

MENTORING IN NURSING EDUCATION: AN INTEGRATIVE LITERATURE REVIEW

by

Katelyn McKinney

A Senior Honors Project Presented to the

Honors College

East Carolina University

In Partial Fulfillment of the

Requirements for

Graduation with Honors

by

Katelyn McKinney

Greenville, NC

May 2022

Approved by:

Dr. Mark Hand

East Carolina University College of Nursing

Abstract

Background: The nursing shortage is partly the result of the scarcity of nurse educators. To provide patients with competent, confident nurses that received quality education, having an adequate team of nurse educators is essential. To retain nurse educators and attract novice nurse educators, mentorship programs used in nursing education must be identified and utilized.

Aim: The purpose of this integrative literature review is to identify and analyze mentorship programs used in nursing academia.

Methods: A literature search was conducted by searching online databases including PubMed, Science Direct, CINAHL, and gray literature. Study quality was assessed prior to inclusion using the Joanna Briggs Institute Critical Appraisal Tools checklist for quantitative and qualitative research. Findings from the studies were analyzed and categorized into themes, and a synthesis of conclusions from each of them was presented as an integrated summation of the topic.

Results: Seventeen studies were included in this review from 3,047 articles that were retrieved in the initial search. Themes identified include informal mentorship with colleagues, implementing a program, communication and support, mentorship structure and planning, and formation of the mentoring relationship.

Conclusion: After reviewing the literature, it is evident that few structured mentorship programs have been utilized and tested. Informal mentorship is commonly used in academia; however, novice nurse educators would most benefit from a structured and institutionally supported formal mentoring program.

Background

There are large numbers of applicants to nursing programs across the country; however, a multitude of applicants are rejected due to there not being enough nurse educators to provide them with the quality education they need. In fact, over 50% of nursing schools admit that the reason they deny applicants is because of this nurse educator shortage (American Association of Colleges of Nursing, 2021). Between 2016 and 2017, there was a need for 839 nurse educators in the United States; however, there were no nurses available to take these seats. Concerningly, these empty seats will increase as current nurse educators retire, for it is predicted that 20% of nurse educators will be at retirement age by 2030 (South New Hampshire University, 2020). There are several reasons why so few nurses desire to become instructors, and this is often the result of insignificant pay, little societal respect for the career, and the requirement of at least a master's degree (Meinke, 2020). Due to the lack of components to entice nurses to fill the educator role, beneficial aspects must be included in the career, including mentorship to foster the individual who chooses to embark on such a necessary career journey. Unfortunately, the problem is not only the shortage of nurses applying to become nurse educators, but these educators are often not retained due to not having the community necessary in their career to help them flourish. To retain these nurse educators and attract new nursing educators, several mentoring programs, both formal and informal, have been initiated to foster nurses in their new teaching roles. Although mentorship is an effective technique, some aspects of mentorship may be more beneficial than others. The purpose of this integrative literature review is to analyze existing nurse educator mentorship programs and identify the best practices used in nursing academia.

Methods

The methodology of Whitemore and Knafl (2005) was utilized when searching for, identifying, and evaluating the literature. Following this framework allows for a step-by-step approach to analyzing the data. The components include problem identification, literature search, data evaluation, and data analysis. Data will be extracted from primary sources and synthesized. The manuscript follows Preferred Reporting Items for Systematic reviews and Meta-analyses (PRISMA) to provide transparency in the search strategy and methods used. A PRISMA flowchart is presented as well (Figure 1). The search strategies were collaboratively developed by all authors (MH, KM), including a university liaison librarian (CF), and subsequently applied across databases by the librarian (CF).

The research question produced three concept groups that were used to locate key words, MeSH (medical subject headings) terms, and controlled vocabulary in the databases. The primary concept terms used were: "mentor" and "faculty" and "nursing." The search strategy was initially constructed in PubMed and subsequently mapped to the syntax of the other databases used (Scopus and Nursing & Allied Health – ProQuest). All searches are provided in the appendix.

Inclusion criteria included nursing faculty programs, mentorship for nursing faculty, support for nursing faculty. Quantitative, qualitative, and mixed method studies were all acceptable based on the inclusion criteria. Studies that were excluded from this paper included those that studied hospital nursing, non-academic nurses, clinical nurses, and nursing students. Excluded also were studies that included treatments and those not in the English language.

The liaison librarian (CF) conducted the search based on the search strategies developed by the authors. The search was subsequently mapped to the controlled vocabulary and syntax for the remaining databases. The latest search was completed on September 8, 2021. The search produced a total of 4,090 records. Duplicates were manually removed in EndNote and subsequently loaded into Covidence, which identified additional duplicates not caught during the manual screening process (in Endnote). After duplicates (n=1043) were removed, 3047 records remained for the title/abstract screening. During the initial title and abstract screening, conducted by two independent reviewers (MP, CK) (with a third independent reviewer (CF) making final decisions on conflicts), 2723 records were determined as irrelevant based on inclusion and exclusion criteria. Seventy-one records were screened during the full-text screening, which was also conducted by two independent reviewers (MP, CK). Seventeen records met all eligibility criteria and were included in the review. The search process is also illustrated in the PRISMA chart.

Study quality was assessed prior to inclusion using the Joanna Briggs Institute Critical Appraisal Tools checklist for quantitative and qualitative research. The articles were assessed by the quality assessment criteria and each criterion was assessed as being met, not met, or was unclear or not applicable. All 17 studies passed the quality criteria.

All articles were thoroughly reviewed by the two authors (KM and MH) prior to data extraction and synthesis. All articles were compared, and consistent topics emerged throughout all studies. Topics were analyzed and five themes emerged from the data.

Results

The literature search generated a total of 4,090 articles to be reviewed. After comparing articles to the inclusion and exclusion criteria, 17 studies were found to be relevant to best mentorship practices for new nurse educators (Table 1). Of the studies used in this integrative review, ten were qualitative, four were quantitative, and three were mixed method studies. The articles utilized for the literature review had participants ranging from 7 to 206 and articles ranging from 8 to 94 publications. Through analysis of the 17 studies, five themes emerged: Formation of the mentoring relationship, implementing a program, mentorship structure and planning, communication and support within the mentoring relationship, and informal mentorship with colleagues.

Informal Mentorship with Colleagues

Whether a formal mentorship program is present or not, new nurses in academia often seek experienced colleagues to develop beneficial relationships. To become part of the faculty community, finding experienced peers allows new instructors to gain a foothold into a cohort of experts with vast knowledge of nursing education (Jeffers & Mariani, 2017). These informal relationships not only provide support, but this open communication between peers reduced isolated feelings often experienced when embarking on a new career (Nowell et al., 2017). New faculty had more opportunities to attend professional events, engage in academic pursuits, and network with esteemed professionals they would not have met otherwise (Miner, 2019; Ortiz, 2021). However, the new educators not in a formal mentorship program desired more structure in their peer relationship (Brody et al., 2016; Cooley & De Gagne, 2016). Nevertheless, they desired to maintain the informal, relaxed nature of informal mentorship (Brody et al., 2016).

