review of 48 articles using the Ganong approach.	The articles were critically appraised by all authors individually and compared collectively	Orientation checklist and index of mentoring responsibilities were created as a result of the studies.	Level 1 Integrative review	There were e limited rigorous research on the topics, publication bias.	Yes. Gives a good foundation for developing a formal faculty orientation, faculty development and mentoring programs.
Shieh, C., & Cullen, D. L. (2019). Mentoring nurse faculty: Outcomes of a three-year clinical track faculty initiative. *Journal of Professional Nursing*, *35*(3), 162–169. https://doi.org/10.1016/j.profnurs.2018.11.005	To enhance scholarship development and academic promotion of clinical assistant professors	Two cohorts over a three-year program, consisting of 15 protégé's and 15 mentors that were fulltime	Longitudinal experiential design was used.	Overall, this Initiative was effective in increasing clinical assistant professors' knowledge of promotion processes	Level 3	Social desirability may have influenced responses to knowledge of promotion processes and	Yes. It reports the outcomes of a three-year long nursing clinical faculty mentoring initiative that

Article Title, Author, etc. (Current APA Format)	Study Purpose	Sample (Characteristics of the Sample: Demographics, etc.)	Methods	Study Results	Level of Evidence (Use Melnyk Framework)	Study Limitations	Would Use as Evidence to Support a Change? (Yes or No) Provide Rationale.
		clinical track faculty.		and their scholarship productivity. Knowledge scores on promotion processes among clinical assistant professors significantly increased across five time points.		mentorship quality. Course review data, syllabus development was not assessed. No control group to compare outcomes between the intervention group and the control group was used in the Longitudinal experiential intervention.	used incentives and had the benefit of strong administrative vision with systems support.
Smith, S., Hallowell, S. C., & Lloyd-Fitzgerald, J. (2018). Aacn's dnp essential ii prepares clinicians for academic leadership: Three dnp graduates share their leadership journey. Journal of Professional Nursing, 34(1), 16–19. https://doi.org/10.1016/j.profnurs.2017.05.003	Descriptive Article supporting Theoretical Benner Novice to Expert	A novice nurse faculty transitioning from expert clinical to novice nurse faculty leadership role	Descriptive	The case narratives and the theoretical framework provide support for transitioning from clinical expert to nursing faculty and academic leader.	Level 7	Barriers encountered in all the case reports was a lack of pedagogy training and the novice status of the educators.	This article gives case narratives supporting Benners model in the transition of new nurse faculty into the role
Stanley, M., & Martin, C. (2020). Guiding elements for success in the nurse educator role. Nursing Education Perspectives, 42(6), E86–E88. https://doi.org/10.1097/01.nep.0000000000000741	To bring light on supporting elements needed for the transition of new or novice nurse to the faculty role.	Novice nurse faculty transitioning from clinical to academia roles	Background/expert opinion	The article reveals that including mentoring, knowledge acquisition, & pedagogical instruction can serve	Level 7	There was no new evidence reported that has not been mentioned throughout the literature.	Yes. Level 7,but the article does give strong argument for the need to support new nurse faculty and its nursing implications for retention.

