



American Association *of* Colleges *of* Nursing


The Voice of Academic Nursing

ENVISIONING STUDENTS AS FUTURE NURSE FACULTY

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OBJECTIVES

- » Identify contributing factors to faculty shortage
 - » Identify barriers for students/graduates to enter academia
 - » Describe strategies to support students/graduate entry into academia
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CONTRIBUTING FACTORS TO FACULTY SHORTAGES

- » Salary
 - One of the biggest barriers to the increasing the next generation of nurse faculty is pay.
 - Higher compensation in clinical and private sectors
 - Nurses in the clinical setting moving into a faculty role take pay cuts up to \$40,000.

- » Access to pool of MSN and doctoral students
 - Not enough students in the MSN and DNP, PhD pool to meet the demand for nurse educators

- » Expanded opportunities for RN's

- » Aging nurse faculty workforce

ACCESS TO EDUCATOR PATHWAYS

- » Bachelor Students
- » MSN Students
- » PhD Students
- » DNP Students
- » Clinical Nurse Educators
- » Clinical Instructors



ACCESS TO MENTORSHIP

- Mentorship to Support Future Nurse Faculty
 - Encouragement to pursue faculty role.
 - Determine what
- Mentorship to Support New Nurse Faculty
 - Types of mentors
 - Pedagogical
 - Research
 - Culture Guide
 - Access to formal training as new faculty
 - Self assessment using Core Competencies of Nurse Educators with Task Statement published by NLN

TRANSITION FROM CLINICAL NURSING

- » Know the expectations of the academic institution
- » Most institutions base retention, promotion and tenure decision on a combination of scholarly activity, teaching ability and service to the academic community.
- » Discuss how each of these components is weighted.
- » Seek a formal mentorship program or obtain a dedicated mentor within the first few weeks of employment and meet with your mentor at regular intervals.
- » Professional development should be an ongoing process that takes responsibilities and expectations of the position into consideration.
- » Establish administrative support through early communication when issues are discovered.
- » Become immersed in academic culture by reading journals on nursing education in addition to clinical journals.

DEMYSTIFYING ACADEMIA

- » Negotiating employment contracts
- » Asking for discretionary funds to support early success
- » Discuss faculty career paths (early, mid, late)
- » Discuss faculty roles, responsibilities and expectations
- » Tips to transition to faculty role
 - What to expect
 - What to ask during orientation
 - How to say “no”
 - How to spend your time (wisely)

STRATEGIES

» Students

- Future faculty programs
- Assigning different mentors and encouraging accessing resource that are available
- Developing a publishing pipeline
- Incorporating mentees/students into PhD/DNP projects
- Teaching practicum and obtaining Teaching Certificate
- Writing for publication class
- Research practicum

» New Faculty

- Research
 - Grant writing class
- Clinical
 - NLN CNE course prep

RESOURCES

- » ANA “Shaping Future Healthcare: The Path to Becoming a Nurse Educator”
<https://www.nursingworld.org/content-hub/resources/nursing-resources/becoming-a-nurse-educator/>
- » NLN Novice Nurse Educator Competencies with Task Statements
 - <https://www.nln.org/news/newsroom/nln-position-documents/novice-nurse-educator-competencies-with-task-statements>
- » NCSBN Nursing Faculty Qualification and Roles
 - chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.ncsbn.org/public-files/Final_08_Faculty_Qual_Report.pdf
- » Nurse Journal “How to Become a Nurse Educator”
<https://nursejournal.org/careers/nurse-educator/how-to-become/>
- » Washington Center for Nursing, “So You Want to be a Nursing Professor” series
 - <https://www.wcnursing.org/career-leadership-development-in-nursing/so-you-want-to-be-a-professor/>

REFERENCES

- » AACN Nursing Faculty Shortage Fact Sheet. <https://www.aacnnursing.org/news-data/fact-sheets/nursing-faculty-shortage>
- » AACN Transitioning from Clinical Nursing to Nursing Faculty. <https://www.aacnnursing.org/our-initiatives/education-practice/faculty-tool-kits/transitioning-from-clinical-nursing-to-nursing-faculty>
- » Bond, D. K., Peery, A. I., VanRiel, Y. M., Gazza, E. A., Phillips, B. C., Winters-Thornburg, C. E., & Swanson, M. S. (2020). RN-to-BSN Students' Intent to Become Faculty: A Multisite Study. *Nurse educator*, 45(4), E31–E35. <https://doi.org/10.1097/NNE.0000000000000732>
- » McMillian-Bohler, J., & Tornwall, J. (2023). Trends, Future Directions, and Questions for Preparing Successful Nurse Faculty. *The Journal of nursing education*, 62(12), 661–667. <https://doi.org/10.3928/01484834-20231006-06>
- » Nurse Faculty Shortage Reduction Act of 2024. <https://www.congress.gov/bill/118th-congress/house-bill/7002/text>