Implementing a Program

Despite the impact of informal mentorship, a structured, formal program provides the most benefit to new nurse educators. Not only are they the most beneficial in the career transition, but the existence of a mentorship program is often a major influence in a new educator's decision to begin working at a particular institution (Shapiro, 2018). New nurses in academia often seek this supportive environment due to the decreased "role conflict and role ambiguity" as experienced by educators not in a mentoring program (Dahlke et al., 2021). The formation of such a program includes critical components to guarantee its success. Institutional support including workshops and trainings to prepare mentors as well as monetary support for necessary resources (Agger et al., 2017; Gentry & Johnson, 2019). Proper mentor training allows for optimal comprehension of expectations and more accurate self-reflection of the mentor (Ephraim, 2021). Formal orientation and program design must be organized and communicated to provide mentors and mentees an understanding of the program and their next steps in their professional relationship (Shapiro, 2018). Additionally, orientation should be provided for mentees as well as agreed upon contracts between the mentee and mentor (Swanson et al., 2017). The transition into the role of nurse educator can take up to three years, so it is essential that the aforementioned steps are implemented to allow for a smooth, effective, long-term mentoring relationship (Logan et al., 2015).

Mentorship Structure and Planning

To allow for efficient professional development of the mentee, structure and planning must be implemented. It is known that a lack of time is a significant barrier to an effective mentoring relationship, so scheduling uninterrupted, planned meeting times allows for sufficient opportunities for communication and guidance that would otherwise be neglected (Grassley et

al., 2020; Swanson et al., 2017). Once communication is established, the expectations the mentor and mentee have for one another should be discussed (Mokel et al., 2021). This allows a time for the mentor to assess the mentee's interests and determine how they can best support their mentee and their foreseeable needs (Nowell et al., 2017). To ensure these expectations are fulfilled, existing mentoring models from other institutions can be reviewed to implement a plan that best fits the two individuals (Shapiro, 2018). The mentoring plan should include challenging goals inside and outside of the classroom that the mentor will help the mentee achieve. Selective meetings should be planned in which the mentee and mentor discuss progress in reaching these goals, self-reflect on achievements, and discuss possible ways the relationship can be improved (Cullen, 2017). Through this implemented structure and planning for the mentorship, expectations and goals are abundantly more likely to be achieved.

Communication and Support Within the Mentoring Relationship

Communication is the foundation of any relationship, especially when there is an agenda. Concerningly, new nurse educators without guidance are at risk for relating more with their pupils than with their colleagues (Logan et al., 2015). Therefore, conversation between the mentee and mentor is critical to foster a bond, understanding, and support in a new, potentially intimidating atmosphere for the new nurse educator (Cullen, 2017). Open communication is the most influential factor in promoting this relationship (Swanson et al., 2017). In fact, research has shown that a lack of communication and understanding negatively influenced the mentee's transition to nursing academia and has been known to result in the mentee's departure from the education field of nursing (Ephraim, 2021). Therefore, having a confidant to go to with concerns, questions, and topics for discussion is crucial to promote the confidence and advancement of the mentee (Swanson et al., 2017). This communication also allows opportunity for feedback, for

studies have shown that mentees are eager for commentary on their work so they can continue to improve in their craft (Shapiro, 2018).

Formation of the Mentoring Relationship

Four interpersonal components to cultivate the mentoring relationship are trust, vulnerability, respect, and diversity. In one study, trust between and mentor and mentee was rated as the most important factor in the mentoring relationship (Gentry & Johnson, 2019). Without trust in the relationship, mentees may not be as willing to be direct about their aspirations, thereby resulting in expectations in the relationship not being realized or fulfilled (Ephraim, 2021). A trusting relationship increases the likelihood that the mentee will be vulnerable and open with the mentor about their concerns, fears, or discomforts in their new role. This vulnerability allows the mentor to better understand the needs of the mentee (Ortiz, 2021). This vulnerable, trusting relationship grows from the reciprocated respect between the two mentorship participants (Cullen, 2017). After all, an intimidating mentor without respect for the mentee will prevent the comfort the mentee needs to express themselves (Agger et al., 2017). Part of the comfort in a mentoring relationship comes from mentors and mentees being paired due to their commonalities. A diverse faculty allows more opportunity for a pairing of individuals with similar goals and interests which increases satisfaction in the pairing (Brody et al., 2016; Gentry & Johnson, 2019). This selective matching allows for better alignment in aspirations between mentor and mentee. Therefore, this increase in common interests allows for greater cohesiveness in goals and aspirations of the pairing, and greater academic success results (Gentry & Johnson, 2019).

Discussion

The information discussed demonstrates the necessity for mentorship programs and the essential components of the mentoring relationship. Peer mentorship in nursing academia fosters a productive, nurturing team of nurse educators who skillfully integrate novice instructors into their new position. In fact, many mentees have emphasized support from their colleagues as the most influential component in allowing a seamless transition (Shapiro, 2018). The support shown from mentorship increases retention of educators by strongly impacting their decision to stay in the education field of nursing. This career satisfaction is the result of a structured program which results in a supportive, encouraging culture for all faculty. Therefore, administrators are strongly encouraged to implement a formal mentorship program at their respective institutions (Nowell et al., 2016). To allow this mentoring relationship to flourish, expectations and goal should be agreed upon at the initiation of the relationship. Educators have a multitude of responsibilities, so discussion on these expectations and goals and set times for communication must be agreed upon as soon as possible to ensure the relationship is prioritized (Logan et al., 2015; Mokel et al., 2021). This planning promotes a reciprocal relationship in which both the mentor and mentee are both benefited due to their dedication to the alliance (Dahlke et al., 2021). Afterall, there is always room for improvement and topics to discuss when engaged in nursing academia. This improvement not only includes what opportunities the mentee should partake in, but it also allows the mentor to avoid time-consuming, fruitless endeavors and choose activities that will better advance their career instead (Swanson et al., 2017). In fact, this reciprocal relationship often results in such a valuable union that mentees and mentors often engage and research and create publications together. As can be presumed, new nurse educators with strong mentorship engage in more scholarly activities than novice educators with no guidance in nursing academia

(Brody et al., 2016). These scholarly activities may be even further promoted when mentors and mentees with similar interests are paired together (Brody et al., 2016; Dahlke et al., 2021). The perceived trust, respect, and diversity in a mentoring relationship allows for greater collaboration in the development of the mentee and a more successful transition into academia. This sincere relationship increases vulnerability of the mentee; therefore, the mentee is more likely to go to the mentor with questions and for assistance in making decisions (Miner, 2019). Conclusively, the success of the mentee is unmistakably influenced by the relationship with their mentor.

Implications

The shortage of nurse educators and the methods to enhance their confidence in their new academic role has been discussed. The implementation of mentorship strategies will foster a sense of belonging for the educator, and they will likely further their academic growth as a mentor themselves. This production and retention of nurse educators will fill the seats of retiring educators and bring new perspectives and initiatives to nursing institutions. Therefore, this increase in nurse educators will provide the faculty necessary to expand nursing programs both academically and by increasing the number of students enrolled (Hunter, 2021). It is predicted that there will be more vacancies for registered nurses than for any other occupation throughout this year of 2022 with a total of 275,000 additional nurses needed in just this decade (Haddad et al., 2022). Therefore, the upstream approach of nurturing new nurse educators will continue down the line of improving nursing programs and bringing competent nursing professionals into the healthcare workforce.