Article Title, Author, etc. (Current APA Format)	Study Purpose	Sample (Characteristics of the Sample: Demographics, etc.)	Methods	Study Results	Level of Evidence (Use Melnyk Framework)	Study Limitations	Would Use as Evidence to Support a Change? (Yes or No) Provide Rationale.
				to guide transition to any faculty role.			
Viveiros, J., Schuler, M., Chung, J., & D'Esmond, L. (2021). A cohort model of mentoring as facilitator to the transition to an academic nurse faculty position following completion of a phd. *Nursing Education Perspectives*, *42*(5), 315–317. https://doi.org/10.1097/01.nep.0000000000000852	to explore the lived experiences of a cohort of faculty during their transition into a tenure-track role.	Women 41 to 67 years of age. They graduated with PhDs within two years of hire and had an average of 2.75 years of teaching experience.	Autoethnographic qualitative design	Data analysis revealed five themes: three facilitators and two barriers to transitioning into a tenure-track role. Facilitators included creating a safe, noncompetitive environment; sharing resources; and having a multipronged approach to mentoring. The barriers were struggling to maintain a work-life balance, and the intrusion of old habits related to prior roles.	Level 6	The use of autoethnography requires self-disclosure, and participants may have been reserved in disclosing personal information. A small sample size at one university may limit the generalizability of the themes uncovered.	Yes. This study demonstrated the value of a cohort approach to mentoring transitioning nurse faculty into academia.
Volkert, D. (2021). Development and implementation of a strong mentoring program to increase scholarly productivity and support nurse faculty retention. *Nursing Education Perspectives*, *42*(6), E77–E78. https://doi.org/10.1097/01.nep.0000000000000837	To increase scholarly work & encourage new nurse faculty retention.	Nurse faculty members consisting of eight novice and eight seasoned faculty mentor/mentee pairs and five	Descriptive study. Used Survey rating the programs rigor and effectiveness.	Program was rated 'successful' by 95% of respondents. Scholarly production goal met.	Level 6	Study was implemented over one academic year. Duplication of the study is warranted as	Yes. Although level 6, the article discussed implementation of an established mentoring program supported by the NLN.

Article Title, Author, etc. (Current APA Format)	Study Purpose	Sample (Characteristics of the Sample: Demographics, etc.)	Methods	Study Results	Level of Evidence (Use Melnyk Framework)	Study Limitations	Would Use as Evidence to Support a Change? (Yes or No) Provide Rationale.
		mentoring group members.				well as retention results.	
Webber, E., Vaughn-Deeneen, T., & Anthony, M. (2020). Three-generation academic mentoring teams: a new approach to faculty mentoring in nursing. *Nurse Education, 45(4),* 210-213. https://doi.org/10.1097/NNE.0000000000000777	Pilot a concept of group/team mentoring to provide novice faculty with teaching guidance and support the transition from a clinical to an academic role.	A SON within a small urban Catholic university	Descriptive study	Providing new faculty with 2mentors in a constellation format, along with the opportunity to network and socialize during structured mentoring meetings, contributed to a smoother onboarding of new faculty.	Level 6	Study limited to one small university.	Yes. Description of a 3-generation mentoring program in academic settings where novice faculty are paired with both a midcareer and an experienced tenured faculty mentor.
Wynn, S., Holden, C., Romero, S., & Julian, P. (2021). The importance of mentoring in nursing academia. Open Journal of Nursing, 11(4), 241-248. *Open Journal of Nursing, 11,* 241-248. https://doi.org/10.4236/ojn.2021.114021	Provide evidence that mentoring in academia is a vital part of retention in the healthcare profession	A literature review of 19 articles were used along with a few more relevant references	Systematic literature review of qualitative studies.	The articles from the literature review showed evidence of positive mentoring experiences lead to the retention of students, future mentees, and mentors in nursing academia.	Level 5	No statistical data to support retention rates provided	LR supports the need for and importance of mentorship in academia to promote retention

Appendix B

PRISMA Flow Diagram

Appendix C

List of Terms

Formal Mentorship - A structured initiative designed to pair experienced nurses, who are potential mentors, with novice nurses or mentees, to provide guidance, support, and professional development opportunities.

Incivility – One or more rude, discourteous, or disrespectful actions that may or may not have a negative intent behind them.

Novice Nurse Educator – Faculty with less than three years of experience as an academic nurse educator.

Appendix D

CITI Training Certificate

Appendix E

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Appendix F

Liberty IRB Approval

Date: 10-11-2023

IRB #: IRB-FY23-24-579
Title: Do Mentoring Programs Impact Nurse Faculty Retention
Creation Date: 10-7-2023
End Date:
Status: Approved
Principal Investigator: Lisa Livingston
Review Board: Research Ethics Office
Sponsor:

Study History

Submission Type	Initial	Review Type	Exempt	Decision	No Human Subjects Research

Key Study Contacts

Member	Debra Maddox	Role	Co-Principal Investigator	Contact	████████
Member	Lisa Livingston	Role	Principal Investigator	Contact	████████
Member	Lisa Livingston	Role	Primary Contact	Contact	████████