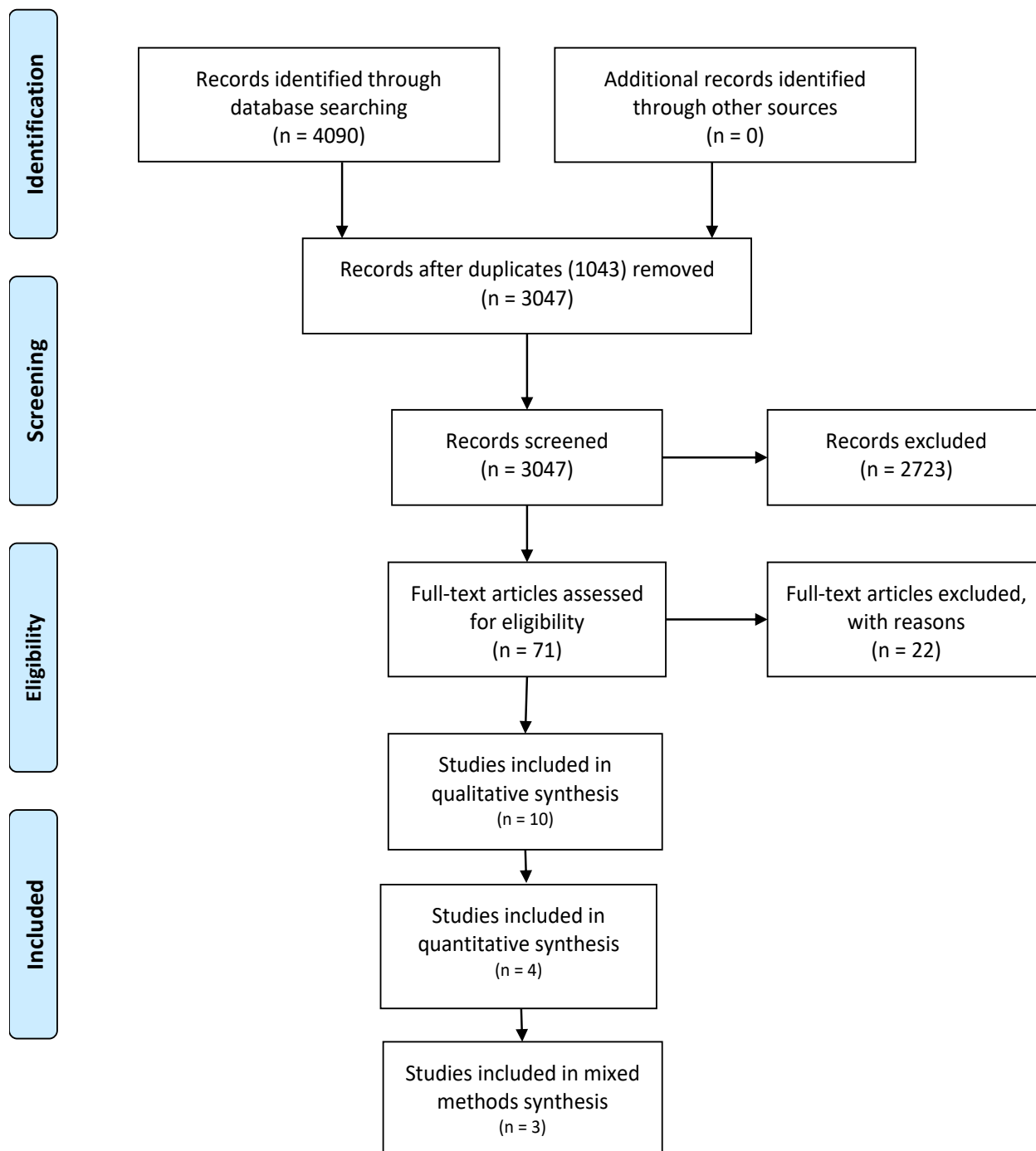
Limitations

This integrative literature review was limited by factors such as the inclusion and exclusion criteria. Additionally, only studies in English were included. Studies were limited to

articles within the last seven years to maintain applicability to today's nursing systems; however, this limited access to older models of mentorship. Due to minimal published information on mentorship in nursing education, only 17 articles were found to be applicable for this review. More mentorship programs need to be implemented and assessed for improvements in new nurse educator satisfaction and retention.

Conclusion

The purpose of this literature review is to identify the best practices of mentorship programs that promote the retention and job satisfaction of nurse educators. Findings from this review indicate that several factors promote the gratification and progression of new nurse educators. The multitude of components enhancing a satisfactory relationship between the mentor and mentee ultimately leads to the academic success and advancement of the new nurse educator. Based on findings from the literature, future research should prioritize the use of evidence-based program design in nurse educator mentorship programs. By crafting this seamless, supported transition, more nurses may be enticed to step into the role of nurse educator. By implementing the integral aspects of a successful new nurse educator mentorship program, there will surely be improvements in the satisfaction and retention of new nurse educators.

(Figure 1: PRISMA Diagram)

(Table 1): Matrix	Purpose	Study Design	Data Collection method	Sample & Setting (Place)	Main Findings/Results
<p>Complete Citation: Author(s). Year. Title of Article. Journal name, Vol. (No.) pp.</p> <p>Agger, C. A., Lynn, M. R., & Oermann, M. H. (2017). Mentoring and developme nt resources available to new doctorally prepared faculty in nursing. <i>Nursing Education Perspectiv es</i>, 38(4), 189–192. https://doi.</p>	<p>Purpose Statement: To examine “faculty mentoring practices and strategies currently in place in nursing programs.”</p>	<p>Type of study design: Web-based survey, descriptive design</p>	<p>Data collection: Survey sent to stratified random sample with strata based on the types of programs, program size, location, and public or private institution.</p> <p>Strengths: Stratified random sampling</p> <p>Weaknesses: Limitations based on strata Descriptive only</p>	<p>Sample: 206 programs</p> <p>Recruitment Strategy: Survey was sent to be completed.</p> <p>Strengths: Mail, email, and phone were all used to increase chance of contacting sample.</p> <p>Weaknesses: There was a lack of open-ended responses. Several individuals did not complete survey.</p>	<p>Significance to research: The mentoring practices for DNP and PhD teaching faculty are not differentiated. They have distinct roles and should be mentored as such.</p> <p>Implication to nurses: “Few programs differentiate their mentoring practices, depending on the type of doctoral education or anticipated roles of faculty member.”</p> <p>Further research: Based on the implication listed above, more improvement is needed in creating “role- specific mentoring programs.”</p>

<p>org/10.109 7/01.nep.0 000000000 000180</p>					
<p>Brody, A. A., Edelman, L., Siegel, E. O., Foster, V., Bailey, D. E., Bryant, A. L., & Bond, S. M. (2016). Evaluation of a peer mentoring program for early career gerontological nursing faculty and its potential for application to other fields in nursing and Health Sciences. <i>Nursing</i></p>	<p>Purpose Statement: “The purpose of this program evaluation was to describe the experience, efficacy, and value of the Peer Mentoring Program for mentees and mentors, as well as areas for improvement.”</p>	<p>Type of study design: Web-Based Survey</p>	<p>Data collection: Web-based survey via Qualtrics (emails and reminders) Six questions were asked about the benefits of the program. Three open-ended questions were asked.</p> <p>Strengths: Reminders were sent to complete the survey. Open-ended questions were given to participants to accumulate additional info.</p> <p>Weaknesses: Emails can be easily overlooked or sent to a spam folder.</p>	<p>Sample: 22 mentees and 17 mentors</p> <p>Recruitment Strategy: Surveys were sent to emails through Qualtrics.</p> <p>Strengths: There was easy access for mentees and mentors to provide information.</p> <p>Weaknesses: Only 39 of the initial 59 eligible individuals responded to the survey.</p>	<p>Significance to research: The mentorship program was useful to both parties in improving career development and networking opportunities.</p> <p>64.7% of mentors and 72.7% mentees found program valuable or very valuable.</p> <p>Combining both formal mentorship and peer mentorship allowed for collaboration resulting in significant information shared between participants, “thus empowering both the mentor and the mentee.”</p> <p>Implication to nurses: This program can be used as a model for further peer mentoring of nurse educators. However, both mentors and mentees agreed that more structure would benefit the program.</p>

<p><i>Outlook</i>, 64(4), 332–338. https://doi.org/10.1016/j.outlook.2016.03.004</p>					<p>Further research: The application of a mentoring program on other nursing specialty nurse educators would be beneficial.</p>
<p>Cooley, S. S., & De Gagne, J. C. (2016). Transformative experience: Developing competence in novice nursing faculty. <i>Journal of Nursing Education</i>, 55(2), 96–100. https://doi.org/10.3928/01484834-20160114-07</p>	<p>Purpose Statement: “The purpose of this single-site qualitative study was to describe the experience of the novice nurse educator in an effort to understand the challenges of and facilitators to the development of competence in the nurse educator role for those who teach prelicensure nursing students.”</p>	<p>Type of study design: Hermeneutic, phenomenological qualitative study</p>	<p>Data collection: Data collection included transcribed interviews along with participants’ journal notes about their work experience day-to-day.</p> <p>Strengths: There were several sources from which to pull data.</p> <p>Weaknesses: There was an inconsistency of some interviews being in person and others being on the phone.</p>	<p>Sample: “A purposive sample of seven faculty teaching in a private, religious-based, 4-year college participated in the study” All participants were women and were white.</p> <p>Recruitment strategy: Not given</p> <p>Strengths: There was member checking of the data collected.</p> <p>Weaknesses: The sample size was very small with all participants from the same college. All participants were female and white.</p>	<p>Significance to Research: “the most effective facilitators to developing teaching competence is the combination of the quality compassionate mentor to guide the novice faculty over time through an internship program for new nursing faculty”</p> <p>Implication to nurses: “Recognizing the conditions that favor transformative learning, which is the stimulus for an individual becoming more inclusive and considerate of others’ perspectives, nursing programs with new faculty need to create environments in which transformational learning may occur.”</p> <p>Further research: “Further study of this phenomenon should consider provisions for telephone and e-</p>

					mail access to mentors when questions arise.”
Cullen, D., Shieh, C., McLennon, S. M., Pike, C., Hartman, T., & Shah, H. (2017). Mentoring nontenured track nursing faculty. <i>Nurse</i>	Purpose Statement: The purpose is “to evaluate the effectiveness of mentoring strategies for nursing faculty progression and productivity in the nontenure track at institutions of higher education”	Type of study design: Systematic review	Data collection: The librarian searched 4 databases (Cumulative Index to Nursing and Allied Health Literature Complete, Education Source, Educational Administration Abstracts, and Educational Resources Information Center). Strengths: 1014 initial results	Sample: 60 articles Recruitment Strategy: Articles were filtered based on language, duplicates, mention of higher education or nursing education programs, descriptive text, quantitative and qualitative research.	Significance to research: “Findings revealed that nontenure track nursing faculty require planned programs and mentoring strategies unique to their role and abilities.” Implication to nurses: “Schools of nursing can improve on faculty progression, scholarship, and career growth by providing structured mentoring activity.”

<p><i>Educator</i>, 42(6), 290–294. https://doi.org/10.1097/nne.0000000000000394</p>			<p>Weaknesses: The review does not indicate if articles were within the last 5yrs.</p>	<p>Strengths: Two reviewers were used to appraise articles to maintain validity. Appraisal instruments were utilized. Any inconsistencies were resolved by a 3rd reviewer.</p> <p>Weaknesses: No institutional review board was mentioned.</p>	<p>Further research: Further study of the “developmental relationship” between the mentor and mentee” would be beneficial.</p>
---	--	--	---	---	---

<p>Dahlke, S., Raymond, C., Penconek, T., & Swaboda, N. (2021). An integrative review of mentoring novice faculty to teach. <i>Journal of Nursing Education</i>, 60(4), 203–208.</p>	<p>Purpose Statement: The purpose of this study was “to find and analyze studies exploring how formal mentorship programs support new faculty in addressing their learning needs to develop their teaching expertise.”</p>	<p>Type of study design: Integrative literature review</p>	<p>Data collection: Whittemore and Knafl methodology</p> <p>Databases utilized: EBSCOhost, CINAHL Plus with Full Text, Ovid, MEDLINE, EMBASE, ERIC, Scopus</p> <p>Strengths: A reference librarian was consulted.</p> <p>Weaknesses: The utilized articles dated back to 1999.</p>	<p>Sample: 8 articles</p> <p>Recruitment Strategy: Inclusion and Exclusion criteria</p> <p>Strengths: Participants in the different studies included 8 to 252 participants.</p> <p>Weaknesses: Two studies did not meet MMAT quality criteria.</p>	<p>Significance to research: Barriers and facilitators to mentorship are identified. Facilitators include: “open communication, a supportive environment, collegiality, accessibility, professional commitment, positive past experiences in previous mentoring relationships, formal mentoring plan, openness and availability of mentors for continual communication, regularly scheduled meetings, interpersonal relationships, positive personality traits.”</p> <p>Two themes from the data include socialization to</p>
--	---	---	---	--	--

<p>https://doi.org/10.3928/01484834-20210322-04</p>				<p>None of the studies included specific mentorship programs for new nurse faculty members.</p>	<p>academia and navigating mentorship.</p> <p>Implication to nurses: The author “suggests that administratively supported mentorship programs be implemented” to foster educator development.</p> <p>Further research: Further studies should identify “key components of formal or structured mentorship programs... The effectiveness of these programs also needs to be further examined.”</p>
--	--	--	--	---	---

<p>Ephraim, N. (2021). Mentoring in nursing education: An essential element in the retention of new nurse faculty. <i>Journal of Professional Nursing</i>, 37(2), 306-</p>	<p>Purpose Statement: “This study examined whether there was a relationship between nurse educator mentor’s perception of their mentoring effectiveness and nurse educator mentee’s perception of their mentor’s effectiveness.”</p>	<p>Type of study design: Non-experimental, correlational design</p> <p>Hypothesis There is a relationship between the mentee’s and mentor’s perception of mentorship effectiveness.</p>	<p>Data collection: The Principles of Adult Mentoring Inventory (PAMI) instrument was utilized. This is a 55 item survey to measure mentoring effectiveness based on six functions.</p> <p>Surveys sent out via SurveyMonkey</p> <p>Strengths: The survey was simple for participants to complete and could be</p>	<p>Sample: Full time faculty within the US, Puerto Rico, US Virgin Islands, and Guam</p> <p>Convenience sampling was used. Mentors were nurses with five or more years’ experience as a nurse educator.</p> <p>Mentees were experienced nurse</p>	<p>Significance to research: Mentors rated themselves as more effective regarding relationship emphasis, information emphasis, facilitative focus, confrontive focus, and employee vision than their mentees rated them.</p> <p>Implication to nurses: “Providing a multi-tiered approach relieves the pressure from one person; focuses on teaching, service, and scholarship, and could be more</p>
--	---	---	--	--	---

<p>319. 10.1016/j.profnurs.2020.12.001</p>		<p>Independent variables: The mentoring program and the individual mentor or mentee and their competency and effectiveness.</p> <p>Dependent Variables: The participants' perception of mentor and mentee effectiveness</p>	<p>done on their own time due to using an online survey via SurveyMonkey.</p> <p>Weaknesses: There are limited responses ranging from not effective to highly effective. This did not provide input from open-response questions.</p>	<p>educators that were new to the institution.</p> <p>Recruitment Strategy: 1325 letters were sent with 119 surveys being utilized in the research.</p> <p>Strengths: Emails with the survey allowed the educators to complete the survey at a convenient time for them.</p> <p>Weaknesses: Part-time faculty might be more likely to work full-time because of a positive mentorship. Including part-time participants would provide more data on how to increase the number of full-time faculty.</p> <p>39 surveys were missing data.</p>	<p>fulfilling than a one-on-one relationship.”</p> <p>Further research: A qualitative study on mentor-mentee perceptions that involve mentor-mentee dyads is recommended.</p> <p>“A comparison study on perceptions of mentoring effectiveness.”</p> <p>A further study on a mentoring network model should be completed.</p>
--	--	---	--	---	--

--	--	--	--	--	--

<p>Gentry, J., & Johnson, K. (2019). Importance of and satisfaction with characteristics of mentoring among nursing faculty. <i>The Journal of Nursing Education</i>, 58(10), 595-598. 10.3928/01484834-20190923-07</p>	<p>Purpose Statement: The purpose is “to determine nursing faculty perceptions of the importance of mentor characteristics and a mentoring relationship, and the level of satisfaction with mentoring within the nursing education profession.”</p>	<p>Type of study design: Cross-sectional design</p> <p>Research Questions: - “What characteristics of the mentoring relationship and role of the mentor are important to mentors and mentees who are nursing faculty?” - “What is the level of satisfaction of mentors and mentees who are nursing faculty with the mentoring relationship and role of the mentor?” - “Are there significant differences between senior nursing faculty and non senior nursing faculty in their satisfaction of the mentoring</p>	<p>Data collection: Data collection included an online survey with data analysis utilizing descriptive statistics (central tendencies, standard deviation, and independent t test).</p> <p>Strengths: Several email reminders were sent to participants. The online format allowed flexibility about when the participants could complete the survey.</p> <p>Weaknesses: Using an online format allows less ability for participants to fully express their thoughts.</p>	<p>Sample: “61 nursing faculty teaching in baccalaureate programs or higher in midwestern state”</p> <p>Recruitment Strategy: Participants were recruited through the nursing contact information on the University of Arkansas website. Participants were emailed the survey.</p> <p>Strengths: There was a wide range of participants to choose from.</p> <p>Weaknesses: Faculty might simply ignore the email and consider it spam. Only 61 of the 233 participants invited completed the survey.</p>	<p>Significance to research: Trust and support were the main characteristics of a successful, high satisfaction mentoring program.</p> <p>Implication to nurses: More research on mentoring is needed to create mentoring programs that are effective and have a lasting impact on nurse educators.</p> <p>Further research: Further study should be completed on the elimination of barriers which prevent nurses from transitioning from a clinical to faculty role.</p>
---	--	---	--	--	---

		relationship and role of the mentor?"			
		<p>Independent variables: Mentoring characteristics and relationship</p> <p>Dependent Variables: Satisfaction with mentoring program</p>			

Grassley, J. S., Strohfus, P. K., & Lambe, A. C. (2020). No longer expert: A meta-synthesis describing the transition from clinician to academic. <i>Journal of Nursing Education</i> ,	Purpose Statement: To gain “insight into easing [new nursing faculty] transition and improving faculty retention.”	Type of study design: Meta-synthesis	<p>Data collection: 5 databases: CINAHL, PsycINFO, PubMed, MEDLINE, and ProQuest</p> <p>Strengths: The articles used were within 5 years of the meta-synthesis’s publication.</p> <p>Weaknesses: Only 12 studies were eligible for the study.</p>	<p>Sample: 12 qualitative studies leading to the determination of 11 themes and 4 meta-themes</p> <p>Recruitment strategy: 5 databases: CINAHL, PsycINFO, PubMed, MEDLINE, and ProQuest</p> <p>Another study included was from the reference list of a study found via database.</p>	<p>Significance to Research: Meta-themes: Unprepared, No Longer An Expert, In Search of Mentoring, Beginning to Thrive</p> <p>Themes:</p> <ul style="list-style-type: none"> - “faculty role without formal education” - “cultural change” - “manage student encounters” - “being a novice again” - “miss being an expert” - “questioning and decision making” - “benefits of formal mentoring” - “supportive faculty colleagues”
---	--	--	--	--	--

<p>59(7), 366–374. https://doi.org/10.3928/01484834-20200617-03</p>				<p>Strengths: Quality assessment performed by 3 researchers</p> <p>Weaknesses: The approval by an institutional review board is unclear.</p>	<p>- “left alone to navigate faculty role” - “managing student feedback” - “gaining confidence as a teacher”</p> <p>Implication to nurses: “The expert clinicians often were unprepared for the demands of their faculty role and missed being experts. To begin to thrive, they needed orientation to the academic culture, intentional mentoring, and professional development in teaching and learning.”</p> <p>Further research: “to identify and evaluate cost-effective models that adequately prepare clinicians as teachers who can thrive in the academic setting”</p>
---	--	--	--	--	---

<p>Jeffers, S., & Mariani, B. (2017). The effect of a formal mentoring program on career satisfaction and intent</p>	<p>Purpose Statement: “The purpose of this mixed-method study was to explore the influence of a formal mentoring program on career satisfaction of novice full-time</p>	<p>Type of study design: Descriptive, comparative design; survey</p> <p>Independent Variable: Formal mentoring program</p>	<p>Data collection: Online Survey MNCSS semantic differential scale to measure results</p> <p>Strengths: Open-ended questions were used to gain insight into the experience of</p>	<p>Sample: 1435 emails with the survey were sent to potential participants. 252 surveys were completed and returned. Only 124 surveys fully completed and met inclusion criteria.</p>	<p>Significance to Research: “The quantitative data did not demonstrate statistically significant differences in career satisfaction or intent to stay, responses to the open-ended questions were rich with commentary indicating the value of mentoring to the participants.”</p>
--	---	--	---	---	---

<p>to stay in the faculty role for novice nurse faculty. <i>Nursing Education Perspectives</i>, 38(1), 18–22. https://doi.org/10.1097/01.nep.000000000000104</p>	<p>nurse faculty in academia.”</p>	<p>Dependent Variable: Career satisfaction</p>	<p>being a novice nurse faculty member. Weaknesses: Surveys such as this where participants chose answers based on a number scale often results in participants selecting random numbers.</p>	<p>Recruitment strategy: Surveys were emailed to potential participants in undergraduate and graduate programs within the United States. Strengths: The study did not limit the survey to specific universities. Weaknesses: Only participants in the United States were used in the study. The response rate was only 17.6%.</p>	<p>Implication to nurses: “Several participants described feeling stress and anxiety due to lack of mentoring or negative relationships with faculty mentors. Faculty incivility, which has recently gained attention in the nursing literature (Clark, 2013; Peters, 2014), may contribute to dissatisfaction with the nurse faculty role and poor retention of nurse faculty and potential leaders in academia.” “Nurse faculty of all experience levels report feeling strain and demands on their time, and novice nurse faculty report lack of support, bullying, and workplace violence.” Further research: Further research could include studying the qualities of an effective mentor.in addition to nursing workplace bullying and violence.</p>
---	------------------------------------	---	--	--	--

<p>Logan, P. A., Gallimore,</p>	<p>Purpose Statement: The purpose is “to explore and compare the experiences of</p>	<p>Type of study design: Qualitative interview study</p>	<p>Data collection: Nurse educators who worked full-time for 3-5 year or held continuing</p>	<p>Sample: 14 nurse educators; 7 in UK and 7 in Australia</p>	<p>Significance to Research: “Funded doctoral and postdoctoral positions should be integral to the provision of</p>
---------------------------------	--	---	---	--	--

<p>D., & Jordan, S. (2015). Transition from clinician to academic: An interview study of the experiences of UK and Australian Registered Nurses. <i>Journal of Advanced Nursing</i>, 72(3), 593–604. https://doi.org/10.1111/jan.12848</p>	<p>nurses in Australia and the UK as they moved from clinical practice into higher education institutions.”</p>		<p>contracts were considered for the study. 40-60 minute face-to-face or phone interviews were utilized.</p> <p>Strengths: The researchers confirmed data saturation via computer software.</p> <p>Transcripts were returned to the participants to ensure accuracy of the data collected.</p> <p>Weaknesses: Phone calls are more impersonal than face-to-face interviews, so data collected from phone calls may not have been as in-depth when compared to data from face-to-face interviews.</p>	<p>Recruitment strategy: Invitations were sent via email to different nurse academia institutions.</p> <p>Strengths: Themes were objectively identified with Leximancer computer software.</p> <p>Weaknesses: Only two countries were studied.</p>	<p>undergraduate nursing programs to address the hiatus in research support identified and develop the next generation of academics as both researchers and teachers.”</p> <p>Implication to Nurses: “More resources, including academic time, systems of support and mentorship are needed for nurses to progress to postdoctoral research and justify nursing’s place amongst academic departments.”</p> <p>Further research: More research is needed in the United Kingdom and Australia to support the need to establish nursing as a more research-based discipline.</p>
<p>Miner, L. A. (2019). Transition to nursing academia: A positive experience. <i>The Journal</i></p>	<p>Purpose Statement: The purpose is “to identify the positive aspects of the transition experience in order to add to the scientific literature and to suggest</p>	<p>Type of study design: Qualitative, interviews</p>	<p>Data collection: Interviews with semi-structured questions</p> <p>Strengths: Open-ended questions</p>	<p>Sample: 8 nurses who transitioned from clinical nursing to baccalaureate faculty were used for the study.</p>	<p>Significance to Research: Formal mentoring and orientation programs will contribute to the positive experiences of the new nurse educator.</p>

<p><i>of Continuing Education in Nursing</i>, 50(8), 349–354. https://doi.org/10.3928/00220124-20190717-05</p>	<p>successful strategies for those moving from clinical nursing into academia.”</p>		<p>Weaknesses: The self-reported data could be flawed due to the time between being a new nurse graduate and when the study was conducted. Selective memory could also play a role in flawed data.</p>	<p>Recruitment strategy: Purposeful sampling was used based on inclusion criteria.</p> <p>Strengths: The study included faculty with both master and doctoral degree education.</p> <p>Weaknesses: There were many limitations such as being within driving distance to the researcher, being able to speak English, and must not work at the same organization as the researcher. This resulted in a severe lack of diversity.</p>	<p>Implication to nurses: Nursing education programs should understand “the need to highlight the positive aspects of the professional role during the transition process of the novice nurse educator.”</p> <p>Further research: Methods of increasing collaboration of other nursing faculty with new nurse faculty members should be researched.</p>
<p>Mokel, M. J., Behnke, L. M., Gatewood, E., Mihaly, L. K., Newberry, E. B., Lovence,</p>	<p>Purpose Statement: “The aim of this study was to search the literature for best practices in mentoring underrepresented faculty.”</p>	<p>Type of study design: Integrative review</p>	<p>Data collection: A librarian searched PubMed, CINAHL Complete (EBSCOhost), ERIC (Proquest), and PsychINFO (EBSCOhost) to gather articles. Google scholar was also utilized as a database.</p>	<p>Sample: 15 articles</p> <p>Recruitment Strategy: PubMed, CINAHL Complete, ERIC, PsycINFO, Google Scholar</p>	<p>Significance to research: Multiple mentors for one mentee shows potential for stronger personal relationships and more information than just one mentor. However, this type of mentoring model requires planning for “mentor training,</p>

<p>K., Ro, K., Bellflower, B. B., Tabi, M., & Kuster, A. (2021). Mentoring and support for underrepresented nursing faculty. <i>Nurse Educator</i>, Publish Ahead of Print. https://doi.org/10.1097/nne.0000000000001089</p>			<p>All research team members read the studies to gather data and compiled information into a shared document.</p> <p>Strengths: Multiple individuals screened the material.</p> <p>Weaknesses: No objective process was used for analyzing data; human error</p>	<p>Strengths: There was a strong sample size from which to collect data.</p> <p>Weaknesses: Most articles focused on underrepresented individuals regarding ethnicity. Only a few articles focused on women, males, LGTB+, and other minorities.</p>	<p>dedicated time for mentoring, and institutional support.”</p> <p>Implication to nurses: “Mentoring models involving junior faculty paired with multiple mentors or a network of mentors have increasingly been found to facilitate faculty development.”</p> <p>Further research: More research is needed on the effectiveness of mentorship on underrepresented faculty. Most of the articles found focused on ethnicity and not “on women, male faculty, ethnic minority groups, LGBTQ+ populations, geographic locations, and online versus face-to-face faculty.”</p>
---	--	--	--	--	--

<p>Nowell, L., Norris, J. M., Mrklas, K., & White, D. E. (2016). Mixed methods systematic</p>	<p>Purpose Statement: “The aim of this study was to report on a mixed methods systematic review that critically examines the evidence for</p>	<p>Type of study design: Mixed methods systematic review</p>	<p>Data collection: 5 databases: MEDLINE, CINAHL, EMBASE, ERIC, PsycINFO Grey literature</p> <p>Strengths: Two reviewers were both trained on the data</p>	<p>Sample: 34 studies</p> <p>Recruitment strategy: Inclusion and exclusion criteria</p>	<p>Significance to Research: 80.6% of mentees in the study became mentors themselves due to their mentoring experience.</p> <p>Mentorship programs “created a strong positive and respectful culture and an environment of social support.”</p>
---	--	---	--	---	--

<p>review exploring mentorship outcomes in nursing academia. <i>Journal of Advanced Nursing</i>, 73(3), 527–544. https://doi.org/10.1111/jan.13152</p>	<p>mentorship in nursing academia.”</p>		<p>collection process prior to full-text review.</p> <p>Weaknesses: The quality of the studies used was largely varied.</p>	<p>Strengths: Quality appraisal were tools utilized.</p> <p>Weaknesses: No additional reviewer was utilized for settling disagreements.</p>	<p>Implication to nurses: “The proposed framework for identifying behavioral, career, attitudinal, relational, and motivational outcomes related to mentorship may help guide the objectives and designs of future mentorship interventions and research in nursing academia.”</p> <p>Further research: Further study should be done on the relationship between mentorship and career outcomes utilizing a “comparison group design.”</p> <p>Research with a “multi-site design” would be beneficial.</p>
<p>Nowell, L., Norris, J. M., Mrklas, K., & White, D. E. (2017). A literature review of mentorship</p>	<p>Purpose Statement: “The purpose of this review is to identify published articles that (1) described models for mentoring programs for academic nurses, and (2) described the</p>	<p>Type of study design: Systematic literature review; narrative synthesis Articles I identified and then then screened. 3001 → 34 articles.</p>	<p>Data collection: “Program objectives and components were extracted and narratively synthesized to identify important patterns and themes across mentorship programs.”</p>	<p>Sample: 34 articles describing 30 mentorship programs</p> <p>Recruitment Strategy: Five data bases were searched</p>	<p>Significance to research: Mentorship for nurses will look different in different settings, and there is no evidence to whether one approach is more effective than another.</p>

<p>programs in academic nursing. <i>Journal of Professional Nursing</i>, 33(5), 334–344. https://doi.org/10.1016/j.profnurs.2017.02.007</p>	<p>objectives and core components of these programs.”</p> <p>Types of mentor models: dyad, peer, group, online, distance, learning partnerships, highly relevant, and constellation models.</p> <p>The components included:</p> <ul style="list-style-type: none"> a) “Having a program director” b) “Orientation to the program” c) “Selective matching dyads” d) “Developing clear purpose and goals” e) “Frequent communication between mentors and mentees” 		<p>Strengths: Several different methods of mentorship were covered in the articles including dyad, peer, group, distance, learning partnership, highly relevant, and constellation mentorship. Electronic searches were performed through reliable, relevant databases.</p> <p>Weaknesses: The study was limited to published research.</p>	<p>(Medline, CINAHL, Embase, ERIC, and PsycINFO) Inclusion and exclusion criteria</p> <p>Strengths: Several mentorship methods were available to review. Nine common components of mentorship programs in the 34 articles were identified and explained.</p> <p>Weaknesses: Most of the programs were vague in describing their action. There is limited published information on nurse educator mentorship when compared to other disciplines. There is inconsistency between “mentorship processes, outcome measures, and formal evaluations of mentorship components.”</p>	<p>Implication to nurses: The type of mentorship program available to nurses varies by setting. More research needs to be done and more mentorship programs initiated for more conclusive data.</p> <p>Further research: More research needs to be done on the pros and cons of mentorship programs to make sure resources are allocated efficiently and most effectively.</p>
--	--	--	---	---	--

	<p>f) “Faculty development workshop”</p> <p>g) “Mentee reflection journaling”</p> <p>h) “Facilitation of socialization and networking opportunities”</p> <p>i) “Administrative support”</p>				
--	---	--	--	--	--

<p>Ortiz, Cristina. (2021). Mentoring experiences of male faculty in nursing programs. <i>Nursing Education Perspectives</i>, 42, 310-314. https://doi.org/10.1097/01.NEP.000</p>	<p>Purpose Statement: The purpose is to “examine the mentoring experiences of male nurses in academia”</p>	<p>Type of study design: Qualitative descriptive research design; semi-structured interviews</p>	<p>Data collection: A demographic questionnaire was created by the researcher which began the interview. The semi-structured interviews were audio-recorded. Field notes by the researcher were also used.</p> <p>Strengths: Having face-to-face or audible interviews allow more open responses that could potentially be more detailed.</p>	<p>Sample: The ten participants were male and taught full-time, were teaching currently, or had experience teaching. The participants had either formal or informal mentoring experiences.</p> <p>Recruitment Strategy: Emails were sent via an electronic mailing list of the members of American Association of Men in Nursing.</p>	<p>Significance to research: Mentees felt that being vulnerable increased the perceived effectiveness of the mentorship.</p> <p>Mentees often benefited so much from their experience that they felt the need to “pay it forward” and become a mentor themselves.</p> <p>Lack of time, support, and commitment were detriments to the mentoring relationship.</p>
--	---	---	---	---	--

<p>0000000000 853</p>			<p>Weaknesses: Some potential participants may choose not to participate due to having a time conflict in their schedule.</p>	<p>Snowballing was also utilized.</p> <p>Strengths: Snowballing allowed more participants to be reached that were not attentive to the information distributed by the American Association of Men in Nursing. However, snowballing can decrease the objectivity of the data. Having some face-to-face interviews allowed for more personal, open-ended responses.</p> <p>Weaknesses: As with other surveys distributed online, they are likely to be forgotten or considered spam.</p> <p>Purposive sampling may have limited representativeness.</p>	<p>Implication to nurses: Informal mentors are often utilized even if formal mentoring programs are in place. It is very difficult to find male mentors due to the lack of male presence in nursing, especially academia. More must be done to promote men in nursing from informing high school students of the career choice to having more male nurses on television.</p> <p>Further research: Further study on underrepresented groups in nurse faculty should be performed to determine commonalities and variances in mentorship experiences.</p>
---------------------------	--	--	--	---	---

--	--	--	--	--	--

<p>Shapiro, S. (2018). An exploration of the transition to the full-time faculty role among associate degree nurse educators. <i>Nursing Education Perspectives</i>, 39(4), 215–220. https://doi.org/10.1097/01.nep.0000000000000000306</p>	<p>Purpose Statement: “The purpose of this study was to examine the challenges, adaptive strategies, and organizational structures related to the experience of the transition into the full-time faculty role among nurse educators in associate degree nursing (ADN) programs.”</p>	<p>Type of study design: Qualitative</p>	<p>Data collection: Data continued to be gathered from interested participants beyond when data saturation was reached. Face-to-face, phone, and video interviews “with semi-structured, open-ended questions” were used for data collection. Interviews generally lasted one hour and were recorded and transcribed.</p> <p>Strengths: The interview protocol was initially utilized for BSN educators; however, it was modified and field-tested before being used on ADN educators.</p> <p>Weaknesses: The study protocol was previously used for BSN educators. The current study includes 14 ADN educators. However, it was field tested before being used for official research.</p>	<p>Sample: Purposive sampling of 14 participants who taught ADN programs in Massachusetts and New Hampshire was used. Purposive sampling was utilized to choose educators with information most relevant to the study.</p> <p>Recruitment Strategy: Purposive sampling</p> <p>Strengths: Previous studies on role transition for nurse educators only used nine participants. This study had 14 participants.</p> <p>Weaknesses: Only female nurse educators were included in the sample.</p>	<p>Significance to research: Five themes: a) “Difficulties” b) “Learning the role” c) “Embracing the role” d) “The need for support” e) “Personal experience of confidence and love of teaching”</p> <p>Implication to nurses: Duties that should be included in the mentorship program include “opportunities to observe experienced educators teach, opportunities to be observed teaching followed by critique, and professional development and ongoing support related to test question writing.” It is essential for the mentorship programs to be “structured, formal, and comprehensive.”</p> <p>Further research: More research on ADN educator transition experience with more diverse participants should be performed.</p>
--	--	---	---	---	---

<p>Swanson, K. M., Larson, E. L., & Malone, B. (2017). Mentors' perspectives on supporting nurse faculty scholars. <i>Nursing Outlook</i>, 65(3), 315–323. https://doi.org/10.1016/j.outlook.2017.01.006</p>	<p>Purpose Statement: The purpose is to “describe mentors’ perceptions of the purpose, processes, outcomes, and challenges of mentoring; self-ratings of effectiveness in performing aspects of the mentoring role; and overall ratings of the quality of their mentoring relationship and the likely contributions of their junior faculty fellow to academia and the profession, the body of knowledge related to health and healthcare, and mitigation of the nursing faculty shortage.”</p>	<p>Type of study design: Survey, quantitative analysis</p> <p>Independent Variable: Experience of mentor</p> <p>Dependent Variable: How they rate their effectiveness and mentorship relationship</p>	<p>Data collection: An anonymous survey with 8 open-ended and 16 close-ended questions was used.</p> <p>Strengths: Open-ended questions allow for more detailed data collection.</p> <p>Weaknesses: Only 59.3% of potential participants responded to the survey.</p>	<p>Sample: 51 mentors of junior faculty</p> <p>Recruitment strategy: The survey was sent to primary mentors who were part of the Robert Wood Johnson Foundation.</p> <p>Strengths: Anonymous</p> <p>Weaknesses: The sample does not include mentorship outside of the Robert Wood Johnson Foundation.</p>	<p>Significance to Research: Roles of the mentee and mentor need to be established and agreed upon at the beginning of the relationship.</p> <p>Mutual trust resulted in increased satisfaction in the mentoring relationship.</p> <p>Implication to nurses: The relationship between mentor and mentee was found to be the key to success in the mentorship effort.</p> <p>Further research: A study should be performed on mentors and mentees not based in the same foundation.</p>
--	--	--	--	---	---

References

- Agger, C. A., Lynn, M. R., & Oermann, M. H. (2017). Mentoring and development resources available to new doctorally prepared faculty in nursing. *Nursing Education Perspectives*, 38(4), 189–192. <https://doi.org/10.1097/01.nep.0000000000000180>
- American Association of Colleges of Nursing. (2021, August 17). *Data spotlight: Insights on the nursing faculty shortage*. American Association of Colleges of Nursing. Retrieved February 12, 2022, from <https://www.aacnnursing.org/News-Information/News/View/ArticleId/25043/data-spotlight-august-2021-Nursing-Faculty-Shortage#:~:text=However%2C%20in%202020%2C%20almost%20half%20of%20generic%20baccalaureate,additional%20faculty%20due%20to%20insufficient%20funds%20%28Fi%20gure%203%29>
- Brody, A. A., Edelman, L., Siegel, E. O., Foster, V., Bailey, D. E., Bryant, A. L., & Bond, S. M. (2016). Evaluation of a peer mentoring program for early career gerontological nursing faculty and its potential for application to other fields in nursing and Health Sciences. *Nursing Outlook*, 64(4), 332–338. <https://doi.org/10.1016/j.outlook.2016.03.004>
- Cooley, S. S., & De Gagne, J. C. (2016). Transformative experience: Developing competence in novice nursing faculty. *Journal of Nursing Education*, 55(2), 96–100. <https://doi.org/10.3928/01484834-20160114-07>
- Cullen, D., Shieh, C., McLennon, S. M., Pike, C., Hartman, T., & Shah, H. (2017). Mentoring nontenured track nursing faculty. *Nurse Educator*, 42(6), 290–294. <https://doi.org/10.1097/nne.0000000000000394>

- 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>
- 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. [10.1016/j.profnurs.2020.12.001](https://doi.org/10.1016/j.profnurs.2020.12.001)
- Gentry, J., & Johnson, K. (2019). Importance of and satisfaction with characteristics of mentoring among nursing faculty. *The Journal of Nursing Education, 58*(10), 595-598. [10.3928/01484834-20190923-07](https://doi.org/10.3928/01484834-20190923-07)
- 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>
- Haddad, L. M., Annamaraju, P., & Toney-Butler, T. J. (2022, February 22). *Nursing shortage*. National Center for Biotechnology Information. Retrieved April 5, 2022, from <https://www.ncbi.nlm.nih.gov/books/NBK493175/>
- Hunter, C. (2021, February 26). *Nursing shortage: Why there's a continued demand for nurses*. Southern New Hampshire University. Retrieved April 4, 2022, from <https://www.snhu.edu/about-us/newsroom/health/nursing-shortage>
- Jeffers, S., & Mariani, B. (2017). The effect of a formal mentoring program on career satisfaction and intent to stay in the faculty role for novice nurse faculty. *Nursing Education Perspectives, 38*(1), 18–22. <https://doi.org/10.1097/01.nep.000000000000104>

- Logan, P. A., Gallimore, D., & Jordan, S. (2015). Transition from clinician to academic: An interview study of the experiences of UK and Australian Registered Nurses. *Journal of Advanced Nursing*, 72(3), 593–604. <https://doi.org/10.1111/jan.12848>
- Meinke, H. (2020, February 24). *Understanding the nurse educator shortage and its implications*. Rasmussen University.
<https://www.rasmussen.edu/degrees/nursing/blog/nurse-educator-shortage/#:~:text=What%20causes%20the%20nurse%20educator%20shortage%3F%20Just%20like,lot%20of%20them%20are%20retiring%20all%20at%20once.>
- Miner, L. A. (2019). Transition to nursing academia: A positive experience. *The Journal of Continuing Education in Nursing*, 50(8), 349–354. <https://doi.org/10.3928/00220124-20190717-05>
- Mokel, M. J., Behnke, L. M., Gatewood, E., Mihaly, L. K., Newberry, E. B., Lovence, K., Ro, K., Bellflower, B. B., Tabi, M., & Kuster, A. (2021). Mentoring and support for underrepresented nursing faculty. *Nurse Educator, Publish Ahead of Print*.
<https://doi.org/10.1097/nne.0000000000001089>
- Nowell, L., Norris, J. M., Mrklas, K., & White, D. E. (2016). Mixed methods systematic review exploring mentorship outcomes in nursing academia. *Journal of Advanced Nursing*, 73(3), 527–544. <https://doi.org/10.1111/jan.13152>
- Nowell, L., Norris, J. M., Mrklas, K., & White, D. E. (2017). A literature review of mentorship programs in academic nursing. *Journal of Professional Nursing*, 33(5), 334–344.
<https://doi.org/10.1016/j.profnurs.2017.02.007>
- Ortiz, Cristina. (2021). Mentoring experiences of male faculty in nursing programs. *Nursing Education Perspectives*, 42, 310-314. <https://doi.org/10.1097/01.NEP.0000000000000853>

Shapiro, S. (2018). An exploration of the transition to the full-time faculty role among associate degree nurse educators. *Nursing Education Perspectives*, 39(4), 215–220.

<https://doi.org/10.1097/01.nep.0000000000000306>

Southern New Hampshire University. (2020, March 5). *How the nurse educator shortage is holding back healthcare*. Southern New Hampshire University.

<https://www.snhu.edu/about-us/newsroom/2020/03/how-the-nurse-educator-shortage-is-holding-back-healthcare>.

Swanson, K. M., Larson, E. L., & Malone, B. (2017). Mentors' perspectives on supporting nurse faculty scholars. *Nursing Outlook*, 65(3), 315–323.

<https://doi.org/10.1016/j.outlook.2017.01.006>